



## Effects of Father's Highest Formal Education on Daughter's Participation in Part-time NCE Programmes in Southwestern Nigeria

Oluyemisi Bamidele Sanni<sup>1</sup>

### Abstract

*The study investigated effects of father's highest formal education on daughter's participation in part-time NCE programmes in Southwestern Nigeria. Primary and secondary data were sourced for the study. Multistage sampling technique was used in selecting samples for the study. Two states (Ogun and Oyo) were randomly selected from the six states in Southwestern Nigeria. Using the existing three senatorial districts into which each state was partitioned, the settlement with highest number of adult and non-formal education study centres in each senatorial district was purposively selected. 250 females, comprising 125 participating and 125 non-participating, were randomly selected from each of the selected settlements, and sampled with the use of a set of pretested questionnaire. In all, 1500 women, comprising 750 participating and 750 non-participating women were sampled. Only 1268 copies of the questionnaires, comprising 559 (non-participating) and 709 (participating) were returned and used for analyses. In-depth interviews were also conducted on stakeholders in the study area. Both descriptive and inferential statistics (Chi-square at  $p \leq 0.05$ ) were used in analysing quantitative data, while qualitative data were content analysed. No concrete relationship could be established between fathers' highest formal education and females' participation or non-participation in part-time NCE programmes, though strong association was found between fathers' encouragement and females' participation. The study has provided empirical evidence that fathers, irrespective of level of formal educational attainment, play significant role in determining their daughters' participation or non-participation in part-time NCE programme, in Southwestern Nigeria.*

### Keywords

Education, adult and non-formal education, participation in education, factors inhibiting participation

### Article History

Received 16 June 2018

Accepted 6 July 2019

Published online February 15, 2020

### Contact

Oluyemisi Bamidele Sanni  
oluyemisanni@gmail.com

### Declaration of Conflicting Interests

The author declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

### 1. Introduction

Education has been identified as a key factor in development, irrespective of how development is defined (King, 1995; UNDP, 2002; Obanya, 2003; UNESCO, 2003). That females are generally disadvantaged in participating in education programmes, inhibiting their maximum contributions to national development in their various countries (Indawaba, 1994; UNDP, 1998; Annan, 2003; UNESCO, 2004; Egunyomi, 2006). Realizing negative consequences of hindering females' participation in education spurred the United Nations (UNESCO, 2002) to set the goal of 'Education for All' by the year 2000, which was later shifted to year 2015, aimed at empowering

everybody, most especially females, to be educated enough to contribute their optimal to national development. One of the major strategies planned to use in achieving the targeted goal, especially in providing avenues for adults that either dropped out of formal education, or had no formal education, to have the opportunity of being educated, is Adult and non-formal education, with its various programmes.

Variants of Adult and non-formal education programmes have been introduced into Nigeria, mostly by private organizations, since colonial era, mostly in form of continuing education programmes, correspondence courses and evening schools for extra-mural programmes. With the

<sup>1</sup> Department of Adult and Non-Formal Education, School of Education, Federal College of Education (Special) Oyo, Oyo State, Nigeria

UNESCO declaration, Nigerian government readily embraced mass education programmes to enable the nation achieve mass education and eliminate barriers to people, especially females', participation in education throughout the country. Diverse mass media were used to popularize mass education programmes and incentives in form of study leaves, employment and promotion opportunities, and finance were also provided to enhance adults' participation in adult and non-formal education programmes.

Government's intervention has generated some empirical investigations already documented in the literature on their various levels of successes and challenges. Socio-cultural and economic factors inhibiting females' participation in the various educational programmes, especially, Part-time NCE programmes have been documented in the literature (see, Sanni, 2013 a; 2013b; 2015a; 2015b). A major factor that has not been given adequate attention in the literature, is the possible association between father's highest formal education and factors inhibiting females' participation or serving as challenges in their participation. This is a major gap in knowledge the study set out to fill, using Southwestern Nigeria as a case study, with a view to providing solutions that can take care of the education of the women generally and enhance their contributions to the nation's development.

## **2. Conceptualization and Review of Literature**

Literature on adult and non-formal education reviewed in this section are those that have to do with benefits and challenges of women education; and effects of fathers on daughters.

### **2.1 Benefits and challenges of women education**

General consensus in the literature points to the all-round benefits of educating females. Prominent among these are: ability to make use of health facilities and services for their children and have a higher interest in sending their children to school (Dighe, 1998). Studies have also affirmed that educating women have economic benefits both to their families and the nation (Schultz, 2001; Dreeze and Sen, 2002; Ankerbo and Hoyda, 2003).

Existing literature (Aderinto, 1991; The Nigerian Woman, 1997; Ogidi, 2000) emphasize that females are generally relatively deprived participation in education, and observed females'

general deprivation in participation have been attributed to some factors, prominent among which are: peer group participation (Crosnoe et al., 2008; Aihie, 2009; Kaveh et al. 2014; Gorman, 2015); time spent on household chores (Egun and Tibi, 2010; Arko, 2013; Chinyoka and Naida, 2013; Emmanuel and Ojo, 2013; Kangethe, Lyria, and Nyamanga, 2014; Sa'ad, 2014); responsibility of nurturing the family (Egun and Tibi, 2010; Arko, 2013; Chinyoka and Naida, 2013; Emmanuel and Ojo, 2013; Kangethe, Lyria, and Nyamanga, 2014; Sa'ad, 2014); perceived females' lower mental capability (Wasike, Michael and Joseph, 2013); early marriage (Isen and Stevenson, 2010; DeSilva and Bakhtiar, 2011; Ayodele and Kyari, 2014; Nguyen and Wodon, 2014; Omoeva, Hatch and Sylla, 2014); absence of female role model (Nixon and Robinson, 1999; Drury, Siy and Chryan, 2011); females general tendency for low expectation (Zhang, et al. 2011; OECD, 2012; Wasike, Michael and Joseph, 2013); bereavement (Akerman and Statham, 2011; 2014; Brent, et al. 2012; Ellis, Dowrick and Lloyd-Williams, 2013; Schoenfelder, et al. 2015); parent's attitude (Osiki, 2006; Abu-Saheed, Abu-Saheed and Parakoyi, 2012; Iqba, et al. 2013; Khattak, 2013; Reshima, 2014; Okobia and Ekejiuba, 2015); broken home (Rahman and Uddin, 2009; Omoruyi, 2014); father's level of education (Rahman and Uddin, 2009; Ermisch, and Pronzato, 2010); mother's level of education (Rahman and Uddin, 2009; Ermisch, and Pronzato, 2010); and, husband's level of education (Choia, et al. 2013; Zhao, 2015).

### **2.2 Effects of Fathers on Daughters**

Effects of parents in general, and fathers, in particular, on daughters' development have been given much attention in the literature. Relevant literature that are reviewed in this paper are those relating to effects of fathers on daughters' interpersonal problems and their performances in schools. Zia & Ali (2018) identified the family as playing a role of training ground for all future relationships. They emphasized that daughters get to know how to get along with their husbands, friends, boyfriends and other relations after getting along with their father and brother. They observed that problematic relationships with men, depression symptoms or low level of self-esteem are often the residue of father's desertion. Their study on positive father-daughter relationship and its impact on

daughter's interpersonal problems found that the correlation between father-daughter relationships with daughter's interpersonal problems was inverse at 0.01 alpha level.

Burns & Dunlop (1998) documented that available research literature generally indicates that young adults and adolescents from separated or divorced families but reared under positive parent-child relationship report better social and psychological adjustment than those reared under poor parent-child relationship. Hawkins & Biller (1993) emphasized the importance of supportive fathers in their daughter's live as they can serve as the clear counterforce to prevent male biases in their live views. Pedersen (1994) concluded that poor care from the father side can have a direct impact on children suffering from some psychological problems, like anxiety and depression. Importance of the daughter's closeness to the father in childhood and adolescent period on later life is emphasized by Flouri and Buchanan (2004) in their documenting that: when children grow up with feeling of closeness with their fathers in the period of adolescence, they are more likely to develop a healthy and satisfied adult marital relationship.

It is also documented in the literature that daughters who have or are being raised under disruptive relation with their fathers are generally plagued with a host of problems throughout their lives and too often, problems having to do with a negative impact on their psychological health, their children as well as other interpersonal relations. In the adolescent or young adult age, these girls are more likely to develop psychological and emotional problems and they are more likely to become depressed than the daughters who maintain close relationships with their fathers (Amato & Dorius, 2010; Carlson, 2006; King, & Soboleski, 2006; Stewart, 2003). Schaick & Stolberg (2001) emphasized that whether her parents are married or divorced, the daughter who has a satisfied relationship with her father is generally more satisfied, more trusting and secure in her romantic relationships as compared to the daughter having distant or troubled relationship with her father. Menning (2006) investigated effects of non-resident fathering on school failure, and found that non-resident fathers' involvement and increases in his involvement over time are associated with lower probabilities of school failure among adolescents.

Various literature reviewed in this section have provided insight into the importance and attendant challenges of women education, and diverse ways fathers affect their daughters' lives. What has not been given adequate attention in the literature, thus constituting the major gap the present study set out to fill, is possible association between fathers' highest formal education and daughters' participation or non-participation in adult and non-formal education programmes in general, and part-time NCE programmes in particular, using Southwestern Nigeria as the case study.

### 3. The Study Area

Southwestern Nigeria, as used in this study, is the Southwestern geo-political zone, also known as Southwestern Nigeria, comprising six states of Lagos, Ogun, Oyo, Osun, Ondo and Ekiti. It is bounded to the east by Edo and Delta states, to the west by Benin Republic, to the north by Kwara and Kogi states, and to the south by the Atlantic Ocean. Southwestern Nigeria is very significant in educational development of the country, in that 'Free Primary Education' was declared in the then Western Region that covered most of the present are, save some parts of Lagos state, 63 years ago (1955), and primary and secondary education has been tuition free in government schools since 1979. The nation's educational policy, since 1985, affirmed the National Certificate of Education (NCE) as the least Teachers' certificate in Nigeria. The introduction of Part-time NCE programme to mass produce qualified teachers in the country witnessed proliferation of part-time NCE programmes study centres in every settlement of sizeable population in Nigeria in general, and Southwestern Nigeria in particular. Diverse studies on this programme and the study centres are well documented in the literature. A grey area that has not been given adequate attention in the literature is possible association between father's highest formal education and factors inhibiting females' participation in part-time NCE programmes in the zone. Filling this gap in knowledge is the main rationale for the present study.

### 4. Research Methodology

Both primary and secondary data were sourced for the study. Multistage sampling technique was used in selecting samples for the study. Two states (Ogun and Oyo) were randomly selected from the six states

in Southwestern Nigeria. Using the existing three senatorial districts into which each state was partitioned, the settlement with highest number of adult and non-formal education study centres in each senatorial district was purposively selected. 250 females, comprising 125 participating and 125 non-participating, were randomly selected from each of the selected settlements, and sampled with the use of a set of pretested questionnaire. In all, 1500 women, comprising 750 participating and 750 non-participating women were sampled. Only 1268 copies of the questionnaires, comprising 559 (non-participating) and 709 (participating) were returned and used for analyses. In-depth interviews were also conducted on stakeholders in the study area. Both descriptive and inferential statistics (Chi-square at  $p \leq 0.05$ ) were used in analysing quantitative data, while qualitative data were content analysed.

### 5. Research Findings and Discussion

Results of the research's findings are presented on two key issues of the study: total rating of respondents' perceptions based on fathers' highest formal education; and comparisons between perceptions of participating and non-participating respondents based on fathers' highest formal education. We start with the first.

The study revealed great variations in perception of participating and non-participating respondents on various factors influencing their status of participation or non-participation in part-time NCE programmes in the study area, especially when the respondents are grouped based on their fathers' highest formal education. In this study, emphasis is on the proportion of participating or non-participating respondents that 'at least agreed' that each of the factors influenced their participating or not participating in part-time NCE programmes.

Investigations revealed variations in the proportion of respondents that identified the various factors as affecting their participation status in part-time NCE programme, especially when grouped based on their fathers' highest formal education. For instance, while the breakdown of the highest of proportion of respondents that identified 'peer group' as a factor affecting their participation status were, based on their fathers' highest formal education were: 95.0% (no formal education), 89.4% (primary education) and 63.7% (secondary education), depicting inverse relationship between fathers' highest formal education and proportion of

respondents affected by the factor, distribution of respondents that identified 'religious practice, especially, female seclusion' as a factor affecting their participation status, 78.9% had fathers without formal education, 88.0% had fathers with primary education, and 78.1% had fathers with secondary education (Table 1). This depicted a picture contrary to that presented by the first case concerning peer group's influence.

It is therefore obvious that generalizations could not be made on the association between fathers' highest formal education and females' participation in part-time NCE programme in Southwestern Nigeria. Further investigations were therefore conducted to shed much light on associations between fathers' highest formal education and rating of factors influencing females' participation and non-participation in part-time NCE programmes in the study area. In doing this, 34 factors investigated as affecting females' participation or non-participation were arranged in relation to respondents' fathers' highest formal education, and ranked based on the proportion of the respondents that at least agreed that they influenced their participating or not participating. The results of the investigations, presented in Table 2, revealed great variations in association between fathers' highest formal education and the perceived importance of each of the social factors, as influencing females' participating or not participating in part-time NCE programmes. For instance, three factors were rated highest as influencing non-participants with fathers without formal education. These were: "time spent on household chores" 'Absence of female role models' and 'husband's moral support'. Of these, 'time spent on household chores' was also rated highest by none participants with fathers having primary education and participants with fathers having no formal education. This same factor was rated 7<sup>th</sup> by non-participants whose fathers' had secondary education, 19<sup>th</sup> and 11<sup>th</sup> by participants whose fathers had primary and secondary education respectively.

'Absence of female role model' that was rated 1<sup>st</sup> by non-participating respondents whose fathers had no formal education was rated 28<sup>th</sup> and 22<sup>nd</sup> by non-participating respondents with fathers having primary and secondary education, respectively; and 20<sup>th</sup>, 21<sup>st</sup> and 28<sup>th</sup> by participating respondents whose fathers had no formal education, primary and secondary education, respectively. In the same vein,

'Husband's moral support' that was rated 1<sup>st</sup> by non-participating respondents whose fathers had no formal education was rated 7<sup>th</sup> and 5<sup>th</sup> by non-participating respondents whose fathers, respectively, had primary and secondary education. The same factor was rated 11<sup>th</sup>, 5<sup>th</sup> and 9<sup>th</sup> by participating respondents whose fathers, respectively, had no formal education, primary and secondary education.

It is therefore obvious that generalization could not be easily made on the association between fathers' highest formal education and factors affecting participation in part-time NCE programme in Southwestern Nigeria. Further investigations were conducted to check whether the observed differences in the ratings of the factors by the participating and non-participating respondents grouped on the basis of their fathers' highest formal education was statistically significant. Chi-square tests were conducted on the absolute scores of the factors based on the total number of participating and non-participating respondents that at least agreed that the factors influence her participating or not participating as recorded in Table 1. The Chi-square value of 0.00 obtained at  $p \leq 0.05$  ( $df = 8$ ) indicated that the observed differences in the ratings of the factors were statistically significant.

In-depth interviews conducted have two general patterns indicating association between the various factors and their participating or non-participating status. The first is the general tendency for non-participating respondents to identify the various factors as contributing to their dropping from formal education and their not participating in the part-time NCE programme, while participating respondents perceived the factors in terms of the extent to which the factors either led to their dropping out of formal education, and their ultimately going for part-time NCE programmes, or the extent to which the factors constituted challenges to their participating in the part-time programme. The second is the general tendency to link their fathers' maximum formal educational attainment with the various factors as contributory factors to their participation status.

It is pertinent to provide some vivid experiences of some of the respondents response at in-depth interview programmes conducted in the course of the study. Four cases are cited in this paper. The first case is that of Bolatito, a 32 years old non-participating mother of three children whose father had no formal education. She provided the link

between her father's formal educational status, her peer group and her non-participating thus:

*I am my parents' second child. My father had no formal education and did not attach much importance to schooling. I was fortunate to attend public primary and secondary schools because they were tuition free and communal pressure was on every child in the community attending school at least up to the senior secondary classes. My father's nonchalant attitude towards education and the bad friends I kept in school led to my dropping out of secondary school in my second year in senior secondary school. These factors are still responsible for my not participating in part-time NCE programme.*

Unlike non-participating Bolatito whose father had no formal education, Bosede, a twenty-eight years old mother of a child had a father educated up to the secondary level. She narrated her journey into not participating in part-time NCE programme thus:

*My not participating in part-time NCE programme despite my father being a secondary school certificate holder is due to the influence of my friends who negatively affected my performance in my final secondary school's final examination, and my husband's negative attitude towards education, which has been a major factor inhibiting my rewriting my Ordinary Level examinations that would qualify me for part-time NCE programme.*

The third case is that of participating 29 years old Regina, whose father had no formal education. She attributed her participating in part-time NCE programme to her father's pestering her to further her education despite her woeful performance in her final examinations in secondary school. In her words:

*Despite my father having no formal education, he is the pillar behind whatever I achieve academically in life. Despite my allowing bad company to swerve me to failure in my secondary school days and my early marriage to an auxiliary teacher in a primary school, my father's insistence on my furthering my education together with my husband's ready moral assistance have encouraged my retaking my failed Ordinary Levels papers and enrolling for part-time NCE programme. With these encouraging father and husband, the sky is my limits in academic pursuits.*

The fourth and last case to be cited in this paper is that of Simbiat. Simbiat, a participating 32-year old widowed mother of three had a father who had

secondary education. Right from childhood, she had been encouraged to take education very serious, and she completed her secondary education in very good grade. As the only child of her parents, she got married after her secondary education to a promising graduate manager in a distribution company. Since the husband was financially comfortable, she was requested to be full-time housewife. After giving birth to their third child, the husband died in a motor accident and the lot of taking care of the family rested on her. With the assistance of her father and in-laws, she was able to secure a teaching job in a private school. She later enrolled for part-time NCE programme and she is presently in her final year.

## 6. Conclusion and Recommendations

### 6.1 Conclusion

The study has provided empirical evidence that fathers, irrespective of level of formal educational attainment, play significant role in determining their daughters' participation or non-participation in part-time NCE programme, in Southwestern Nigeria, corroborating earlier findings in the literature on

fathers' effects on daughters' education (e.g. Hawkins and Biller, 1993; Menning, 2006).

### 6.2 Recommendations

Considering invaluable advantages of enhancing educational development of every woman, there is need to encourage full mobilization of the womenfolk in the region, ensuring that no concerted efforts are made to ensure that every female enjoys maximum encouragement from her parents in general and fathers in particular to stimulate her interest in education programmes.

To this end, the following specific strategies are proposed:

- (a) There is the need for general enlightenment campaigns on the importance of fathers and mothers in the development of their children, with incentives for fathers' participation in nurturing their children.
- (b) There is also the need to provide incentives for youths of both sexes to participate actively in part-time NCE programmes in Southwestern Nigeria, to enhance their employment opportunities.

## References

- Abu-Saeed, K., Abu-Saeed, M.B. and Parakoyi, D. B. (2012). Perception, Attitude and Practices of Parents in Okene, Nigeria towards Girl-child Education. *International Journal of Scientific and Research Publications*, 2(8):1-7.
- Aderinto, A.A. (1991). The Girl-child Situation in South Western Nigeria: An Assessment. *Journal of Social Sciences*. 3(1 &2): 97.
- Aihie, O.N. (2009). Effects of Peer Group Counselling and Sex on the Self-concept of Secondary School Adolescents: Implications for Counselling. *Edo Journal of Counselling* 2(2): 189-198
- Amato, P., and Dorius, C. (2010). Fathers, children and divorce. In M. Lamb (Ed.), *Role of the father in child development*. New York: Wiley & Sons.
- Ankerbo, S. and K. Hoyda (2003). *Education as a Means to Women's Empowerment. Approaches to Development* (U-landslære), Aarhus University. Spring 2003
- Annan, K. (2003). Foreword to UNESCO 2003: *EFA Global Monitoring report*. Paris, UNESCO.
- Arko, A.D. (2013). The Effects of Home Environment on Academic Performance of Married Female Distance Learners. *Journal of Education and Practice* 4(14): 117-122
- Ayodele, J. and Kyari, G.V. (2014). The Socio-Economic Effect of Early Marriage in North Western Nigeria. *Mediterranean Journal of Social Sciences* 5(14): 582-592
- Biller, H., (1993). *Fathers at 00 families: paternal factors in child development*. Westport, CT: Greenwood Publishing Group, Inc
- Brent, D.A., Melhem, N.M., Masten, A.S., Porta, G. and Payne, M.W. (2012). Longitudinal Effects of Parental Bereavement on Adolescent Developmental Competence. *Journal of Clinical Child Adolescence Psychology* 41(6): 778-791.
- Burns, A. & Dunlop, R. (1998). Parental divorce, parent-child relations and early adult relationships: A longitudinal study. *Personal Relationships*, 5: 393-407.
- Carlson, M. (2006). Family structure, father involvement and adolescent outcomes. *Journal of Marriage and Family*, 68: 137-154.
- Chinyoka, K. and Naidu, N. (2013). The Impact of Poverty on Girl Learners' Cognitive Capacity: A Case of Zimbabwe. *Journal of Social Sciences*, 35(3): 195-206
- Choia, D., Yoob, M., Chob, Y., Leec, S. and Sanchez-Sotoa, G. (2013). The Effects of husband's Education on Female Migrant Partner's Health and Life Satisfaction in South Korea. Paper Submitted for the 2013 Annual Meeting of the Population Association of America
- Crosnoe, R., Riegle-Crumb, C., Frank, K., Field, S. and Muller, C. (2008). Peer Group Contexts of Girls' and Boys' Academic Experiences. *Child Development*. 79(1): 139-155.
- DeSilva, S. and Bakhtiar, M.M.B. (2011). Women, Schooling, and Marriage in Rural Philippines. *Levy Economics Institute of Bard College Working Paper No. 701*
- Dighe, A. (1998). Women and Literacy. In Stromquist, Nelly P. (ed.): *Women in the Third World – An Encyclopedia of Contemporary Issues*. New York and London: Garland Publishing, Inc., pp.420-423.
- Dreze, J. and Sen, A. (2002). Introduction and Approach; Economic Development and Social Opportunity; & Basic Education as A Political Issue. Chapter 1, 2 & 5

- in: *India – Development and Participation*. Oxford: Oxford University Press, pp. 6,7,35,36,39,161-162.
- Drury, B.J., Siy, J.O. and Chryan, S. (2011). When Do Female Role Models Benefit Women? The Importance of Differentiating Recruitment from Retention in STEM. *Psychological Inquiry*, 22: 265–269.
- Egun, A.C. and Tibi, E.U. (2010). The gender gap in vocational education: Increasing girls access in the 21st century in the Midwestern states of Nigeria. *International Journal of Vocational and Technical Education* 2(2): 18-21.
- Egunyomi, D. (2006). Access to basic education for girls: the Nigerian experience. In: A. Oduaran and H.S. Bhola (eds.) *Widening Access to Education as Social Justice*. Springer, Netherlands. pp. 427-438.
- Ellis, J., Dowrick, C. and Lloyd-Williams, M. (2013). The long-term impact of early parental death: lessons from a narrative study. *Journal of the Royal Society of Medicine* 106(2): 57-67.
- Emmanuel, A.A. and Ojo, T.O. (2013). An Assessment of Some Factors Influencing the Performance of Household Tasks among Women Civil Servants in Lagos State. *European Journal of Logistics Purchasing and Supply Chain Management* 1(2): 1-10.
- Flouri, E. and Buchanan, A. (2004). Early Father's and Mother's Involvement and Child's Later Educational Outcomes. *British Journal of Educational Psychology*, 74: 141-153.
- Gorman, L. (2015). *Peer Effects in the Classroom*. The National Bureau of Economic Research
- Hawkins, A. J. and Biller, H. B. (1993). Fathers and families paternal factors in child development. *Family Relations* 42(4): 473
- Indawaba, S.A. (1994). Women in development: a comparative study of access to Western education in Kano and Oyo States of Nigeria, 1976-1991. *Unpublished Ph.D. Dissertation, University of Ibadan, Ibadan*. pp. 10-65.
- Isen, A. and Stevenson, B. (2010). Women's Education and Family Behavior: Trends in Marriage, Divorce and Fertility. *National Bureau of Economic Research Working Paper* 15725 <http://www.nber.org/papers/w15725>
- Iqba, S., Mohyuddin, A., Ali, Q. and Saeed, M. (2013). Female Education and Traditional Attitude of Parents in Rural Areas of Hafizabad-Pakistan. *Middle-East Journal of Scientific Research* 18(1): 59-63
- Kangethe, N.S., Lyria, K.S., and Nyamanga, A.M. (2014). Gender Socialization Question in Education: Influence on Boys' and Girls' academic Achievement. *European Scientific Journal* 10(19): 279 – 294
- Kaveh, M.H., Hesampour, M., Chanremani, L. and Tabatabafe, H.R. (2014). The effects of a peer-led training program on female students' self-esteem in public secondary schools in Shiraz. *Journal of Advanced Medical Education Profession* 2(2): 63-70.
- Khattak, S.G. (2013). Attitudes of parents towards contemporary female higher education in KPK. *Sky Journal of Educational Research* 1(2): 9-13,
- King, E.M. (1995). Economics of Gender and Education Choices. In Husen, T. and Postlethwaite, T.N. (eds.) *The International Encyclopedia of Education*, 5: 2412-2419.
- King, V., & Soboleski, D. (2006). Nonresident fathers' contributions to adolescent well-being. *Journal of Marriage and Family*, 68: 537-557.
- Menning, C. L. (2006). Nonresident fathering and school failure. *Journal of Family Issues* 27(10):1356 -1382. Oct. 2006
- Nguyen, M.C. and Wodon, Q. (2014). Impact of Child Marriage on Literacy and Education Attainment in Africa. World Bank
- Nixon, L. A and Robinson, M. D. (1999). The Educational Attainment of Young Women: Role Model Effects of Female High School Faculty. *Demography* 36(2): 185
- Obanya, P. (2003). Gils' and women's education: a perspective on the challenge in Nigeria in Iyabo Fagbulu and Rashid Aderinoye (eds) *Nigerian Private Sector and Girls Education* [A report on the 2003 FME/UNESCO/Private Sector Roundtable on "Building momentum to eliminate gender gaps by 2005"] pp.8-21.
- OECD (2012). Gender Equity in Education, Employment and Entrepreneurship: Final Report to the MCM 2012. C/MIN(2012)5
- Ogidi, D.P. (2000). The Socio-cultural Context of the Girl-child Phenomenon: The Case of the Kambari of North Western Nigeria. *An Unpublished Pre-field Seminar Presented at the Department of Sociology, University of Ibadan*. Pp.1.
- Okobia, E.O. and Ekejiuba, P. (2015). Parental Attitudes and Girl - Child Education in Edo State, Nigeria. *Journal of Educational and Social Research* 5(3): 175 - 180
- Omoeva, C., Hatch, R. and Sylla, B. (2014). Teenage, Married, and Out of School: Effects of early marriage and childbirth on school dropout. *Education Policy and Data Center | FHI 360*
- Omoruyi, I.V. (2014). Influence of Broken Homes on Academic Performance and Personality Development of the Adolescents in Lagos State Metropolis. *European Journal of Educational and Development Psychology* 2(2): 10-23,
- Osiki, J.O. (2006). Parental and teacher attitude to girl-child education and economic empowerment. *International Journal of Emotional Psychology and Sport Ethics* 8:34-57
- Pedersen W (1994). Parental relations, mental health, and delinquency in adolescents. *Adolescence*. 29:975–990. [PubMed]
- Rahman, A.U. and Uddin, S. (2009). Statistical Analysis of the Different Socioeconomic Factors Affecting Education of N-W.F.P. (Pakistan). *Journal of Applied Quantitative Methods* 4(1): 88 – 94.
- Reshina, M. (2014). Parents Attitude towards Girl Child Education: A Sociological Study of Haryana. *Research Urb – International Multidisciplinary Research Journal* 1(4): 1-4.
- Sa'ad, T.U. (2014). The Impact of Domestic Responsibilities on the Academic Achievement of Married Women in College of Education, Azare. *Journal of Educational and Social Research* 4(7): 101-107
- Sanni, O.B. (2013a). Socio-Cultural and Economic Factors as Determinants of Females' Participation in Non-Formal Education in Southwestern Nigeria. *Unpublished Ph.D. Thesis, University of Ibadan, Ibadan, Nigeria*.
- Sanni, O. B. (2013b). Adult Education and Females' Security in Nigeria. *Geo-Studies Forum – An International Journal of Environmental and Policy Issues* 6:180-193.
- Sanni, O. B. (2015a). Effects of Social Factors on Females' Participation in Adult and Non-formal Education Programmes in Southwestern Nigeria. *DELSU Journal*

of *Educational Research and Development*. 2(2):147 – 154

Sanni, O.B. (2015b). Effects of Insecurity and Challenges on Females’ Education in Nigeria. *African Journal of Psychological Study of Social Issues*. 18(3):51-57

Schaick, K., & Stolberg, A. (2001). Paternal involvement and young adults’ intimate relationships. *Journal of Divorce and Remarriage*, 36, 99-121.

Schoenfelder, E.N., Tein, J.Y., Wolchik, S, and Sandler I.N. (2015). Effects of the Family Bereavement Program on academic outcomes, educational expectations and job aspirations 6 years later: the mediating role of parenting and youth mental health problems. *Journal of Abnormal Child Psychology* 43(2): 229 – 241.

Schultz, P. T. (2001). Why Governments Should Invest More to Educate Girls. *World Development*. 30(2): 207-225. [http://www.sciencedirect.com/science?\\_ob=ArticleURL&\\_aset=...](http://www.sciencedirect.com/science?_ob=ArticleURL&_aset=...)

The Nigerian Woman (1997). A Magazine of the National Child rights Information Bureau (CRIB) of the Federal Ministry of Information and National Orientation. July – September, 2001.pp.6.

U.N.D.P. (1998). *State of World’s Children*. (No. 20).

UNDP (2002). *Human Development Report*, 2002.

UNESCO (2002). *Global EFA Monitoring report*. Paris, UNESCO.

UNESCO (2003). *EFA Global Monitoring report*. Paris, UNESCO.

UNESCO (2004). *EFA Global Monitoring report*. Paris, UNESCO.

Wasike, A., Michael, N. and Joseph, K.K. (2013). The Impact of Perception on Performance in Mathematics of Female Students in Secondary Schools in Teso District, Kenya. *Journal of Education and Practice* 4(20): 104-110.

Zhang, Y., Haddad, E., Torres, B. and Chen, C. (2011). The Reciprocal Relationships among Parents’ Expectations, Adolescents’ Expectations, and Adolescents’ Achievement: A Two-Wave Longitudinal Analysis of the NELS Data. *Journal of Youth and Adolescent* 40(4): 479-489

Zhao, H. (2015). Effects of Husband’s Education on Wife’s Earnings: The Recent Evidence. *Gettysburg Economic Review* 8: 23-44.

Zia, A. and S. M. Ali (2018). Positive father and daughter relationship and its impact on daughter’s interpersonal problems. *Journal of social science and humanities*. pp.61-68

**Table 1: Father’s Highest Formal Education and Respondents that believed that The Following Factors Affect Their Participation in Part-Time NCE Programmes**

S/N	Factors	Father’s Highest Formal Education								
		None Participating (n = 559)			Participating (n =709)			Total (n = 1268)		
		None(n=245)	Pry(n=213)	Sec(n=101)	None(n=159)	Pry(n=302)	Sec(n=248)	None(n=404)	Pry(n=515)	Sec(n=349)
1	Peer group	241(98.4%)	209(98.1%)	96(95.0%)	143(89.9%)	251(83.1%)	126(50.8%)	384(95.0%)	460(89.4%)	222(63.7%)
2	Time spent on household chores	243(99.2%)	210(98.6%)	94(93.1%)	153(96.2%)	229(75.8%)	128(51.6%)	396(97.9%)	439(85.3%)	222(63.6%)
3	Time spent on nurturing the family	240(98.0%)	196(92.0%)	91(90.1%)	141(88.7%)	242(80.1%)	110(44.4%)	381(94.3%)	438(85.1%)	201(60.0%)
4	Perceived women’s lower mental capability	225(91.8%)	192(90.1%)	54(53.5%)	118(74.2%)	189(62.6%)	22(8.9%)	343(84.8%)	381(73.9%)	76(21.8%)
5	Early marriage	241(98.4%)	200(81.6%)	94(93.1%)	129(81.1%)	208(68.9%)	109(44.0%)	370(91.7%)	408(79.2%)	203(58.2%)
6	Absence of female role model	243(99.2%)	180(84.5%)	83(82.2%)	128(80.5%)	222(73.5%)	63(25.4%)	371(91.9%)	402(78.1%)	146(41.9%)
7	Women’s general low expectations	238(97.1%)	195(91.5%)	95(95.0%)	118(74.2%)	187(61.9%)	82(33.1%)	356(88.1%)	382(74.2%)	178(50.9%)
8	Bereavement	239(97.5%)	186(87.3%)	84(83.2%)	108(67.9%)	191(63.2%)	67(27.0%)	347(85.8%)	377(73.3%)	152(43.6%)
9	Parents discouragement of females education	212(86.5%)	185(86.9%)	94(93.1%)	130(81.8%)	251(83.1%)	211(85.1%)	342(84.7%)	436(84.6%)	305(87.3%)
10	Broken home	216(88.2%)	189(88.7%)	84(83.2%)	140(88.1%)	259(85.8%)	119(48.0%)	356(88.1%)	448(86.9%)	203(58.2%)
11	Religious practice of female seclusion	195(79.6%)	196(92.0%)	90(89.1%)	124(78.0%)	257(85.1%)	188(75.8%)	319(78.9%)	453(88.0%)	278(78.1%)
12	Belief that women’s place is in the kitchen	228(93.1%)	180(84.5%)	74(73.3%)	129(81.1%)	210(69.5%)	72(29.0%)	357(88.4%)	390(75.8%)	146(41.8%)
13	Father’s level of education	231(93.3%)	195(91.5%)	43(42.5%)	144(90.6%)	269(89.1%)	65(26.2%)	375(92.6%)	464(90.1%)	108(30.9%)
14	Mother’s level of education	224(91.4%)	196(92.0%)	86(85.1%)	121(94.1%)	256(84.8%)	130(54.2%)	365(90.3%)	452(87.7%)	216(61.8%)
15	Husband’s level of education	224(91.4%)	198(93.0%)	94(93.1%)	123(77.3%)	237(78.5%)	198(79.8%)	347(85.8%)	435(84.4%)	292(83.6%)
16	Father’s attitude to education	221(90.2%)	176(82.6%)	84(83.2%)	134(84.3%)	227(75.2%)	119(48.0%)	355(87.9%)	403(78.2%)	203(58.2%)
17	Mother’s attitude to education	241(98.4%)	198(93.0%)	94(93.1%)	146(91.8%)	281(93.0%)	128(51.6%)	387(95.7%)	479(93.0%)	222(63.6%)
18	Husband’s attitude to education	239(97.5%)	196(92.0%)	97(96.0%)	150(94.3%)	289(95.7%)	195(78.6%)	389(96.4%)	485(94.1%)	292(83.6%)
19	Fear of sexual harassment	231(94.3)	198(93.0%)	93(92.1%)	116(73.0%)	236(78.1%)	154(62.1%)	347(85.9%)	434(84.2%)	247(70.9%)
20	Absence of female instructors	229(93.5%)	180(84.5%)	40(39.6%)	125(78.6%)	174(57.6%)	30(12.1%)	354(87.7%)	354(68.7%)	70(20.0%)
21	School program conflicting with local norms	224(91.4%)	196(92.0%)	64(63.4%)	70(44.0%)	179(59.3%)	63(25.4%)	294(72.7%)	375(72.9%)	127(36.3%)
22	Direct cost of program	228(93.4%)	192(90.1%)	81(80.2%)	138(86.6%)	190(62.9%)	97(39.1%)	366(90.7%)	382(74.2%)	178(50.9%)
23	Indirect cost of program	234(95.5%)	180(84.5%)	72(71.3%)	123(77.3%)	207(68.5%)	93(37.5%)	357(88.4%)	389(75.1%)	165(47.3%)
24	Opportunity cost of education	226(92.2%)	195(91.5%)	81(80.2%)	140(88.1%)	219(72.5%)	97(39.1%)	366(90.7%)	414(80.4%)	178(50.9%)
25	Perceived limited employment opportunities	234(95.5%)	175(82.2%)	83(82.2%)	110(69.2%)	207(68.5%)	82(33.1%)	344(85.2%)	382(74.2%)	165(47.3%)
26	Money made from present business	219(89.4%)	198(93.0%)	95(94.1%)	123(77.3%)	208(68.9%)	121(48.8%)	342(84.7%)	406(78.9%)	216(61.8%)
27	Lack of sponsorship	236(96.3%)	189(88.7%)	94(93.1%)	134(84.2%)	222(73.5%)	128(51.6%)	370(91.9%)	411(79.9%)	222(63.6%)
28	Timing of studies’ contact	230(93.3%)	189(88.7%)	82(81.2%)	136(85.5%)	261(86.4%)	115(46.4%)	366(90.7%)	450(87.4%)	197(56.4%)
29	Need to provide for children’s education	238(97.1%)	192(90.1%)	76(75.2%)	137(86.2%)	256(84.8%)	89(35.9%)	375(92.8%)	448(87.0%)	165(47.3%)
30	Mother’s occupation	231(94.3%)	187(87.8%)	82(81.2%)	137(86.2%)	248(82.1%)	197(79.4%)	368(91.2%)	435(84.4%)	279(80.0%)
31	Father’s occupation	234(95.5%)	192(90.1%)	86(85.1%)	128(80.5%)	234(77.5%)	111(44.8%)	362(89.7%)	426(82.7%)	197(56.4%)
32	Husband’s occupation	240(98.0%)	194(91.1%)	86(85.1%)	31(19.5%)	244(80.8%)	187(75.4%)	371(91.9%)	438(85.0%)	273(78.2%)
33	Husband’s financial support	228(93.1%)	193(90.6%)	99(98.0%)	111(69.8%)	273(90.4%)	236(95.2%)	339(83.9%)	466(90.5%)	335(96.0%)
34	Husband’s moral support	234(99.2%)	197(92.5%)	95(94.1%)	139(87.4%)	261(86.4%)	140(56.4%)	382(94.5%)	457(88.8%)	235(67.2%)

Source: Field Survey, 2016



**Table 2: Ranking Father's Highest Formal Education and Respondents that believed that the Following Factors Affect their Participation in Part-time NCE Programmes**

S/N	Factors	Father's Highest Formal Education											
		None Participating (n = 559)						Participating (n =709)					
		None	Rank	Primary	Rank	Secondary	Rank	None	Rank	Primary	Rank	Secondary	Rank
1	Time spent on household chores	99.2%	1	98.6%	1	93.1%	7	96.2%	1	75.8%	19	51.6%	11
2	Absence of female role model	99.2%	1	84.5%	28	82.2%	22	80.5%	20	73.5%	21	25.4%	28
3	Husband's moral support	99.2%	1	92.5%	7	94.1%	5	87.4%	11	86.4%	5	56.4%	9
4	Peer group	98.4%	4	98.1%	2	95.0%	3	89.9%	7	83.1%	11	50.8%	14
5	Early marriage	98.4%	4	81.6%	34	93.1%	7	81.1%	18	68.9%	25	44.0%	21
6	Mother's attitude to education	98.4%	4	93.0%	3	93.1%	7	91.8%	5	93.0%	2	51.6%	11
7	Time spent on nurturing the family	98.0%	7	92.0%	8	90.1%	14	88.7%	8	80.1%	15	44.4%	20
8	Husband's occupation	98.0%	7	91.1%	17	85.1%	16	19.5%	34	80.8%	14	75.4%	7
9	Bereavement	97.5%	9	87.3%	26	83.2%	19	67.9%	32	63.2%	29	27.0%	31
10	Husband's attitude to education	97.5%	9	92.0%	8	96.0%	2	94.3%	3	95.7%	1	78.6%	5
11	Women's general low expectations	97.1%	11	91.5%	13	95.0%	3	74.2%	27	61.9%	32	33.1%	26
12	Need to provide for children's education	97.1%	11	90.1%	17	75.2%	28	86.2%	13	84.8%	9	35.9%	25
13	Lack of sponsorship	96.3%	13	88.7%	23	93.1%	7	84.2%	16	73.5%	21	51.6%	11
14	Indirect cost of program	95.5%	14	84.5%	28	71.3%	30	77.3%	24	68.5%	27	37.5%	24
15	Perceived limited employment opportunities	95.5%	14	82.2%	33	82.2%	22	69.2%	31	68.5%	27	33.1%	26
16	Father's occupation	95.5%	14	90.1%	17	85.1%	16	80.5%	20	77.5%	18	44.8%	19
17	Fear of sexual harassment	94.3%	17	93.0%	3	92.1%	13	73.0%	29	78.1%	17	62.1%	8
18	Mother's occupation	94.3%	17	87.8%	22	81.2%	24	86.2%	13	82.1%	13	79.4%	4
19	Father's level of education	93.5%	19	91.5%	13	42.5%	33	90.6%	6	89.1%	4	26.2%	32
20	Absence of female instructors	93.5%	19	84.5%	28	39.6%	34	78.6%	22	57.6%	34	12.1%	33
21	Timing of studies' contact	93.5%	19	88.7%	23	81.2%	24	85.5%	15	86.4%	5	46.4%	18
22	Belief that women's place is in the kitchen	93.1%	22	84.5%	28	73.3%	29	81.1%	18	69.5%	24	29.0%	30
23	Direct cost of program	93.4%	22	90.1%	17	80.2%	26	86.6%	12	62.9%	30	39.1%	22
24	Husband's financial support	93.1%	22	90.6%	16	98.0%	1	69.8%	30	90.4%	3	95.2%	1
25	Opportunity cost of education	92.2%	25	91.5%	13	80.2%	26	88.1%	9	72.5%	23	39.1%	22
26	Perceived women's lower mental capability	91.8%	26	90.1%	17	53.5%	32	74.2%	27	62.6%	31	8.9%	34
27	Mother's level of education	91.4%	27	92.0%	8	85.1%	16	94.1%	4	84.8%	9	54.2%	10
28	Husband's level of education	91.4%	27	93.0%	3	93.1%	7	77.3%	24	78.5%	16	79.8%	3
29	School program conflicting with local norms	91.4%	27	92.0%	8	63.4%	31	44.0%	33	59.3%	33	25.4%	28
30	Father's attitude to education	90.2%	30	82.6%	32	83.2%	19	84.3%	15	75.2%	20	48.0%	16
31	Money made from present business	89.4%	31	93.0%	3	94.1%	5	77.3%	24	68.9%	25	48.8%	15
32	Broken home	88.2%	32	88.7%	23	83.2%	19	88.1%	9	85.8%	7	48.0%	16
33	Parents discouragement of females education	86.5%	33	86.9%	27	93.1%	7	81.8%	17	83.1%	11	85.1%	2
34	Religious practice of female seclusion	79.6%	34	92.0%	8	89.1%	15	78.0%	23	85.1%	8	75.8%	6

Source: Field Survey, 2016