

**PERCEIVED IMPACT OF HOME BACKGROUND ON  
THE EDUCATIONAL ATTAINMENT OF THE GIRL-  
CHILD IN THE TWENTY FIRST CENTURY IN OBI  
LOCAL GOVERNMENT AREA OF BENUE STATE**

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**Abstract**

*This paper investigated into the perceived impact of home background on the educational attainment of the girl-child in the 21st Century in Obi Local Government Area of Benue State. The population of the students was 1800 girls with 100 as the sample size. Two research questions and one hypothesis guided the study. The research questions were answered using percentages while the hypothesis was analyzed using chi square and tested at 0.05 level of significance. From the finding, it was found that home background of the girl-child does not significantly impact on the girl's educational attainment. It was recommended that parents should lighten the burden on their girl-child's home background that may likely have impact on her educational attainment.*

**Keywords:** *Perceived impact, home background, educational attainment, girl-child, 21st century.*

## Introduction

Education is very important for every child across the globe for meaningful participation in governance at all levels. This educational development is for the boys and girls, men and women. Agogo (2020:25) opined that, “whatever type of education that men and women are exposed to, should be functional and appropriate” It should emphasize the training of the mind in building valuable concepts and the understanding of the world around us (Agogo, Ogbegba, Damkor Ikpa & Agogo, 2018). This is important because the 21<sup>st</sup> century demands emphasize Information and Communications Technology (ICT) that is built on education.

It is important that the girl-child is also meaningfully allowed access to education. Education is very important and potents ingredient for changing a girl-child or a woman's life. However, many societies do not fully support girl-child education in Nigeria (Utulu, 2001). Girl-child education, however, entails her total development. It is the harmonious development of her physical, mental and spiritual aspects. This is important because of girls and women involvement in governance in today's world. This is in agreement with the national policy on education which states that the process that helps to develop the woman (and the girl-child) enables her to function in any environment in which she may find herself (FRN, 2013). Girl-child and women are the basis for home education, so they should be properly educated.

Everybody has a background that teaches one how he or she has grown up from the home. It is important to understand the girl-child parental attitudes toward her education. This is because attitude is a psychological construct that considers the behavior of a person, which Fasokun (2012) sees as agent in possible facilitation of learning in an educational setting. This means that, the parental attitudinal expression towards the girl-child can impact on her education right from home.

Many parents demonstrate negative attitudes towards their girl-child education. To them, the African traditional society does not support women or girl-child education (Agogo, 2010), because of the culture. In most cultures like the Igede people, Agogo (2011) informed that, the culture is based on beliefs and values affect the girls and women in several ways, including education. For a literate family, their attitudes towards the girl-child's educational attainment is open and not as culture –bound as for illiterate parents. In the same way, what some parents think about their daughter's educational attainment depend on their parent's socio – economic status. According to Ortese and Yaapera (2007), low socio-economic status of most parents impede the education of the girl-child across Nigeria, and this affects their latter life styles and life activities with serious impact.

The girl-child early marriage as well as pre-matured pregnancy have impact on her educational attainment too. It is important for parents therefore to guide against girl-child early marriage which in most cases, come about with premature pregnancy. This, in most cases, impacts the educational attainment of the girl-child. There is a significant relationship between students home education and their attitude toward learning in the secondary school (Agogo & Ogbegba, 2012). In this 21<sup>st</sup> Century, therefore, cultural pressures should be modified for learning to take place meaningfully, for the girl-child.

Today, there are lots of prospects for the girl-child education, including the fact that, education has witnessed lots of prestigious political positions in Nigeria for the women and girls. In the same way, people's cultural provisions are gradually being modified to allow for girl- child education in many rural communities (Agogo, 2011). This is why there is an improvement on girl-child education in Igede today, especially in this 21<sup>st</sup> century, even across Nigeria.

The parent's perception of home

background as it impacts on the girls-child educational attainment in the 21<sup>st</sup> century has been investigated here. On the teachers perception of mathematical modeling, Akpomemiyere and Eraikhuemen (2017) opined that the teacher's perception involves the views, beliefs, opinions of the new concept and this influences how they will regard, understand and interpret the new concept in the classroom. In the same way, the arts of perception needs to be taken into consideration with respect to the impact of home background on the girl- child level of education. Many girls in Igede background are burdened by the people's cultural practices as they impact on their educational attainment. However, these issues based on cultural beliefs and values are being addressed (Agogo, 2010); especially, with respect to information and technologies in this 21<sup>st</sup> century.

### Research Questions

Two research questions were raised and answered.

1. What constitutes the impact of home background on girl-child educational attainment?
2. To what extent does home background impact on the girl- child's educational attainment?

### Hypothesis

One hypothesis was formulated and tested at 0.05 level of significance

**H<sub>0</sub>**, Home background of a girl-child does not significantly impact on her educational attainment.

### Research Method

The design employed was descriptive survey. A survey design, according to Agogo and Achor (2019) as well as Emaikwu (2011), is one which assesses the respondents as representative samples from the population, especially from the perceived impact of the girl-child home education on her educational attainment. The sample size was 100 respondents from the population. The study area is Obi Local Government Area of Benue

State. Most of the residents are the Igede groups in the area of study. The population for the study was 1800 of the girl-child students from ten secondary schools. The instrument used was titled Perceived Impact of Educational Attainment on Girl-Child Education Questionnaire.

Section 'A' was on background information, while section 'B' was on the Likert Scale types; on Very High Extent (VHE), High Extent (HE) Low Extent (LE) and No Extent (NE). The instrument was validated by two lecturers from the Benue State University, Makurdi, Department of Educational Foundations. Two research assistants helped to collect the data from the schools. The data collected employed simple percentages for research questions as raised in this study. Then Chi-square Statistic was used to analyze the hypothesis at 0.05 level of Significance.

### Results

The data collect were used to answer the two research questions and one hypothesis

#### Research Question One

What constitutes the impact of home background on the girl-child educational attainment?

From the respondents, the following items constitute the impact of home background on the girl- child educational attainment.

**Table 1:** What constitutes Impact on Home Background on Girl-child Educational Attainment.

S/No	Items	Frequency
1.	The parents usually refuse to pay the girls' school charges	18
2.	Some of the male siblings usually feel sad that school fees of girls are paid before their own.	11
3.	The girls cultural practices constitute impact on her education	16
4.	The girl- child's home chores constitute impact on her educational attainment	6
5.	The religious practices of the girl child impact on her educational attainment	10
6.	The socio-economic status of the girls' parents impacts on her educational attainment	15
7.	Early marriage of the girl-child impacts on the girls' educational attainment	5
8.	Early pregnancy of the girl-child impacts on the girls' educational attainment	7
9.	Broken homes impact on the girl child's educational attainment	8
10.	Some parents perceive that the home background impacts on the girlschild educational attainment	4
		<b>100</b>

These are the responses by the 100 respondents on what constitutes the impact of home background on girl-child educational attainment.

### Research Question Two

To what extent does home background impact on the girl-child educational attainment?

**Table 2:** Impact of Home Background on the Girl-child Educational Attainment

S/No	Item	VHE	HE	LE	NE
1.	Poverty affects girl -child educational attainment	35	30	20	15
2.	Early marriage impacts on girl -child educational attainment	40	25	10	30
3.	Educated girl-child is less submissive to home background issues, thus affects her educational attainment.	28	12	41	19
4.	Pre-matured pregnancy impacts on the girl-child educational attainment	51	26	17	6
5.	Girls that are not motivated at home have problems in attaining their levels of education	44	25	21	10
Combine VHE/HE then LE/NE		198	118	109	80
Total		316		189	
Percentage		62.60		37.40	

From Table 2, VHE and HE (62.60) gives positive impact and LE and NE (37.40) are for negative impact. This shows that 62.60% of the respondents said home background impacts on the girl-child's educational attainment, while 37.40% said

no.

### Hypothesis

Home background of the girl-child does not significantly impact on her educational attainment.

**Table 3:** Chi Square Analysis for Home Background on Girl-child Educational Attainment

N	df	X <sup>2</sup> cal	X <sup>2</sup> cri	Decision
100	4	2.40	9.49	Not rejected

From tables 2,  $x^2$  calculated (2.40) is less than  $X^2$  critical (9.49) showing that the null hypothesis is not rejected. This means that, home background of the girl-child does not significantly impact on her educational attainment.

### Discussion of Findings

Home background is full of many challenges that can possibly impact on the educational attainment of the girl-child in this 21<sup>st</sup> century. Some parents see the need to send their girl-child to school today, though some of them do not provide adequately for their girls, with respect to some facilities and opportunities for educational attainment. The study found that early marriage pre-matured pregnancy and such others impact on the girls' educational attainment which is in agreement with Agogo and Ogbeba (2014) finding. However it was found that home background of the girl-child does not impact on her educational attainment. This is in disagreement with Unjie (2004) who found that socio-cultural beliefs at the home background of a girl-child are factors impeding their educational attainment. This is because some parents see the training of their girl-child as culturally a waste of resources, as she would soon be married out. This is different from what is happening today as girl-child education has become very necessary and important in this 21<sup>st</sup> Century. This means that there is the need to modify some of these cultural challenges that impact on the girl-child educational attainment.

### Summary

The study investigated into the perceived impact of home background on the educational attainment of the girl-child in the 21<sup>st</sup> century. The study found that:

- i. Several factors impact on the girl-child's educational attainment from her home background that should be addressed today.
- ii. Home background of the girl-child does not significantly impact on her educational attainment.

### Recommendations

Based on the findings, these recommendations were made:

1. Parents should not burden their girl-child too much with her people's cultural practices as to impact on her educational attainment, but should seek ways to modify them.
2. Government and other stakeholders in education should lighten the burden on the girl-child's home background that may likely have impact on her educational attainment.

### Conclusion

The following conclusion is arrived at based on the finding of this study with respect to the impact of home background on the educational attainment of the girl-child. Certain salient issues that are culture-related easily affect the girl-child in her educational attainment. However, it is important to stress that in this 21<sup>st</sup> century, cultural beliefs and values, should not be made to impact on the girl-child levels of educational attainment. This will enable the girls and women to be

exposed to functional education for maximum benefit.

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