**THE INFLUENCE OF GENDER ON THE EDUCATION OF THE GIRL CHILD**

**ABSTRACT**

This study focuses on the influence of gender on the education of girl child in Ikpoba Okha Local Government Area of Edo State. 100 students 60 science teacher and 40 parent participated in the study. Questionnaires, oral interview and short objective test were used to generate data for this study. Result show that the causes of backwardness of girl child in science education are poverty ignorance and illiterate of their parent, cultural and religion factor were also detected. It was also discoursed that parent tend to encourage their boy to choose science subject at their senior level and girls are advised to choose commercial effect of gender disparity was observed and method scholars collaborative strategies which can increase gender friendly environment for learning science were suggested.

**CHAPTER ONE**

**INTRODUCTION**

**BACKGROUND OF THE STUDY**

Gender party in education is a thing of concern in this era according to united conference held in Aduis Ababa (2001) show progress on girls education will account for over (10) million unnecessary child and material deaths.   Education equips girls and women with basic confidence in their abilities and right an ability to acquire and process information and increase power. Before now, female educations were not given a second thought due to the fact that most parents felt that money spent on female education is a waste. That after all, the education of female ends in the kitchen as the adage says”. In Orhionmwon Local Government Area of Edo State, some home hardly boast of any female university graduates due to the level of Illiteracy. The wrong impression of parents on gender inequality towards female education cannot be over emphasized. Parents are also of the view that women are meant for child bearing taking care of jay to day activities of domestic works. Record has proven that women can do as well as their men counter parts.

Millions of girls around the word has been denied education due to selfish believe, all eyes and hands should be on millennium goals to eradicate gender inequality with education as instrument of propagation the values of the society and with the relative success of women in almost all procession and government post societies, vice-visa parents not completely change in granting female’s equal social and educational rights.

**STATEMENT OF THE PROBLEM**

This research work is to investigate the parents perception towards female education therefore the need to investigate the parents perception towards female education little can be taught in this sense, education is essentially a means of guiding children in securing them among and quality of experience

**PURPOSE OF THE STUDY**

The purpose of the study is to examine the influence of gender on the education of the girl-child it has following objectives;

1 To identify parents perception towards female education in Orhionmwon Local Government Area of Edo State.

2 To outline various solution towards female education in Orhiomwon Local Government Area of Edo State.

3 To create awareness on the importance of female education Orhiomwon Local Government Area of Edo state

4 To eradicate illiteracy in our societies

5 To remove the problem of gender me qualities

6 To eradicate the thoughts if not training of female children

7 To educate the public on the importance of training female children.

**RESEARCH QUESTION**

1 Is there any discrimination among female and male in terms of education

2 Does illiteracy cause the decline of female in Orhiomwon Local Government Area of Edo State?

3 Has Orhiomwon Local Government ministry of women affair done enough campaign to enlighten the people of Orhiomwon?

4 Does ignorance lead to parent’s negative perception towards female education?

**RESEARCH HYPOTHESIS**

H0: Illiteracy have no significant effect the decline of girl child

H1: Illiteracy have significant effect the decline of girl child

H0: parents perception have no significant effect on the level of education of a girl child

H1: parents perception have significant effect on the level of education of a girl child

**SIGNIFICANCE OF THE STUDY**

This study is importance as the understanding of female education in our societies it will go along way to connecting the bad impression towards the training of female children. Children who suffer from this stigma or the other are deprived of the benefit of leaning processes. Education is power’s they says when a child is deprived of education, such child may be nuisance to the society.

**SCOPE OF THE STUDY**

The study is exclusively limited to the perception of parents towards female education in Ikpoba Okha Local Government Area of Edo State. it is not possible to cover the whole Ikpoba Okha Local Government Area consequence upon this study is limited to the following villages Otton Village, Ogan Village, Uson Village and Ohezee-Naka Village.

**REFERENCES**

Elson, D., 1997, ‘Integrating gender issues into public expenditure: six tools’, mimeo, GENECON Unit, Graduate School of Sciences, University of Manchester Elson, D., and Evers, B., 1998, ‘Sector programme support: A Gender Aware Analysis’, mimeo, GENECON, Manchester University Miller, C., and Razavi, S., 1998, ‘Gender analysis: alternative paradigms’, Gender in Development Monograph Series, No.6, UNDP, New York Overholt, C., Cloud, K., Anderson, M., and Austin, J., 1991, ‘Gender Analysis Framework’ in Overholt et al, 1991, Gender Analysis in Development Planning: A Case Book, Kumarian Press, Connecticut

 Berquo, Eliza. “Women and Population Policies (Part 2 of 9)”. Contemporary Women’s Issues Collection. 1 January 1993. 14 May 2003. Clark, Bruce, and John Wallace. Global Connections: Canadian and World Issues. (Toronto: Prentice Hall, 2003). Population Reference Bureau DataFinder. 2003. Population Reference Bureau. 17 May 2003. Sadik, S. “Chapter Four: Benefits of Educating Girls”. United Nations Educational, Scientific and Cultural Organization. 15 May 2003.

**CHAPTER TWO**

**2.0 REVIEW OF RELATED LITERATURE**

**2.0 CONCEPT OF GENDER DISCRIMINATION**

The systematic, unfavourable treatment of individuals on the basis of their gender, which denies them rights, opportunities or resources Across the world, women are treated unequally and less value is placed on their lives because of their gender. Women’s differential access to power and control of resources is central to this discrimination in all institutional spheres, i.e. the household, community, market, and state. Within the household, women and girls can face discrimination in the sharing out of household resources including food, sometimes leading to higher malnutrition and mortality indicators for women. (See Intra-household Resource Distribution). At its most extreme, gender discrimination can lead to son preference, expressed in sex selective abortion or female feticide. In the labour market, unequal pay, occupational exclusion or segregation into low skill and low paid work limit women’s earnings in comparison to those of men of similar education levels. Women’s lack of representation and voice in decision making bodies in the community and the state perpetuates discrimination, in terms of access to public services, such as schooling and health care, or discriminatory laws. The law is assumed to be gender-neutral when in fact it may perpetuate gender discrimination, being a product of a culture with oppressive gender ideologies. Even where constitutional or national legal provisions uphold gender equality principles, religious or other customary laws that privilege men may take precedence in practice. However, the law, when reformed with women’s input, can be a potent tool for challenging discrimination, if combined with other strategies, including capacity-building to overcome barriers to claiming rights. The Convention on the Elimination of all forms of Discrimination against Women (CEDAW) in 1979 brought into international focus the rights of women as human rights, including the right to be free from discrimination. Women activists regard this convention as a key tool to support their struggle against discrimination in all spheres, pushing governments towards attaining these internationally recognised minimum standards.

**2.1.1 EFFECT OF ILLITERACY ON THE DELINE OF FEMALE BIRTH**

The world’s population has doubled since 1960, and it has quadrupled since the beginning of the 20th century. This dramatic increase has been the result of hugely decreased rates of mortality around the world made possible by availability of antibiotics, vaccines and pesticides for farming. After the Second World War, many developed countries (especially the victors of the war) experienced what is known as the “Baby Boom”. This phenomenon resulted in high population growth rates. Since the mid- 1960s however, fertility rates in the developed Western world have declined rather sharply. For example, Canada’s fertility rate in 1960 was 3.8 and that of the United States was 3.6 whereas today the rates are 1.7 and 1.9 respectively. Most developed nations have fertility rates today that are lower than the replacement rate of 2.1 (the rate to replace each parent, taking into account premature deaths and couples unable to have children3 ). Although the population growth rates of developed nations have declined in recent decades, developing nations continue to maintain high population growth rates. This is because as developing nations struggle to complete their demographic transitions to full economic and social development, death rates typically decline sharply, but fertility rates do not. Historically, the death rates fall faster than fertility rates during transition. So, far fewer people are dying, but people continue to have many children. This problem is the root of the widely held fear that the developing world could experience a Malthusian collapse resulting from a persistent population explosion. This would include the starvation and death of billions and billions of people because there is not enough food available to feed everyone. Many argue that this is already taking place because tens of thousands die from malnutrition every day. Although the actual population growth rates of many of the world’s poorest countries are declining, their populations will continue to grow significantly due to high fertility rates and population momentum. This means that since large portions of these populations are young, they will soon reach childbearing age and will contribute to the increasing world population over the next couple of decades.5 There are a number of reasons why couples continue to have many children and therefore why fertility rates of developing countries remain so high, this study will examine one main reason, education, with some focus on other factors such as use of contraceptives and age at marriage. Education, particularly of girls and women, is vital in curbing unsustainable population expansion. In 1995, of the 1.4 billion children aged 6 – 17 in the world, 428 million, mostly in the developing world, were not enrolled in school. Even more shocking is the fact that 236 million, well over half, of these children were girls.6 It is therefore evident that a significant gender gap exists in many developing regions of the world in terms of educating young people. The education of girls and women is related to fertility rates. Increasing the number of girls who complete both primary school and some secondary school education will decrease fertility rates. This is because secondary schooling will delay a young girl’s marriage, shorten her fertile span and increase her awareness of her rights and the health of herself and her family.7 If a woman is more educated and aware of her own worth, she will become a more active decision maker in her relationship, she will be less likely to be influenced by pressure from her spouse and family and she will voice her opinions on what she has learned about family planning. She will also be more confident to use various social, community and health services that are available for her. She will also be more aware of and interested in many opportunities outside of being a wife and mother. 8 These things in turn will also decrease fertility rates because historically it has been proved that more educated people have less children because they are more involved with their occupations, they do not rely as heavily on their children to provide for them in old age and they desire more materialistic things (for example, they choose to buy a car instead of raising another child). Much has to be done in order to educate women in the poorest countries of the world and in turn, reduce dangerously high fertility rates in those regions. Governments all over the world, not just in the nations where high fertility rates are a particular problem, must commit to improving the status of women worldwide. Included in the Cairo Programme of Action developed in 1994, are calls for universal access to education, greater employment opportunities for women and the end to discrimination against women.9 Governments must also commit to providing greater access to methods of birth control and family planning services for women and families in developing countries.

**2.1.2 WOMEN EMPOWERMENT IN NIGERIA AND GENDER EQUALITY**

Globally, the growing importance of gender equality has been recognized and accepted. The normative framework for human development (UNDP: 2012) is reflected in the broad vision espoused in the Millennium Development Goals, the internationally agreed set of time-bound targeted goals for ensuring gender equality and advancing opportunities in diverse sectors of the global economy. The convention on the elimination of au forms of discrimination against women (CEDAW) adopted in 1979 by the UN General Assembly and accepted to by 180 states outlines the rights and equality of women, their freedom from discrimination and equality under the law. Also, promoting gender equality that is a sine-qua-non to the actualization of the protection of fundamental human rights is critical to the whole concern for human development that centre on allowing people to lead a life that they value and enabling them to realize their potentials as human beings. Realizing the growing need for gender equality is also germane to the survival and development of children and the building of healthy communities, societies and nations. The gap between the Millennium Development Goal of promoting Gender Equality and its actualization in Nigeria, however, is the action dilemma by the Nigerian government that is typified by misgovernance, lack of political will, the prevailing patriarchal culture, false public investment and the absence of adequate productive capacity that will create the opportunities for women empowerment and development. This problematic explains the inevitability and imperative of a pragmatic action-based approach that will translate gender equality programs into concrete reality. This is especially because the task of achieving the target of gender equality in Nigeria by the year 2015 requires not just passive policies that are separate and distinct from doing, but an active process embodying proper analysis, goal definition, action programs and monitoring results (Ejumudo 2008:2).

Gender equality (and women’s empowerment) has become one of the central themes in global treaties, covenants and declarations principally due to the understanding that it is a catalyst to clear-cut development strategies which is targeted at poverty reduction, improved living standards, good governance and profitably productive investments that are critical to the creation of an enlarged capacity that provide men and women equal opportunity and unrestrained access to decision-making and policy implementation institutions and processes. Essentially too, African countries have demonstrated some measure of concern about human development problems by initiating specific developmental goals and strategies and accepting the critical role of gender equality or parity in the developmental process. The African Charter on Human and People’s Rights (ACHPR) adopted in 1981; the Women Right Protocol of 2003; the ECOWAS Protocol on Democracy and Good Governance and the New Partnership for African Development (NEPAD) adopted in 2001 are some of the initiatives that are linked with the Millennium Development Goals and at the same time, a testimony to commendable response in the African continent.

Historically, women have comparatively been subjected to marginalization, oppression and injustice both in public and private life. Although the Millennium Declaration underscored the importance of eliminating all forms and shades of discrimination, exploitation, social harassment and gender bias as well as all situations that encourage the infringement of the rights of women through government policies and decisions, traditional and customary practices, cultural prejudices and religious extremism, a lot more commitment and a pragmatic approach that will translate into concrete actions are desirable around the globe, particularly in Africa. Parity between boys and girls in primary school enrolment has, for instance, been achieved in most regions of the world, except sub-Saharan Africa and Southern Asia. Gender disparity in tertiary education is also still tilted in favour of men in Africa and women access to paid employment that is secured in the light of income and social importance is still very low when juxtaposed with that of men in all sectors including agriculture. However, women’s access to political decision-making, especially in terms of their share of seats in the parliament has gradually and steadily increased globally. Today, it is instructive to note that due to the realization of the gap created by the marginalization and social injustice against women and the missing link in the developmental agenda by the limited access to existing opportunities in virtually all sectors of the socio-political and economic setting, women are gradually coming into public fore. A plausible explanation for this trend and development is the thinking that one of the indicators of the progress and development of any nation is the position of women in that society (Akpoveta, 2008:191; Thompson and Hickey 2012). It therefore follows that women are seen to represent a tool for positive change, an end that depends on the level of access to the opportunity for actualizing their potentials and talents.

In Nigeria, some laudable efforts have been made to put in place the necessary mechanisms required for the elimination of gender discrimination so as to ensure gender parity and human dignity. The National Gender Policy, which replaced and reinforced the previous National Policy on Women, is particularly targeted at the gender inequality problematic in Nigeria. In the face of the above, the history of development policies in Nigeria has somewhat been that of lackadaisical attitude to the gender variable. The first two decades of development planning in Nigeria from 1963 when it became a Republic, for instance, was largely characterized by gender- blind and gender-insensitive development policies. In the same vein, Nigeria, particularly since the wake of the 1 980s, embraced gender-biased economic policies where women’s interests were subsumed within the national interest and gender sensitivity was almost inconsequential, infinitesimal and a non-issue. With the adoption of the Millennium Development Goals by the United Nations in September 2000 more interest has been generated and a better attention paid to the pursuit of gender sensitive policies at both global and national levels. Specifically, the third goal, which is aimed at achieving gender equality and women empowerment, is both of intrinsic value and at the same time at the heart of the attainment of all the other goals. This is essentially because the United Nations Millennium Declaration maintains that if women are granted their pride of place in history, the gesture and development will assist the process of effectively combating poverty, hunger, disease and stimulating sustainable development. At least, until equal numbers of girls and boys are in school at all levels of education it will be impossible to build the knowledge necessary to eradicate poverty and hunger, combat disease and ensure environmental sustainability. The benchmark for assessing the level of attainment of gender equality and women empowerment includes enrolment in education at the primary, secondary and tertiary levels, employment as well as political decision-making.

**2.1.3 FACTORS AFFECTING THE GENDER EQUALITY IN NIGERIA**

There are several factors that have the potency of constraining the effectiveness of gender parity and gender sensitive policies and programmes and, as a consequence, the actualization of Gender Equality and Women Empowerment in Nigeria. The factors include the following:

**2.1.3.1 PATRIARCHAL CULTURE**

The central culture that permeates the Nigerian society is patriarchal in nature. This male-dominated culture accords women an inferior and secondary position in society. The patriarchal culture of male supremacy still remains embedded, obscured and protected within traditional institutions and structures held in abeyance and relative utmost sacredness. A major challenge to the task of executing gender- sensitive and gender-parity policies in Nigeria, therefore, is the patriarchal cultural norms, attitudes and practices, which have been accepted as the natural order of things. This culture is still in-grained in men and it is demonstrated both consciously and unconsciously, despite the general drive for a meaningful change in gender relations through policy initiatives and actions as well as sundry international conventions and accords to which Nigeria is a signatory.

**2.1.3.2 CORRUPTION, MIS-GOVERNANCE AND FALSE PUBLIC INVESTMENT**

Corruption is the foundation of and the gateway to mis-governance. Corruption which is the misuse of entrusted power for private benefits, has become commonplace in Nigeria to the extent that it has become the culture. Although corruption is not the only dimension of mis-governance, it is at the heart of and therefore central to bribery, extortion, fraud, manipulation and different shades of malpractices. Corruption has become so systemic, institutionalized and structural that it has a holistic effect on governance principally due to the fact that it pollutes politics, undermines economy, biases government spending away from socially valuable goods such as education, employment and diverts public resources from infrastructure investments that are critical to the actualization of government programs and activities, particularly gender parity or balancing and women empowerment types. As a consequence, there are glaring distortions to the extent that clear discrepancies between government or public investments and actual government programs, projects and goods or services have become an enduring permanent feature and an integral part of the Nigerian culture. This brings into fore the issue of huge, fraudulent and false public investment which is an evident constraint to a system-wide pragmatic approach to gender mainstreaming by government especially as the establishment and strengthening of appropriate institutional and operational frameworks that are expected to serve as a nexus between the macro-policy environment and the micro sectoral levels where the interface between men and women is characterized by gender inequality manifestations is an imperative.

**2.1.3.3 INADEQUATE CAPACITY**

Capacity building and utilization has been trenchantly argued as the missing link in Nigeria’s development (FMF 2012:51). The level of capacity building in any society can be measured or assessed using the financial, human, institutional and infrastructural criterions or indicators. Despite the huge financial resources in Nigeria, the quality of human, institutional and infrastructural capacity has been adjudged to be grossly inadequate. The inadequate capacity has grossly affected the way public resources; programs, projects and activities are managed and coordinated in Nigeria. As a consequence, the ability to formulate, analyze and implement policies and programs for the accomplishment of national development goals and aspirations has been largely constrained. The poor capacity for dealing with socio-economic programs in Nigeria is therefore due to false public investment in institutions and processes for capacity-building and the gradual dismantling of the enabling environment for maintaining and enhancing the existing capacity. Central to the problem of achieving the Millennium Development Goal of gender equality and women empowerment in Nigeria is arguably the existing inadequate capacity.

**2.1.3.4 POLITICAL WILL AND GENUINE COMMITMENT**

Creating a gender friendly, responsive, equitable and egalitarian society demands the full-blown support from all levels or tiers of governance, particularly the Federal Government that formulates general or macro policies that are expected to provide the direction for the micro policies and activities at the lower levels of governance, particularly the states. To this end, the presidency, the Federal Executive Council, the legislature and the Judiciary must accept, embrace and show commitment through clear-cut gender parity principles and practices. Such commitment will be reflected in the level of participation, supportive climate and productive investment in terms of financial and time resources (Ejumudo. 2005:94). Once the above are in place, the commitment will not only be discerned by other stakeholders like private and civil society organizations and individuals, it will also engender support and co-operation that are germane for the realization of the goal of gender equality and women empowerment in Nigeria. To this end, policies, partnerships and programme reforms through genuine commitment to gender concerns at all levels is a desideratum. Although the Nigerian government has severally expressed its commitment to gender parity and women empowerment, the existing policy environment across sectors, intersectoral cooperation and programming priorities belie this commitment that is more theoretical than pragmatic. In actuality, the present relatively tolerant policy environment was preceded by a regime of resistance to gender equality. A possible explanation for the previous atmosphere of lackadaisical attitude to gender equality in Nigeria was the patent weak conception of the implications of gender balancing for sustainable national development. The truism of the above reasoning is evident in the fact that in the past twenty-nine years, there has been a shift away from looking at gender inequality as an issue that affects women alone (IDEA, 2010:66).

**2.2 THEORITICAL FRAME WORK**

**2.2.1 social learning theory**

Children observe the people around them behaving in various ways. This is illustrated during the famous bobo doll experiment (Bandura, 1961). Individuals that are observed are called models. In society, children are surrounded by many influential models, such as parents within the family, characters on children’s TV, friends within their peer group and teachers at school.  Theses models provide examples of behavior to observe and imitate, e.g. masculine and feminine, pro and anti-social etc.

Children pay attention to some of these people (models) and encode their behavior.  At a later time they may imitate (i.e. copy) the behavior they have observed.  They may do this regardless of whether the behavior is ‘gender appropriate’ or not, but there are a number of processes that make it more likely that a child will reproduce the behavior that its society deems appropriate for its sex.

First, the child is more likely to attend to and imitate those people it perceives as similar to itself. Consequently, it is more likely to imitate behavior modeled by people of the same sex.

Second, the people around the child will respond to the behavior it imitates with either reinforcement or punishment.  If a child imitates a model’s behavior and the consequences are rewarding, the child is likely to continue performing the behavior.  If parent sees a little girl consoling her teddy bear and says “what a kind girl you are”, this is rewarding for the child and makes it more likely that she will repeat the behavior.  Her behavior has been reinforced (i.e. strengthened).

Reinforcement can be external or internal and can be positive or negative.  If a child wants approval from parents or peers, this approval is an external reinforcement, but feeling happy about being approved of is an internal reinforcement.  A child will behave in a way which it believes will earn approval because it desires approval.

Positive (or negative) reinforcement will have little impact if the reinforcement offered externally does not match with an individual's needs. Reinforcement can be positive or negative, but the important factor is that it will usually lead to a change in a person's behavior.

Third, the child will also take into account of what happens to other people when deciding whether or not to copy someone’s actions.  A person learns by observing the consequences of another person’s (i.e. models) behaviour e.g. a younger sister observing an older sister being rewarded for a particular behaviour is more likely to repeat that behaviour herself.  This is known as vicarious reinforcement.

This relates to attachment to specific models that possess qualities seen as rewarding. Children will have a number of models with whom they identify. These may be people in their immediate world, such as parents or older siblings, or could be fantasy characters or people in the media. The motivation to identify with a particular model is that they have a quality which the individual would like to possess.

Identification occurs with another person (the model) and involves taking on (or adopting) observed behaviors, values, beliefs and attitudes of the person with whom you are identifying.

The term identification as used by Social Learning Theory is similar to the Freudian term related to the Oedipus complex.  For example, they both involve internalizing or adopting another person’s behavior.  However, during the Oedipus complex the child can only identify with the same sex parent, whereas with Social Learning Theory the person (child or adult) can potentially identify with any other person.

Identification is different to imitation as it may involve a number of behaviors being adopted, whereas imitation usually involves copying a single behavior.

**2.2.2 The control theory of motivation**

Control Theory is the theory of motivation proposed by William Glasser and it contends that behavior is never caused by a response to an outside stimulus. Instead, the control theory states that behavior is inspired by what a person wants most at any given time: survival, love, power, freedom, or any other basic human need.

Responding to complaints that today’s students are “unmotivated,” Glasser attests that all living creatures “control” their behavior to maximize their need satisfaction. According to Glasser, if students are not motivated to do their schoolwork, it’s because they view schoolwork as irrelevant to their basic human needs.

Boss teachers use rewards and punishment to coerce students to comply with rules and complete required assignments. Glasser calls this “leaning on your shovel” work. He shows how high percentages of students recognize that the work they do–even when their teachers praise them–is such low-level work.

Lead teachers, on the other hand, avoid coercion completely. Instead, they make the intrinsic rewards of doing the work clear to their students, correlating any proposed assignments to the students’ basic needs. Plus, they only use grades as temporary indicators of what has and hasn’t been learned, rather than a reward. Lead teachers will “fight to protect” highly engaged, deeply motivated students who are doing quality work from having to fulfill meaningless requirements.

**2.2.3 Brain-based learning theory**

Brain-based learning refers to teaching methods, lesson designs, and school programs that are based on the latest scientific research about how the brain learns, including such factors as cognitive development how students learn differently as they age, grow, and mature socially, emotionally, and cognitively.

Brain-based learning is motivated by the general belief that learning can be accelerated and improved if educators base how and what they teach on the science of learning, rather than on past educational practices, established conventions, or assumptions about the learning process. For example, it was commonly believed that intelligence is a fixed characteristic that remains largely unchanged throughout a person’s life. However, recent discoveries in cognitive science have revealed that the human brain physically changes when it learns, and that after practicing certain skills it becomes increasingly easier to continue learning and improving those skills. This finding that learning effectively improves brain functioning, resiliency, and working intelligence has potentially far-reaching implications for how schools can design their academic programs and how teachers could structure educational experiences in the classroom.

**2.3 EMPERICAL REVIEW**

This review brings together a collection of research and/or evaluation literature relating to girls’ education produced in Nepal between 1990 and 2004. The year 1990 has a special significance in the history of Nepal, not only politically but also educationally. It was the year when a democratic form of government was established as a result of the people’s movement against the then so-called Panchayat system that was based on direct rule by the King. With the establishment of a democratic form of government, Nepal entered into a new era of modernity, liberalization, democratization and socio-economic development. Within the new political climate, education, but more particularly basic and primary education, was accorded a very high priority. There was overt recognition that it was almost impossible to achieve the national goals of poverty reduction, economic growth, gender equality, and the mainstreaming of women, ethnic and linguistic minorities without improving the education system. School reform captured greater political attention following the Jomtien Conference, and a new era of school reform began in Nepal. When internal resources did not permit the massive task of providing basic and primary education to all, Nepal looked for external support. Consequently, a number of initiatives were launched with the financial support of various bilateral and multilateral agencies. With the flow of external support in education, opportunities for educational research and evaluation came to exist in a number of areas, including girls’ education. For this very reason, it was decided that the present review would include studies undertaken in 1990 and thereafter. The requirement of the TOR was to review studies conducted during the last ten years. For the purpose of this review, ‘literature on girls’ education’ is defined to include studies and evaluations that have their primary focus on gender disparity in education and/or girls’ education. This review only includes formal studies and evaluations conducted by the Ministry of Education and Sports (MOES), donor agencies and research firms. Dissertations and theses prepared by scholars and university students, journal or newspaper articles, textbooks and any other kind of literature have been excluded. Only those studies or evaluations that involved a systematic investigation of issues related to girls’ education and/or gender disparity in education using a formal research methodology were considered qualified for the review. Since the primary focus of the review was on girls’ education, any literature on women’s education with a focus on literacy, adult education for women, or non-formal education programmes for women has been excluded. Likewise, a number of sub-fields within education such as tertiary education, teacher education, technical and vocational education have also been excluded. Throughout the literature reviewed for this report there is a lack of conceptual clarity about girls’ education and women’s education. At times, women’s education and girls’ education are used synonymously.

**REFERENCES**

Elson, D., 1997, ‘Integrating gender issues into public expenditure: six tools’, mimeo, GENECON Unit, Graduate School of Sciences, University of Manchester Elson, D., and Evers, B., 1998, ‘Sector programme support: A Gender Aware Analysis’, mimeo, GENECON, Manchester University Miller, C., and Razavi, S., 1998, ‘Gender analysis: alternative paradigms’, Gender in Development Monograph Series, No.6, UNDP, New York Overholt, C., Cloud, K., Anderson, M., and Austin, J., 1991, ‘Gender Analysis Framework’ in Overholt et al, 1991, Gender Analysis in Development Planning: A Case Book, Kumarian Press, Connecticut

 Berquo, Eliza. “Women and Population Policies (Part 2 of 9)”. Contemporary Women’s Issues Collection. 1 January 1993. 14 May 2003. Clark, Bruce, and John Wallace. Global Connections: Canadian and World Issues. (Toronto: Prentice Hall, 2003). Population Reference Bureau DataFinder. 2003. Population Reference Bureau. 17 May 2003. Sadik, S. “Chapter Four: Benefits of Educating Girls”. United Nations Educational, Scientific and Cultural Organization. 15 May 2003. United Nations Statistics Division Millennium Indicator Database. 2003. United Nations. 7 May 2003. Unknown author. “Human Population: Fundamentals of Growth, The Status of Women”. Population Reference Bureau. 2003. 15 May 2003. Unknown author. “Population Dynamics”. The Environment Literacy Council. 14 May 2003. Unknown author. “Women and Development”. Vol. 25, WIN News. 1 January 1999. 14 May 2003. U.S. Bureau of the Census, International Data Base. 2003. U.S. Census Bureau: United States Department of Commerce. 15 May 2003.

Aita, J. (1995), “Conference on Women’s Political Power”, in Crossroad, Vol. 1, No. 9, August. Akpoveta, E.E. (2008), “The Impact of Mass Media in Eradicating Discrimination and Violence Against Women in Delta State,” in E.M. Mojave et al (eds.) Health Communication, Gender Violence and ICTs in Nigeria. Ibadan: University Press. CIDA (2012), “Gender Equality Issues,” New York: CIDA. Ejumudo, K.B.O. (2005), “Management Training and Development in the Nigerian National Petroleum Corporation,” An Unpublished Ph.D Thesis. Ile-Ife Obafemi Awolowo University. Ejumudo, K.B.O. (2008), “Sustainable Development in Nigeria: The Policy Gap and Action Dilemma,” Proceedings of International Conference on Research and Development. Ghana: Pan-African Book Company. IDEA (2010), “Democracy in Nigeria: Continuing Dialogue for Nation Building,” Sweden: W. A. Publication. Igbuzor, O. (2006), “The Millennium Development Goals: Can Nigeria Meet the Goals in 2015,” A Paper Presented at a Symposium on Millennium Development Goals and Nigeria, the Institute of Chartered Accountants of Nigeria, Abuja.

andura, A. (1986). Social foundations of thought and action: A social cognitive theory. Prentice-Hall, Inc.

Bandura, A. (1977).Social learning theory. Englewood Cliffs, NJ: Prentice Hall.

Bandura, A. Ross, D., & Ross, S. A. (1961). Transmission of aggression through the imitation of aggressive models. Journal of Abnormal and Social Psychology, 63, 575-582

**CHAPTER THREE**

**RESEARCH METHODOLOGY**

**3.1 INTRODUCTION**

This chapter covers the description and discussion on the various techniques and procedures used in the study to collect and analyze the data as it is deemed appropriate

**3.2 Research Design**

For this study, the survey research design was adopted. The choice of the design was informed by the objectives of the study as outlined in chapter one. This research design provides a quickly efficient and accurate means of assessing information about a population of interest. It intends to assess the influence of gender on the educationn of girl child in ikpoba okha local government area of Edo State.

**3.3 Population of the Study**

A total of 800 questionnaires were distributed in ikpoba okha local government area of Edo state. Although only 200 were returned and completed. This will serve as the Population of the study.

**3.4 Selection of Sample/sample Techniques**

The researcher used Yaro Yammane’s formular to determine the sample size from the population.

Yaro Yamane’s formula is given

As n = N

 1+N (e)2

Where N = population of study (200)

 n = sample size

 e = level of significance at 5% (0.0025)

 1 = constant

The sample size of the study is 200 respondents.

**3.5 Sources of Data**

Data for this study was collected from primary and secondary sources. The primary sources of data collected was mainly the use of a structured questionnaire which was designed to elicit on the influence of gender on the education of the girl child.

The secondary source of data collections were textbooks, journals and scholarly materials.

**3.6 Validity of Instrument**

The validity of the instrument was determined through field work. The study was a test-retest procedure where twenty (20) respondents were randomly selected and the questionnaire was administered to them twice with a two-week internal allowed between the two tests. The questionnaire used in the test was marked for ease of pairing the first set with the second set. The scores of the responses on the two tests were subjected to correlation to obtain the test coefficient of approximately 0.81.

**3.7 Reliability of Instrument**

The coefficient of 0.81 was considered a reliability coefficient because according to Etuk (1990), a test-retest coefficient of 0.5 will be enough to justify the use of a research instrument.

**3.8 Techniques of Data Analysis**

Having gathered the data through the administration of questionnaire, the collected data will be coded, tabulated and analyzed using SPSS statistical software according to the research question and hypothesis.

In order to effectively analyze the data collected for easy management and accuracy, the chi square method pearson correlation and paired sample t-test were used.

Data collected subjected to statistical analysis with the use of chi square test of independence, paired sample t-test and pearson correlation. Chi square is given as

 X2 = ∑ (o-e) 2

 e

Where x2 = chi square

 o = observed frequency

 e = expected frequency

Level of confidence / degree of freedom

When employing the chi – square test, a certain level of confidence or margin of error has to be assumed. More also, the degree of freedom in the table has to be determined in simple variable, row and column distribution, degree of freedom is: df = (r-1) (c-1)

Where; df = degree of freedom

 r = number of row

 c = number of columns.

In determining the critical chi \_ square value, the value of confidence is assumed to be at 95% or 0.95. a margin of 5% or 0.05 is allowed for judgment error.

**3.9 Decision for Validation of Hypothesis**

The rule in deciding or whether to accept or reject the null hypothesis is that were the computed chi – square (X2) value is greater than the critical chi – square (X2) values reject the null hypothesis and accept the alternative hypothesis. However, were the critical value (table value) of the chi – square is greater than that of the computed value, accept the null hypothesis and reject the alternative hypothesis

 Thus;

 Accept HO if X2c < X2t

 Accept H1 if X2c > X2t

Where; Ho; null hypothesis

 H1; alternative hypothesis

 X2c; computed chi – square value

 X2t; table (critical) chi – square value.

**References**

Asika, L.K., (2009). *Essentials of Research Methodology.*Owerri: Spring Publishers. Pp.21

**4.0 CHAPTER FOUR**

**4.1 DATA PRESENTATION, DATA ANALYSIS AND INTERPRETATION**

This chapter is devoted to the presentation, analysis and interpretation of the data gathered in the course of this study. The data are based on the number of copies of the questionnaire completed and returned by the respondents. The data are presented in tables and the analysis is done using the chi-square test and pearson correlation.

**QUESTIONNAIRE ADMINISTRATION**

INSTRUCTION: please endeavor to complete the questionnaire by ticking the correct answer(s) from the options or supply the information required where necessary.

SECTION A: personal information/Data

**Gender**

Male

Female

**Age range**

15-20yrs

21-30yrs

31-40yrs

41-50yrs

Above 50yrs

**Educational qualification**

OND

HND/BSC

PGD/MSC

PHD

Others

**Marital status**

Single

Married

Divorced

Widowed

**Years of service/experience**

0-2yrs

3-5yrs

6-11yrs

Above 11yrs

SECTION B: Role of mass communication in developing countries

The mass communication been playing their role in Nigeria

Strongly agreed

Agreed

Undecided

Disagreed

Strongly disagreed

The mass communication helped Nigeria to achieve any development

Strongly agreed

Agreed

Undecided

Disagreed

Strongly Disagreed

Mass communication has effect on the rural area

Strongly agreed

 Agreed

Undecided

Disagreed

Strongly Disagreed

In your own words outline the role of mass communication in developing countries

\_ \_ \_ \_\_\_\_ \_ \_ \_\_ \_ \_ \_ \_ \_ \_ \_ \_\_\_\_ \_ \_ \_\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_\_ \_ \_ \_ \_ \_ \_ \_

Mass communication do not fail in its development roles

Strongly agreed

Agreed

Undecided

Disagreed

Strongly Disagreed

The aspect of mass communication has been playing its roles

Strongly Agree

 Agree

Undecided

 Disagree

Strongly Disagree

Strongly Disagree

**4.2 DATA PRESENTATION AND ANALYSIS**

The data presented below were gathered during field work.

**BIO-DATA OF THE RESPONDENTS**

Table 1

|  |
| --- |
| gender of the respondents |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Male’s | 144 | 72.0 | 72.0 | 72.0 |
|  Valid | Female’s | 56 | 28.0 | 28.0 | 100.0 |
|  | Total | 200 | 100.0 | 100.0 |  |

Field survey, May 2016

Table 1 above shows the gender of the respondents

144 of the respondents which represent 72% of the population are male.

56 of the respondents which represent 28% of the population are female.

Table 2

|  |
| --- |
| ages of the respondents |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 15-20 years | 59 | 29.5 | 29.5 | 29.5 |
|  Valid | 21-30 years | 77 | 38.5 | 38.5 | 68.0 |
|  Valid | 31-40 years | 43 | 21.5 | 21.5 | 89.5 |
|  Valid | 41-50 years | 14 | 7.0 | 7.0 | 96.5 |
|  Valid | above 50 years | 7 | 3.5 | 3.5 | 100.0 |
|  | Total | 200 | 100.0 | 100.0 |  |

Field survey, May 2016

Table 2 above shows the age distribution of the respondents

59 of the respondents which represent 29.5% of the population are between 15 to 20 years of age.

77 of the respondents which represent 38.5% of the population are between 21 to 30 years of age.

43 of the respondents which represent 21.5% of the population are between 31 to 40 years of age.

14 of the respondents which represent 7% of the population are between 41 to 50 years of age.

7 of the respondents which represent 3.5% of the population are above 50 years of age.

Table 3

|  |
| --- |
| marital status of the respondents |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Single | 71 | 35.5 | 35.5 | 35.5 |
|  Valid | married | 114 | 57.0 | 57.0 | 92.5 |
|  Valid | divorced | 7 | 3.5 | 3.5 | 96.0 |
|  Valid | widowed | 8 | 4.0 | 4.0 | 100.0 |
|  | Total | 200 | 100.0 | 100.0 |  |

Field survey, May 2016

Table 3 shows the marital status of the respondents

71 of the respondents which represent 35.5% of the population are single.

114 of the respondents which represent 57.0% of the population are married.

7 of the respondents which represent 3.5% of the population are divorced.

8 of the respondents which represent 4% of the population are widow.

Table 4

|  |
| --- |
| educational qualification of the respondents |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | OND | 42 | 21.0 | 21.0 | 21.0 |
|  Valid | HND/BSC | 136 | 68.0 | 68.0 | 89.0 |
|  Valid | PGD/MSC | 15 | 7.5 | 7.5 | 96.5 |
|  Valid | PHD | 5 | 2.5 | 2.5 | 99.0 |
|  Valid | OTHERS | 2 | 1.0 | 1.0 | 100.0 |
|  | Total | 200 | 100.0 | 100.0 |  |

Field survey, May 2016

Table 3 above shows the educational qualification of the respondents

42 of the respondents which represent 21% of the population have OND

136 of the respondents which represent 68% of the population have either HND or BSC

15 of the respondents which represent 7.5% of the population have either PGD or MSC

5 of the respondents which represent 2.5% of the population have PHD

2 of the respondents which represent 1.0% of the population have other academic qualifications.

Table 5

|  |
| --- |
| years of experience of the respondents |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 0-2 years | 80 | 40.0 | 40.0 | 40.0 |
| Valid | 3-5 years | 108 | 54.0 | 54.0 | 94.0 |
|  Valid | 6-11 years | 9 | 4.5 | 4.5 | 98.5 |
|  Valid | above 11 years | 3 | 1.5 | 1.5 | 100.0 |
|  | Total | 200 | 100.0 | 100.0 |  |

Field survey, May 2016

Table 5 above shows the years of experience of the respondents

80 of the respondents which represent 40% of he population have 0 to 2 years of experience

108 of the respondents which represent 54% of the population have 3 to 5 years of experience

9 of the respondents which represent 4.5% of the population have 6 to 11 years of experience

3 of the respondents which represent 1.5% of the population have above 11 years of experience.

Table 6

|  |
| --- |
| **occupational position** |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | managers | 18 | 9.0 | 9.0 | 9.0 |
| staff | 175 | 87.5 | 87.5 | 96.5 |
| others | 7 | 3.5 | 3.5 | 100.0 |
| Total | 200 | 100.0 | 100.0 |  |

Field survey, May 2016

Table 6 above; show the occupational position of the respondents

18 of the respondents which represent 9% of the population are managers

175 of the respondents which represent 87.5% of the population are staff

7 of the respondents which represent 3.5% of the population are others.

**TABLE BASED ON RESEARCH QUESTION**

SECTION B: The influence of gender on the eduaction of the girl child

Table 7

|  |
| --- |
| Illiteracy have significant effect the decline of girl child |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
|  | Strongly agree | 68 | 34.0 | 34.0 | 34.0 |
|  | Agreed | 114 | 57.0 | 57.0 | 91.0 |
|  | Undecided | 7 | 3.5 | 3.5 | 94.5 |
|  | Disagree | 6 | 3.0 | 3.0 | 97.5 |
|  | Strongly disagree | 5 | 2.5 | 2.5 | 100.0 |
|  | Total | 200 | 100.0 | 100.0 |  |

Field survey, May 2016

Table 7 above shows the responses of the respondents that illiteracy have significant effect the decline of girl child

68 of the respondents which represent 34% of the population strongly agree that illiteracy have significant effect the decline of girl child

114 of the respondents which represent 57% of the population agree that illiteracy have significant effect the decline of girl child

7 of the respondents which represent 3.5% of the population were undecided

6 of the respondents which represent 3.0% of the population disagree that illiteracy have significant effect the decline of girl child

5 of the respondents which represent 2.5% of the population strongly disagree that illiteracy have significant effect the decline of girl child

Table 8

|  |
| --- |
| perception have significant effect on the level of education of a girl child |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
|  | Strongly agree | 85 | 42.5 | 42.5 | 42.5 |
|  | Agreed | 89 | 44.5 | 44.5 | 87.0 |
|  | Undecided | 23 | 11.5 | 11.5 | 98.5 |
|  | Disagree | 2 | 1.0 | 1.0 | 99.5 |
|  | Strongly disagree | 1 | .5 | .5 | 100.0 |
|  | Total | 200 | 100.0 | 100.0 |  |

Field survey, May 2016

Table 8 above shows the responses of the respondents that the perception have significant effect on the level of education of a girl child

85 of the respondents which represent 42.5% of the population strongly agree that the perception have significant effect on the level of education of a girl child

89 of the respondents which represent 44.5% of the population agree that the perception have significant effect on the level of education of a girl child

23 of the respondents which represent 11.5% of the population were undecided

2 of the respondents which represent 1% of the population disagree that the perception have significant effect on the level of education of a girl child

1 of the respondents which represent 0.5% of the population strongly disagree that the perception have significant effect on the level of education of a girl child

Table 9

|  |
| --- |
| general public education helps improve the level of girl child education in Orhiomwon Local Government Area of Edo State. |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
|  | Strongly agree | 38 | 19.0 | 19.0 | 19.0 |
|  | Agree | 147 | 73.5 | 73.5 | 92.5 |
|  | Undecided | 5 | 2.5 | 2.5 | 95.0 |
|  | Disagree | 6 | 3.0 | 3.0 | 98.0 |
|  | Strongly disagree | 4 | 2.0 | 2.0 | 100.0 |
|  | Total | 200 | 100.0 | 100.0 |  |

Field survey, May 2016

Table 9 above shows the responses of the respondents that general public education helps improve the level of girl child education in Orhiomwon Local Government Area of Edo State.

38 of the respondents which represent 19% of the population strongly agree that general public education helps improve the level of girl child education in Orhiomwon Local Government Area of Edo State.

147 of the respondents which represent 73.5% of the population agree that general public education helps improve the level of girl child education in Orhiomwon Local Government Area of Edo State.

5 of the respondents which represent 2.5% of the population were undecided

6 of the respondents which represent 3% of the population disagree that general public education helps improve the level of girl child education in Orhiomwon Local Government Area of Edo State.

4 of the respondents which represent 2% of the population strongly disagree that general public education helps improve the level of girl child education in Orhiomwon Local Government Area of Edo State.

Table 10

|  |
| --- |
| Girl child education has improved overtime since the adoption of public education |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
|  | Strongly agree | 101 | 50.5 | 50.5 | 50.5 |
|  | Agree | 69 | 34.5 | 34.5 | 85.0 |
|  | Undecided | 13 | 6.5 | 6.5 | 91.5 |
|  | Disagree | 12 | 6.0 | 6.0 | 97.5 |
|  | Strongly disagree | 5 | 2.5 | 2.5 | 100.0 |
|  | Total | 200 | 100.0 | 100.0 |  |

Field survey, May 2016

Table 10 above shows the responses of the respondents that girl child education has improved overtime since the adoption of public education

101 of the respondents which represent 50.5% of the population strongly agree that girl child education has improved overtime since the adoption of public education

69 of the respondents which represent 34.5% of the population agree that girl child education has improved overtime since the adoption of public education

13 of the respondents which represent 6.5% of the population were undecided

12 of the respondents which represent 6% of the population disagree that girl child education has improved overtime since the adoption of public education

5 of the respondents which represent 2.5% of the population strongly disagree that girl child education has improved overtime since the adoption of public education

Table 11

|  |
| --- |
| the level of illiteracy has significant effect on the awareness of the importance of girl child education |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
|  | Strongly agree | 19 | 9.5 | 9.5 | 9.5 |
|  | Agree | 163 | 81.5 | 81.5 | 91.0 |
|  | Undecided | 11 | 5.5 | 5.5 | 96.5 |
|  | Disagree | 6 | 3.0 | 3.0 | 99.5 |
|  | Strongly disagree | 1 | .5 | .5 | 100.0 |
|  | Total | 200 | 100.0 | 100.0 |  |

Field survey, May 2016

Table 11 above shows the responses of the respondents that the level of illiteracy has significant effect on the awareness of the importance of girl child education

 19 of the respondents which represent 9.5% of the population strongly agree that the level of illiteracy has significant effect on the awareness of the importance of girl child education

163 of the respondents which represent 81.5% of the population agree that the level of illiteracy has significant effect on the awareness of the importance of girl child education

11 of the respondents which represent 5.5% of the population were undecided

6 of the respondents which represent 3% of the population disagree that the level of illiteracy has significant effect on the awareness of the importance of girl child education

1 of the respondents which represent 0.5% of the population strongly disagree that the level of illiteracy has significant effect on the awareness of the importance of girl child education

**RESEARCH HYPOTHESIS**

**HYPOTHESIS 1**

H0: Illiteracy have no significant effect the decline of girl child

H1: Illiteracy have significant effect the decline of girl child

**Level of significance (**α=0.05)

**Decision Rule:** reject H0 if the p-value is less than the level of significance, otherwise accept the null hypothesis

Table 12

|  |
| --- |
| Test Statistics |
|  | Illiteracy have significant effect the decline of girl child |
| Chi-Square | 243.250 |
| Df | 4 |
| Asymp. Sig. | .000 |
| a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 40.0. |

**CONCLUSION BASED ON DECISION RULE**

From table 12 above, since the p-value (0.000) is less than the level of significance of 0.05; we reject the null hypothesis and concluded that the illiteracy have significant effect the decline of girl child

**HYPOTHESIS 2**

H0: parents perception have no significant effect on the level of education of a girl child

H1: parents perception have significant effect on the level of education of a girl child

**Level of significance** (α=0.05)

**Decision Rule**: reject H0 if the p-value is less than the level of significance, otherwise accept the null hypothesis

|  |
| --- |
| Table 13Test Statistics |
|  | parents perception have significant effect on the level of education of a girl child |
| Chi-Square | 223.240 |
| Df | 4 |
| Asymp. Sig. | .000 |
| a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 40.0. |

**CONCLUSION BASED ON DECISION RULE**

From table 13 above, since the p-value (0.000) is less than the level of significance of 0.05; we reject the null hypothesis and concluded that the parents perception have significant effect on the level of education of a girl child

**CHAPTER FIVE**

**5.0 SUMMARY, CONCLUSION AND RECOMMENDATION**

The purpose of the study is to examine the influence of gender on the education of the girl-child it has following objectives;

1 To identify parents perception towards female education in Orhionmwon Local Government Area of Edo State.

2 To outline various solution towards female education in Orhiomwon Local Government Area of Edo State.

3 To create awareness on the importance of female education Orhiomwon Local Government Area of Edo state

4 To eradicate illiteracy in our societies

5 To remove the problem of gender me qualities

6 To eradicate the thoughts if not training of female children

7 To educate the public on the importance of training female children.

**FINDINGS BASED ON THE RESPONSES OF THE RESPONDENTS**

From the responses of the respondents we were able to find out that:

1. Illiteracy have significant effect the decline of girl child

2. perception have significant effect on the level of education of a girl child

3. general public education helps improve the level of girl child education in Orhiomwon Local Government Area of Edo State.

4. Girl child education has improved overtime since the adoption of public education

5. the level of illiteracy has significant effect on the awareness of the importance of girl child education.

**CONLUSION BASED ON FINDINGS**

From the responses of the respondents and the result of the data analysis, we therefore conclude that illiteracy have significant effect the decline of girl child, and also the way parents view the female child is not really helping the girl education that is to say that perception have significant effect on the level of education of a girl child.

**RECOMMENDATION**

WE therefore recommend the following to help the girl child education in Orhiomwon Local Government Area of Edo State.

1. The federal government of Nigeria should create awareness either through radio or news paper; educating the general public on the importance of girls child education.

2. The parent should always see their child as being equal, whether male or female as they are both important to the society.

3. The federal government of Nigeria should ensure to see the effectiveness of the implemmentation of adult education so as to help parents on the important of education; be it a male child or a female child.

**REFERENCES**

Elson, D., 1997, ‘Integrating gender issues into public expenditure: six tools’, mimeo, GENECON Unit, Graduate School of Sciences, University of Manchester Elson, D., and Evers, B., 1998, ‘Sector programme support: A Gender Aware Analysis’, mimeo, GENECON, Manchester University Miller, C., and Razavi, S., 1998, ‘Gender analysis: alternative paradigms’, Gender in Development Monograph Series, No.6, UNDP, New York Overholt, C., Cloud, K., Anderson, M., and Austin, J., 1991, ‘Gender Analysis Framework’ in Overholt et al, 1991, Gender Analysis in Development Planning: A Case Book, Kumarian Press, Connecticut

 Berquo, Eliza. “Women and Population Policies (Part 2 of 9)”. Contemporary Women’s Issues Collection. 1 January 1993. 14 May 2003. Clark, Bruce, and John Wallace. Global Connections: Canadian and World Issues. (Toronto: Prentice Hall, 2003). Population Reference Bureau DataFinder. 2003. Population Reference Bureau. 17 May 2003. Sadik, S. “Chapter Four: Benefits of Educating Girls”. United Nations Educational, Scientific and Cultural Organization. 15 May 2003. United Nations Statistics Division Millennium Indicator Database. 2003. United Nations. 7 May 2003. Unknown author. “Human Population: Fundamentals of Growth, The Status of Women”. Population Reference Bureau. 2003. 15 May 2003. Unknown author. “Population Dynamics”. The Environment Literacy Council. 14 May 2003. Unknown author. “Women and Development”. Vol. 25, WIN News. 1 January 1999. 14 May 2003. U.S. Bureau of the Census, International Data Base. 2003. U.S. Census Bureau: United States Department of Commerce. 15 May 2003.

Aita, J. (1995), “Conference on Women’s Political Power”, in Crossroad, Vol. 1, No. 9, August. Akpoveta, E.E. (2008), “The Impact of Mass Media in Eradicating Discrimination and Violence Against Women in Delta State,” in E.M. Mojave et al (eds.) Health Communication, Gender Violence and ICTs in Nigeria. Ibadan: University Press. CIDA (2012), “Gender Equality Issues,” New York: CIDA. Ejumudo, K.B.O. (2005), “Management Training and Development in the Nigerian National Petroleum Corporation,” An Unpublished Ph.D Thesis. Ile-Ife Obafemi Awolowo University. Ejumudo, K.B.O. (2008), “Sustainable Development in Nigeria: The Policy Gap and Action Dilemma,” Proceedings of International Conference on Research and Development. Ghana: Pan-African Book Company. IDEA (2010), “Democracy in Nigeria: Continuing Dialogue for Nation Building,” Sweden: W. A. Publication. Igbuzor, O. (2006), “The Millennium Development Goals: Can Nigeria Meet the Goals in 2015,” A Paper Presented at a Symposium on Millennium Development Goals and Nigeria, the Institute of Chartered Accountants of Nigeria, Abuja.

andura, A. (1986). Social foundations of thought and action: A social cognitive theory. Prentice-Hall, Inc.

Bandura, A. (1977).Social learning theory. Englewood Cliffs, NJ: Prentice Hall.

Bandura, A. Ross, D., & Ross, S. A. (1961). Transmission of aggression through the imitation of aggressive models. Journal of Abnormal and Social Psychology, 63, 575-582