

**SOCIO-ECONOMIC STATUS AND THE GIRL CHILD EDUCATION IN SENIOR
SECONDARY SCHOOLS IN OREDO LOCAL GOVERNMENT AREA, EDO
STATE**

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SENIOR SECONDARY SCHOOLS IN OREDO LOCAL GOVERNMENT AREA,
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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
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CERTIFICATION

We, the undersigned certify that this project work was carried out by Aisosa Light OSADOLOR in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City.

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Date

DEDICATION

This project is dedicated to God my creator, my father and my best friend for giving me knowledge and insight throughout the course of my programme and for the immense support down to this moment.

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The researcher's sincere gratitude goes to Almighty God, for his protection, providence, help and preservation all through this academic journey in the university of Benin and grace to complete the research work

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ABSTRACT

This research work is based on Socio-Economic Status and the Girl Child Education in Senior Secondary Schools in Oredo Local Government Area, Edo State. The objective of this research work is to investigate how socioeconomic status of the parents of a girl child can affect her enrollment or participation into secondary school.

The descriptive survey research design was used for this study. The population of the study comprised of female students in senior secondary schools (public and private) in Oredo Local Government Area, Edo State. The sample for the study consisted of fifty (50) female students drawn from five (5) secondary schools and the random sampling technique was used in selecting the schools and ten (10) female students were selected from each school. The questionnaire was used as the research instrument for the study. The data collected were analyzed using the simple percentage.

The findings from the study indicates that socio-economic status as well as other phenomenon can greatly influence and affect girl child enrollment into secondary schools. These phenomenon includes; mother educational attainment, paternal level of education, street hawking, increased support on male child education and poverty. The researcher recommends that parents who are illiterates should be sensitized and educated on the importance of girl child education and also the government should enact a policy on free education most especially to help poor families.

CHAPTER ONE

INTRODUCTION

Background of the Study

There are many definitions of the word “education” according to different experts and this is based on their varied perspective. Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him/her to have the spiritual strength of religion, self-control, personality, intelligence, noble character, and the skills needed for themselves and the society.

According to Nwadiani (2019) education “is the constant transmission of ideas of value for the development of the whole man in relation to the dynamic needs of any particular society. In this wise, schooling is a fraction of education. It is a lifelong learning activity designed to improve the human productive capacity. It is for that reason Imogie (2014) says that education is a force for the socio - economic and political transformation of society. Education equips both the male and female person for social and economic activity. It provides the voice for one to be engaged in the political development of the society.

The girl child which is an integral aspect of this research is a female offspring from birth to 18years of age. They go to school, help with housework, work in factories, make friends, care for older and younger family members and

prepare themselves to take on the responsibilities of adulthood. Girls play multiple roles in the household, society and the economy.

To educate girls is to lead the way to prosperity. Girl child education is certain to reduce inequalities and build communities. When we educate girls we also take a step towards reducing poverty. But around the world girl children face discrimination in various forms. They may not receive adequate nutrition because of poverty. In some cases, they have less or no access to healthcare and in other instances, the girl child may not be given same educational opportunities like the male. Some of the main reasons which act as barriers for girl child education are poverty, gender bias, gender-based violence as well as lack of proper sanitation facilities in schools, etc. Also, girls are discriminated against in a country like Nigeria. Access to educational opportunity, food, and nutrition is so limited. They carry a heavy burden of farm work, house work and they are also married off at early ages, which interferes with their education or acquisition of skills needed for survival. Imakpokpomwan (2017) argued that cursory looks at the education landscape in Nigeria focuses on low female education on the north-east and north-west whereas other regions and states equally have their shares of low girl child enrolment in school.

Despite the countless acts of discrimination faced by the girl child in Africa and the world at large, there can be great contributory factors to the economy if the

girl child is educated. When women are educated, the entire economy grows and thrives. Another contributory factor to girl child education is that it is good for communities. An educated woman with increased earning potential is more likely to give back to the community which aids national development. Educated women are more likely to marry later in life, pushing back the age that they have their first child. When women have children later in life, specifically past age 18, women are more likely to survive the potentially dangerous first birth, as is their child. Furthermore, educated women are often more knowledgeable about children's nutrition, proper sanitation practices and medical care. These and many more benefits indicate the importance of girl child education to the economy of a nation and to the society.

Furthermore, socio-economic status which is the social standing or class of an individual or group has an important bearing on the education of the girl child. Socio-economic status is often measured as a combination of education, income and occupation. This indicates that the parental socio-economic status is highly influential in determining the child's physical and mental health and future outcomes including his/her academic achievements and education, as well as the parameters of his/her physical abilities, cognitive function and fundamental neurobiology affecting brain development.

This study therefore examines the extent to which socio-economic status can affect girl child education in senior secondary schools in Oredo local government area, Edo state.

Statement of the Problem

Parents with low socio-economic status inhibits the education of their children especially the girl child. According to Article 26 of the Universal Declaration of Human Rights, every individual has the right to education but a situation where parental income is not sufficient to sustain the academic, personal and social life of the family, Article 26 of the UDHR cannot be enforced and in most cases the girl child becomes the victim. As a result of poverty, these girls become financial providers to their families. They hawk in the streets, which exposes them to the risk of road accidents instead of receiving education which is the best way to climb out of illiteracy, poverty and deprivations. Could it be that the girl child education is a factor of their family socio-economic standing in the society?

Research Questions

1. Does mother education affect girl child education in Edo State?
2. Does father's education affect girl,child education in Edo State?
3. What is the level of mother education of the girl child that hawks at school age in Edo State?

4. Is there a difference between family support on male child education and family support on female child education in Edo State?
5. To what extent does poverty inhibit girl child education in Edo State?

Purpose of the Study

The purpose of this research is to investigate the effects of parental socio-economic status on girl child education in senior secondary schools in Oredo local government area, Edo State.

Significance of the Study

In African and the world at large, the chances of girls getting quality education are smaller especially if they come from a poor family, live in a rural area or have a disability but it is shocking to learn that, an educated female population increases a country's productivity and fuels economic growth. Some countries lose more than \$1 billion a year by failing to educate girls to the same level as boys. In addition to that, the social benefits from women's education range from fostering economic growth to extending the average life expectancy in the population, to improving the functioning of political processes. This indicates the importance of girl child education to the family and the world at large. This research work can be used by the Ministry of Education to heighten immerse involvement of the girl child in secondary school in Nigeria. education in secondary school in Edo State.

Limitation of the Study

The study covers the enrollment level of the girl child in Oredo local government area, Edo state.

Definition of Terms

Socio-Economic Status (SES): is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic access to resources and social position in relation to others. Socioeconomic status can also be broken into three levels (high, middle, and low) to describe the three places a family or an individual may fall into. When placing a family or individual into one of these categories, any or all of the three variables (income, education, and occupation) can be assessed.

Girl Child: this refers to a female child. They are usually between 14 years and 18 years which is an adolescent age and also the right age for secondary schooling in Nigeria.

Education: is the process of receiving or giving systematic instruction, especially at a school or university. Education is also the process of facilitating learning, or the acquisition of knowledge, skills, values, morals, beliefs, habits, and personal development. Educational methods include teaching, training, storytelling, discussion and directed research. It helps people become better citizens, get a better-paid job e.t.c. Education shows us the importance of hard work and, at the

same time, helps us grow and develop. Thus, we are able to shape a better society to live in by knowing and respecting rights, laws, and regulations.

Secondary school: Secondary school is an educational institution where the second stage of the three schooling periods, known as secondary education and usually compulsory up to a specified age takes place. It follows elementary or primary education, and is sometimes followed by university education. In Nigeria, students spend six years in Secondary School, which is 3 years of JSS (Junior Secondary School), and 3 years of SSS (Senior Secondary School).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The chapter will focus on the objectives of the research work. It will also avail more information and provide candid insight into the factors affecting girl child education and how socioeconomic status is closely intertwined with girl child enrollment into secondary schools. The literature shall be discussed under the following sub headings:

- The Effects of Maternal Educational Background on Girl Child Participation in Secondary School in Edo state
- The Relevance of Paternal Level of Educational Attainment on Girl Child Education in Edo State
- The Level of Mother Education of the Girl Child that Hawks at School Age in Edo State
- The Difference Between Family Support on Male and Female Child Education in Edo State
- The Influence of Poverty on Girl Child Education in Edo State.

The Effects of Maternal Educational Background on Girl Child Participation in Secondary School in Edo State

A mother is a woman who conceives, gives birth to, or raises and nurtures a child. A mother can also be referred to as a female parent of a child. The

environment however, that is where a child is raised can exert a lot of influence on the physical, emotional and mental characteristics of the child especially the girl child. This basically indicates the immense influence a mother can have on her children especially in regards to education.

Furthermore, maternal education is defined as a complex process aimed at enabling women to obtain knowledge, skills and emotional support so that they can take care of themselves and their child during pregnancy, the postpartum period and childrearing. Education as a key factor in this regard should and is rightly considered as a critical aspect for women empowerment as it becomes a powerful tool in the hands of a mother. She can use this tool to foster a new generation towards social change, especially in developing countries where quality education is still a far cry for most children. Mothers are a crucial influencer in the lives of their children and the love and care they provide, especially in the formative years, shapes their children into the adults they are destined to become. Hence, a mother's own education and knowledge, her own economic standing and success, impacts the future of the generation she brings up.

Child education also depends upon mother's education. If mothers are not educated, we cannot have an ideal and educated family or society. Every girl in the society can be regarded as a potential mother. It is clear that the future of a student depends upon his education and training given by his/her mother in early years. It

is an admitted fact that the children of educated parents are more confident, resourceful and motivated than the children whose parents are less educated.

In a context marked by limited educational opportunities and given that modeling is one of the ways through which individual perceptions of self-efficacy develop (Bandura, 2010), it is posited that girls whose mothers have a secondary or higher level of education may have higher self-efficacy than those whose mothers are less educated. In addition to that, self-efficacy will influence academic achievement or performance through several pathways, including increased motivation to learn, persistence in pursuing academic tasks, goal setting, and self-regulation (Komarraju & Nadler, 2013; Lee & Jonson-Reid, 2016).

It is true that both parents educational levels can impact the family, but it is also crucial to note that 96 percent of children live with their mothers and this can be either in a home with two parents or a single-parent household with a mother only. Also, human capital is important because it deals with how a mother's educational level impacts the way she interacts with her child. In early childhood this interaction can affect vocabulary and language skills. Some scholars estimate that children with educated professional parents hear 30 million more words by age four than children with parents that are on welfare. It isn't just the number of words that is important. The quality of the words matters. Young children with

better educated parents generally hear a larger, richer vocabulary. A larger vocabulary early in life is tied to better academic achievement later in life.

On the other hand, uneducated parents particularly the mother may have negative effects on the development of her child's personality. Lack of education combined with a low income influences all aspects of a child's life, including the child's physical health. For instance, children raised under the influence of socioeconomic struggles tend to have socioeconomic struggles themselves as adults. This is because a child in a low-income living situation often is more likely to start working younger and is less likely to pursue higher education as an adult. In African, the instance given above is very common. Thus, some of these parents may prefer that their children work especially the girl child rather than educational pursuits.

In Nigeria and Africa at large, women education is considered a waste since they are not expected to participate in formal work activities outside the home. They are seen as silent workers, keeping home, bearing and rearing children and helping their husbands in the farm. As earlier discussed, every girl can be regarded as a potential mother. So, if a girl at a very young age grows up with this mentality that her lot in life is basically just to bear children and keep home, this mentality will deeply affect the way she raises her children especially the girl child. This means that, the beliefs and ideologies of having no formal education imbibed in the

mother is what will be passed across to her children and in most cases the girl child becomes the obvious victim. Nigeria's out-of-school population is the largest in the world and it is growing. Of the staggering 10.5 million out-of-school children in Nigeria today, the majority are girls. These girls suffer gender discrimination, period stigma, early marriages e.t.c mainly because their mothers went through the same treatment and because of illiteracy, they do not have the ability to fight back.

In Nigeria today, child marriage prevalence is 64% with an estimate of twenty-two million child marriages that lead to a massive increase in maternal and child morbidity and mortality (Ujam 2019; Yaya, Odusina, Bishwajit 2019).

This clearly indicates that, if a girl child finds herself under these circumstances, the attainment of any educational pursuits becomes extremely slim.

The Relevance of Paternal Level of Educational Attainment on Girl Child Education in Edo State

Educational attainment refers to the degree or level of completed education of a person on the basis of the followings: elementary, highschool, technical vocational, bachelor's degree in college, masterate in graduate school and doctorate in post graduate studies. Paternal simply means relating to or characteristics of a father or fatherhood.

Generally speaking, it is posited that parent educational attainment may or may not provide a foundation that supports children's academic success indirectly

through parents' beliefs about and expectations for their children, as well as through the cognitive stimulation that parents provide in and outside of the home environment. Traditionally, family status variables such as a parent's level of education have been regarded as predictors of children's academic achievement. Increasingly, research has suggested that, rather than having a direct association with children's academic achievement, parent's level of education is part of a larger constellation of psychological and sociological variables influencing children's school outcomes. Also, level of education influences parent's knowledge, beliefs, values, and goals about childrearing, so that a variety of parental behaviors are indirectly related to children's school performance. For example, higher levels of education may enhance parents' facility at becoming involved in their children's education, and also enable parents to acquire and model social skills and problem-solving strategies conducive to children's school success. Thus, students whose parents have higher levels of education may have an enhanced regard for learning, more positive ability beliefs, a stronger work orientation, and they may use more effective learning strategies than children of parents with lower levels of education.

Educated fathers are essential in bringing up a child well mainly because he is the head of the family and also the bread winner of the family. Bringing up a child can be hard and is a big responsibility. Every father as well as mother, want their children to learn, have a good education, and be healthy. Educated parents

can have great benefits for their child because with both an educated mother and father, a child will be able to learn more quickly and there will be extra income for the whole family. More income for the family will benefit the child because they can have access to better food, clothes, and education. It is proven that a child will be more successful if the mother has an education as well as the father. Furthermore, since reading and writing are key skills for life this will benefit the children not only in education, but also in eventually getting a job. If a child can read, they will be ahead at school and achieve more. This will greatly benefit the girl child because any educational pursuits she might have in mind will definitely be achieved to a large extent owing to the fact that, she has an educated man for a father. Particularly, a father whose socioeconomic status is high will definitely be able to provide basic amenities for his family. The family as a whole will be comfortable in terms of material possession and to a large extent, there will be no need for the children especially the girl child to work or to be given out in early marriage as a result of poverty.

Poverty and education are inextricably linked, because fathers living in poverty may stop going to school so they can work, which leaves them without literacy and numeracy skills they need to further their careers. Apart from furthering a career these men will definitely want to provide for their families and as such they are left with no choice but to stop their educational pursuits. Their

children which is obviously the girl child will in turn, find herself in a similar situation years later, with little income and few options but to leave school and work. The reason why the girl child becomes the obvious victim is as a result of culture. Culture is defined as the sum total of a given society's way of life moulded and shaped by prevailing circumstances and environment. In a country like Nigeria, girl-children are discouraged from the fervent pursuit of formal education because of the belief that education makes women to look down on men, and that it discourages many rural men from getting married to educated women. Also, it is a common belief especially amongst low income families that attending and staying longer in school might cause a girl not to get married as she would graduate out of school as an "old layer". This is a major reason why early marriages is prominent and encouraged which in the long run, affects the educational aspiration of the female children. According to GB (girl's not brides), a social advocacy group against child marriage, 26 percent of girls in Benin metropolis are married before their 18th birthdays and 7 percent are married before the age of 15. Most of these young girls terminate their schooling to become wives, thus increasing the number of out-of-school children. Also, between 2012 and 2018, 18 percent of females in Nigeria were married before the age of 15, whereas 44 percent of girls before the age of 18. The share of men who were married before 18 years of age was 3

percent. This clearly indicates that, if an uneducated father is accustomed to such beliefs and ideologies it will deeply affect the girl child education.

The Level of Mother Education of the Girl Child that Hawks at School Age in Edo State

Street hawking is a global phenomenon and it is widespread in Nigeria. This cuts across every section of the society including gender. The need to continually provide for the family in the mist of unfriendly conditions has led men, women, youths and children to engage in street hawking activities (Ekpenyong & Nkereuwem 2011).

Hawking irrespective of who engages in it, is associated with major hazards. This hazards can be sexual assaults which will lead to unwanted pregnancy or teenage pregnancy. Teenage pregnancy has severe consequences especially to the female gender. It results in reduced interest or no interest at all in terms of educational pursuits, increased rates of poverty and worse life outcomes for children of teenage mothers compared to children of young adult women (Yampolslaaya 2002). Psychologically, the mind of a teen mother is not yet mature to handle the challenges of parenting and motherhood. This is why majority of teen mothers live with relatives who help them to cater for their babies. But for some, the situation may be different this means that in order to care for themselves and their child, they have to look for other means of survival like hawking.

Teen mother's who do not have the capacity or opportunity to complete schooling and pursue careers that will benefit themselves and their babies will then look for another way out to provide for basic amenities. One way to provide for themselves is street hawking as earlier stated and it will aid them the opportunity to care for their babies since they can carry them along. In the long run, these children grow up in the same circumstances and environment which in turn makes them street hawkers as well when they come of age.

In Nigeria, it is crystal clear that child street hawkers spend most of their time outside the home in a bid to sell their goods. They do hawk both in early morning and night even during harsh weather. The worrisome aspect of it is that when they could not finish their wares, some of the hawkers are welcomed home with battering by their parents or caretakers, the same thing happen when they could not make profit from their wares. Above all, hawking affects academic performance of the children. Most of the hawkers who hawk in the morning hours before going to school are perpetual latecomers to school. They lack concentration in class work due to fatigue and stress. These result to poor academic performance, delinquency and truant behaviour. They tend to show behavioural problems, low self-esteem, withdrawal syndrome, oppositional bahaviour and learning difficulties (Ebigbo, 2003). In Benin City, a capital of Edo state, child labour or hawkers has significantly increased from insignificant number. Though there is no statistical

figures to back up the increase, the number of children seen daily on the streets in Benin metropolis as path hawkers, wheelbarrow pushers etc is a clear indication that the menace of child labour is gradually becoming a complex and intricate problem. Well, this basically points out that there will be no room for academic or educational pursuits because a large amount of time will be devoted to hawking by both mother and children or particularly the girl child which makes her prone to the same hazardous environment her mother once faced. In the long run, she might find herself being a teenage mother and that is how the cycle continues.

The Difference Between Family Support on Male and Female Education in Edo State.

Every school day throughout the world, millions of girls sit at home while their brothers attend school.

The Population Action International (PAI) is a research and advocacy organization which conducted a research on 112 countries. In the 112 countries for which data were available, which account for 95 percent of the world's population, 76 million more boys than girls are attending school, the study found. When faced with a choice over whom to educate in a family, many parents choose their sons. In addition, many girls leave school because of marriage, pregnancy, or simply because they are needed to help at home, often with younger siblings. Sometimes parents are reluctant to send girls out of a village or to allow girls to study with

boys. It also noted that in Chad, the average adult woman has less than one month of education.

Across India, educating a girl is often perceived as an unnecessary luxury or even a potential liability. While boys are educated in order to provide for their families, girls are often kept out of school from a very young age to help with household chores or to earn a subsistence wage for their families. Many families do not want to educate their daughters because of both the immediate cost of their schooling as well as the subsequent increase in dowry payments. Since girls are considered to be members of their future husband's family, many parents refuse to "waste" money educating a daughter who will not use her education to benefit her natal family. Also among the Hausas and some other countries like Cameroon, women are considered as a "temporary property". They will have to move to their husband's home after marriage so, it is not economically viable or even wise to spend on their education. In a country that about 80% lives on less than 1\$ per day, it is very difficult for parents to afford quality education and a high standard of living. It may seem just like a wastage of resources to educate a girl child when it is known that at the end, she will be a housewife.

There is less doubt that in many countries the school learning environment favors boys over girls (World Bank, 2001), for reasons that may include a lack of female teachers, unfavorable teacher treatment of girls in class, sexual harassment

by male teachers or students, and curricula and textbooks that present favorable adult role models only for boys. To the extent that these factors hinder girls' ability to learn, they reduce parental incentives to invest in daughter's education by reducing the marginal benefits of their education relative to sons' (in addition potentially to prompting girls' own decisions to withdraw).

In many parts of the world, girls who are pregnant regardless of their circumstances will be excluded from school. Most times, some of these girls do not return back to school after child birth and this may be as a result of stigma, fees, lack of childcare and the unavailability of flexible school programmes. About 16 million girls aged 15 to 19 and some one million girls under 15 give birth every year. Most of these girls are in low and middle income countries, according to the World Health Organization. On the contrary, when a male child impregnates a girl, the male child does not suffer so much compared to the girl especially as regards education. This means that, the boy can continue his schooling with ease without so much concern on childcare and in most cases he might ignore his responsibility and move on with his life.

Furthermore, dangerous routes to school can be a factor which inhibits the support of girl child education. Most parents are unwilling to allow their daughters to walk long distances to school or take routes that could be dangerous. During violent conflicts, girls are deliberately targeted by armed groups and government

forces. They often suffer sexual violence, abduction, intimidation and harassment. A study in India in 2016 found that half of all girls were sexually harassed on their way to school including being leered at, pinched or groped but the male child are rarely prone to these dangers. Also poor sanitation can also be a hindrance to the support of girl child education compared to that of the male child. In many parts of the world it's not as easy as raising your hand and asking to go to the toilet. Many girls particularly adolescents who are menstruating don't go to school because of a lack of privacy, unavailability of sanitary disposal facilities and water shortages. In parts of sub-Saharan Africa and other regions, girls can miss out on up to five days of school per month or stop going to school entirely because of insufficient access to water and hygiene facilities, no separate toilets for girls and a lack of sanitary supplies. Many girls also worry about sexual advances from boys in mixed toilets. In Nigeria, 38% of out of school children are girls. This represents 3.85 million of the 10.19 million children out-of-school in the country.

The bottom line here is that, the male child has more advantages in the support of school attendance or education than the girl child especially in Africa.

The Influence of Poverty on Girl Child Education in Edo State

The UN defined poverty as a condition characterized by severe deprivation of basic human needs, including food, safe drinking water, sanitation facilities,

health, shelter, education and information. It depends not only on income but also on access to services (UN 1995).

On the other hand, American Psychological Association (APA 2018) defines socioeconomic status as “the social standing or class of an individual or group”. It is often measured as a combination of education, income and occupation. Examinations of socioeconomic status often reveal inequities in access to resources, plus issues related to privilege, power and control.

Socioeconomic status (SES) can also be defined as a measure of one's combined economic and social status and tends to be positively associated with better health. This entry focuses on the three common measures of socioeconomic status; education, income, and occupation. This theory is generally thought to influence health through three avenues: (1) it influences health through the ability to purchase health promoting resources and treatments; (2) socialization of early health habits and continuing socialization of health habits differs by SES; and (3) it has been posited that, rather than SES influencing health, health influences SES. This means that, less healthy individuals complete fewer years of school, miss more work, and earn lower incomes.

Akanle (2007) stated that parental income is a strong factor upon which the attainment of academic and vocational successes of secondary and junior secondary school students lie. According to his investigation, parental income

cannot be sufficient to sustain the academic, personal and social life of the student in sub rural school areas which invariably makes poverty to set in.

In poorer areas, where food, shelter and safety are a priority, education can take a backseat. In Africa, many girls are prevented from getting the education entitled to them because families often send their daughters out to work at a young age, so that they can get the additional incomes they may need to exist beyond subsistence level and finance the education of sons. As a result of the low socioeconomic status or poverty of the parents, some of these girls are given in marriage against their wish and this is popularly known as child marriage. Child marriage is the marriage of a child under the age of 18, happens all over the world but occurs disproportionately in developing countries. Parents let their daughters enter child marriages for various reasons. Some believe they are protecting their children from harm or stigma associated with having a relationship outside of marriage, but child brides who miss out on education are also more likely to experience early pregnancy, malnourishment, domestic violence, and pregnancy complications. Child marriage reduces the financial or economic burden of poor families, but it ends up being more difficult for girls to gain financial independence without education. There are about 700 million women around the world who were married as girls, UNICEF reported in 2017. In sub-Saharan Africa, 4 in 10 girls are married under the age of 18, and South Asia, where about 30% of girls under 18

are married, has the highest levels of child marriage, according to UNICEF. The girl children are given in marriage in a quest for dowry from the husbands or may be as a result of the parents, paying the debts they own. This factor outrightly hinders any hope or chance the girl child has for formal education.

There are a wide range of formal and informal charges and levies at primary and junior secondary schools across Northern Nigeria. The amount and purpose of levies varies by school. These include cash or in-kind charges for registration, examinations, supporting the PTA, supplementing teacher salaries, infrastructure rehabilitation, and sports or club equipment. These costs of schooling vary across Nigeria but can absorb as much as three quarters of household expenditure (NPC, 2011). An inability to pay may result to punishment that is; by preventing pupils from sitting for exams, sending pupils home, or girls missing classes to go and earn more money to stay in school (ActionAid, 2011). Recent research have shown that 46% of girls had to withdraw from school indicating that they dropped out for economic reasons.

Alika and Egbochuku (2009) found that the socio-economic status of the girls imposes considerable constraints upon their continuing stay in school. In fact, they asserted that a girl's particular socio-economic inheritance may have a direct and important effect on educational attainment. Furthermore, according to Ataha (2011), the drive theory is a theory which explains that human behaviour is geared

towards reducing tension or drive in the individual, and that learning depends upon whether the individual's needs are satisfied and tension thereby reduced. If the behaviour of a person is such that his needs are not met, then the responses associated with that behaviour are not retained and the individual does not learn. This theory thereby implies that if the socioeconomic status of a parent is low it will affect the learning process of the girl child because when basic needs are not satisfied it brings forth reduced learning response.

In addition, adult responsibilities, like taking care of sick parents or babysitting siblings, tend to fall on girls who find themselves in poor families. Around the world, girls spend 40% more time performing unpaid chores; including cooking, cleaning, and collecting water and firewood than boys. Some of these chores put girls in danger of encountering sexual violence.

In the urban center especially in Benin metropolis, girls are observed to be the ones frequently engaging in petty trading such as hawking pure water, groundnut, garden egg, bread and so on during school period in order to make extra income for the family. Many parents find that the opportunity cost of education is too high. Therefore, the income from such activities contributes towards raising the family's standard of living.

CHAPTER THREE

METHODOLOGY

This chapter presents the method that was used in the study under the following sub- headings:

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

This study was designed to investigate the relationship between socio-economic status and the girl child education in senior secondary school in Oredo Local Government Area, Edo State. Descriptive survey research design was employed for this study. This design was adopted for the study because it was a description of an already existing phenomenon.

Population of the Study

The population of the study comprised of female students in senior secondary schools (public and private) in Oredo Local Government Area, Edo State.

Sample and Sampling Technique

The sample for the study consists of fifty (50) female students drawn from five (5) secondary schools in Oredo Local Government Area, Edo State. The simple random sampling technique was used in selecting the schools and ten (10) female students were selected from each school.

Research Instrument

The instrument used in generating data for this study was the questionnaire. The questionnaire which was designed by the researcher covered the research question that was raised for the study.

Validity of the Instrument

Content validity was used to measure the extent at which the questionnaire to be distributed is relevant to the purpose of the study. The questionnaire was sent to the research supervisor for correction before it was administered to the correspondents.

Reliability of the Instrument

The reliability of the instrument was checked using the test retest method. The second set of questionnaires was administered a week after the first distribution of questionnaire.

Method of Data Collection

The administration of the questionnaire was personally done by the researcher by giving out the questionnaire forms to the female students individually and collecting them back on the spot. This was done in order to ensure that no item was missing.

Method of Data Analysis

In analyzing the data, the descriptive statistical procedure was employed. The responses to the questionnaire items were analyzed using simple percentages and tables.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the analysis of data collected. The purpose and aim of this research work is to investigate the socio-economic status and the girl child education in senior secondary schools in Oredo Local Government Area, Edo State. The questionnaire was distributed to fifty (50) respondents who are girls in secondary school.

Research question 1:

Table 1: Does mother education affect girl child education in Edo state?

S/N	ITEMS	YES	%	REMARK	NO	%	REMARK
1	My mother assists me with school homework	23	46	NEGATIVE	27	54	POSITIIVE
2	My mother helps me to pronounce difficult words during my reading sessions	29	58	POSITIVE	21	42	NEGATIVE
3	I am encouraged by my mother to study hard in order to attain good grades.	49	98	POSTIVE	1	2	NEGATIVE
4	My house chores is reduced during examination period in order to have more time for my studies	38	76	POSITIVE	12	24	NEGATIVE
5.	My mother always ensure that I have all the recommended textbooks	47	94	POSITIVE	3	6	NEGATIVE

From the analysis in table 1, the first item shows that, 46% of the population agreed to the fact that their mothers assist them with school homework while 54% disagreed that their mothers do not assist them with school homework. In item 2, 58% of the respondents receive assistance from their mother during their reading session but 42% do not receive such help or assistance. In item 3, 98% of the

sampled respondents agreed that they are encouraged by their mother to study hard in order to attain good grades a higher education while 2% of the respondents do no receive any encouragement whatsoever from their mothers. In item 4, it is seen that 76% of the respondents chores is reduced during examination periods in order to have more time to read during examination periods but 24% of the sampled respondents chores is not reduced during examination periods. In item 5, 94% of the respondents agreed that their mother always ensure they have all the recommended textbooks but 6% of the respondents do not have the support from their mother in terms of getting all the recommended textbooks.

Research question 2:

Table 2: Does father education affect girl child education in Edo state?

S/ N	ITEMS	YES	%	REMARK	N O	%	REMARK
1	My father provides me with material support	46	92	POSTIVE	4	8	NEGATIV E
2	My father is always present at PTA meetings	8	16	NEGATIV E	42	8 4	POSITIVE
3	My father pays my school fees regularly and early	44	88	POSITIVE	6	1 2	NEGATIV E
4	My father monitors my academic progress	46	92	POSITIVE	4	8	NEGATIV E
5	My father has discussed with me about my future plans as regards higher education	44	88	POSITIVE	6	1 2	NEGATIV E

From the analysis in table 2, it can be seen that in item 1, 92% of the sampled population agreed while 8% disagreed with the fact that they receive material support from their fathers. In item 2, 16% of the respondents agreed that their father is always present at PTA meetings but 84% of the respondents disagreed. In item 3, 88% of the sampled population consent to the fact that their father pays school fees early and regularly but 12% of the respondents disagree. In item 4, 92% of the sampled respondents are in agreement that their father monitors their academic progress while 8% do not receive any monitoring of their academic progress from their father. Item 5, shows that 88% of the respondents father have discussed with them about their future plans as regards higher education but 12% of the respondents have not had such discussion with their fathers.

Research question 3:

Table 3: What is the level of mother education of the girl child that hawks at school age in Edo state?

S/N	ITEMS	YES	%	REMARK	NO	%	REMARK
1	I assist my mother at her shop after school hours	30	60	POSITIVE	20	40	NEGATIVE
2	Teenage mothers turn to street hawking as a means of survival	20	40	NEGATIVE	30	60	POSITIVE
3	I always hawk after school hours	4	8	NEGATIVE	46	92	POSITIVE

From table 3, it is seen that in item 1, 60% of the sampled population assist their mothers at her shop after school hours while 40% of the respondents do not

consent. Item 2, shows that 40% of the respondents agree that teenage mothers turn to street hawking as a means of survival while 60% of the respondents do not concur. In item 3, 8% of the sampled population agree that they always hawk after school hours but 92% do not hawk after school hours.

Research Question 4:

Table 4: Is there a difference between family support on male child education and family support on female child education in Edo state?

S/N	ITEMS	YES	%	REMARK	NO	%	REMARK
1	Do your parents respond more to the needs of male siblings than female	14	28	NEGATIVE	36	72	POSITIVE
2	Is the society more interested in educating the male than the female	11	22	NEGATIVE	39	78	POSITIVE
3	Is educating the female child a waste of fund	1	2	NEGATIVE	49	98	POSITIVE
4	My parents prefers I stay at home and help with house chores	3	6	NEGATIVE	47	94	POSITIVE

From the analysis above, it can be seen that in item 1, 28% of the sampled respondents agreed that their parents respond more to the needs of their male siblings than their own needs while 72% do not agree. In item 2, 22% of the sampled population believe that the society is more interested in educated the male than the female but 78% do not consent to the fact that the society is more interested in educating the male than the female. In item 3, 2% of the respondents agreed that educating the girl child is a waste of fund but 98% do not agree that the

education of the girl child is a waste of fund. Also in item 4, 6% of sample respondents consent that their parents prefer they stay at home and help with house chores while 94% of the respondents disagree.

Research Question 5:

Table 5: To what extend does poverty inhibit girl child education in Edo state?

S/N	ITEMS	YES	%	REMARK	NO	%	REMARK
1	My parents financial background affects my school performance	5	10	NEGATIVE	45	90	POSITIVE
2	My parents struggle to cater for my education	41	82	POSITIVE	9	18	NEGATIVE
3	I prefer to learn a trade or a skill	8	16	NEGATIVE	42	84	POSITIVE

From table 5, item 1 shows that 10% of the sampled population agreed that their parents financial background affects their school performance while 90% of the respondents do not agree that their parents financial background affects their school performance. Also, in item 2, 82% of the sampled population agree that their parents struggle to cater for their education while 18% of the sampled respondents do not concur. In item 3, 16% of the respondents prefer to learn a skill than to go school but 84% of the sampled population prefer to go to school than learn a skill.

Discussion and Findings

The purpose and aim of this research work is to investigate socio-economic status on the girl child education in senior secondary schools in Oredo Local Government Area, Edo State. In table 1, it reveals the importance of mother education. This is because a mother who is educated will be able to help her children to pronounce difficult words during the child's reading session, the students also admitted to the fact that they receive encouragement from their mothers to attain good grades and higher education. Furthermore their mothers even reduce their chores during examination periods in order for them to have more time for their chores and also ensures that they have all the recommended textbooks.

Table 2, further emphasizes the importance of parental education as regards father education. It shows that the students agreed that they receive material support from their fathers even if he is not always present at PTA meetings. Their father also pays school fees regularly and early, monitors their academic progress and have discussed future plans as regards higher education. This reveals that an educated father will greatly influence his children's educational aspirations especially the child girl but for uneducated fathers, that influence will be limited and even hindered.

In table 3, it is seen that most of the girls assist their mothers at her shop after closing from school, it also reveals that not all teenage mothers turn to hawking as a means of survival showing that there are other means of survival or livelihood teenage mothers can do to earn a living. Also majority of the students do not hawk after school hours.

Table 4 reveals that the student disagree that their parents responds more to the needs of their male siblings than their own needs. This is especially beneficial and essential if the parents are both educated because the needs of both the male and the female children are cared for equally. It further shows that the students disagree that the government is more interested in educating the female child than the male child and also the education of the female child is in no way whatsoever a waste of fund. The students also disagree that their parents prefer they go to school rather than stay at home.

In table 5, the students also disagree that their parents financial background affects their school performance but agreed that their parents struggle to cater for their education. It further reveals that the girls would prefer to go or be in school than to learn a skill. This shows enthusiasm for school at a young age.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

This research work was to investigate socioeconomic status and the girl child education in secondary schools in Oredo Local Government Area, Edo state.

The literature was based on four research questions which was used to guide the study. This includes:

1. Does mother education affect girl child education in Edo State?
2. Does father's education affect girl,child education in Edo State?
3. What is the level of mother education of the girl child that hawks at school age in Edo State?
4. Is there a difference between family support on male child education and family support on female child education in Edo State?
5. To what extent does poverty inhibit girl child education in Edo State?

Based on the research questions raised, the following findings were made;

1. A mother's educational attainment will greatly influence and shape the educational aspirations of her children. This cuts across so many ways like encouraging her children especially the girl child to attain good grades and higher education, providing all the recommended textbooks, helping her children pronounce difficult words and also helping with school assignments.

This clearly indicates that there will be increased motivation to learn and also persistence in academic pursuits as regards the children because there is encouragement from their mothers. Modeling is one of the ways through which individual perceptions of self-efficacy develops. It is posited that girls whose mothers have a secondary or higher level of education may have higher self-efficacy than those whose mothers are less educated (Bandura 2010). In addition to that, self-efficacy will influence academic achievement or performance through several pathways, including increased motivation to learn, persistence in pursuing academic tasks, goal setting, and self-regulation (Komarraju & Nadler, 2013; Lee & Jonson-Reid, 2016).

2. Paternal educational attainment will also strongly affect his children's educational success and pursuits especially the girl child. This is because a father's level of education will affect his beliefs, values, knowledge and goals for his children. He will treat his children equally by providing material support for both sex, pay their school fees regularly and early, monitors their academic progress and discuss future plans as regards higher education. Studies have documented the unique contribution of fathers' activities and behaviors, since mothers and fathers differ in terms of parenting styles, parental care and parental involvement (Simons & Conger (2007), Mikelson (2008), and Lamb, (2004).

3. Street hawking of a mother can influence her children's educational aspirations.

This is as a result of not been able to provide basic amenities for themselves and their children how much more providing material support as regards education. A girl child who is brought up in such an environment will have to assist her mother in order for them to survive. This is in accordance with Ataha (2011), “influential theory is an environmental theory, which argues that all human characteristics are flux rather than fixed or predetermined. This viewpoint argues that the environment exerts a lot of influence on the physical, emotional and mental characteristics of the individual”. This basically indicates the immense influence a mother can have on her children especially in regards to education.

4. There is a difference in the education of a male child and the education of a female child. This is especially prominent if the parents are not educated and also environmental factors. The parents will view the education of the girl child as a waste of money, prefer the girls work in order to assist the family financially and allow the male child to attain higher educational aspirations. Also the learning environment the girl child finds herself is also not favourable because they can face things like sexual harassment from male teachers. The education of the child girl is never a waste and both should be treated equally and evenly. This is inline with the National Policy on Education (2016) which

states that every Nigerian child shall have a right to equal educational opportunities irrespective of any real or imagined disabilities, each according to his or her ability.

5. Poverty is a factor that can influence the education of the girl child. The socioeconomic status of a child's parents will determine largely if he or she will attain higher education. If the socioeconomic status of her parents is low, it will affect her learning process because at that point in time it is basic amenities or needs that will take first place in the family. The family will focused on making ends meet or trying to survive financially and the girl child will eventually be part of that process. And in the long run, providing education needs becomes a struggle. According to Brent S. (1998), Parental occupational status is strongly associated with how people think and act in school. He showed that students whose parents have high level occupation are more likely to have the economic resources to purchase instructional materials and educational services than those students whose parents have low level occupational status.

Conclusion

Based on the findings, it is concluded that the socioeconomic status of the parents of a girl child can largely affect her enrollment into secondary school either as a result of the level of education attained by her parents, poverty and even teenage parenting.

Recommendations

The following listed below are recommendations based on the research result and findings. It is therefore recommended that:

1. Governmental policies should be set in place in order to encourage more enrollment of the girl child into secondary schools. This can be done by giving out scholarship to girls who are intelligent, awarding girls who are punctual and who come early to school and also awarding parents who try to provide material support for their children either paying school fees regularly and early or supporting schools financially.
2. Vocational schools or programmes should be established and also it should be well equipped in order to provide financial support for parents and also the girl child. This means that through these programmes parents who are poor can venture into these programmes and use it to provide for the family instead of making the girl child leave or drop out of school in order to assist the family financially.
3. Illiterate parents should also be sensitized and educated on the importance of girl child education never viewing their education as a waste of fund. This sensitization process can include advertisements on radios, televisions and even in market places.

4. Governmental policies should be established which will ensure the discouragement of hawking as a means of livelihood especially for teenage mothers but instead encourage these girls to return back to school and pursue higher education. Policies such as making the curriculum flexible for these teen mothers, giving out scholarship awards to those who have good grades and even building day cares in the school so that they can still care for their babies.
5. There should be free education nation wide in order to help poor families educate their children there by increasing the enrollment of the girl child. Also wealthy individuals can assist the government in this process.

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APPENDIX
DEPARTMENT OF EDUCATIONAL FOUNDATIONS
FACULTY OF EDUCATION, UNIVERSITY OF BENIN, BENIN CITY
QUESTIONNAIRE

Researcher-Made Questionnaire on Socio-Economic Status and the Girl
Child Education in Senior Secondary Schools in Oredo Local Government Area,
Edo State.

Section A

Name of School/ Workplace:

Name of respondents

Sex: Female []

Class: SSS 1 [] SSS 2 [] SSS 3 []

Age: 13 - 14 [] 15 - 17 []

School type: Boys only [] Girls only [] Mixed []

Section B

Direction: Please read all the following questions carefully and then place a check mark (✓) in the appropriate box to indicate your answer

1. Does mother education affect girl child education in Edo state?

S/N	ITEMS	YES	No
	My mother assists me with school homework		
	My mother helps me to pronounce difficult words during my reading sessions		
	I am encouraged by my mother to study hard in order to attain good grades and a higher education		
	My house chores is reduced during examination period in order to have more time for my studies		
	My mother always ensure that I have all the recommended textbooks		

2. Does father education affect girl child education in Edo state?

S/N	ITEMS	YES	NO
	My father provides me with material support		
	My father is always present at PTA meetings		
	My father pays my school fees regularly and early		
	My father monitors my academic progress		
	My father has discussed with me about my future plans as regards higher education		

3. What is the level of mother education of the girl child that hawks at school age in Edo state?

S/N	ITEMS	YES	NO
	I assist my mother at her shop after school hours		
	Teenage mothers turn to street hawking as a means of survival		
	I always hawk after school hours		

4. Is there a difference between family support on male child education and family support on female child education in Edo state?

S/N	ITEMS	YES	NO
1	Do your parents respond more to the needs of male siblings than female		
2	Is the society more interested in educating the male than the female		
3	Is educating the female child a waste of fund		
4	My parents prefers I stay at home and help with house chores		

5. To what extend does poverty inhibit girl child education in Edo state?

S/N	ITEMS	YES	NO
	My parents financial background affects my school performance		
	My parents struggle to cater for my education		
	I prefer to learn a trade or a skill.		