

Attitude of Parents toward Western Education in North Eastern Nigeria“Case Study Chibok Local Governmetn Area of Borno State”.

Hammajam A. A^{1,4*}, Moh'd Galdi², Idris S.N³

¹Department of Mechanical Engineering Technology Federal Polytechnic, Damaturu P.M.B 1006 Yobe State, Nigeria

² Centre for Distance Learning, Faculty of Education, University of Maiduguri P.M.B 1069 Nigeria.

³Department of Social Work, Ramat Polytechnic Maiduguri, Nigeria

⁴Universiti Putra Malaysia, Department Mechanical and Manufacturing Technology 43400 Serdang Selangor.

Abstract: This research work, “attitude of parents toward Western education” In Chibok Local government area has given an ample opportunity to determine and summed up the opinion of stake holder in the area of social, religion, cultural, tradition and educational background of parents in the area. Understanding these factors will provide a substantial venue for government policy planning in terms of needs and encouragement to the parents in the area for manpower development and future of our youth. From the study carried out, it was discovered that the attitude of parent under this research have great influences on the attainment of western education of their children. Chibok local government area is so positive towards western education. This may be due to the influence of early settlement of the Christian missionaries in the area, respect of the basic economic constrain. It can be assumed that 68% of the people of the five districts are educational influenced. The impact of parents low economic status, create impact on formal education.

Keywords: Chibok, western education, attitude, parent, kibaku

1.Introduction

Western education, can be seen as a knowledge acquired by Africa – through coming of the western missionaries and western elites. Prior the establishment of elementary schools in the area in 1922, that is western type of education, Islamic education had gain ground apart from the traditional system of education ran by the people of the area just as other African people.

Gwandang Yaga (2001) in his book, the history of Kibaku, stresses the traditions of people and their earlier education to back 1858. This study was designed to find out the parents attitude toward western education in Chibok local government area of Borno State. Since the introduction of western education in 1929, there are still some lapses in various places in the area Fafuwa (1982). Hence, the researcher will look into the problems as to why the people in the areas have shown less concern on western education. Such problems as; religion, socio-economic, cultural aspects. Probably the people saw that by sending their children to school the children will be Christianised since the western education was first brought to the area by the missionaries that were sent by the European Church to spread gospel. When elementary school was established in Pying in present Likama ward, many parent felt reluctant to send their children to school. Parents wanted to train their children in their occupations, Dahiru (1991). That is, farmers wanted their children to be great farmers as themselves; as such they would not willingly surrender their children to go to school, Gwandang Yaga (2001).

1.2 Brief History Of Chibok Local Government

Chibok local government area which is the centre of my findings is one of the kingdom created by the British missionaries in order to reward her native colonial servant, her political agent or some people called him the interpreter to the British conquest of Northern Nigeria “Sir Era Petre”, Gerald and (Lois 2011). That does not mean however, that there was no village in extents prior the British creation of Chibok town.

Chibok was earlier called Kwipaya which was given by her ruler Mai Njabba in the first decade of the twentieth century. Therefore, all taxes collected were sent to Mai –Idris Aloomaa which was headquarters of the ruling area, Gwandang Yaga (2001).

In 1913, the marghi District including Kibaku were regrouped together to form stronger marghi District with headquarter at Dambo’a. In 1910s there was a boundary demarcation between Adamawa (Gongola) and Borno provinces which resulted in the division of the ethnic groups. All the colonial government did was that which suited their economic and political interest which on the other hand would enable them imposed a direct administration through their native people.

I. Reviewed Research

African education system is not a formal, but it is based on well integrated set of values which are strictly absorbed by all concern. Fafuwa (1974), it is also practical or pragmatic in nature and approach. While it is preparing undivided for life his/her community, the over importance of the community is made to over shadow that of the individual. The African system is therefore, community centered Gwadang (2001). Generally, attitudes responses and reaction to anything education or otherwise is determined by their history as people, their socio-cultural evolution and development of their common or share experience brought out the period of iterating with and surveying the evolutionary states in their history as people, Isaac (2014).

In his West Education and the Nigeria cultural background, Nduka (1964) conceding Margarte read and explains that the attitudes of the native Nigerians towards western education could generally be considered fewer than three stages; such as;

- a) Fierce resistance
- b) Partial acceptance
- c) Almost total acceptance.

Economic as a factor responsible for low educational attainment of children (UNICEF REPORT 2002) and other factors are variables account for relativity in the parameter.

Dahiru (1991) stated that attitude of parents toward western education is primarily influenced economically, cultural and religiously. While, Majasan (1975), observed that the aim of western education according to the traditional man is to produce a "Goodman". Different nation, or parents have varied reasons for sending their children to school, but the ultimate aim is to make the man self sufficient and to be able to contribute his quota to the nation building.

Northern and southern attitudes toward western education differed greatly, so even when Katsina College was established for a long time there were no southerners in the school. Their emphases were mostly on Islam. Sir Ahmadu Bello the late Premier of Northern Nigeria received his training there as well as several northern leaders, Dahiru (1991). He regretted the absence of southerners in the school. He had this to say "there were no people from non-Muslim area among us, as it might have been better to have more varieties of men in the college" Bello (1962). Lamented that the programme reflected only the culture of Muslim north and they were only being prepared for leadership rules in the Muslim north.

James M. (1970) of Ohia University, US advances teachers College Kano, Nigeria in his little work parental attitude toward education in Northern Nigeria dealt with problems of education of boys and girls. He tried to measure some of the attitude of parents in kano. There appears to be some parents' favour their children engage in reading and writing Arabic because of religion inclination to western education.

2.1 Findings

Some findings enumerated some of the problems or reasons that some parents were relegated to look children (girls) to school. Thus,

- (i) Parent feels schooling interferes with marriage of girls at their proper age.
- (ii) They felt that girls become lazy after they received western education
- (iii) They felt girls are meant to stay at home
- (iv) Girls lose interest in home management once they are educated. So on.

In another development, similar research has been conducted by Teningson in conjunction with Park. They defined two areas of research on attitude scale and its importance to attitudes towards western education, the first area addressed the learning question.

- (a) How is knowledge about a given concern actually stored and retrieved in memory through the use of attitude scale in education?
- (b) The second area addressed the content structure of the attitudes of people towards western education what is their relationship of attitude to other concepts that are stored in memory.

However, from the views and opinions of aforementioned researchers, one could understand and perceived that western education in Nigeria was influenced socially, morally, economically and culturally as well as religiously. In this regard Chibok Local Government Area is expected to observe similar characteristics.

II. Methodology Of Research

3.1 Sample

By definition, sample refers to the people used in carrying out this research. The structured out of researcher work in the local Government districts so as to achieve the objective of the study. This is because different parents' attitudes and personalities located in area understudy, and the researcher is mainly concerned with their attitudes towards western education, Martha et al (2014). It is not possible to study all parents in the area; although the target population for the study covers all parents living in the area and children in institutes of

learning. In order to achieve and facilitate collection of data, a total of hundred and fifty parents were selected, thirty from each of the five districts so as to have fair distribution and collection of facts.

In this hypothesis in mind a questionnaire will be prepared with the help of colleagues. This may contain not less than eight (8) questions tactically covering social, economic, cultural, religion, and personal point of view of the subject under study. Nevertheless, some more questions were employed in the process of administering the questionnaires so as to elaborate and explain the questions where need arise.

The researcher who is a person from the area of study and knowing full well that the culture and economic background of the parents in the area determine the degree or how they send their children to school, have decided as mention in the subject above that the local government is divided into five districts, Chibok Town, Whuntaku, Kautikari, Kwaraglim and Mbalala.

3.2 Population

It is not possible to study all the parents in the areas, although the target population for the study covers all parents living in the area and those having children in the Institutions. In order to facilitate data collection, a total of one hundred and fifty (150) parents were selected, thirty (3) from each district for fair data from facts.

3.3 Instrument For Data Collection

In conducting this research, the researcher used questionnaire techniques as a source of data collection. Considering the hypothesis in mind a questionnaire was prepared, these contains not less than fourteen (14) questions tactfully, set covering social, economic, cultural, religion and personal point of view of the subject under study

3.4 Administration And Data Collection

Nevertheless, some more questions were employed in the process of administering the questionnaires so as to elaborate and explain the questions needed arise. Apart from the above mentioned methodology, another strategy taken to make the study a reality was the random selection of parents from every district, and engagement of some hands to distribute the questionnaire and retrieve them for analysis.

3.5 Method Of Data Analysis

The analysis of the data would be sum in accordance with the objectives of the study. To quantify the opinion gathered from sample, because these raw opinions cannot be used to draw conclusion. It can be quantified numerically. The values in numbers and manipulated accordingly to obtain desired out come. Analysis of this data was done in sequential steps to make the findings more meaningful and less ambiguous. The responses of the total sample was analysed in a tabular form with regards to the items in the questionnaire so as to find out the nature of the attitude of parents taken as simple unit.

III. Results And Discussion

The primary aim of this content is to analyze the data collected for the study. This is to quantify the opinions gathered from the samples. Numerically, the values in numbers can be manipulated accordingly. Analysis of the data summed firm in accordance with the objective of the study. To find out the pattern of study under review, in addition to find out where these patterns of particular attitudes lies in terms of their age, educational background, religion, socio-economic, cultural background as factors responsible for their attitude. The responses of the total sample was analysed in regards to the items in the questionnaire so as to find out the nature of the attitudes of parents taken as a unit.

Table. 1 Educational background and percentage score of parents' perception about western education.

Traditional/Qur'anic Level Of Education		
NO. RESPOND	POSITIVE (%)	NEGATIVE (%)
54	33	67

Primary Level of Education		
NO RESPOND	POSITIVE (%)	NEGATIVE (%)
42	44	66

Secondary Level of Education		
NO RESPOND	POSITIVE (%)	NEGATIVE (%)
34	80	20

Tertiary Level Of Education		
NO RESPOND	POSITIVE (%)	NEGATIVE (%)
27	67	33

The above tables shows the percentage scores of parents attitude about western education in relation to their educational background

Fifty four (54) responds which represent 40% of the total sample have gone to school; some have only attended Qur’anic school. Hence they perceived western education negatively. Thus, this can be seen from the table that 33% view western education positively while, 67% perceived it negatively.

Forty four (44%) respondents which represent 32% of the total sample attended primary school. Their perceptions to the study represent 70% negative. From the table it reveals that 37 parent of the total 150 respondents which represent 29% of the total sample attended secondary school education. Their perception is 80% positive while, 20% negative. Hence these interpretation tally with the subsequent tables and their response in percentages.

The above information reveals that local level of education or background contributes to the negative perception of western education by parents. Base on these findings, the educational background of patents indicates that their children can hardly get a stimulating environment normally expected from educated parents but, demonstrated their interest in western education.

Table. 2 Religious Point Of View And Percentage Perception About Western Education

FACTOR	NO RESPONDENT	+ VE RESP	-VE RESP
RELIGION	150	52%	48%

Table 2 reveals the religious perception of parent’s attitude towards western education. The accumulative analysis of the five (5) districts shows that out of the one hundred and fifty (150) respondents, 52% responds positively while, 48% negatively. This cannot be unconnected with the influences of missionary(s) that settled in the area since 1809.

This shows that the area under review have strong concern about western education, in terms of religion perspective. Hence, the slogan of anti-Islam has little impact. But it is the impediment in some relative area. Furthermore, some Mallams still believe that western education spoil children and it is anti-Islam.

Table. 3 Socio-Economic Factor And Percentage Scores Of Study

FACTOR	NO RESPONDENT	+ VE RESP	-VE RESP
SOCIO-ECONOMIC	150	44%	66%

The above table shows the socio-economic position of the people. It is a determining factor in their attitude about western education. 44% of the total respondents perceived western education positively; while 66% sees it negatively. Large percentages of the sample were farmers; they depend largely on farming as a source of livelihood. It is obvious that more hands the parent would prefer as it will result in more produce on the farm. Hence parent would prefer children spending times on farm to school hours. Conjointly, the school is viewed as a great obstacle to the required services of the children at home. It was discovered that children contribution on farm and similar responsibilities is believed by parents to be more important to schooling.

Table. 4 Cultural Factor And Percentage Scores Of Parent under Study

FACTOR	NO RESPONDENT	+ VE RESP	-VE RESP
CULTURE	150	60%	40%

From the above table, it reveals that culture does not constitute the impending factor or progress of western education in the area under review. This may not be unconnected as a result of missionaries’ awareness that western education frees people from forcing or external domination. These shows as more and understand that parents will over look the idea of disrespect from children for their parent as result of western culture.

The cumulative analysis of the factors which is graphically represented fig. 4. Clearly reveal the actual responses of the parents. The graph shows the factors which were comparatively analysed to determine the degree of positive and negative responses or otherwise in relations to another. And understanding among which one has, more influence of the attitude of the parents in Chibok local government area.

The concepts of education and reasoning used in the connecting ideas of education which clearly reveal by the graph, will make people thinking about it as clear explicit and logical, as possible. The distribution analysis in summary on the graph shows whole analysis and very easy to determine and understand the areas of concern and what is responsible for the parent’s attitude towards western education.

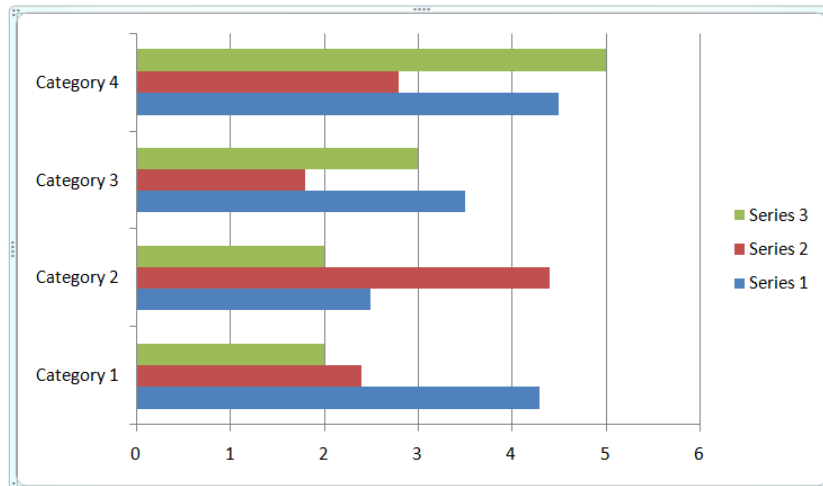


Figure 1. Show the summary of the parent attitude base on the factors above

IV. Summary And Conclusion

The research covers all aspect of life of the people of Chibok local government area of born state. Historical geographical, cultural and political setups carry emphasis that reveals the degree of the people’s attitude towards western education. Also their socio economic and religious were examined. From the study carried out, it was discovered that the attitude of parent under this research have great influences on the attainment of western education of their children. This study also looked into those aspects prevalent in the society which serves as a sound footing to the development of western education for their children in the area. Thus, this area through enlightenments, motivations, and government effort will in small time attain great sufficiency in modern knowledge and technology through western education.

In conclusion, Chibok local government area is so positive towards western education. This may be due to the influence of early settlement of the Christian missionaries in the area, respect of the basic economic constrain. It can be assumed that 68% of the people of the five districts are educational influenced. The impact of parents low economic status, create impact on formal education.

Appendix I Research Design Questionnaire

Introduction;

I am a staff with Federal Polytechnic Damaturu. Iam conducting a research on attitudes of parents towards western education in Chibok Local Government Area of Borno State.

Sample Questionnaire;

Please I solicit for your assistance to fill out this questionnaire by making a tick () in the correct place indicating your honest opinion on each matter.

Sincerely,
Hammajam A.A

Personal Data

- What is your age? Below 25 (), 25-40 (), 40+ ().
- What is your educational qualification? None (), primary (), secondary (), tertiary ().
- How do you consider your economic status? Poor (), average (), rich ().
- What is your religion? Islam (), Christianity (), traditional (), none ().
- How many children do you have? None (), 1-3 (), 4-6 (), more than 6 ().
- How many of your children are in school? None (), all ().

Attitude Toward Western Education

- Do you think western education is necessary for you children’s well being? Yes (), no (), indifferent ().
- If your answer to no.1 above is “no” why.....
- If you have children how many would you want to send to school, if you have the means? None(), some (), all ().

- d. If you have sexes among your children, which sex will you prefer to send to school? Male (), female ().
- e. If want children to go to school, up to what level do you want them to get to? Primary (), secondary (), tertiary ().
- f. If you don't want your children to attend western education why? Social reason (), economic reason (), personal (), religion (), culture ().
- g. What do you think are the advantage of western education?
- h. What do you think are the disadvantage of western education?

References

- [1]. Gerald, A.N, and Lois, R.N 2011, *The Life Among Chibok People in Nigeria*. McPherson, KS: Gerald Neher Publishing USA.
- [2]. Martha W. A, Ana C. S, Alayna N .B, Yvonne S. K, Mitchell J. N,2014; Middle School Students' Conceptual Understanding of Equations: Evidence from Writing Story Problems: *International Journal of Educational Psychology*.Vol.3 No.3 pp 235-264.
- [3]. James Majasan, 1998, *Educational Policy and Reform: General Quantative Education and Development*, Spectrum Books Limited, pp29-33
- [4]. Fafuwa, A.B. 1974, *The History of Education in Nigeria*, Allen and Unwin Australia, pp101-103.
- [5]. Isaac Prilleltensky , 2014; *Justice and Human Development: International Journal of Educational Psychology*, Vol.3 no.3 pp287-305
- [6]. Abdulsalam, A.B and Peter A.1978, *The link of Scholar the Islamic tradition of education in Nigeria*. Macmillan.
- [7]. Blackmore Evokey, B.A 1981, *Sociology of education for Africa*. George Allen and Unwin Ltd London.
- [8]. Dahiru, U.A. 1991, *Parents and education in Askira chiefdom*. University of Maiduguri Press Limited.
- [9]. Dahiru S. M, Shiaism and the Islamic movement in Nigeria 1979-1991. In: *Islam et sociétés au Sud du Sahara*: (1993), no. 7, p. 5-16 :
- [10]. Fafunwa, A.B and Adeniji (eds) 1974, *education in Nigeria*. Institute of education of Ife,Nigeria.
- [11]. Ngwandang Y.A, 2001, *History of Kibaku people*, University of Maiduguri Press Limited.
- [12]. Sani, B. 1984, *educational achievement in Kirte LGA Bauchi State*. University of Maiduguri. University Press Limited.