



International Journal of Multidisciplinary Research and Growth Evaluation



International Journal of Multidisciplinary Research and Growth Evaluation

ISSN: 2582-7138

Received: 01-08-2021; Accepted: 17-08-2021

www.allmultidisciplinaryjournal.com

Volume 2; Issue 5; September-October 2021; Page No. 72-77

Towards parental background and girl child education in Dange Shuni local government in Sokoto State, Nigeria

Bashar Ibrahim¹, Victoria Ngozi Idoko², Haliru Abubakar³

^{1,2} Department of Adult, Non-formal Education, Shehu Shagari College of Education, Sokoto, Nigeria

³ Department social studies, Shehu Shagari College of Education, Sokoto, Nigeria

Corresponding Author: **Bashar Ibrahim**

Abstract

The paper aims at expatiating how the parental background effect the education of girl child in Dange shuni local government in sokoto state Nigeria, girls child education becomes an Issues particularly among the people of dange shuni local government in sokoto, resulting to poor recognition, awareness' and in adequate support by the government and stake holders in the area. Therefore, the paper would discussed, why most of the dange shuni people reject female education and support purder system which hindered women from accessing education and other fundamental human right. The paper would also looked at the challenges of girl child education, position of girl child education in dange shuni and Relationship between parental Economic back ground and girl child education. The concluded by offering the following suggestions', Special

schools should be built for girl-child in the state, that is at the primary schools and junior secondary schools level for girl-child only should be build to encourage the parents to send their female children to these schools. So that fear of corruption and promiscuity will be allayed, Free education at all levels should be given to girl-child up to university as a way of encouragement girls Child, Sokoto state government should enact a law between banning girl-child from hawking because girl-child, believe that it is only through hawking that they can save money to support parents during their marriage, Female who are successful in life through education in the state should be given prominence in government and Early marriage should be strictly discouraged and the harmful effect of early marriage should be made known to both parents and girl-child.

Keywords: Parental background and Girls child Education

Introduction

Girl-child education is one of the issues that seem to be receiving prominent attention in Nigeria today. The development is indeed a reflection of global trend towards girl-child empowerment. Mention liberation, greater equality and indiscrimination. The background to this study is predicated on the understanding of the noble role of Parental background and girl-child in the socio-economic and political development of any country (Nwaubami, 1998) Girl-child no doubt is the most influential but often neglected group in most of the Nigerian Family and societies. The neglect to a large extend has made girl-child one of the disadvantaged groups in the developing countries in the world where they are marginalized on account of gender, social and cultural bias as well as other stereotypes (UNESCO, 1992).

In Nigeria, education is perceived as an instrument per excellence for effective national development (N.P.E 2004) ^[4]. In endorsing the importance of education for all Nigerians, the national basic education in a variety of forms, depending on the need and possibilities be provided for all citizens bearing this goal in mind, government is expected to treat citizens equally in the process of providing educational opportunities. Therefore, suggest that no Nigerian Child should be deemed access to education and self-fulfillment on the basis of some perceived misconceptions, like parental look, warm attitudes, social stigma and gender superiority e.t.c.

Indeed Parental background has lots of impacts on girl-child education as it is very important for the overall development of the country. The place of girl-child in our society is indeed such as important one that any deliberate neglect of their education could portend danger for the entire society. In fact, it has been often said to teach a boy child is to teach an individual, to teach a girl-child is to teach a family and a nation (Frederick 1981) In education female pass on their knowledge to their peers and other family members particularly their daughters there by multiplying the effect of their own education. It could be said that while education is essential for boys and girls, the benefits of educating girls tend to be greater.

Because female education has been found to have more significant impact on poverty reduction and the provision of sustainable development by influencing family size and female labour participation, Hence parents should always support and think of these merits of girl-child education and allow their girl-child to be educated.

Therefore, the great achievement of every clan, society and family is to educate their wards with effective and functional education which will enable them to become functional to themselves and society at large these includes enabling them to care for the need of their family as well as the nation. A successful education should also foster in children the joy and happiness of living and to help them to take their place in the society as well as balanced individuals. Our progress as a nation can be no swifter than our progress in education (Kennedy, 1981). As stated above education is a legacy which nation and parents should bequeath to their children in order to have independent, intelligent and wise cadres of tomorrow.

This brings us to know that education plays vital roles in hatching new cadres for the nation, especially free and universal education for both male and female children in the society. In view of the above aims of education among many others, is therefore appealing and a thing of great sadness to know that girl-child education is not given attention by some parents in Dange shuni local government of Sokoto state, (Dange shuni L.G.E.A 2020) this has an effect through parental background. This research work therefore, seeks to find out the relationship between parental background and girl child education in the Local government.

Conceptual Clarification

Concept of Education

Education is a treasure that can never be robbed. It is a pleasure that can never be possessed. Education is the greatest wealth one can attain in this world and it is a necessity in today's world. It is a wealth that gives satisfaction and saves you from destruction" According to some scholarly people, the word "Education" has been derived from the Latin term "Educatum" which means "the act of teaching or training" and some say that it has come from another Latin word "Educare" which means "to bring up" or "to raise" and few others says, the word "Education" has originated from another Latin term "Educere" which means "to lead forth" or "to come out". Therefore, Education is the act of Imparting Knowledge, Skills and attitudes to the Individual Learners for positive changes in character. (Alkali 2013)

Education is a process of inviting truth and possibility, of encouraging and giving time to discovery. It is, as Dewey (1916) put it, a social process of living and not a preparation for future living.

Forms of Education and System of Education in Nigeria

Education in Nigeria has been a subject of discussion since time Immemorial, Different administrations ranging from Military and Civilian administration came up with number of Educational policies and Systems that would make Education in Nigeria reliable and sustainable.

Formal education

Usually takes place in the premises of the school, where a person may learn basic, academic, or trade skills. Small children often attend a nursery or kindergarten but often

formal education begins in elementary school and continues with secondary school. Post-secondary education (or higher education) is usually at a college or university which may grant an academic degree. It is associated with a specific or stage and is provided under a certain set of rules and regulations. The formal education is given by specially qualified teachers they are supposed to be efficient in the art of instruction. It also observes strict discipline. The student and the teacher both are aware of the facts and engage themselves in the process of education.

Informal education

May be a parent teaching a child how to prepare a meal or ride a bicycle. People can also get an informal education by reading many books from a library or educational websites. Informal education is when you are not studying in a school and do not use any particular learning method. In this type of education, conscious efforts are not involved. It is neither pre-planned nor deliberate. It may be learned at some marketplace, hotel or at home. Unlike formal education, informal education is not imparted by an institution such as school or college. Informal education is not given according to any fixed timetable. There is no set curriculum required. Informal education consists of experiences and actually living in the family or community.

Non-formal education

Includes adult basic education, adult literacy education or school equivalency preparation in non formal education, someone (who is not in school) can learn literacy, other basic skills or job skills. Home education, individualized instruction (such as programmed learning), distance learning and computer-assisted instruction are other possibilities. Non-formal education is imparted consciously and deliberately and systematically implemented. It should be organized for a homogeneous group. Non-formal, education should be programmed to serve the needs of the identified group. This will necessitate flexibility in the design of the curriculum and the scheme of evaluation.

Importance of Education

Education result to happy life and enjoy the good things the world has to offer, you certainly need to get educated. A great job, a good social reputation are few of the many benefits of being an educated person. Education is a must for a promising and secure future and a stable life. An educated person has more chances of landing up a good high paying job. Everybody wants a good life but the good life!. It may be called as the "root of all evil" but most people will agree that money is important for survival in today's world. The more educated you are, the better career options you have. If we want to see the world as a just and fair place where everyone is given equal opportunities, education is what we require. Education is a must if we want to do away with the existing differences between different social classes and genders. It opens a whole world of opportunities for the poor so that they may have an equal shot at well paying jobs. Education also plays a major role in women empowerment. Reda (2015) In line with the Akodele (2012) Education is very important if you want to be a self dependent person. It helps you become financially independent but that is not all. Education also makes you wiser so that you can make your own decision. Australia, USA and Japan are few countries with very high literacy rates. These countries are extremely prosperous and

the citizens have a high per capita income. On the other hand, in underdeveloped and developing nations, where literacy rate is not as high, a number of people are still living below the poverty line. Education is vital for the economic prosperity of a nation.

Concept of Girl Child

Offorma (2009) defines girl-child as a biological female offspring from birth to eighteen (18) years of age. This period is made up of infancy, childhood, early and late adolescence stage of development. The girl-child is seen as a young female person, who would eventually grow into women and marry. The term Girl child refers to all female children, to the specific girls involved in the study, or to some heretofore undefined category of female children. Conversely, two publications defined the term yet used different definitions and inclusion criteria. One publication (Ananthakrishnan & Nalini, 2002) defined girl children as girls up to age 20. The second publication (Jiwani et al., 2002) defined girl children as "all female children" but did not specify an age range for what constitutes children. A third publication (Jawa, 2000) defined not girl children but, rather, girl child laborers as "those girls between 0–14 who sell their labor either in cash or kind or engage themselves into some activity which saves labor of their parents which they can in turn invest somewhere else, so as to earn livelihood" (p. 26). On the bases of the definitions that were provided and the authors' inferences in the other 13 publications, the conceptual criteria for the label girl child appear to be based on two constructs: gender and childhood. First, the child must be "female" or a "girl," but these constructs are not well defined. It is thus unclear whether the constructs are based on biological determinations of sex or social constructions of gender. Second, the female must be a child, although there is no consensus about what age range constitutes this developmental period (i.e., Is a 13-year-old betrothed female or a 16-year-old pregnant female a girl, an adolescent, or a woman?). By considering the geographic locations from which the publications on girl children emanated, we gained a further understanding of how this target population is conceptualized. The studies reviewed here were concerned either with the plight of girl children in a specific geographic region or with the abstract "girl child," regardless of where she exists. There is broad coverage of girl child issues from Asia, Africa, and Latin America yet a complete or near-complete lack from others regions, such as Europe, the United States, or Australia and New Zealand. Such geographic bias implies that only girls from developing regions of the world are considered to be girl children Berman (2000) need to justify their use of the term affirms this notion

Concept of Girl child Education

Girls' education goes beyond getting girls into school. It is also about ensuring that girls learn and feel safe while in school; have the opportunity to complete all levels of education acquiring the knowledge and skills to compete in the labor market; learn the socio-emotional and life skills necessary to navigate and adapt to a changing world; make decisions about their own lives; and contribute to their communities and the world.

Girls Education is a powerful instrument that enables women to access a variety of opportunities, while rendering them less vulnerable to HIV/AIDS, abuse, and exploitation. Maternal

mortality is one of the strongest predictors of the health of a nation and reflects the disparities between wealthy and poor nations more than any other measure of health. As an indicator of inequality, maternal mortality is considered by many to be a measure of women's places in society, representing the accessibility of social programs. Girls' education is a strategic development priority. Better educated women tend to be more informed about nutrition and healthcare, have fewer children, marry at a later age, and their children are usually healthier, should they choose to become mothers. They are more likely to participate in the formal labor market and earn higher incomes. All these factors combined can help lift households, communities, and countries out of poverty.

According to UNESCO estimates, around the world, 132 million girls are out of school, including 34.3 million of primary school age, 30 million of lower-secondary school age, and 67.4 million of upper secondary school age. In countries affected by conflict, girls are more than twice more likely to be out of school than girls living in non-affected countries. And in many countries, among girls who do enter primary school, only a small portion will reach and far fewer will complete secondary school. Poverty is one of the most important factors for determining whether a girl can access and complete her education. Studies consistently reinforce that girls who face multiple disadvantages such as low family income, living in remote or underserved locations or who have a disability or belong to a minority ethno-linguistic group are farthest behind in terms of access to and completion of education.

Violence also prevents girls from accessing and completing education often girls are forced to walk long distances to school placing them at an increased risk of violence and many experience violence while at school. Most recent data estimates that approximately 60 million girls are sexually assaulted on their way to or at school every year. This often has serious consequences for their mental and physical health and overall well-being while also leading to lower attendance and higher dropout rates. An estimated 246 million children experience violence in and around school every year, ending school-related gender-based violence is critical. Adolescent pregnancies can be a result of sexual violence or sexual exploitation. Girls who become pregnant often face strong stigma, and even discrimination, from their communities. The burden of stigma, compounded by unequal gender norms, can lead girls to drop out of school early and not return.

Child marriage is also a critical challenge. Girls who marry young are much more likely to drop out of school, complete fewer years of education than their peers who marry later. They are also more likely to have children at a young age and are exposed to higher levels of violence perpetrated by their partner. In turn, this affects the education and health of their children, as well as their ability to earn a living. Indeed, girls with secondary schooling are up to six times more likely to marry as those children with little or no education. According to a recent report, more than 41,000 girls under the age of 18 marry every day. Putting an end to this practice would increase women's expected educational attainment, and with it, their potential earnings. According to the report's estimates, ending child marriage could generate more than US\$500 billion in benefits annually each year.

Every day, girls face barriers to education caused by poverty, cultural norms and practices, poor infrastructure, violence,

and fragility. The World Bank Group is collaborating with governments, civil society organizations, multilateral organization, the private sector, and donors to advance multispectral approaches to overcome these challenges in the world including Dange shuni, Sokoto state and Nigeria at large.

Challenges of Girl child Education in Sokoto

Education in Nigeria is a topic that is always on people's minds. In recent years, the situation with education has significantly improved, but there are still several issues with the girl child education. This article, will try to Shows the challenges of girl child education in Nigeria. Although at first glance, it might seem that all is well with female education in Nigeria, it is certainly not so. Despite there has being schools made specifically to educate girls, Nigeria still has very low literacy rates among its female population. According to Vivian (2015) there has been various studies which has shown that there is a strong link between girls' literacy rates and religious and traditional misconceptions. As Nigeria is a very religious country, many of its citizens tend to live according to the holy writings, be it Quran or Bible that is why many households think that girls should not receive education in the same way boys do, if they receive it at all. Another reason that comes from traditional and religious views is that girls are often forced into marrying very early. When a girl becomes a wife at as early as 11-12 years old, she will most likely not have an opportunity to receive proper education. There is also the problem of teenage pregnancy. This one is more of endless circle, as girls that do not receive education, including the information about how pregnancies occur, tend to get pregnant at a very early age. Subsequently, when they give birth, they are often unable to receive education. It is a vicious cycle that never ends. To add to this list, many Nigerian girls suffer from abuse. It might be abuse at home, including harmful bodily practices. It might also be sexual abuse or even worse. Girls and their parents do not feel like schools or even the trip to school every day can be safe, so they avoid them altogether. Mahuta (2009)

Position of Girls Child Education in Dange Shuni local Government Authority

To educate means to train the mind, character and abilities of individuals. Education is a fundamental human right that should be availed to all citizens irrespective of age, sex and nationality. There are a lot of human right instruments that provides for education as a fundamental right, including the Universal Declaration of Human Rights (1948). The importance of education in the life of an individual can never be overemphasised. In both spiritual and temporal or mundane aspects of human existence, education is paramount. It is the light that shows the way by removing the darkness of ignorance; the salt that gives the taste of life; the medicine that cures; and the key which open doors. The greatest favour one can do to himself or herself is "to get education" and to others "to give them education". According to a Chinese proverb, education is the best legacy to give to a child because "giving your child a skill is better than giving him one thousand pieces of gold."

Therefore, This declaration effect all and sundry of every girls in Dange shuni local government even though many girls do not have adequate education at certain age. When a girl is 12-14 years old, the elders in the community feel she is "ripe for marriage" and their words are LAW. This

tradition has its basis in Dange shuni too. So what are her words worth when the elders in the community have spoken? A girl who is given out in marriage at a very tender age is placed at a very high risk. She is not matured enough to be a mother, without any skill, information and confidence that might lead to her being a better mother and wife if she were educated. The native traditional philosophy in Dange shuni is that, a woman's place is in her husband's kitchen and her primary role centres on her home. These beliefs have kept many girls away from education. The Child's Rights Act of 2003 prohibits child marriages and betrothals. In section 21 of the 1999 Constitution of the Federal Republic of Nigeria, any marriage contracted by anyone less than 18 years old is invalid yet many parents in dange shuni married their girls children at early ages. This is why there has been a lot of emphasis, particularly in recent times, for all citizens to have access to basic education. When a girl is given out in marriage at a very tender age, to a man who is old enough to be her grandfather, her right as a human has been abused as most Nigerians would say "she don marry her grandpa". She has also been deprived of her right to education and will be doomed to be an illiterate forever if her husband does not give her opportunity to school after her wedding.

At the beginning of colonialism, rigid ideas on gender were imposed on the African mind, thereafter, the woman's role has come to be merely for sexual and commercial labours satisfying the sexual needs of men, working in the fields, carrying loads, tending to babies and preparing food. How can a girl who is not up to 18 years old be able to execute all these duties and look after her so called "family" She is not matured enough to give birth and in the process of giving birth could become exposed to certain viral infections and even lose her life. It has been established by researchers that enabling female education is crucial for national development, and the role of women cannot be underestimated. The general belief is that "when you educate a man, you educate one but when you educate a woman, you educate a nation." This is so because the education of every child starts from the family and the mother is the first teacher. Educating the girl child produces mothers who are educated and who will in turn educate their children, care for their families and provide their children.

It is indeed the responsibility of the family and society to protect the rights of all children including the girl-child. Thus caring societies will not only given dignity to young children through education but equally create conditions in which they can actualize their potentials and material of ensuring that the educational right of the girl-child is safe guarded is a very vital one. This is so because human rights in general and educational right in particular have a specific application to female children probably because of her society neglect and bias. Despite the new universal advantages of female education parents tend to prefer to educate their son's given women's role, the household economy and the perceived disadvantage of investing in a girl-child who will marry in to another family and take with her the advantage she has gained (U.N.F.A 1993). The above demerit is one of the attitudes of parental back ground towards girl-child education in Dange Shuni Local govt. But the most pronounced ones include perception of girl-child education and their peculiar house hold role's poor parental educational background, poverty and limited resources e.t.c.

Thus, in Dange Shuni local govt, girl-child enrolment in primary schools and transition to secondary and tertiary

education seem quite low because of the above reasons. Furthermore, this parity between male and female gender in education could be based on several factors. Indeed, this inequality could be due to intentional discrimination of the female child on educational issues. This is more pronounced in Dange Shuni of Sokoto State where Islam religion permit women To be married very early in life and to be confined in purdah. This has inevitably led to both low enrolments by girls, their high dropout rate. Certainly this does not mean that Islamic is opposed to girl-child education in the country. Islamic has made it very clear that all Muslim in respective of their sex, age and social status should seek for knowledge that would poster their well-being both spiritually and materially.

However, some parents in Dange Shuni hide under the canopy of Islamic religion to deprived girl-child from acquiring western education great Islamic scholars have encouraged girl-child education despite some ugly trends of family back ground. therefore, educating the girl child in Dange shuni would translates to better health for the future generation, reduction in child morbidity and mortality thus triggering a snowball effect of achieving all other Sustainable Development Goals in a viable manner. The girl child needs to be educated to acquire knowledge and skills needed to advance her status for social interactions and self improvement. The girl child education also prepares her to face the reality in society and teaches her to be a good wife and mother. When she is educated, she realises the full potentials endowed in her; she discovers to be whoever and whatever she wants to be. With education, she would break the shell of ignorance and open that of self-discovery. The Child's Rights Act should be strengthened and implemented in all states and Local government including Dange shuni local government where similar cases are common. This would go a long way in checkmating indiscriminate child abuse. This is because, as girls are not educated, they remain dependent on their parents before marriage, on their husbands after marriage, and on their children if eventually their husbands die. Would you as a concerned, caring and loving father or mother love to see your daughter in this condition This calls for encouraging the girl child education in Dange shuni local government and entire 23 local government in sokoto state in order to possess sound, healthy and peaceful society.

Concept of Parental Background

Parents' educational background is supposed to play a significant role in determining the extent to which educational achievement and aspirations are realized. Various studies have indicated how parent's perception on the need for girl-child education affects enrollment and retention rates of girls in schools. As stated by Khan, Iqbal and Tasneem (2015), education of a child needs multi-dimensional efforts: students, teachers, institute and parents all have their importance in their process of learning. Parents' education is such a crucial factor for a child for his/her future. It has been shown that the children of educated parents are more confident, resourceful and experienced than the children whose parents are with no formal education. These statements are supported by Badru Musisi (2015), educational attainment of the parents determine their understanding about parenthood and child care. Students with highly educated parents have optimistic attitude towards learning and can integrate extra learning strategies compared

to children of parents with lower level of education. Parents with higher levels of education are also more likely to believe strongly in their abilities to help their children learn. Therefore, a positive correlation exists between parental behaviors' and children's school performance. Research shows that the literacy of parents strongly affects the education of their children. One of the reasons why parental education strongly affects their children's education is because "parents who have gone beyond a high school education are found to be more involved with their infants and children than those who did not finish high school (Okenwa, 2014). Adding that, there was no correlation between parental education attainment and students' academic performance.

Relationship between Parental Educational Background and Girls Child Education

Parents have a vital and crucial stand in the topic the parental background towards girl-child education in sokoto dange shuni local government. Being a parent's means one if responsible before Allah. Many things can change child to parent's level of responsibility to their children. It is parental responsibility to raise children and give them important training or makes them face great difficulties and are no longer as the society and are really threat to future generation. To make it clear, parent's behavior and life styles would be copied by their children. The passing of good orientation which is based in sound knowledge and constants deeds which would make a child develop to become humble servant of Allah, this will ultimately make him to attained one of the rank of the righteous here and thereafter. According to Abubakar (1994) parents are the first to introduce a child to the world, parents will find out what life is all about how he or she must behave and react when facing problems and events. An important duty of the parents is to develop the child talent according to their power and ability being careful of their behaviors and different at its forms a pattern for the child, influencing him to grow in to a responsible person with highest human precept in mind.

In the word of AL-daradacol (1997) the child is an extension of his Father's eye. While after he presents a continuation of his immobility. He inherits his feature and stature as well as his mental qualities and trails the goods and the bad beautiful as well as the ugly from his father heart and a place of his body, in essence the family must be the center for the developments of morals and ones sense of right and duties. Therefore, parents should encourage their female daughters to education as their male brother.

Relationship between parental Economic Background and Girls child Education

There are numerous Number of research conducted by different scholars in line with the parental Economic Background among which are the research conducted by Eliasu (2005) on Parental Economic background as determinants of girl child education in Gushegu District Northern Gana. The study revealed that Level of Economic Background of parents enable them to enroll and support their girls' education starting from early childhood development centers, where solid foundations are laid. Some even send them to preparatory schools. Sanabary (1988) noted that there is a relationship between incomes of parents and girl's education. Girls from middle income and high-income families are likely to enter school and progress all the way to

the tertiary institutions than those from low-income families. The findings from the District reveal a strong correlation that corroborates Sunbury's study on Saudi Arabia. Those who are able to meet the cost of their girls' education are those who are educated, and are engaged in other incomes generating activity.

Conclusion

To carry out this rigorous work a lot of related books and publications were consulted having carefully evaluated the importance education plays in the life of a nation, I came to the conclusion that, education for girl-child at all levels in Dange Shuni local government should be encouraged by the government and the Traditional rulers, by giving public lectures to parents on their girls. Also parents should be informed that true development is in line with educational ability of citizens. Only educated people would blaze trails in all dress of human development in the 21st Century. For girl-child to actually make observation impact in the new millennium in Dange Shuni local government there must be change of attitude by the parents in Dange Shuni local government towards girl-child education because girl-child education is more blessing to society than a curse. The communities living in this district are advised to forget their tribalism and individual differences to co-operate and share their ideas in order to achieve reasonable objectives. They should also think that to achieve any ambition or desire, people are to voluntarily contribute wisely to achieve their own effort for the purpose.

Suggestions'

1. Special schools should be built for girl-child in the state, that is at the primary schools and junior secondary schools level for girl-child only should be build to encourage the parents to send their female children to these schools. So that fear of corruption and promiscuity will be allayed.
2. Free education at all levels should be given to girl-child up to university as a way of encouragement to girls Child.
3. Sokoto state government should enact a law between banning girl-child from hawking because girl-child, believe that it is only through hawking that they can save money to support parents during their marriage.
4. Female who are successful in life through education in the state should be given prominence in government.
5. Early marriage should be strictly discouraged and the harmful effect of early marriage should be made known to both parents and girl-child.

References

1. Ajiya Z. Problems of Girl-Child Education in Sokoto State. Sokoto Bulletin 30/10/1999 page 30, 1999.
2. Castle EB. Principles of Education for Teachers in Africa: Oxford University Press London, 1975.
3. Dr. KH Abubakar MFR. Lecture note on Girl-Child Education in Northern Nigeria: Problems, Prospect and the way forward, Usmanu Danfodiyo University, Sokoto.
4. Federal Republic of Nigeria. National Policy on Educaiton Federal Government Press, Lagos, 2004.
5. Lemu AB. Women in Islam London, Islamic Council of Europe. Mohammad S.A. Parental Background and Attitude: Towards Women, 1978-1987.

6. Education in Koko Local Government Areas: Unpublished B.A (Ed) Projects, University of Sokoto.
7. Musa AS. Assessment of Societal Perception and Attitudes Towards Marriage and Educational Hausa Women in Northern State of Nigeria: Doctoral Dissertation Ohio University, 1981.
8. Nacino-Brown R, *et al.* Curriculum and Instructions, London: Macmillan Publishers, 1985.
9. Oluigbo. Special Education in Nigeria: A Survey, Ministry of Education Lagos Federal Government Press, 1989.
10. The Nigerian Education, Research and Development Council. Special Education in Nigeria. A Historical Survey, Lagos Federal Government Press, 1989.
11. Thenacho IJ. Introduction to special education in Nigeria: Historical and Sociological Perspectives, Jos: 3 Division Printers, 1985.