SOKOTO INTERNATIONAL JOURNAL OF COUNSELLING PSYCHOLOGY

SOKOTOIJCP

SOKOTO
INTERNATIONAL JOURNAL
OF COUNSELLING PSYCHOLOGY

VOLUME 3(2)
JUNE 2015

Scanned by TapScanner

EDITORIAL BOARD

Editor-in-Chief

Prof. A. A. Salawu(Mcasson, Mnisep, Mnae, CCN, LPCN)
Department of Educational Foundations
Usmanu Danfodiyo University Sokoto

Editorial Board

Prof. Abdurrashid Garba(Fcasson, Mnae, CCN, LPCN)
Bayero University Kano

Prof. Musa Balarabe(Mnisep)
Department of Educational Psychology and Counselling
Ahmadu Bello University Zaria

Prof. A. M. Isah (Mrs.) MFR(Mcasson, Mnisep, LPCN)
Department of Educational Foundations
Usmanu Danfodiyo University Sokoto

Prof. M. U. Tambawal(PEN, CCN, LPCN, MCASSON, MNISEP)
Department of Educational Foundations
Usmanu Danfodiyo University Sokoto

Prof. F. A. Kalgo(Mnisep)
Department of Educational Foundations
Usmanu Danfodiyo University Sokoto

Secretary

Dr. S. Y. Tsagem(Mcasson)
Department of Educational Foundations
Usmanu Danfodiyo University, Sokoto

Scanned by TapScanner

CONSULTING EDITORS

Prof. A. I. Idowu(Fcasson, Mnae)
University of Ilorin
Prof. (Mrs.) M. O. Omoegun(Fcasson)
University of Lagos

Prof. (Mrs.) O. C. Okobiah(Fcasson)
Delta State University

Prof. F. C. Carew(Fcasson, Fnae)
Ibrahim Badamasi Babangida University,
Lapai, Niger State

Tom Clawson
C.E.O. National Board for Certified Counsellors of U.S A.

Address for Correspondence: The Editor – in – Chief
Sokoto International Journal of Counselling Psychology,
Department of Educational Foundations,
Faculty of Education and Extension Services,
Usmanu Danfodiyo University,
Sokoto – Nigeria.

e-mail Address: sokotoijcp@gmail.com OR
sokotoijcp@yahoo.co.uk

Scanned by TapScanner

Sokoto International Journal of Counselling Psychology (June, 2015): 155 - 169

Influence of Parental Educational and Occupational Backgrounds on Academic Performance of Female Muslim Students in Ilorin, Nigeria

ALIYU, YUNUS
Department of Arts Education,
University of Ilorin, Ilorin, Nigeria
E-mail: muqadamyunus@gmil.com

AJIDAGBA, U. A. PhD
Department of Arts Education,
University of Ilorin, Ilorin, Nigeria
E-mail: uaajidagba@unilorin.edu.ng or
ajidagba171@gmail.com

ABDUR-RAFIU, JAMIU PhD
Nana Aishat Memorial College of Education, Ilorin
E-mail: alkiswiy@gmail.com

Abstract

This study investigated the influence of parental educational and occupational background on the performance of female Muslim students in Ilorin. A descriptive survey was adopted. While purposive sampling procedure was used to select six upper basic school across the three local governments area in Ilorin. In all, 300 female Muslim students were selected using simple random sampling technique. The instruments used for data collection were a questionnaire and students JSSCE Examination Result. Findings of this study showed that Muslim female students' performance in the selected subjects (English, Mathematics, Islamic Studies, Integrated Science and Social Studies) at Upper Basic School is encouraging. The null hypothesis which stated that there is no significant difference in the Muslim students' performance based on the educational qualification of the parents was rejected. The null hypothesis two which stated that there is no significant difference in Muslim female students' performance based on the occupational status of the parents was rejected. It was also found that there is a positive relationship between parental involvement and Muslim female students' performance. Based on the findings of the study, it was recommended that the government should ensure that policies meant to foster equal access to formal education by both male and female citizen are not only formulated but also politically backed to ensure success.

Keywords: Influence, parental education, parental occupation, academic performance, Muslim, female student

Scanned by TapScanner

Introduction

Education, according to Abiri (2005), is a process by which the values of society are transmitted across generation through a well defined method such as knowledge, skill, attitudes, believes and so on. Education also contributes to the development of the society. For any community to grow and develop economically, politically and morally, both male and female members of such society or community need a very sound education so as to make an individual a useful member of the society. It is noted that education is the totality of the experience made available to the individual in order to make him develop an all-round personality and be useful to himself and his community (Jimoh, 2004).

Female education is that type of education received by girls which would make them become aware of themselves and their capacity to explore their environment (Okeke, 2000). In Africa, especially in Nigeria, woman is the second person in the family hierarchy, but the position is most significant due to her managerial ability of the family's resources. If there is better educated female population, the family status and standard of living will surely be uplifted and improved (Chibuzo, 2003).

In Islam, the importance of Female education has been put quite concise and clear in the following statement of prophet Muhammad (S.A.W): "If you educate two women, you educate a nation but if you educate a man, you educate an individual" (Muslim, nd). This prophetic message is for every Muslim, irrespective of the sex. Islam places a great deal of emphasis on knowledge. In another place, the prophet also stated that "seeking knowledge is an obligatory act upon every Muslim" (bn Maja' nd).

Female education becomes very important because of the enormity of the roles that are expected of the female in the society. Nowadays, women are seen in all walks of life as custodians of culture, morality, economic management and child care of the family.

The history of female education in Nigeria has not been particularly impressive since the introduction of western education in the country. For instance, AbdulKadir (2004) noted that the number of girls in Secondary Schools, Colleges of Education and Universities are usually small when compared with that of their male counterparts. Probably, because from the time immemorial, a woman's place has always been seen to be in the kitchen. Some parents refuse to send their female children to school because, they feel that no matter what they achieve, they will get married (AbdulKadir, 2004).

Scanned by TapScanner

Moreover, there are many factors influencing students' academic and educational achievement. These factors range from social, economic, political, religious and cultural phenomena. Home or parental factor is also a crucial point dictating educational achievement of children. Home background is classified as advantaged or disadvantaged depending on parent's level of educational attainment, father or mother's occupation and social class. A home tagged as 'advantaged' promote high academic achievements at school while the corresponding home tagged as 'disadvantaged' does not (Badu, 1991). Mukherjee (1995) was of the view that children from the high socio-economic background tend to perform academically better than those from low socio-economic background. Occupation was the main criteria used to determine socio-economic class. A profession is also seen as a type of non-manual occupation, with both subjectively recognized occupational status, possessing a well defined area of study or concern and providing a definite service after advanced training and education (Jekayinfa, 2004).

Nowadays, women are seen in all works of life as custodians of culture, morality, economic management and child care of the family. But over the years it has been noticed that education of girls have dropped drastically in favour of boys. The submissions of WAEC (1994), AbdulKadir (2004) and UNICEF (2007) showed that in Nigeria there was inequality in the educational attainment of boys and girls. Also, the findings of Pamela (2005) and Julie (2009) indicated that parental education, occupation and family structure have influence on children educational attainment. Also, the study carried out by Alokan, Osakinle and Onijingin (2013) showed that parents' educational background influences students' performance in the high school. Likewise, Patrick, Leonie and Wendy (2011) submitted that the educational development of parents reflects much on the academic performance of their children. A child whose parents are literate appears to be performing better than those from illiterate home are.

The students whose parents are well educated performed better than their counterpart in school. Most of the previous studies were not focusing the religion affiliation of the parents. This however, could influence their involvement in their children education. It is therefore imperative to investigate the influence of independent variables of parent educational and occupational status on dependent variable of academic performance of female Muslim Students in Junior Secondary School in Ilorin.

Statement of the Problem

In spite of the significant roles played by parents in educating their wards, it has been observed that parents are of various attitudinal displays when it comes to

Scanned by TapScanner

children education. The situations at the family level however affect children educational achievement in schools. Pertinently, it has been observed that when it comes to female students, parental attitudes towards female students' education are not encouraging. This subsequently affects students' academic performance. However this submission needs to be substantiated with concrete research findings. To establish a reliable facts with regards the influence of parental background on female students' performance, there is need for empirical studies to be carried out. This however was what aroused the interest of present researchers to carry out an empirical study on the influence of parental educational and occupational backgrounds on female students' performance in Ilorin metropolis with a view to revealing the relationship between parents' educational and occupational background and female Muslim students' in upper basic schools in Ilorin which little or no attention has so far been paid to. This however is the gap which the study aims at filling and subsequently constituted the research problem.

Purpose of the Study

The main purpose of this study was to examine the academic performance of female Muslim students' in Upper Basic Schools in Ilorin based on parents' educational and occupational background. Specifically, the study was geared towards investigating:

1. The performance of female Muslim students in Upper Basic School
2. The difference in academic performance of female Muslim students based on the educational qualification of the parents.
3. The difference in female Muslim students' academic performance based on the occupational status of the parents.
4. The difference in performance of female Muslim students' based on the parental involvement in their children education.

Research Questions

The following questions were answered in the study

1. What is the performance of female Muslim students in Upper Basic School?
2. Is there any difference in performance of female Muslim based on the educational qualification of the parents?
3. Is there any difference in the female Muslim students' performance based on the occupational status of the parents?

Scanned by TapScanner

4. Is there any difference in the performance of female Muslim students based on the parental involvement in their children education?

Research Hypotheses

The following research hypotheses were tested in the study:

H_{o1}: There is no significant difference in the female Muslim students' performance based on the educational qualification of the parents

Ho_2: There is no significant difference in female Muslim students' performance based on the occupational background of the parents

Ho_3: There is no significant relationship between parental involvement in students' education and their academic performance

Methodology

The locale of this study was Ilorin West, Ilorin South and Ilorin East local Government areas. The study made use of Universal Basic schools in the area. All female Muslim students in upper basic schools in Kwara State constituted the population for this study. The target population was upper basic school in Ilorin Metropolis while the sample of the study was drawn from six selected upper basic schools in the area. There are sixty one (61) public upper basic schools in the three selected local government areas with five thousand, eight hundred and thirty one (5,831) female students in upper basic three (JSS III). Thus, two schools were selected from each of the three selected local governments. The purposive sampling procedure was used to select Female Muslim students across all the selected schools because of the nature of the study. Also, simple random sampling technique was employed to select fifty (50) female students from each of the six selected schools.

The main instrument used to collect data in this study was a self- developed questionnaire titled Parental Involvement in Female Muslim Students Education Questionnaire (PISEQ). It consisted of 2 sections. Section A contained 6 items that addressed personal information of the female Muslim students in Upper Basic Schools in Ilorin, Nigeria. Section B contained 11 items that addressed parental involvement in students' education. The scale of responses is of two categories (No or Yes).

In analyzing the data collected, responses of the students were coded as No = 1 Yes = 2 on statistical coding sheets. A self- developed result profoma was used to collect 2012 JSCE results in English Language, Mathematics, Islamic Studies,

Scanned by TapScanner

Integrated Science and Social Studies to obtain data on students' academic performance.

Relevant statistical tools like frequency distribution and percentage were used to describe the demographic data and answer research questions. ANOVA was used to test hypotheses one and two while Pearson Product Moment Correlation Co-efficient was used to test hypothesis three at alpha level of 0.05.

Results

Demographic Characteristics of the Respondents

This section describes personal information of the respondents (female Muslim students) in upper basis school in Ilorin, Nigeria using frequency count and percentages.

Table 1: Parents Educational Background

Educational Levels	Frequency	Percentage
Unable to read and write in English	39	13.0
Quranic education only	77	24.0
First school leaving certificate only	63	21.0
WAEC/NECO SSCE or Equivalent	45	15.0
NCE/Associate Diploma	15	5.0
HND/B.A/B.Sc	39	13.0
M.Ed/M.Sc/M.Phil/Ph.D	27	9.0
TOTAL	**300**	**100.0**

Table 1 shows that out of 300 Muslim female student sampled, 39 (13%) agreed that their parent could not read or write in English, 72 (24%) believed that their parent have Quranic Education only, 63 (21%) opined that their parent have first school leaving certificate, 45 (15%) obtained WAEC/NECO or equivalent, 15 (5%) bagged NEC/Associate Diploma, 39 (13%) had HND/B.A/B.Sc while the rest 27 (9%) had M.Ed/M.A/M.Sc/M.Phil/Ph.D.

Table 2: Parents'/Guardians' Occupation of the Female Muslim Students

Educational Levels	Frequency	Percentage
Civil servant or retired civil servant	69	23.0
Self employed/Business man and woman	162	54.0
Artisan	60	20.0
Casual labourer	6	2.0
Unemployed	3	1.0
Total	**300**	**100.0**

Scanned by TapScanner

Table 2 reveals that out of 300 female Muslim student sampled, 69 (23%) of their parents were serving or retired civil servant, 162 (54%) of their parent, were self employed or Business men and women, 60 (20%) of their parents were Artisan, 6 were casual laborer (2.1%) while the rest 3 (1%) were unemployed.

Answering of Research Question

Four research questions were raised in the course of this study. Research question i was answered using frequency counts and percentage while research question 2-4 that have corresponding hypotheses were tested with inferential statistics (one-way analysis of variance and Pearson product moment correlation statistics).

Table 3: Parents' educational background and female Muslim students' academic performance

		Academic performance				
		F	P	C	A	Total
Parents' educational background	Unable to read or write in English	4	10	18	7	39
	Quranic education only	9	18	31	14	72
	First leaving certificate only	7	16	28	12	63
	WASSCE/NECO SSCE or Equivalent	5	11	20	9	45
	NCE/Associate Diploma	2	4	6	3	15
	HND/B.A/BSc	4	10	17	8	39
	Med/MA/MSc/M.Pil/PhD	3	7	12	5	27
Total		34	76	132	58	300

Table 3 shows that out of 300 Muslim female students sampled 39 (13%) agreed that their parents could not read or write. Therefore 4 (10.25%) of them had letter grade F (Failed), 10 (25.6%), of them had letter grade P (Passed), 18 (46.15%) of them had letter grade C (Credit) and 7 (11.1%) of them had letter A (Excellent).

More so, 72 (24%) believed that their parents have Quranic Education in which 9 (12.5) of them had letter grade F (Failed), 18 (25%) of them had letter grade P (Passed), 31 (43.1%) of them had letter grade C (Credit) and 14 (19.4%) of them had letter grade A (Excellent).

Furthermore, out of 63 (21%) student whose parents posses only First School Leaving Certificate, 7 (11.1%) of them had letter grade F (Failed), 16 (25.39%) of them had letter grade P (Passed), 28 (44.4%) of them had letter grade C (Credit) and 12 (19.47) of them had letter grade A (Excellent).

In addition, out of 45 (12.5%) students whose parents obtained WAEC/NECO or Equivalent, 5 (11.1%) of them had letter grade F (Failed), 11 (24.4%) of them had

Scanned by TapScanner

letter grade P (Passed), 20 (44.4%) of the had letter grade C (Credit) while 9 (20%) of them had letter grade A (Excellent).

Moreover, out of 15 (5%) students whose parents had NCE/Associate Diploma, 2 (13.3%) of them had letter grade F (Failed) 4 (26.67%) of them had letter grade P (Passed), 6 (40%) of them had letter grade C (Credit) and 3 (20%) of them had letter grade A (Excellent).

Also, out of 39 (13%) students responded that their parents had HND/B.A/B.Sc, 4 (10.26) of them had P (Passed) 17 (43.59%) had C (Credit) and 8 (20.5%) had A (Excellent).

Conclusively, out of 27 (9%) of the students opined that their parents had M.Ed/M.A/M.Sc/Mphil/Ph.D, 3 (11.1%) had letter grade F (Failed), 7 (25.9%) had letter grade P 12 (44.4%) had (Credit) and 5 (18.52%) had letter grade A (Excellent).

Table 4: Parents' or guardian occupation and female Muslim students' academic performance

		Academic performance				
		F	P	C	A	Total
Parents' or guardian occupation	Unemployed	0	1	1	1	3
	Casual labourer	1	1	3	1	6
	Artesian	7	15	26	12	60
	Self employed/Business man and woman	18	41	72	31	162
	Civil servant/retired civil servant	8	18	30	13	69
Total		34	76	132	58	300

Table 4 shows that out of 300 female Muslim students sampled, 69 (23%) of them opined that their parents were serving or retired civil servant in which 8 (11.1%) of them had letter grade F (Failed), 18 (26.1%) had letter grade p (Passed), 30 (43.4%) had letter grade C (Credit) and 13 (18.84%) had letter grade A (Excellent).

Furthermore, out of 162 (54%) students responded that their parents were self employed (Business man and woman), 18 (11.1%) had F (Failed), 41(25.3%) had P (Passed), 72 (44.4%) had C (Credit) and 31(19.13%) had A (Excellent). In addition, out of 60 (20%) students responded that their parents were Artisans, 7 (11.67%) had F (Failed), 15 (25%) had P (Passed), 26 (43.3%) had C (Credit) and 12 (20%) had A (Excellent). Furthermore, out of 6 (20%) students opined that their parents were casual labourers, 1(16.67%) had F (Failed), 1(16.67%) had P (Passed), 3 (50%) had C (Credit) and I (16.67) had A (Excellent).

Scanned by TapScanner

Research Question 1: What is the performance of Muslim female students in upper basic school in Ilorin, Nigeria?

Table 5: Performance of female Muslim students in upper basic schools in Ilorin

Educational Levels	Frequency	Percentage
F	33	11.0
P	77	25.7
C	132	44.0
A	58	19.3
Total	**300**	**100.0**

The analysis on table 5 shows that out of 300 female Muslim students sampled, 33 (11%) had F (failed), 77 (25.7%) obtained P (pass), 132 (44%) bagged C (credit) while 58 (19%) obtained A (distinction). This indicated that the performance is fair.

Hypotheses Testing

Three research hypotheses were postulated for this study. Hypotheses 1 and 2 were tested using One-Way Analysis of Variance (ANOVA) while hypothesis 3 was tested using Pearson product moment correlation, at alpha level of 0.05.

H_{01}: There is no significant difference in the female Muslim students' performance based on the parents' educational qualification

Table 6: Anova Showing Difference in the Female Muslim Student Based on Parents' Educational Qualification

	Sum of square	df	Means squares	F-value	Sig.	Remark
Between group	61.561	6	369.361			
Within group	1854.355	293	6.329	58.36	0.000	S
Total	1915.916	299				

Table 6 reveals that the calculated f-value is 58.36 with calculated alpha of 0.000 computed at critical alpha level of 0.05. Since the calculated alpha (0.000) is less than the critical alpha level (0.05) hypothesis 1 is hereby rejected. This implies that there is a significant difference in the Muslim female students' performance based on parents' educational qualification.

To ascertain where the significant difference lies, Scheffe post hoc was carried out and the output reveals thus:

Scanned by TapScanner

Table 7: Scheffe post hoc showing significant difference of Muslim female students' performance based on parents' educational background

Parents' Educational Background	N	Subset of alpha = 0.05 1	2	3	4	5
Unable to read and write in English	39	39.0692				
Quranic education only	63		48.4000			
First school leaving certificate only	72		49.4167			
WAEC/NECO SSCE or Equivalent	45		50.4381			
NCE/Associate Diploma	15			57.7333		
HND/B.A/B.Sc	39				62.5231	
M.Ed/M.Sc/M.Phil/Ph.D	27					71.2815
Sig.		**1.000**	**.089**	**1.000**	**1.000**	**1.000**

Table 7 indicates that Muslim female students' of parents' that have M.Ed/M.A/M.Sc/M.Phil and Ph.D performed better than other students with the mean score of 71.2815 in subset 5. It is followed by Muslim female students whose parent had first degree with the mean score of 62.5231 in subset 4. It is followed by parents who had NCE/Associate Diploma with the mean score of 57.7333 in subset 3, parents who had WAEC/NECO SSCE, Quranic Education and First Leaving Certificate performed almost the same with their mean score of 50.4381, 49.4167 and 48.4000 respectively in subset 2 while female Muslim students whose parents could not read or write in English came last with mean score of 39.0691 in subset 1.

H02: There is no significant difference in the female Muslim students' performance based on the occupational status of the parents

Table 8: Anova Showing Difference in the Female Muslim Student Based on Occupational Status of the Parents

	Sum of square	df	Means squares	F-value	Sig.	Remark
Between group	938.232	4	234.558	92.96		
Within group	744.251	295	2.523		0.000	S
Total	**1682.483**	**299**				

Table 8 shows that the calculated f-value is 92.96 with calculated alpha of 0.000 computed at critical alpha level of 0.05 since the calculated alpha (0.000) is less than the critical alpha level (0.05), hypothesis 2 is hereby rejected. This implies that there is a significant differences in the female Muslim students based on the occupational status of the parents.

Scanned by TapScanner

To find where difference lies. Scheff post hoc analysis was carried out the result of Ho2 testing:

Table 9: Scheffe post hoc showing significant difference of Muslim female students' performance based on the occupational status of parents

Parents' Guardian Occupation	Subset of alpha = 0.05				
	N	1	2	3	4
Unemployed	3	50.07			
Casual labourer	6	52.25			
Artisan	60		62.42		
Self employed/Business man and woman	162			73.61	
Civil servant/Retired Civil Servant	69				78.96
Sig.		**.069**	**1.000**	**1.000**	**1.000**

Table 9 shows that Muslim female students of parents who are serving or retired civil servant performed better than other students with the mean score of 78.96 in subset 4. It is followed by Muslim female students' whose parents engaged in self employed/Business men and women with mean score of 73.61 in subset 3. It is followed by Muslim female students who parents engaged in Artisan with mean score of 62.42 in subset 2. While female Muslim students whose their parents engaged in casual labourer and unemployed performed the same way with the mean score of 52.25 and 50.07 in subset 1.

H03: There is no significant relationship between parental involvements in female Muslim students' education and their academic performance

Table 10: Pearson 'r' showing relationship between parental involvements in female Muslim students' education and their academic performance

Variables	No	Mean	S.D	Df	Cal. r-value	Sig.	Remark
Parents involvements	300	29.649	3.03682				
Academic performance	300	58.7455	4.61896	298	0.77	0.000	S
		0.05					

Table 10 indicates that the calculated r-value is 0.77 with calculated alpha of 0.000 computed at critical alpha level of 0.05. Since the calculated alpha (0.000) is less than the critical alpha level (0.05) hypothesis 3 is hereby rejected. This implies that there is a positive and significant relationship between parental

Scanned by TapScanner

involvement in female Muslim students and academic performance of their children (students).

Discussion of the Findings

Based on the findings of this study it has been established that the general performance of Muslim female students is somewhat plausible. This is because the higher percentage of the female students that served as subjects of this study did pass at the credit and distinction levels.

More so, the result of the study shows that parents' educational qualifications influence Muslim female students' performance. The hypothesis one reveals that there exists a significance difference in the performance of Muslim female students based on parents' educational qualification. This finding corroborates the submission of Bullock (1975) who noted that Literate parent Coach their children after school and this help in their performance academically. It is also similar to the submission of Odu (1987) in Abdulkadir (2004) who argued that lack of education makes difficult for the average Nigerian parents to look after their families adequately.

It also in line with UNICEF (2007) which submitted that Children of educated women are more likely to go to school which has exponential positive effects on their educational achievement. This is also in line with Jabir, Krisana, Kenneth, Yahya and Madin (2011) who found that parents' educational statuses influence students' performance in the high school. It is also similar to the submission of Patrick, Leonie & Wendy (2011) submitted that The educational development of parents reflects much on the academic performance of their children. A child whose parents are literate appears to be performing better than those from illiterate home are.

The hypothesis two which stated that there is no significant difference in the performance of Muslim female students based on parents' occupational background was rejected. The students having come from retired or serving civil servants or self employed and business men/women performed better than those who are unemployed or involved in casual non-skilled jobs. This finding supports the findings of Mukherjee (1995) who found that children from the high socio-economic background tend to perform academically better than those from low socio-economic background. The result is also in line with Bedu (1995) who found that upper class and middle class worker's children performed better academically than their counterparts from parents that engaged in lower class occupation.

Scanned by TapScanner

The finding of this implies that parents' occupation (lucrative, high or low source of income) does influence the performance of children in the area under study. In other words, a Muslim female student's academic performance is determined by material wealth of the parents.

This study is also in line with Gilliam and Girami (2001) who found that students from parents with low source of income have lower level of illiteracy, numeracy and comprehension, posses lower retention rates, have lower higher education participation rates and exhibit higher level of problematic school behaviour. They submitted that children's educational successes depend very strongly on the parents' occupational background.

However, the findings contradict that of Mhya and Gamba (1977) who found that parents' types of occupation and economic status were not significant enough to influence the academic achievement of children

Recommendations

Based on the findings of the study, the following recommendations are made:

i. Government should enforce legislation already enacted to combat those practices/customs that tend to undermine female participation in formal education.
ii. Parents, irrespective of their educational and occupational background should be encouraged to attach significance to female education through adequate provision of required learning materials/aids.
iii. Female students should be enlightened on the benefits derivable from hardworking and attractive performance in their academic pursuit.
iv. Muslim Students Society of Nigeria (MSSN) and other Islamic organizations should intensify efforts aimed at enlightening their members on the fundamental nature of encouraging female education both for the individual benefit and the society at large.

References

AbdulKadir, O. R (2004). Attitude of parents towards female education in selected Local Government areas of Kwara State. An unpublished M.Ed Dissertation. Department of Guidance and Counseling, Faculty of Education, University of Ilorin

Abiri, J.O.O. (2008) Perspectives on History of Education. Ibadan. Emola-Jay Communications INC

Scanned by TapScanner

Alokan, F.B. Osakinle, E.O. & Onijingin, E.O. (2013). The influence of parents' educational background and study facilities on academic performance among secondary school students. *Ozean Journal of Social Sciences*, **6** (2).

Badu, J.B. (1991). Relationship between Home Environment, attitude to school and Academic Achievement of Secondary School Students in Niger State. An unpublished Ph.D. Thesis. Department of Educational Foundation, Faculty of Education, University of Ilorin

Bn Majah (nd): Hadith compilation.

Jekayinfa, A.A. (2004). Characteristics of a profession. In Abimbola I.O and Abolade, A.O (eds): Fundamental Principles and Practice of Instruction. Unilorin. Department of Curriculum and Educational Technology.

Jimoh, S. A. (2004) (Ed): Foundation of Education. Ilorin: INDEMAC Nigeria Publisher Limited.

Julie, K. N. (2009). Impact of Parent Education on Student Success Valley University: Utah.

Mukherjee, D. (1995). The relationship between socio-economic background and participation in education ín ACEE Research Monograph No.1, Darlinghurst

Okeke, B. A. (2000): Barrier Factors in Effective Family/Community. A paper presented at the International Special Education Congress for the Education of Exceptional Nigerians. University of Manchester (24 – 28 July, 2000).

Pamela, E. D. (2005). The Influence of Parent Education and Family Income on Child Achievement: The Indirect Role of Parental Expectations and the Home Environment: Journal of Family Psychology by the American Psychological Association, **19** (2): 294–304.

Patrick, F. F., Leonie T. H. & Wendy, C. (2011). Marriage, Family Structure, and Children's Educational Attainment. Washington: Marriage and Religion Institute.

Scanned by TapScanner

Sahih Bukhari (nd): Hadith compilation.

UNICEF (2007). Information Sheet; Girls' Education: Nigeria Country Office, September 2007.

WAEC (1994). Chief examiners' Reports on the West African Senior School Certificate Examination (WASSCE) Conducted in Nigeria in 1994.

Scanned by TapScanner