

over and across north Africa countries and to all parts of Nigeria. And to preserve his life, he was kept in a dark room with female deity called 'Obalatan' for an unspecified period of time. Thus, he was observed as a wonderful prince whose birth had been accompanied by a horrible harmattan, while, traditional lamps were lit and arranged in the room both day and night to keep the room warm, coupled with the harmattan was the attendant dryness of his mother's breast so much that she could not breast feed him and rather he was fed with honey in place of breast milk. This is why he was named Oloyemoyin, meaning a harbinger of harmattan who fed on honey and this is express in the cognomen to the child and by extension all autochthons of *Oye* as; Omo Oloye, Omo ora ufe ketaana Osan gangan, meaning that Oloye is an aboriginal son of Ile-Ife who always put on light during the day (Oye Progressive Union 1994).

3.2 Research Design

This study is a descriptive type which helps the researcher develop a mental image of the structure for gathering the data and the analysis that will follow as observed by Asika (2006). It is the framework for study used as a guide in collecting and analyzing data. The researcher will make use of the survey research design while carrying out the study. For this study, data will be collected using primary and secondary data. The primary data will be collected through quantitative and qualitative at two major levels. At the level of students in the selected secondary schools in Oye community Ekiti, they will be selected to elicit important information base on their experience on gender discrimination on child's education. They will provide quantitative data through the administration of structured questionnaire. The second level consists of members of staff at management level in the selected secondary schools. This consist either the school Principal or Vice principal as the case may be. This is because they know much about

entry of students into the schools and they know the disparity in terms of rate of entry between male and female students into the schools and also parent will be selected to get information from them as regarding the subject matter. They will all provide qualitative data through a face-to-face interview called In-Depth Interview with the researcher. While the secondary data for this study will be gotten from the internet and journals so as to have good and concrete outcome for this study.

To this end, secondary schools in Oye-Ekiti community will be used for this study. Four purposively selected secondary schools will be used for this study. The reason for this purposive selection is because there is no much secondary school as at when this study is on, if they were many secondary schools I would have love to make use of them. As at when this study was on the available secondary schools in Oye-Ekiti comprises of two (2) private and two (2) public secondary schools. It should be noted that this does not mean the study is a comparative study.

The schools are:

Table 1: List of Selected Secondary Schools

S/N	Private secondary School	Public Secondary School
1	Our Ladies Seat of Wisdom College Oye-Ekiti	St. Augustin comprehensive high school Oye-Ekiti
2	Concentric Model College Oye-Ekiti	Oye-Igbo high school Oye-Ekiti

Source: Field Data, 2015

3.3 Population of the Study

The population of the study is a census of all items or subjects that possess the characteristics or that have knowledge of the phenomenon being studied (Asika, 2006). The population for this study comprises of all the senior secondary schools students in the selected schools.

3.4 Sample Size

A sample is a part of a population. It is a sub-group of observation from a large population in order to make inferences about the characteristics of the large population. Since it would neither be possible nor practicable to study all students in the four selected secondary schools, a total of one hundred and twenty (120) students will randomly be selected for this study. That is, thirty (30) students in the senior secondary schools will be selected from each selected secondary schools for quantitative data on the subject matter while only two (2) senior management staff (Principal or Vice principal) will be selected to provide the qualitative information via face-to-face interviewed also known as IDI and also two (2) parents will be interview to make the total of four (4) qualitative data collection..

3.5 Sampling Technique

For an unbiased scientific selection of one hundred and twenty (120) students in the senior secondary schools for the quantitative data, the simple random sampling technique will be explored. This will enable the researcher to collect heterogeneous data or information on gender discrimination on child's education in the selected secondary schools while the purposive or accidental sampling technique will be used to select only four (4) respondents for qualitative. Thus two (2) management staff and two (2) parents will be used for the qualitative data.

3.6 Data Collection

The data for this study will be collected using a self-administered structured questionnaire (primary data). Stroh (2000) in Emmanuel (2011) questionnaire are appropriate for gathering the views of a large number of people about a particular phenomenon. This research

instrument (questionnaire) to be used will be tested for validity and reliability. In order to get the appropriate number of the sample size of one hundred and twenty or there about, the distribution and collection will be thoroughly monitored by the researcher. The questionnaire will be divided into sections base on the objectives of the study. This will assist in the realization of the objectives if the questions are thematically arranged. The questions in some of the sections will carry between three-five point scales format.

3.7 Reliability and Validity of Instrument

A pilot test will be carried out before actual data collection to ascertain the reliability of the survey instrument and test for vagueness and clarity of items. For the pilot test, the questionnaire will be administered a week intervals between the pre-test and post –test on a group of twenty (20) students in the selected secondary schools in Oye-Ekiti. The study will use face validity and to achieve this, the research’s instrument will be given to experts in the area of social research and most especially data analyst to judge the adequacy of the instrument especially in capturing the stated objectives for this study. Their comments with those of the supervisor will be needed to modify the items on the research instrument to ensure an adequate research instruments.

3.8 Research Instrument

Both quantitative and qualitative data will be collected for this study. That is, both questionnaire and interview methods will be used for this study. The questionnaire will be structured because the respondents might have not had substantial knowledge about the subject

matter. The interview will be conducted with the parents and also the principals or vice principals of the schools selected for this study.

3.9 Method of Data Analysis

Nwana (1981), analysis of data refers to those techniques whereby the investigator extracts from data, information that is not apparently there before and which would enable a summary description of the subject studied to be made. The information being refer to here is the information that enabled the study test the research objectives. The latest version of SPSS will be used to analysed the quantitative data. The data collected will be presented in tables of simple percentage to test the research objectives using Chi square to enable the research ascertain the effect or influence of the relationship between the variables.

3.10 Ethical Consideration

Since in social research ethical issue is a serious matter, in order to achieve this in this study, the students or the respondents will be given free hand or liberty to choose whether or not to respond to the instrument. Nobody will be forced to answer the instrument.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0. INTRODUCTION

This chapter focuses on the presentation and data analysis on effect of Discrimination on Child Education among Students in Selected Secondary Schools in Oye-Ekiti Community.

The analysis of the study was done in line with the research questions raised for this project work. Background characteristics of the students and their opinion on extent of girl-child education is embraced, factors that contribute or hinder the effectiveness of girls-child education in Oye Ekiti. The selected characteristics were presented in percentage while their opinion girl-child education discrimination was tested among schools using Pearson Chi-square statistical technique at 0.05 level of significance.

4.1 List of Distribution of Respondents among Selected School

Table 1: Distribution of Respondents among Selected School in Oye Community

School Name	Frequency	Percent
Concentric Private School	30	25.0
St Augustine Comprehensive School	30	25.0
Our Ladies Seat of Wisdom College	30	25.0
Oye-Egbo High School	30	25.0
Total	120	100.0

Source: Field Data, 2015

The study made an even distribution of sampled respondents across all the four selected school as 25% of 120 respondents were selected from each of the schools, Concentric Private School, St. Augustine Comprehensive School, Our Ladies College and Oye-Egbo High School.

4.2 Respondents Socio-demographic Characteristics

Table 2: Distribution of Respondents age in Group.

Age	Frequency	Percent
10-13 years	44	36.7
14-17 years	75	62.5
19-21 years	1	.8
Total	120	100.0

Source: Field Data, 2015

The study revealed that most of the respondents are within ages 14-17 years as it was seen that ages 14-17years takes (62.5%), while ages 10-13 years were (36.7%) and 19-21years were just (0.8%), this implies that most of the students in secondary school in Oye community were within ages 14-17years.

Table 3: Distribution of Other Socio-demographic Characteristics

Sex	Frequency	Percent
Male	61	50.8
Female	59	49.2
Total	120	100.0
Marital Status		
Single	114	95.0
Married	2	1.7
Divorced/Separated	4	3.3
Total	120	100.0
Religious Affiliation		
Christianity	107	89.2
Muslim	13	10.8
Total	120	100.0
Class		
JSS I	11	9.2
JSS II	22	18.3

JSS III	25	20.8
SS I	38	31.7
SS II	24	20.0
Total	120	100.0

Source: Field Data, 2015

The percentage distribution of socio-demographic characteristics of respondents revealed that the female respondents takes almost 50% of the respondents while the male respondent's takes 50.8% of total sampled population. It was surprising to discover that most of the students were single (95%) while those married were (1.7%) and divorced/ separated were (3.3%). The religion affiliation of respondents disclosed that most of the students were Christians (89.2%) while the remaining were Muslims (10.8%). The study also seeks audience of all classes in the school except the SS 3 students who were not in school as at the time of this study. Most of the respondents were in SS I (31.7%) followed by JSS II (20.8%), SS II (20.0%) while JSS II were (18.3%) and JSS I (9.2%).

4.3 The Extent to Which Girl-Child Education is Embraced

Table 4: The percentage Distribution of Respondents opinion on the extent to which Girl-Child Education is embraced in Oye Community.

More Girls than Boys	Frequency	Percent
Yes	88	73.3
No	21	17.5
Not Sure	10	8.3
Dont Know	1	.8
Total	120	100.0

Girls Are Motivated		
Yes	106	88.3
No	8	6.7
Not Sure	3	2.5
Don't Know	3	2.5
Total	120	100.0
Management Encourage		
Yes	111	92.5
No	5	4.2
Not Sure	2	1.7
Dont Know	2	1.7
Total	120	100.0
Management Frown		
Yes	32	26.7
No	62	51.7
Not Sure	23	19.2
Dont Know	3	2.5
Total	120	100.0
Girls Are Competing		
Yes	102	85.0
No	12	10.0
Not Sure	4	3.3
Dont Know	2	1.7
Total	120	100.0
Every parent wants their Girl Child to attend School		
Yes	99	82.5
No	10	8.3
Not Sure	8	6.7
Dont Know	3	2.5
Total	120	100.0

Source: Field Data, 2015

The percentage distribution of respondents opinion on the extent to which girl-child education is embraced in Oye community showed that majority of the respondents agreed that girl-child education is strongly embraced in Oye community as there are more girls in school than boys. As most of the respondents agree that girls are more than boys in their school, 73.3% of the respondents said Yes, while 17.5% said No and the remaining 8.3% and 0.8% were shared by those who are not sure or do not have idea respectively. Also it was revealed that most girls are more motivated educationally , (88.3%) of the respondents said Yes, while 6.7% said No and the remaining 2.5% and 2.5% were shared by those who are not sure or do not have idea respectively. The respondents disclosed that the school management encourages girls to face their education, as 92.5% of the respondents said Yes, while 4.2% said No and the remaining 1.7% and 1.7% were shared by those who are not sure or do not have idea respectively. It was also discovered that management of school in Oye community do not frowned at low/poor entry of girls, as 26.7% of the respondents said Yes, while more than half 51.7% said No and the remaining 19.2% and 2.5% were shared by those who are not sure or do not have idea respectively. The study disclosed that girls are keenly competing with boys in their school as 85% of the respondents said Yes, while 10% said No and the remaining 3.3% and 17% were shared by those who are not sure or do not have idea respectively. Also it was disclosed that every parent want their girl child to attend school to be like women who have made it in life through education.

4.4 The Extent to Which the Girl-Child Has Access to Education

Table 5 : Percentage Distribution on Extent to which Girl-Child has access to education

Girl Enrolment	Frequency	Percent
Yes	83	69.2
No	34	28.3
Not Sure	2	1.7
Dont Know	1	.8
Total	120	100.0
No Limit to Number of girls		
Yes	71	59.2
No	32	26.7
Not Sure	7	5.8
Dont Know	10	8.3
Total	120	100.0
Girls Are Allowed		
Yes	114	95.0
No	4	3.3
Dont Know	2	1.7
Total	120	100.0
Academic Materials		
Yes	98	81.7
No	11	9.2

Not Sure	9	7.5
Dont Know	2	1.7
Total	120	100.0
Equal Educational Rights		
Yes	58	48.3
No	48	40.0
Not Sure	12	10.0
Dont Know	2	1.7
Total	120	100.0
Unlimited Opportunity		
Yes	66	55.0
No	39	32.5
Not Sure	12	10.0
Don't Know	3	2.5
Total	120	100.0

Source: Field Data, 2015

The percentage distribution of respondents opinion on the extent to which girl-child has access to education in Oye community showed that majority of the respondents agreed that girl-child has good access to education in Oye community. As most of the respondents agree that girls can enrol in their school at any time, 69.2% of the respondents said Yes, while 28.3% said No and the remaining 1.7% and 0.8% were shared by those who are not sure or do not have idea respectively. Also, it was discovered that no limit to the number of girls admitted in selected schools in Oye community as more than half 59.2% of the respondents said Yes, while 26.7% said No and the remaining 5.8% and 8.3% were shared by those who are not sure or do not have idea respectively. Most of the respondent agreed that girls are allowed to represent the school in academic activities elsewhere, as 95% of the respondents said Yes, while 3.3% said No and the remaining 0% and 1.7% were shared by those who are not sure or do not have idea respectively.

It was also found out that management make academic material available for all, as 81.7% of the respondents said Yes, while 9.2% said No and the remaining 7.5% and 1.7% were shared by those who are not sure or do not have idea respectively. Although girl-child do no have equal educational right and privilege like boys in the Oye community as almost half (48.3%) of the respondents said Yes, while 40% said No and the remaining 10% and 1.7% were shared by those who are not sure or do not have idea respectively.

4.5 Factors That Hinder the Effectiveness of the Girl-Child Education

Table 6: Percentage Distribution Factors that hinder the effectiveness of girl-child Education in Oye

Finance limit girl child education	Frequency	Percent
Yes	69	57.5
No	36	30.0
Not Sure	13	10.8
Dont Know	2	1.7
Total	120	100.0
Yoruba Culture		
Yes	27	22.5
No	84	70.0
Not Sure	9	7.5
Total	120	100.0
Father dont Like Fending for girl education		
Yes	54	45.0
No	52	43.3
Not Sure	8	6.7
Dont Know	6	5.0

Total	120	100.0
Early Pregnancy		
Yes	114	95.0
No	5	4.2
Dont Know	1	.8
Total	120	100.0
Girl Too Lazy		
Yes	31	25.8
No	78	65.0
Not Sure	9	7.5
Dont Know	2	1.7
Total	120	100.0

Source: Field Data, 2015

The percentage distribution of factors that hindered the effectiveness of girl-child education in Oye community disclosed that limited finance, father careless attitude, early pregnancy, girl-child laziness are factors hindering girl-child education while Yoruba culture, girl-child laziness and perception that girl-child is a liability do not forbid their access to education in Oye community. Majority of the respondents agreed that finance limit girl-child education in Oye community, 57.5% of the respondents said Yes, while 30% said No and the remaining 10.8% and 1.7% were shared by those who are not sure or do not have idea respectively. Majority of the respondents disagree that Yoruba culture do not allow girls to go to school, as 22.5% of the respondents said Yes, while 70% said No and the remaining 7.5% and 0% were shared by those who are not sure or do not have idea respectively.

Also, the study revealed that some fathers do not like fending for girl education in Oye community as 45.0% of the respondents said Yes, while 43.3% said No and the remaining 6.7% and 5.0% were shared by those who are not sure or do not have idea respectively. Early pregnancy was also found to be a factor hindering girl-child education as 95% of the respondents

said Yes, while 4.2% said No and the remaining 0% and 0.8% were shared by those who are not sure or do not have idea respectively. The respondents disclosed that laziness of some girl do not necessary hindered girl-child education as 25.8% of the respondents said Yes, while 65% said No and the remaining 7.5% and 1.7% were shared by those who are not sure or do not have idea respectively.

Most respondents disagreed that girl-child are perceived as liability on parents as 37.5% of the respondents said Yes, while 52.5% said No and the remaining 5.0% and 5.0% were shared by those who are not sure or do not have idea respectively. Also the study found that an average girl-child do virtually all the home chores in Oye Ekiti community, as 75% of the respondents said Yes, while 21.7% said No and the remaining 1.7% and 1.7% were shared by those who are not sure or do not have idea respectively. Furthermore, the respondents revealed girl-child have limited time for education because of hawking as 45.8% of the respondents said Yes, while 45% said No and the remaining 6.7% and 2.5% were shared by those who are not sure or do not have idea respectively. And finally, it was found that the level of parents/guardian determine the level of girl-child education in the community, as 66.7% of the respondents said Yes, while 25% said No and the remaining 5.8% and 2.5% were shared by those who are not sure or do not have idea respectively. Find details in table 6.1 below.

Table 6.1: Percentage Distribution Factors that hinder the effectiveness of girl-child Education in Oye

Liability on Parent	Frequency	Percent
Yes	45	37.5
No	63	52.5
Not Sure	6	5.0
Dont Know	6	5.0
Total	120	100.0
Home Chores	Frequency	Percent
Yes	90	75.0
No	26	21.7
Not Sure	2	1.7
Dont Know	2	1.7
Total	120	100.0
Limited Time	Frequency	Percent
Yes	55	45.8
No	54	45.0
Not Sure	8	6.7
Dont Know	3	2.5
Total	120	100.0
Parents Guardians	Frequency	Percent
Yes	80	66.7
No	30	25.0
Not Sure	7	5.8
Dont Know	3	2.5
Total	120	100.0

Source: Field Data, 2015

Discussion of finding from in-depth interview

The results of the in-depth interview with the parents and some of the management staff of selected school revealed that;

“In this modern time we are now there is nothing like discrimination against girl child. When talking about those days there was discrimination. There is an adage that says what a man can do a woman can do better. We can also say that there can be discrimination in the northern part of Nigeria but here in the southern part of Nigeria there is none,” .also in case of oye- ekiti what is good for the goose is also for the gander”-
IDI/Participant/Male/Vice principal Admin.

“There is nothing like discrimination it is not a good idea it is also in the bible that we should not discriminate”-
IDI/Participant/Male/principal.

“Gender discrimination have been in existence since the past. But some NGOs came up to fight against this act. There is an Igbo adage that says a child is a child so there should be no gender discrimination”-

IDI/participant/Male/Parent.

“Actually I as a person I don't like gender discrimination. I am looking forward to what program I can put in place to eradicate this so called issue on grand, they don't discriminate in my daughter school at all”-

IDI/participant/Female/Parent.

The response from the interview support the findings from the data analysis as the percentage distribution of respondents opinion on the extent to which girl-child education is embraced in Oye community showed that majority of the respondents agreed that girl-child education is strongly embraced in Oye community as there are no discrimination against girls in school. As most of the respondents agree even said that girls are more than boys in their school, 73.3% of the respondents said Yes, while 17.5% said No and the remaining 8.3% and 0.8% were shared by those who are not sure or do not have idea respectively.

The results also disclosed that the enrolment in school has no limitation whatsoever against girl-child education although some respondents

“looking at girls enrolment in schools today is usually limited than their male counterpart. In oye ekiti general and in Nigeria as a whole you find out that it is usually 40%.60% of girl’s enrolment to their male counterparts.”

IDI/participant/Vice Principal Admin.

It was posited by some of the informants that modernization has really helped in eradicating gender discrimination against girl-child education in the community.

“Modernization has given girls more power. They have won different awards and can represent schools out there”.

IDI/participant/Male Principal.

“There is no form of discrimination here. People are enlightened that there should be no discrimination. The world is highly exposed”-

IDI/participant/Vice Principal Admin.

And this has given the girl-child free hand to share the same right with their male counterparts

“girls in this modern day are more than their male counterparts in terms of education in oye- ekiti. Modernization has given girls more power they have won different awards and can represent schools out there”.

IDI/Participant/Male principal.

The percentage distribution of factors that hindered the effectiveness of girl-child education in Oye community disclosed that limited finance, father careless attitude, early pregnancy, girl-child laziness are factors hindering girl-child education while Yoruba culture, girl-child laziness and perception that girl-child is a liability do not forbid their access to education in Oye community. Majority of the respondents agreed that finance limit girl-child education in Oye community, 57.5% of the respondents said Yes, while 30% said No and the remaining 10.8% and 1.7% were shared by those who are not sure or do not have idea respectively. The in-depth interview also found support for this as most of the informant identified early pregnancy and other factors as hindrances to girl-child education.

“Some parent prefers their girl-child engaging in handiwork rather than schooling. Some other hindrances are financial problem. Whereas early pregnancy does not stop them from schooling, they can school with their pregnancy if they are really interested in education.”

IDI/Participant/Male Vice principal Admin.

“the only hindrances in Oye-Ekiti are unwanted pregnancy. In the aspect of finance parent are trying their best”

IDI/Participant/Male Parent.

“my advice is that parent should train their child in terms of sexual education. Most girls got pregnant because they lack adequate

knowledge and by this it hinders them going to school"-
IDI/Participant/Female Parent.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECCOMENDATIONS

5.0 INTRODUCTION

This chapter is devoted to the presentation of the summary of findings, conclusion and recommendations drawn from the analysis of the research study on effect of discrimination on Girl-Child Education among Students in Selected Secondary Schools in Oye-Ekiti Community.

5.1 SUMMARY OF FINDINGS

The major findings from the disclosed that the percentage distribution of respondents opinion on the extent to which girl-child education is embraced in Oye community showed that majority of the respondents agreed that girl-child education is strongly embraced in Oye community as there are more girls in school than boys. As most of the respondents agree that girls are more than boys in their school, 73.3% of the respondents said Yes, while 17.5% said No and the remaining 8.3% and 0.8% were shared by those who are not sure or do not have idea respectively.

The respondents also disclosed that the school management encourages girls to face their education, as 92.5% of the respondents said Yes, while 4.2% said No and the remaining 1.7% and 1.7% were shared by those who are not sure or do not have idea respectively.

The study disclosed that girls are keenly competing with boys in their school as 85% of the respondents said Yes, while 10% said No and the remaining 3.3% and 17% were shared by those who are not sure or do not have idea respectively. Also it was disclosed that every parent

want their girl child to attend school to be like women who have made it in life through education.

The percentage distribution of respondents opinion on the extent to which girl-child has access to education in Oye community showed that majority of the respondents agreed that girl-child has good access to education in Oye community. As most of the respondents agree that girls can enrol in their school at any time, 69.2% of the respondents said Yes, while 28.3% said No and the remaining 1.7% and 0.8% were shared by those who are not sure or do not have idea respectively. Also, it was discovered that no limit to the number of girls admitted in selected schools in Oye community as more than half 59.2% of the respondents said Yes, while 26.7% said No and the remaining 5.8% and 8.3% were shared by those who are not sure or do not have idea respectively.

The percentage distribution of factors that hindered the effectiveness of girl-child education in Oye community disclosed that limited finance, father careless attitude, early pregnancy, girl-child laziness are factors hindering girl-child education. While Yoruba culture, girl-child laziness and perception that girl-child is a liability do not forbid girl-child access to education in Oye community. Majority of the respondents agreed that finance limit girl-child education in Oye community, 57.5% of the respondents said Yes, while 30% said No and the remaining 10.8% and 1.7% were shared by those who are not sure or do not have idea respectively

Furthermore, most respondents disagreed that girl-child are perceived as liability on parents as 37.5% of the respondents said Yes, while 52.5% said No and the remaining 5.0% and 5.0% were shared by those who are not sure or do not have idea respectively. Also the study found that an average girl-child do virtually all the home chores in Oye Ekiti community, as 75%

of the respondents said Yes, while 21.7% said No and the remaining 1.7% and 1.7% were shared by those who are not sure or do not have idea respectively. Other findings from in-depth interview disclosed that:

“gender discrimination have been in existence since the past. But some NGOs came up to fight against this act. There is an Igbo adage that says a child is a child so there should be no gender discrimination”

IDI/Participant/Male Parent.

5.2 CONCLUSION

Education is seen as a human right that should be given to all human beings. There is however no doubt that the women folk have suffered depression and neglect and are regarded as second class citizen in so many ways including their choice of disciplines to undergo in school.

In spite of widely acclaimed discrimination against the girl child, in Oye as a community, girl child education is embraced and that access to education for the girl child is not different from their male counterparts. The factors identified as hindrances to the effectiveness of girl child education in Oye community are: limited finance, father’s careless attitude, early pregnancy, girl-child laziness and the perception that girl child is a liability, do not forbid girl-child access to education in Oye community.

This is because the study revealed that in spite of these factors, enrollment of female children is greater than that of the male children. Consequently, there is the need to encourage the parents to ensure that their male children embrace formal education more than they are doing presently.

5.3 RECOMMENDATIONS

Section 14 (2) (b) of the Constitution of Nigeria States that “the security and welfare of the people shall be the primary purpose of a government”. It is obligatory on the government to fundamentally pursue the security and welfare of the children at all times.

Based on the findings of this study, the following recommendations are suggested to improve children access to education in Oye Ekiti community.

- Parents should train their girl-child in terms of sexual education as most girls get pregnant because they lack adequate knowledge and by this it hinders them from going to school.
- Parents all over the country should embraced children education and do away from tradition that alter or truncate the level of child education in the country.
- All state governments should emulate the Ekiti state Government who has made it a law in the state for every family to compulsorily send their children to school be it male or female, and any parent who fall to do what the government as stated should be sanction for that, just like it is been practiced in Ekiti State.
- The government should implement policies to eradicate all forms of gender discrimination against children, including a policy of integration in formal schools.
- The government should collaborate with specialized international institutions as well as NGOs in establishing, monitoring and implementing a comprehensive program that would promote the interest of the children.
- It is most obvious that the government alone cannot create awareness on the rights of the female children in Nigeria. The burden of creating awareness lies on human rights

conscious individuals in various capacities be it academic, press, or organizations such as NGOs and the UN agencies.

- Government should make provision for educational materials, school meals, uniforms, to make free education truly free to children from poor homes.
- Engaging successful men and women as “role models” to organize talk shows, counseling and discussion groups in their localities.
- Providing gender awareness training for teachers and teacher trainers.
- Ensuring that girls who drop-out of school as a result of pregnancy are provided opportunity to continue with their education after delivery.
- Finally, the world’s attention should be on the modality for the protection of the rights of the children to help meet their basic needs, and to expand their opportunities to reach their full potentials. Therefore children need to know their rights, so that they can become human rights conscious. Parents need to know the right of the children in order to control child violation. Government agencies need to know the rights of the children so as to enable them differentiate child rights from child privileges and charity. Legislators too need to know these rights in order to have a reorientation on the rights of the children.

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QUESTIONNAIRE SURVEY
Department of Sociology,
Federal University Oye Ekiti.

Dear Respondents,

I am **Kunaso Julianah**, a final year student of the above Institution. I am carrying out a research on the topic: *“Effect of Discrimination on Girl-Child Education among Students in Selected Secondary Schools in Oye Ekiti Community”*. Your sincere response to the following questions will help to achieve the purpose of this study for purely academic pursuit.

Section A: Socio-Demographic Characteristics of Respondents

1. Respondent's age (as at last birthday)
 - i. 10 – 13 years ()
 - ii. 14 – 17 years ()
 - iii. 18 – 21 years ()
 - iv. 22 years and above ()
2. Sex of Respondent:
 - i. Male ()
 - ii. Female ()
3. Marital status:
 - i. Single ()
 - ii. Married ()
 - iii. Divorce/Separated ()
4. Religious Affiliation
 - i. Christianity ()
 - ii. Muslim ()
 - iii. Traditional ()
5. Class of Respondents
 - i. JSS I ()
 - ii. JSS II ()
 - iii. JSS III ()
 - iv. SS I ()
 - v. SS II ()

NOTE: From Section B - D, DK means DON'T KNOW.

Section B: Extent to which Girl-Child Education is Embraced

SN	Extent of Embracing Girl Education	Yes	No	Not Sure	DK
1	There are more girls than boys in my school				
2	Girls are motivated educationally				
3	The management encourage girls to face their education				
4	Management of my school frowned at low/poor entry of girls				
5	Girls are keenly competing with boys in my school				
6	Every parent want their girl child to attend school to be like women who have made it in life through education				

Section C: Extent to which the Girl-Child has access to Education

SN	Extent of Girl-Child access to Education	Yes	No	Not Sure	DK
1	Girls can enroll into our school at any time				
2	No limit to the number of girls admitted in my school				
3	Girls are allowed to represent the school in academic activities elsewhere				
4	The management make available academic materials for girls				
5	Girl-child do not have equal educational right and privilege like boys				
6	Girls are allowed to have unlimited opportunity to education				

Section D: Factors that hinders the effectiveness of girl-child Education

SN	Factors hindering Girl Education	Yes	No	Not Sure	DK
1	Finance limit girl child-education in Oye-Ekiti				

2	The Yoruba culture do not allow girls to go to school				
3	Some fathers do not like fending for girl education in Oye-Ekiti				
4	Early pregnancy don't allow girls to go to school like the male-child				
5	Girl-child are too lazy in Oye-Ekiti				
6	Girl-child are perceived as liability on parents				
7	An average girl-child do virtually all the home chores in Oye-Ekiti				
8	Girl-child have limited time for education because of hawking				
9	The level of parents/guardians determine the level of girl-child education in Oye-Ekiti				

**GUIDE FOR QUALITATIVE DATA COLLECTION AMONG TEACHERS IN THE
SELECTED SECONDARY SCHOOLS IN OYE-EKITI**

1. Could you please introduce yourself properly
2. What is your understanding of discrimination against girl-child in Nigeria?
3. What can you say about this subject matter in your school and Oye-Ekiti at large
4. Do you think girl-child education is embraced in this community? How?
5. Can we say girls in Oye-Ekiti have access to education like their male counterparts?
Explain
6. Do you think girl-child education can be effective if allowed in Nigeria and Oye-Ekiti?
7. What is your school management doing to bridge the existing gap in education between male and female in Oye-ekiti?
8. Are there hindrances to girl-child education in Nigeria and Oye-Ekiti in particular? What are they?
9. How do you think educational discrimination against girl-child can be a thing of the past in Nigeria and Oye-Ekiti?