

Attitude of Parents Towards the Girl-Child Education in Biu Emirate, Borno State

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Abstract

This study investigated the attitudes of parents towards girl-child education in Biu Emirate, a region characterized by socio-economic challenges and cultural complexities. Despite global advances in promoting gender equality in education, the Biu Emirate faced significant barriers that impeded educational opportunities for girls. The research aimed to identify the underlying factors influencing parental attitudes, including cultural beliefs, economic constraints, and security concerns. Data were gathered through surveys and interviews with parents, teachers, and community leaders in a variety of rural and urban contexts using a mixed-methods approach. The results showed a range of attitudes, from strong support to deep rejection, which were significantly impacted by socioeconomic level, parental education, and exposure to outside advocacy initiatives. Furthermore, the study emphasized how important regional customs and social mores are in influencing how people view education for girls. It underlined how crucial it is for government agencies, non-governmental groups, and community stakeholders to work together in order to overcome these obstacles. The study emphasized the need for focused interventions to alleviate financial difficulties, raise community awareness, and provide an inclusive learning environment. The study helped create strategic policies and programs targeted at enhancing girl-child education in Biu Emirate by shedding light on the intricate interactions between variables influencing parental views, thereby promoting gender equity and regional development. This all-encompassing strategy can be used as a model to solve comparable issues in other socio-culturally complex areas.

Keywords: Community awareness, cultural beliefs, girl-child education, parental attitudes, socioeconomic challenges

INTRODUCTION

Education is a potent instrument for both societal change and personal development. It gives people the abilities, information, and mindsets necessary for economic stability, personal development, and national advancement. Girls' education has drawn a lot of attention internationally as a vital part of gender justice and sustainable development. In addition to changing girls' lives, education enhances the welfare of families and communities, reducing poverty and promoting socioeconomic progress.

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Received Date: December 17, 2024

Accepted Date: January 03, 2025

Published Date: January 14, 2025

Citation: Hassan Umar. Attitude of Parents Towards the Girl-Child Education in Biu Emirate, Borno State. International Journal of Children. 2025; 2(1): 9–19p.

Education is fundamental to human and cultural development, equipping individuals with the knowledge, skills, and attitudes needed for personal growth and societal contribution. It serves as a tool for empowerment, productivity, and national development, and its role in fostering equality and reducing societal issues like child labor is widely acknowledged. The Nigerian National Policy on Education emphasizes equal access to education for all, regardless of gender or disability, aligning with global declarations such as the Universal

Declaration of Human Rights and commitments from conferences like the 1990 World Conference on “Education for All”.

Education is the cornerstone of any community, state, or nation's foundation, development, growth, and innovation. It is among the most crucial aspects of life since without it, no one can be who they truly are. Education shapes our thinking, guides our actions, and helps us make informed decisions, ultimately enabling us to lead successful and fulfilling lives. It illuminates the path to discern right from wrong, truth from falsehood, and humanity from cruelty [1].

The importance of girl-child education has gained prominence in Nigeria, reflecting global efforts toward gender equality and empowerment. Educating girls is crucial for societal progress, as it significantly impacts poverty reduction, family well-being, and sustainable development. However, in Borno state, girls face substantial barriers to education, including cultural biases, economic constraints, parental attitudes, and gender stereotypes [2]. These factors contribute to low enrollment and limited transitions to higher education for girls, highlighting the need for targeted efforts to ensure their right to education and equal opportunities. Educating girls benefits entire communities, emphasizing the critical role of families and societies in safeguarding and promoting their educational rights.

STATEMENT OF THE PROBLEM

In Biu Emirate, early marriage is culturally regarded as a way to safeguard against promiscuity, fostering the notion that a girl's primary role is to become a wife and mother. From an early age, girls are conditioned for domestic responsibilities like cooking, cleaning, and caring for younger siblings, while boys are typically assigned tasks such as car washing. Furthermore, Western education has contributed to negative parental perceptions of education through textbooks that reinforce gender stereotypes, depicting fathers reading newspapers while mothers carry babies or go to the market. Parental attitudes are also shaped by cultural and religious beliefs, which exacerbate the disparity in school enrollment between boys and girls.

Economic factors further compound the issue, as financially constrained parents often perceive investing in a girl's education as unnecessary, reasoning that she will eventually marry and leave the family. In light of these challenges, this study seeks to examine parental attitudes toward girl-child education in Biu Emirate, aiming to uncover the underlying causes and implications of these cultural, economic, and societal influences.

OBJECTIVES OF THE STUDY

The purpose of this survey is to find out how parents in the Biu emirate feel about their daughters' education. These are the study's precise goals.

1. Determine the underlying reasons of the problems affecting females' education.
2. Determine how these issues affect the girl child's education.
3. Determine the solutions to the problem of girl child education

RESEARCH QUESTIONS

This study on the attitudes of parents' attitudes toward girl-child education in Biu Emirate, and attempts to answer the following questions:

1. What are the causes or problems of the girl child's education?
2. What are the effects of the problems on the girl child's education?
3. What are the solutions to the problem of girl child education?

SCOPE AND LIMITATION OF THE STUDY

The study, which will be conducted in the Biu Emirate of Borno State, will focus on the government, society, parents, teachers, and girls. To determine how parents feel about their daughters' education, research must look at the entire indicated field.

LITERATURE REVIEW

This section presents the review of related literature under the following sub-headings: conceptual framework, Theoretical Framework, and review of previous studies.

Conceptual Framework

Girl-child Education

Girl-child education is crucial for sustainable development and empowerment, with far-reaching benefits for families and communities [3]. Despite being a human right guaranteed by international conventions and national constitutions, many girls still face barriers to education, particularly in developing countries. Cultural traditions, poverty, early marriage, and domestic responsibilities often hinder girls' access to and participation in formal education. Education for females, however, can improve gender equality, cut birth and infant death rates, and lessen poverty [4]. Initiatives to promote girl-child education have shown positive outcomes, such as improved confidence and academic performance. To address these challenges, recommendations include educating parents, abolishing school fees, enforcing laws against early marriage and child labor, and expanding school feeding programs. Additionally, involving men and civic groups as advocates for girls' education can help overcome cultural barriers.

Parental Attitude

Research on parental attitudes reveals significant impacts on children's well-being and behavior. Democratic parental attitudes are positively associated with subjective well-being and life satisfaction in university students, while protective and authoritarian attitudes show negative correlations [5]. In families with children with epilepsy, positive parental attitudes are linked to more effective coping behaviors and better adjustment, particularly for mothers [6]. Parental attitudes also influence substance use among high school students, with democratic parenting styles associated with more negative attitudes toward addictive substances [7]. These findings highlight the importance of parental attitudes in shaping various aspects of children's lives, from mental health to coping with chronic conditions and substance use prevention. The research consistently emphasizes the benefits of democratic parenting approaches in promoting positive outcomes for children and adolescents across different contexts.

Cultural and Societal Influences on Education

Cultural and societal factors significantly influence education systems worldwide. In Pakistan, socioeconomic disparities, digital divide, gender inequalities, and rigid social structures negatively impact educational access and quality [8]. The relationship between culture and education is interdependent, with culture shaping education systems and education serving as a tool for cultural transmission. This interplay is evident in the Turkish education system, which continues to be influenced by cultural activities from the past [9]. As globalization increases, recognizing societal culture and cross-cultural differences becomes more crucial in developing educational theory, policy, and practice. Researchers emphasize the importance of considering societal culture when investigating themes such as curriculum, teaching and learning, leadership, and school-based management in comparative education. Addressing issues in the twenty-first century and enhancing educational institutions require an understanding of these cultural influences.

Theoretical Framework

Research on parental attitudes towards girl-child education in Nigeria reveals generally positive perceptions, with over 90% of parents recognizing education as a child's right and believing girls should be educated to the tertiary level [10]. However, challenges persist, including poverty-driven dropouts and regional disparities. Southern Nigerian parents show more favorable attitudes compared to their northern counterparts. Religious factors also play a role, with Christian parents demonstrating more positive attitudes [11]. Despite good attitudes, practice lags, with higher dropout rates for girls (8.2%) compared to boys (2.7%). Urban parents generally exhibit a better understanding of education's

importance for girls' rights and citizenship compared to rural parents [12]. Factors influencing girl-child education include financial constraints, family size, and behavioral attributes [13]. Recommendations include enlightenment campaigns and adult literacy programs to enhance parental attitudes.

Challenges to Girl-Child Education

Girl-child education faces numerous challenges in Nigeria, particularly in northern regions where enrollment rates are lower for girls compared to boys [14]. Key barriers include poverty, poor academic performance, and socio-cultural [15, 16]. Religious misunderstandings, teen pregnancy, and early marriage are additional factors that lead to low enrollment and high dropout rates. Additionally, cultural discrimination, gender-driven violence, and attitudes toward women's status hinder girls' educational opportunities. To address these challenges, recommendations include making girl-child education free and compulsory, providing incentives such as scholarships and remedial classes and implementing legislative and legal provisions to enhance girls' right to education [17]. Collaborative efforts involving government, NGOs, parents, and community leaders are crucial for promoting girl-child education and its benefits.

Empirical Studies on Parental Attitudes

Research on parental attitudes reveals significant impacts on children's behaviors and academic outcomes. Parental attitudes toward alcohol use are associated with children's drinking behaviors, with less restrictive attitudes linked to higher rates of alcohol use initiation, frequency, and drunkenness [18]. Similarly, parental attitudes toward mathematics correlate negatively with children's math anxiety, particularly for elementary and middle school students [19]. Parenting styles, especially authoritative parenting, are strongly associated with children's school achievements, although cultural variations exist [20]. Interestingly, parental attitudes towards the deinstitutionalization of family members with disabilities show a shift from initial opposition to high satisfaction with community placements post-deinstitutionalization [21]. These findings underscore the significant role of parental attitudes in shaping children's behaviors, academic performance, and overall well-being across various domains.

METHODOLOGY

In this study, a descriptive survey design was employed. This approach focuses on systematically gathering and analyzing data from a select group of individuals or items deemed representative of the broader population. The design was chosen because it aligns well with the study's reliance on primary data, which is essential for addressing the research questions. This methodology allows the researcher to draw general conclusions from the data collected from respondents serving as the study's sample.

Population of the Study

The study's participants include Biu, Bayo, Hawul, and Kwaya-Kusar.

Sample Size and Sampling Procedure

A total of 150 teachers were chosen for the study as shown in Table 1 by the researchers, who also randomly picked 30 teachers from the five schools in the Biu emirate.

Table 1. Distribution of teachers selected from five schools in the Biu Emirate.

S.N.	Schools	Sample
1.	Government Senior Science Secondary School Biu	30
2.	Government Girl Secondary School Biu	30
3.	Government Day Technical Secondary School Bayo	30
4.	Government Secondary School Marama	30
5.	Government Secondary School Kwaya - Kusar	30
	<i>Total</i>	<i>150</i>

Instruments for Data Collection

The main research tool used in the study to collect information and answers from secondary school teachers in the Biu Emirate was a questionnaire. The questionnaire was specifically designed to capture teachers' perspectives and provide information relevant to the research objectives. A self-constructed instrument, titled the "Attitude of Parents Toward Child Education Questionnaire" (APTCEQ), was employed for this purpose. The survey's thirty items were divided into two main categories, Section A and Section B.

Section A focused on collecting respondents' personal data, while Section B addressed parental attitudes toward girl-child education in the Biu Emirate. Section B was further subdivided into three parts: Part A contained ten items exploring the causes of challenges in girl-child education; Part B included ten items examining the effects of these challenges; and Part C featured ten items proposing solutions to these issues. To ensure comprehensive data collection, 600 questionnaires were personally distributed to participants within the study area. A Likert rating scale with four points was used to gauge the responses.

1. 4= Strongly agree (SA)
2. 3= Agree (A)
3. 2= Disagree (D)
4. 1= Strongly disagree (SD)
5. Where, A = 4, B = 3, C = 2 and D= 1

Validity of the Instrument

The extent to which a test measures what it is supposed to assess and how well it does so is known as its validity. Educational administrators, instructors of various courses, supervisors, and statisticians of various research projects and publications are among the specialists who verified this instrument. Both facial and content validity were present in the tool. Additionally, it was linguistically suitable.

Reliability of the instrument

Twenty instructors from two (2) secondary schools outside the study's purview participated in a pilot test to determine the instrument's reliability. The Pearson product-moment correlation coefficient and split half were used to evaluate the instrument's dependability. An index of 0.78 from the pilot test was enough to determine that the instrument was reliable for the study.

Method of Data Analysis

In this study, a statistical package for social science was used to analyze the data collected. The secondary school teachers and principals of the selected schools provided information on girl education in the Biu emirate. As a result, the data was calculated, tabulated, examined, and then further transformed into percentages and frequencies for ease of comprehension. The study of the responses made use of mean scores, frequency counts, and percentage. For the questions, the average scores were used. A consensus was reached that a mean score of 2.50 or more indicates agreement, whereas a score of less than 2.50 indicates defiance.

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

The presentation, analysis, and interpretation of the data gathered for the study are covered in this chapter. Data were analyzed and presented concerning the research questions. It also covers demographic data, answers to research questions, a summary of findings, and a discussion of findings. The objective of this study was to analyze the attitude of parents towards girl's child education in Biu Emirate, Borno State.

Demographic Data

This data demonstrates the analysis of how a group's population shifts in response to questionnaire distribution.

Table 2. Distribution of respondents by gender.

Sex	Frequency	Percentage %
Male	71	47
Female	79	53
<i>Total</i>	<i>150</i>	<i>100</i>

Table 3. The respondents by age.

Age	Frequency	Percentage %
25–39	40	27
40–54	58	39
55 and above	52	34
<i>Total</i>	<i>150</i>	<i>100</i>

Table 4. Academic qualification of respondents.

S.N.	Qualification	Frequency	Percentage %
1.	NCE	32	21
2.	B.Sc./HND	46	31
3.	B.Sc. (Ed) B.A. (Ed)	68	45
4.	M.Sc. (Ed) M.A. (Ed)	04	3
5.	Ph.D.	0	0
	<i>Total</i>	<i>150</i>	<i>100%</i>

Table 5. Years of teaching experience of the respondents.

S.N.	Years of teaching experience	Frequency	Percentage %
1.	1–5 years	21	14%
2.	6–10 years	36	24%
3.	11–5 years	45	30%
4.	16 years and above	48	32%
	<i>Total</i>	<i>150</i>	<i>100</i>

Table 2 shows that 71 (47%) of the respondents are male while 79 (53%) of the respondents are female. According to the respondents, parental acts of negligence towards the girl's child's education were a big disadvantage. The majority opinion was attributed to African culture and poor economics.

Table 3 reveals the age of the respondents such that 40 respondents representing 27% were from the age of 25-39 years, 58 respondents representing 39% were from the ages 40-54 years while 52 respondents representing 34% were from the 55 years and above. As a result, most of the responders were between the ages of 40 and 54.

Table 4 indicates that 32 (21%) of the respondents had NCE, 46 (31%) had B. SC/HND, 68 (45%) has B.SC /BA(Ed) while 4 (3%) had MSC/ MA, and none of the respondents had a Ph.D. This revealed that the majority of the respondents are B. SC(ED) B. A(ED) certificate holders

Table 5 indicates that respondents with 1–5 years of experience are 21 (14%), 6–10 of experience are 36 (24%), 11–15 years of experience are 45 (30%), and those with 16 years and above are 49 (32%). This revealed that respondents with 16 years and above of experience are more than others considering their percentage.

Table 6. Causes of the problem of the girl child education (N = 150).

S.N.	Statement	SD	D	N	A	SA	Mean	SD
1.	Parents exhibit unfavorable attitudes toward girls' education.	15	35	10	40	50	3.50	1.41
2.	Early marriage of girls hinders their education.	20	23	11	41	55	3.59	1.44
3.	Certain cultural beliefs discourage girl-child education.	11	19	20	40	60	3.79	1.29
4.	Some religious practices discourage girls' education.	15	18	22	38	57	3.69	1.35
5.	Poverty is a significant factor that hinders girl-child education.	17	19	11	49	54	3.69	1.37
6.	Some parents are unaware of the benefits of education.	14	17	15	37	67	3.84	1.35
7.	Poor government policies can influence parents' attitudes toward girl-child education.	14	39	13	56	28	3.30	1.29
8.	Insecurity is a contributing factor to the lack of girl-child education.	14	20	15	42	59	3.75	1.34
9.	The lack of role models for girls in education discourages enrollment.	16	19	14	39	62	3.75	1.38
10.	The limited availability of schools in rural areas affects girl-child education.	19	24	22	37	48	3.47	1.40
	<i>Sectional mean</i>						<i>3.64</i>	

Table 6 highlights key factors influencing girl-child education, as assessed through a Likert-scale analysis. The mean values range from 3.30 to 3.84, indicating an overall agreement with the statements, with the highest mean (3.84) emphasizing the critical issue of parental unawareness about the benefits of education. The lowest mean (3.30) relates to the influence of poor government policies, which still garnered moderate agreement. Standard deviation values, spanning 1.29 to 1.44, reveal varying degrees of response consistency, with cultural beliefs eliciting more uniform agreement (SD = 1.29) and early marriage showcasing more diverse views (SD = 1.44). The sectional mean of 3.64 further underscores the general consensus on these challenges. Overall, the findings indicate widespread recognition of barriers like poverty, cultural norms, insecurity, and lack of awareness, underscoring the need for comprehensive strategies to improve girl-child education.

Table 7 explores the effects of challenges in girl-child education, with mean scores reflecting the level of agreement among respondents regarding the impact of these issues. The statements are rated on a five-point scale, and the sectional mean of 3.54 indicates general agreement across all items. Statements such as “Uneducated girls are at greater risk of experiencing domestic violence” (Mean = 3.83, SD = 1.20) and “Educating girls can help break the cycle of poverty within families” (Mean = 3.78, SD = 1.22) highlight the severe societal implications of denying education to girls, showing strong consensus among respondents. Lower means, like “Societies with uneducated girls face higher rates of child mortality” (Mean = 3.19, SD = 1.29), suggest slightly less agreement but still reflect concern over the negative outcomes of poor education access. The standard deviation values range from 1.20 to 1.41, indicating moderate response variability. Overall, the data emphasizes the profound and multifaceted effects of the lack of girl-child education, underscoring the importance of addressing these challenges for societal advancement.

The respondents' opinions on a Likert scale from “Strongly Disagree” (SD) to “Strongly Agree” (SA) regarding various strategies to improve education for females are displayed in Table 8. The mean scores indicate overall agreement with the statements, while the standard deviation (SD) reflects the variability in responses. The highest mean score of 4.0, with a low variability of 0.9, was observed for the statement “Providing free and accessible education for girls will encourage their enrollment”, suggesting strong

Table 7. The effect of the problem of the girl child education (N= 150).

S.N.	Statement	SD	D	N	A	SA	Mean	SD
1.	Uneducated girls are more likely to experience health-related challenges.	15	35	15	37	48	3.45	1.40
2.	Limited education for girls affects their ability to make informed life decisions.	20	28	21	44	37	3.33	1.37
3.	Societies with uneducated girls face higher rates of child mortality.	19	32	25	49	25	3.19	1.29
4.	Educated women are better equipped to support their children's education.	16	15	19	41	59	3.75	1.35
5.	A lack of education for girls reduces overall community productivity.	17	18	24	41	50	3.59	1.35
6.	Girls who are not educated have fewer opportunities for leadership roles.	21	26	25	35	43	3.35	1.41
7.	Educating girls can help break the cycle of poverty within families.	12	14	18	57	49	3.78	1.22
8.	The lack of education for girls weakens societal growth and progress.	11	13	14	58	54	3.78	1.20
9.	Uneducated girls are at greater risk of experiencing domestic violence.	13	10	16	62	49	3.83	1.20
10.	Educated girls are more likely to advocate for equality and social justice in their communities.	17	29	22	58	24	3.29	1.26
	<i>Sectional mean</i>						<i>3.54</i>	

Table 8. The solutions to the problem of girl child education (N= 150).

S.N.	Statement	SD	D	N	A	SA	Mean	SD
1.	Providing free and accessible education for girls will encourage their enrollment.	8	12	14	63	53	4.0	0.9
2.	Raising awareness among parents about the benefits of girl-child education can improve attitudes.	7	20	10	58	55	3.9	0.9
3.	Implementing strict laws against early marriage can help promote girl-child education.	14	15	17	59	45	3.7	1.1
4.	Offering financial incentives or scholarships for girls can address economic barriers.	12	17	22	61	38	3.6	1.0
5.	Establishing more schools in rural areas can increase access to education for girls.	13	22	19	59	37	3.5	1.0
6.	Incorporating gender-sensitive policies in education can help reduce stereotypes.	18	16	20	56	40	3.5	1.0
7.	Training teachers on inclusive practices can improve the learning environment for girls.	10	13	16	63	48	3.8	1.0
8.	Strengthening community engagement in educational planning can enhance support for girls' education.	13	27	13	58	39	3.5	1.0
9.	Providing role models and mentors for girls can inspire them to pursue education.	15	13	23	62	37	3.5	1.1
10.	Enhancing security in conflict-prone areas can encourage parents to send their daughters to school.	14	11	15	58	52	3.8	1.0
	<i>Sectional Mean</i>						<i>3.60</i>	

consensus. Other strategies, such as raising parental awareness (mean = 3.9, SD = 0.9) and enhancing security in conflict-prone areas (mean = 3.8, SD = 1.0), also received significant support. Meanwhile, measures like offering scholarships (mean = 3.6, SD = 1.0) and establishing schools in rural areas (mean = 3.5, SD = 1.0) garnered slightly lower agreement levels. The sectional mean of 3.60 indicates overall positive agreement with the proposed strategies, highlighting their perceived effectiveness in promoting girl-child education.

Summary of Findings

The findings of this study are summarized as follows:

1. *Challenges to girl-child education:* Key issues include negative parental attitudes, early marriage, cultural and religious beliefs that discourage education, poverty, parental ignorance of education's benefits, bad government policies, and insecurity.
2. *Effects of these challenges:* These challenges lead to illiteracy among girls, which can result in early marriage, unwanted pregnancies, child exploitation, poverty, school dropout, class repetition, and higher child mortality rates.
3. *Proposed solutions:* The solutions to these issues include providing free and compulsory education, changing parental attitudes, increasing women's appointments, enacting laws to abolish early marriage, conducting awareness campaigns, and offering rewards to girls and their parents for educational achievements.

DISCUSSION

The reliability and validity of the instrument were confirmed through expert review and a pilot study, yielding a reliability index of 0.78. Data were analyzed using descriptive statistics, with results presented in frequencies, percentages, and mean scores. The study concluded that addressing the identified barriers requires comprehensive strategies, including raising parental awareness, enhancing educational infrastructure, and implementing effective government policies to support girl-child education.

The findings from the study reveal critical insights into the challenges and effects of the lack of girl-child education in the Biu Emirate. The analysis highlights that parental attitudes, early marriage, cultural norms, poverty, and insecurity are significant barriers to girl-child education, with parental unawareness of the benefits of education being the most prominent factor. These results highlight the necessity of focused approaches to deal with these problems. The study also demonstrates the far-reaching effects of inadequate education for girls, including increased health challenges, reduced community productivity, perpetuation of poverty, and vulnerability to domestic violence. Educating girls is shown to be pivotal in breaking the cycle of poverty, promoting societal growth, and advocating for social justice. The overall consensus among respondents reinforces the importance of comprehensive policies and community engagement to address these challenges and enhance educational opportunities for girls in the region.

IMPLICATION

Some of the counseling implications are:

1. Counsellors are needed in secondary schools to counsel female students to model successful women in Academics in their communities and the society at large.
2. Counsellors are to organize parents' conferences and use such media to discuss with parents the relevance of female education to the students themselves, their families, and the nation.
3. Counsellors should counsel female students to build up their self-esteem and take their studies seriously.

CONCLUSION

The challenges to girl-child education are rooted in several factors, including negative parental attitudes, early marriage, cultural and religious beliefs that discourage education, poverty, parental ignorance about the benefits of education, poor government policies, and insecurity. These factors significantly hinder girls' access to education and contribute to widespread barriers to their academic development.

The analysis also highlighted the profound consequences of poor access to education, such as reduced societal productivity, higher rates of domestic violence, and limited leadership opportunities for women. Additionally, the study underscored the pivotal role of educating girls in breaking the cycle of poverty, promoting societal progress, and fostering equality and social justice. The consequences of these

challenges are severe, leading to increased illiteracy among girls, which in turn results in early marriage, unwanted pregnancies, child exploitation, poverty, school dropout rates, class repetition, and higher child mortality. To address these issues, the study suggests solutions such as providing free and compulsory education for girls, changing parental attitudes, passing laws to abolish early marriage, increasing women's representation in appointments, raising awareness about the importance of girl-child education, and offering rewards for both girls and their parents for educational achievements. This research contributes to understanding the socio-cultural and economic factors affecting girl-child education in the Biu Emirate and offers insights into practical interventions to mitigate these challenges.

Recommendations

The following recommendations are made as a result of the findings and conclusion:

1. In Nigeria, especially in the north, the government should provide free education up to the secondary school level so that girls from low-income families can benefit.
2. The Ministry of Women's Affairs ought to host public education events about the negative effects of females getting married young.
3. In the Biu emirate, parents are encouraged to view girls' education favorably.

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