



INFLUENCE OF FEMALE TEACHERS ON CHILD DEVELOPMENT IN ENUGU EDUCATION ZONE OF ENUGU STATE NIGERIA

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Abstract: The study was designed to ascertain the influence of female teachers on child development in Enugu Education zone of Enugu State, Nigeria. The study adopted descriptive research design. Four research questions were formulated and guided the study. Multi-stage sampling procedure was used for the selection of 144 respondents, comprising 72 female teachers from primary schools and 72 female teachers from secondary schools of the 3 Local Government Education Authorities (LGEAs) in Enugu Zone. A structured questionnaire titled Female Teachers and Child Development Questionnaire (“FTCDQ”), was developed by the researcher and guided the study. The 43 item questionnaire as trial-tested on a sample of 10 female primary school teachers and 10 female secondary school teachers in Awka education zone of Anambra State. The data obtained were computed using cronbach alpha method. This gave an overall reliability score of 0.75. The four research questions were answered and data collected were analyzed using mean and standard deviation. The findings of the study showed among others that female primary and secondary school teachers agreed that female teachers have influence on child physical and cognitive development. Based on the findings of the study, the researcher recommends among others that the government, through Ministry of Education should adjust the curriculum where necessary to expunge those aspects that carry much of gender stereotype that reflects the societal expectations of each gender. Again, parents should send their children to school based on ability of the child, the gender of the child notwithstanding. Also, the society should abolish cultural beliefs and traditional practices that make women have limited access to economic rights and privileges. Hence, those societal values and norms such as the practice of patriarchy that gave women lower social status and hinders them from showing their hidden potentials should be abolished. Then, based on the findings of the study recommendations were made and suggestions for further studies were highlighted.

Keywords: Female Teachers, Child Development, Physical Development and Cognitive Development

Introduction

Education is a powerful tool for breaking the cycle of poverty; supporting child survival, growth, development and well-being, as well as closing the gap in social inequality as knowledge in hygiene and disease prevention can greatly reduce the number of preventable deaths. Furthermore, girls’ education is particularly impactful for future generations: children of educated mothers are much

more likely to go to school than children of mothers with little or no education

Education in any normal society is accepted as an instrument to power, prestige, survival, greatness and advancement for men and women. Education also is the process of providing information to an inexperienced person to help the individual develop physically, mentally, socially, emotionally, spiritually, politically and economically (Osinulu (2014) and Akinpelu (2017).

British International Journal of Education And Social Sciences

An official Publication of Center for International Research Development

Double Blind Peer and Editorial Review International Referred Journal; Globally index

Available www.cirdjournal.com/index.php/bijess/index; E-mail: journals@cird.online



education can rightly be said to be the key to effective participation in CD. Women from time immemorial have been saddled with many family responsibilities and assigned many roles such as custody of children, maintenance of the home, feeding of the family, preservation of family health.

Women rear children at their formative years and the level of their education attainment influences the development of their children. Varghese (2011) submits that mothers' educational background influences the overall development of the child including the academic achievement. According to Fadeiye and Olonegan, (2015) the educated mother would be in a good position to be second teacher to the child; and even guide and counsel the child on the best way to perform well in education and provide the necessary materials needed by the child.

A child according to the United Nations Children's Fund UNICEF (2013) is a human being below the age of 18 years. A child is a son or daughter of human parents. Obinaju (2004) defines a child as a young person, especially between infancy and youth. Similarly, the Universal Basic Education (UBE) (2009) sees a child as a person of primary or junior secondary age who is between the age of 6 years and 16 years whether disabled or not. However, the interpretations and meanings given to child as a concept have always varied depending on the situation and context within which it is used but in this study; a child is conceived as a person from the age of 6 to 18 years under the care of parents, teachers, head teachers, principals and securities in primary and secondary schools.

Child development globally is one of the greatest concerns of parents, teachers, communities and the government. A child is in the developmental stage of childhood, between infancy and adulthood. During these stages, sequence of developments occurs in a child's life until the child reaches adulthood. For the present study, child development could be seen as a growth and progressive increase and

continuous advancement of a child from birth to death. It could also be seen as a sequence of changes in human beings that begins with conception and continues throughout life. A child's degree of development depends to a large extent on the mother's level of education. Abama and Kwaja (2013) opined that mothers with high level of education seem to be responsive to their children and are willing to listen to their questions. Their disciplinary methods are supportive rather than punitive. In other words, children of such mothers are free to ask question and are responded.

According to Woolfolk (2011), child development is divided into four basic areas- physical, personal, social-emotional and cognitive developments.

Today the important of girl child education have been stressed by scholars. Varghese (2011) stressed that Girl-child education involves equipping girls who later grow up to women with the knowledge, abilities and mental powers with which they will be useful to themselves, the family and the society.

The importance of the Education of girl child cannot be over-emphasized in any society, because they (girl-child), constitute more than half of the population in most societies; their education is vital to any sustainable development Ballara, (2012) The acquisition of skills, the girl child in adulthood contributes a lot to societal development. A woman's education affords her the opportunity to take advantage of family planning facilities which results in fewer births of children and less social and economic burdens on families and society in general. Ballara added that women education involves all effort that is geared towards harnessing the hidden or untapped potentials in women. Women education has been cited severally as the single most important and powerful investment that any nation can make, especially developing countries can make. This will eventually translate into better living conditions for families and increase productivity in such nations (Wangari, 2002).



Women education no doubt affect every sector of the economy and should not be taken for granted

In the bid to promote women education, many programmes have been used at various periods by the government as noted earlier. They cater for both rural and urban women who desire to further their education. These include women with special needs such as nomadic and women in river line areas including women in purdah and drop outs of all categories. The overall aim is to avail all women equal educational opportunities at all levels irrespective of their age, locality, creed or social status.

However, cultural belief and traditional practices are not helping matters in some parts of the country as it regards to women education. Omolewa (2008) noted that some Nigerian societies believes that women should be seen and not heard, that their access to education will make them to be heard, others believe that educated women do not make good house wives or mothers, some fear that they may not even get husbands to marry them (Nwaji, 2011). Also the practice of patriarchy equally has adverse implication on women education (Okafor, Akinwale and Hassan, 2007), According to the authors, female children however are undervalued in most parts of the world where there is greater preference for male children. This singular factor also impedes female's educational advancement

In our contemporary society, women make up more than half of the Nigerian population, and they have been known to have contributed in many ways to the development of the society (Marshal, 2013). Hence, for the girl-child to face the challenges of our time, full participation requires they have access to the benefits of formal and informal education to the same level, and of the same quality as that given to the men. Marshal stressed that it is the only way the girl-child can contribute maximally to the socio-economic development of their communities and Nigeria at large. Hence the development of our society would be grossly lopsided if the girl child is not given quality education. . In order for women to adopt effective child

rearing practices, their education must be pursued with high level of commitment on the side of government and with cooperation from stakeholders in education (Egwu, 2014). This study therefore examine influence of female teachers on child development in Enugu Education Zone of Enugu State

Objectives of the study

The main purpose of this study is to find out the influence of female teachers on child development in Enugu Education Zone of Enugu State. Specifically, the study seeks to

1. Determine the influence of female teachers on child physical development in Enugu Education Zone of Enugu State.
2. Ascertain the influence of female teachers on child cognitive development in Enugu Education Zone of Enugu State.

Research Questions

The following research questions were formulated to guide the study.

1. What is the influence of female teachers on child physical development in Enugu education zone of Enugu State?
2. What is the influence of female teachers on child cognitive development in Enugu education zone of Enugu State?

Research Hypothesis

Female teachers have no significant influence on the child physical development in Enugu educational zone of Enugu state

Female teachers have no significant influence on the child cognitive s development in Enugu educational zone of Enugu state

Review of Literature

Concept of Female Education and Development

According to Woolfolk (2011), child development is divided into four basic areas- physical, personal, social-emotional and cognitive developments. These basic types



of child development consist of other developments such as intellectual, moral, language and emotional development (White, Hayes and Livesey, 2015).

Physical Development

Physical development refers to physical body changes. It occurs in a relatively stable, predictable sequence. It is orderly, not random. Changes in bone thickness, vision, hearing, and muscle are all included (Omigbodun and Olatawura, 2013). Changes in size and weight are also part of physical development. Physical skills, such as crawling, walking, and writing, are the result of physical development. These skills fall into two main categories such as gross-motor and fine-motor development. Gross-motor development involves improvement of skills using the large muscles in the legs and arms, such activities as running, skipping, and bike riding fall into this category whereas, fine-motor development involves the small muscles of the hands and fingers (Woolfolk, 2011). Grasping, holding, cutting, and drawing are some activities that require fine motor development.

Cognitive Development

Cognitive development, sometimes called intellectual development, refers to processes people use to gain knowledge (Woolfolk, 2011) Language, thought, reasoning, and imagination are all included. Alade, and Osakinle, (2013) added that identifying colors and knowing the difference between one and many are examples of cognitive tasks. Language and thought are a result of cognitive development. These two skills are closely related. Both are needed for planning, remembering, and problem solving. As children mature and gain experience with their world, these skills develop.

Social-Emotional Development

The third area of concentration is called social-emotional development. This is social and emotional developments. These two areas are grouped together because they are so interrelated. Learning to relate to others is social development whereas emotional development involves an

expression of feelings (Ayodeji, 2010). Furthermore, Ayodeji opined that trust, fear, confidence, pride, friendship, and humor are all part of social-emotional development. Other emotional traits include timidity, interest, and pleasure. Learning to express emotions in appropriate ways begins early. Mothers promote this learning when they positively model these skills. A child's self-concept and self-esteem are also part of this area. As children have success with all skills, confidence flourishes. This leads to a healthy self-concept and sense of worth. Development in one area can strongly influence another area. For instance, writing words requires fine-motor skills. It also requires cognitive development. Language, a part of cognitive development, is needed to communicate with others. It is also necessary for growing socially and emotionally. The utmost bequest that any nation can confer to its citizens is sound and valuable education.

Empirical Studies

This section reviews studies carried out in areas related to the present study.

Studies on Female education

Dauda (2010) carried out a study on women teachers' education status, household food security and coping strategies in Nigeria. The main purpose of the study was to identify the relationship between women education status and provision of food for household members for food security in Nigeria using Lagos metropolis, southwestern Nigeria as a case study. The study employed a descriptive survey design. The instrument for data collection was structured questionnaire which was administered to the sample size of 500 women purposively selected from the four local government areas of Lagos state. The data collected was analyzed using descriptive statistics such as simple frequency, percentage distribution. Results showed that socio-economic and demographic variables such as marital status, income, education and occupation are significant indicators explaining food security status of households in the area. The study recommended that there



is the need to improve women's education status and increase their ability to actively participate in the country's development process. The study also suggested that government in collaboration with the private sector should ensure adequate provision of sound education and training of women. Measures should also be put in place to achieve the main objective of increasing women literacy rates at all cost in Nigeria. The study also added that good social security system should be put in place to address the problem of food insecurity in the country. Similarly, the study recommended the need for vigorous advocacy and communication aimed at enhancing women's capabilities to possess sound education and productive assets. The present study is set out to ascertain the influence of female teacher education on child physical, cognitive and social-emotional development. Both studies are related in the sense that, both studies center on women education.

Ofoegbu (2009) conducted a study on female access to basic education: A case for open distance learning (ODL). The purpose of the study was to provide empirical evidence supporting the assumption that Open Distance Learning will improve female access to quality basic education. Descriptive research design was used while the instrument for data collection was structured questionnaire administered to 25 lecturers teaching in the five ODL centres in Benin were used as the respondents for the study. The data collected was analysed using descriptive statistics (mean and standard deviation). The result showed that ODL will give girls a chance to increase enrolment and attendance and subsequently catch up academically with their male counterparts. The result also revealed that ODL will significantly affect positively female access to basic education.

The study recommended that government should support the establishment of Open Distance Learning centres for Basic Education with appropriate legislation. That Government should embark on literacy campaign for a period of ten years within which time frame all or most of

the available resources will be mobilized towards achieving and ensuring female access to basic education. The study suggested also that since Literacy begins at the lower rather than the higher levels of education with over 50 million Nigerians still illiterate while seven million children who are of school age are still not in school, government, through the Ministry of Education, should establish a Commission for the ODL centres specifically meant for Basic Education. This study is relevant to the present study because it provide empirical evidence supporting the assumption that Open Distance Learning will improve female access to quality basic education. The main purpose of the present study is to ascertain the influence of female teacher's education on child development. Both studies are related in the method of data collection, analysis and also both centered on female education and its relevance to the society.

Studies on Influence of Female Education

Ajuzie, Okoye, and Mohammed (2012) conducted a study on the influence of education on women empowerment: implications for national development. The purpose of the study was to find out the extent to which women education has led to women empowerment. Ex-post facto research design was adopted for the study. Structured questionnaire was administered to the 536 respondents which consist of 300 female teachers in primary schools and 236 female teachers in secondary schools selected through simple random sampling technique in Umuahia Education Zone of Abia State, Nigeria. Descriptive statistics mean and standard deviation were used to the analyzed the data while the t-test statistics was used to test the formulated hypothesis at $p < 0.05$ level of significance.

The findings of the study indicated that education empowers women to a great extent. Based on the findings; the study concludes among others that women empowerment aids women emancipation and should be encouraged. The study recommends that women empowerment and education programmes should be given



priority attention by the government. This study is relevant to the on-going-research study in the sense that, it investigated the influence of education on women empowerment and its implications for national development. The present study will focus on influence of women education on child development. Both studies are related in the sense that, both studies center on women education.

Kobani and Nkpolu (2014) carried a study on the impact of girl-child education on community development with focus on Ika Local Government Area of Akwa Ibom State. The objectives of the study were to identify the role of girl-child education in community development; to determine the factors that hinder girl-child education in the aforementioned area and to examine how social, economic and political development affects girl-child education in Ika Local Government Area of Akwa Ibom State. Descriptive survey design was adopted while structured questionnaire was administered to the sample size of three hundred and ninety-five (395) respondents randomly sampled from the selected communities i.e. Ikot Inyang Udo, Ikot Akata, Urua Inyang, Ikot Oyo and Ikot Okon. The reliability coefficient of the instrument used for data collection was 0.84. While the data collected were analyzed using the chi-square (X^2) statistical tool. The result revealed among other things that girl-child education/empowerment helps in community development and the factors militating against girl-child education were culture and poverty level of the people. The study recommended that society should stop the discrimination of the girl-child in the provision of education; parents and guidance should give their female children education and stop the imposition of early marriage on them; the government should make policy statements that will make the education of the girl-child to be mandatory and that society should encourage girl-child education by awarding scholarships to them.

Research Method

Design of the study

The research design adopted for this study is descriptive survey design which according to Emaikwu (2012) is a design which describes in a systematic manner the comprehensive collection of information about the opinion, attitude, feeling, belief, and behaviour of people through observation and administration of questionnaire to a relative large representative sample of the population. This type of research design is appropriate for this study because the study seeks to use the opinion of the respondents (female teachers) as a yard stick to determine the influence of female teachers on child development in Enugu education zone of Enugu state.

Area of the Study

The study was carried out in Enugu education zone of Enugu State. Enugu education zone is made up of three local governments namely: Enugu East LGA, Enugu North LGA and Isi-Uzo LGA; with three Local Government Education Authorities (LGEAs) that is one per local government area

Population of the Study

The population of this study is 2,339 female teachers. This consists of: 1,864 female primary schools teachers and 475 female secondary schools teachers from the three Local Government Education Authorities, (LGEAs) in Enugu education zone (ESUBEB, 2020).

Sample and Sampling Technique

Multi-stage sampling procedure was used to select the sample of 144 used for the study. These were made up of 72 female teachers from primary schools and 72 female teachers from secondary schools of the 3 Local Government Education Authorities (LGEAs) in Enugu education Zone. At first, in this study, quota sampling technique was used to select 3 primary schools and 3 secondary schools from each of the 3 Local Government Education Authorities (LGEA) in Enugu education Zone; which gave rise to 9 primary schools and 9 secondary



schools. Subsequently, purposive sampling technique was used to select 8 female teachers from each of the schools. This gave rise to 144 respondents (48 female teachers from each of the 3 LGEA that made up Enugu Education Zone

Instrument for Data Collection

The instrument for data collection is a researcher developed questionnaire titled, Female Teachers and Child Development Questionnaire (FTCDQ). It has 5 sections of: A, B, C, D and E. Section A dealt with demographic information of the respondents while section B contains 14 items of 1-14 on research question one (influence of female teachers on child physical development). Section C has 13 items of 15-27 on research question two (influence of female teachers on child cognitive) while section D consists of 8 items of 28-35 on research question three (influence of female teachers on child social development) whereas section E has 8 items of 36-43 on research question four (influence of female teachers on child emotional development). Therefore, the instrument has a total of 43 items that span the four research questions that guided the study. On the response tag, a four (4) point rating scale and response option for the clusters were: Strongly Agree (SA) — 4 Points, Agree (A) — 3 points, Disagree (D) -2 points and Strongly Disagree (SD) 1 point. See appendix B on page 86.

Validation of the Instrument

The instrument was face validated by four specialists. One specialist from the Department of Educational Foundations Curriculum Studies and one specialist in the Science Education (Measurement and Evaluation) Alex Ekwueme Federal University, Ndufu-Alike, Ebonyi State, respectively, while the other two specialists were from the Department of Educational Foundations Faculty of Education, Godfrey Okoye University Enugu. The specialists were requested to look at the items in terms of clarity of language, instrument's appropriateness and adequacy of items in addressing the problem of the study. Comments, suggestions and criticisms made

independently by the specialists helped the researcher to modify and produce the final draft of the instrument.

Reliability of the Instrument

To establish the reliability of the instrument, the validated instrument was trial tested with 20 female teachers from selected primary and secondary schools in Awka education zone of Anambra State. Awka education zone is outside of the study area but has similar characteristics with Enugu education zone. The data obtained from the trial testing were analyzed using Cronbach alpha reliability coefficient to establish the internal consistency of the instrument. Cronbach alpha coefficient is used when the instrument has multiple-scored items, such as the instrument for the present study. The reliability coefficients for the various clusters are: B (0.79), C (0.78), D (0.81) and E (0.79); with an overall reliability score of 0.75. See appendix C on page 90.

Method of Data Collection

A total of 144 copies of the questionnaire were administered to the respondents in the study area through direct delivery and retrieval method. In a bid to beat logistic constraints concerning accessibility and retrieval of the instrument, the questionnaires were administered with the help of two trained research assistants. The two research assistants were trained on the objectives of the study, administration and collection procedure of the instrument especially as it affects the area of delivery and retrieval so as to ensure safe handling and maximum retrieval of the instrument.

Method of Data Analysis

The data collected were analyzed using descriptive and inferential statistics. Descriptively, mean score (\bar{x}) and standard deviation (SD) were used to analyse the data collected for the study. The responses to each item in each cluster were summed up and a mean score (\bar{x}) obtained and used for the study. A mean score of 2.5 was taken as the criterion mean. This means that item mean score that is 2.5 and above was considered sufficient to be influenced



by female teachers on child’s development, while mean scores below 2.5 was considered not sufficiently influenced by female teachers on child’s development. Inferentially, t-test for difference between means was used to test the hypotheses at 5% significant level. The formula

for calculating mean score (\bar{x}) and t-test see appendix D on page 94.

PRESENTATION OF RESULTS

Data collected were examined, validated and presented. The tables presented below represents the responses from one hundred and twenty (120) out of one hundred and forty four (144) distributed questionnaire representing eighty three percent (83%) response rate

S/N	Items	Female School Teachers		Pri. Sch Teachers		Female Sec. Teachers		Overall N = 120		DC
		Mean	S	Mean	S	Mean	S	Mean	S	
1	I make sure that my children exercise their body daily	3.34	0.47	3.36	0.48	3.35	0.48	3.35	0.48	A
2	I ensure that my children sleep under insecticide treated net regularly	3.65	0.47	3.62	0.48	3.63	0.48	3.63	0.48	A
3	I bath my children every morning before going to school	3.65	0.47	3.63	0.48	3.64	0.48	3.64	0.48	A
4	I prepare my children’s meal at home	3.00	0.50	3.02	0.51	3.01	0.51	3.01	0.51	A
5	I check what my children eat on daily basis	3.19	0.52	3.20	0.53	3.20	0.53	3.20	0.53	A
6	I make sure that my children eat balance diet	3.75	0.43	3.76	0.42	3.75	0.43	3.75	0.43	A
7	I feed my children every morning before going to school	3.34	0.47	3.35	0.48	3.34	0.48	3.34	0.48	A
8	I make sure that my children drink good water	3.65	0.47	3.61	0.51	3.63	0.49	3.63	0.49	A
9	I make sure that my children eat three square meals a day	3.75	0.43	3.76	0.42	3.75	0.43	3.75	0.43	A
1	I make sure my children hair are cut	3.59	0.49	3.60	0.50	3.59	0.50	3.59	0.50	A
1	I make my environment clean or conducive for my children	3.95	0.81	2.94	0.80	2.95	0.81	2.95	0.81	A



1 I ensure my children brush their teeth every morning before going to school	3.26	0.44	3.27	0.42	3.27	0.43	A
1 I check their nails regularly	3.70	0.42	3.69	0.45	3.70	0.44	A
1 I make sure my children wash their hands before eating	3.55	0.49	3.54	0.48	3.54	0.49	A
Cluster Mean	3.46	0.49	3.45	0.50	3.45	0.50	A

Key: S = Standard Deviation; DC = Decision; A= Agree

Table 1 presents the findings on influence of female teachers on child physical development in Enugu education zone of Enugu State. Based on the cluster, the overall findings agreed that the female teachers influenced child physical development with a mean score and standard deviation of 3.45 and 0.50 respectively in Enugu education zone of Enugu State. Generally, all the 14 items were agreed upon to have influenced child physical development in Enugu education zone of Enugu State; with mean scores of: 3.35, 3.63; 3.64, 3.01; 3.20, 3.75; 3.34, 3.63; 3.75, 3.59; 2.95, 3.27; 3.70, and 3.54 respectively and standard deviation of: 0.48, 0.48; 0.48, 0.51; 0.53, 0.43; 0.48, 0.49; 0.43, 0.50; 0.81, 0.43, 0.44 and 0.49 respectively. On the other hand, responses from female primary and secondary school teachers returned 3.46 and 0.49 as well as 3.45 and 0.50 for both the mean

scores and standard deviation accordingly; which implied a total agreement that female teachers influenced child physical development in Enugu education zone of Enugu State. Finally, the above findings were agreed upon based on the decision rule that the mean scores must be equal or greater than the agreed criterion of 2.5. Therefore, the table indicated that female primary and secondary school teachers agree that female teachers have influence on child physical development.

H_{01} : There is no statistically significant difference between the mean scores of female teachers in primary and secondary schools of Enugu education Zone of Enugu State on the influence of female teachers on child physical development.

Table 1B: Two tailed t-test of mean score difference on hypotheses one at 5% significant level

Group of Female Teachers	Mean	S ²	N	DF	t-calculated	t-critical	Decision
Primary School	3.46	0.49	62				
Secondary School	3.45	0.50	58	118	0.110566	1.96	Not Rejected

From table 1B above, the null hypothesis that there is no statistically significant difference between the mean scores of female teachers in primary and secondary schools of

Enugu education Zone of Enugu State on the influence of female teachers on child physical development is not rejected. This is because the t-calculated (0.110566) is less



than t-critical (1.96). Therefore, the mean difference is not statistically different at 5% significant level. Thus, there is no statistically significant difference between the mean scores of female teachers in primary and secondary schools of Enugu education Zone of Enugu State on the influence of female teachers on child physical development.

Research Question 2: What is the influence of female teachers on child’s cognitive development in Enugu education zone of Enugu State?

Table 2A: Mean scores and standard deviation of female primary and secondary school teachers on the influence of female teachers on child’s cognitive development in Enugu education zone of Enugu State

S/N	Items	Female School Teachers		Pri. Sch Teachers		Female Sec. Teachers		Overall N = 120		DC
		Mean	S	Mean	S	Mean	S	Mean	S	
1	I guide my children in their home work	2.86	0.34	2.83	0.37	2.84	0.36			A
1	I inspect my children's school work	3.08	0.66	3.04	0.67	3.04	0.67			A
1	I ensure my children read their books at home	3.12	0.67	3.16	0.62	3.14	0.65			A
1	I provide my children with all the recommended textbooks	2.69	0.46	2.70	0.45	2.70	0.46			A
1	I make sure my children go to school early	3.56	0.59	3.54	0.57	3.54	0.58			A
2	I have good rapport with my children’s teachers	2.79	0.74	2.80	0.76	2.79	0.75			A
2	I check my children’s result at the end of the term	3.71	0.53	3.70	0.55	3.70	0.54			A
2	I pay for extra moral classes for my children’s during holidays	3.55	0.58	3.56	0.62	3.55	0.60			A
2	I pay my children's school fees as at when due	3.60	0.63	3.62	0.64	3.62	0.64			A
2	I attend parents Teachers Association Meeting at my children’s school	3.58	0.54	3.59	0.53	3.59	0.54			A
2	I have high expectations on my children’s educational career	3.75	0.61	3.76	0.64	3.76	0.63			A



2 I make sure that my children make use of their dictionaries while reading so as to help them develop proper oral skills	3.80	0.66	3.81	0.68	3.81	0.67	A
2 I teach my children how to concentrate when reading	2.91	0.62	2.90	0.63	2.91	0.63	A
Cluster Mean	3.30	0.58	3.31	0.59	3.30	0.59	A

Key: S = Standard Deviation; DC = Decision; A= Agree

Table 2 presents the views of female primary and secondary school teachers on the influence of female teachers on child cognitive development in Enugu education zone of Enugu State. The findings revealed that the female primary and secondary school teachers influence child cognitive development Enugu education zone with a cluster mean and standard deviation of: 3.30 and 0.59 respectively. In addition, the table equally showed that items 15 to 27 were generally agreed upon to have influenced child cognitive development in Enugu education zone of Enugu State with mean scores of: 2.84, 3.04; 3.14, 2.70; 3.54, 2.79 among others and standard deviation of: 0.36, 0.67; 0.65, 0.46; .058, 0.75; among others. This portrays that female primary and secondary

school teachers genuinely influence child cognitive development in Enugu education zone of Enugu State. Similarly, responses from female primary and secondary school teachers posited 3.30 and 0.58 as well as 3.31 and 0.59 for both the mean scores and standard deviation accordingly; which implied a total agreement that female teachers influenced child cognitive development in Enugu education zone of Enugu State.

H₀₂: There is no statistically significant difference between the mean scores of female teachers in primary and secondary schools of Enugu educational Zone of Enugu State on the influence of female teachers on child cognitive development.

Table 2B: Two tailed t-test of mean score difference on hypotheses at 5% significant level

Group of Female Teachers	Mean	S ²	N	DF	t-calculated	t-critical	Decision
Primary School	3.30	0.58	62				
Secondary School	3.31	0.59	58	118	0.09353558	1.96	Not Rejected

Table 2B above reveals that the null hypothesis that there is no statistically significant difference between the mean scores of female teachers in primary and secondary schools of Enugu educational Zone of Enugu State on the influence

of female teachers on child cognitive development is not rejected. This is because the t-calculated (0.09353558) is less than t-critical (1.96). Therefore, the mean difference is not statistically different at 5% significant level. Thus,



there is no statistically significant difference between the mean scores of female teachers in primary and secondary schools in Enugu education Zone of Enugu State on the influence of female teachers on child's cognitive development.

Summary of the Findings

Based on the research questions and the null hypotheses that guided the study, a number of findings were made. The result revealed that:

1. Female primary and secondary school teachers agree that female teachers have influence on child physical development.
2. Female primary and secondary school teachers agree that female teachers have influence on child cognitive development

DISCUSSION

The findings of this study were discussed in line with the research questions and hypotheses that guided the study

Influence of Female Teachers on Child Physical Development

The results of the study as shown in Table 1 indicated that female primary and secondary school teachers agreed that female teachers have influence on child physical development. Based on the findings of the study and hypothesis, there is no statistically significant difference between the mean scores of female teachers in primary and secondary schools of Enugu education Zone of Enugu State on the influence of female teachers on child physical development. This reveals that female primary and secondary school teachers make sure that their children exercise their body daily, sleep under insecticide treated net regularly, bath their children every morning before going to school and check what their children eat on daily basis. Equally, they ensure that their children eat balance diet, drink good water, wash their hands before eating and eat three square meals a day. Similarly, female primary and secondary school teachers also make sure that their environment is clean and conducive for their children;

ensure their children brush their teeth every morning before going to school and check their nails regularly. Based on the result of the study, female teachers influence the development of their children more than the uneducated women who pay less attention on the hygiene, food and overall wellbeing of their children. Adewale (2002) identified mothers' level of education to be a cogent factor upon which the physical, cognitive, social and emotional developments of the child depend. This is in line with the earlier assertion of Eze, (2012) that the number of brain connections children form and keep depends on the care they received.

Influence of Female Teacher on Child Cognitive Development

The results of Table 2 showed that female primary and secondary school teachers agreed that female teachers have influence on child cognitive development. Based on the findings of the study, there is no statistically significant difference between the mean scores of female teachers in primary and secondary schools of Enugu education Zone of Enugu State on the influence of female teachers on child cognitive development. Female primary and secondary school teachers agree that they guide their children in their home work, inspect their children's school work, ensure their children read their books at home and provide them with the recommended textbooks. Relatively, female primary and secondary school teachers agree that they make sure their children go to school early, have good rapport with their children teachers, check their children's result at the end of the term, pay for extramural classes for their children during holidays as well as their school fees as at when due. Also, they have high expectation on their children educational career. In consequence, they attend Parents Teachers Association Meetings at their children's school. Equally, the findings revealed that female primary and secondary school teachers make sure that their children make use of their dictionaries while reading so as to help them develop proper oral skills and teach them how



to concentrate when reading. This is an indication that educated mothers have favored attitude to their child's development and education. This, according to Ojobo (2013), is because the educated mothers would be in a good position to be second teachers to the child; and even guide and counsel the child on the best way to perform well in education and provide the necessary materials needed by the child. This was supported by Opara (2012) who stated that a child that comes from an educated home would like to follow the steps of the family and by this, work actively in his or her studies.

Conclusion

Based on the findings and discussions of the study, the following conclusions were drawn:

- Female primary and secondary school teachers agree that female teachers have influence on child physical development.
- Female primary and secondary, school teachers agree that female teachers have influence on child cognitive development

Educational Implications

From the findings of this study, the following educational implications for female teachers, educational planners and government are deduced.

- From the findings of this study, it can be gathered that female primary and secondary school teachers make sure that their children exercise their body daily, sleep under insecticide treated net regularly, bath their children every morning before going to school and check what my children eat on daily basis. This implies that female teachers influence the physical development of their children.

Recommendations

Based on the findings of the study, the researcher recommends that;

- i. The government through Ministry of Education should adjust the curriculum where necessary, to expunge those aspects/portions that

carry huge dose of gender stereotype that reflects the societal expectation of each gender. This is because, Women empowerment through education enables women to be self-reliant and contribute towards the development of their children.

- ii. Parents should send their children to school based on the ability of the child irrespective of the gender of the child. This is because a female child that is empowered through education will always provide for her family even when she is married.

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