'CHANGING OF PARENTS' PERCEPTION IN EDUCATING FEMALE STUDENTS IN NIGERIAN SCIENCE

Tukur Muhammad
Esther Gnanamalar Sarojini Daniel
*Rose Amnah Abd Rauf
Department of Mathematics and Science Education,
Faculty of Education, University of Malaya
*rose_amnah@um.edu.my

ABSTRACT

Parents are considered as the most vital influence for the education of female students, there has been a vast area of research on how science education is perceived by parents and society in general. In Nigeria, the parents' mindset about the education of female students is not encouraging Thus, this paper presents the results of impact of carrying out science home projects by five female students on their parents' perception of their daughters' science learning. The home project is part of a science module in a bigger study. Data were collected from interviews with the female students and their parents and observation during the implementation of the home projects. The interview was done after the home project. The interview data was transcribed and analysed using thematic analysis. The data was triangulated with the observation field notes. The result reveals that the parents' mindsets are positively changed. We also point out the implication of the of this study and the future researches about the education of female students is suggested. The home projects were found to be helpful to makes parents to see the importance of learning science by their female daughters so that they can change their thought and enrol more of their daughters to secondary school to learn science and further their studies at higher institution.

Keywords: parents' perception, female students, science

INTRODUCTION

Apart from the role teachers played in making science learning more encouraging, the practical involvement of the parents is also having a positive influence on the students' science academic achievement. For the socialisation of any individual, parents are the most vital elements (Frome & Eccles, 1998). Therefore, the impact of parents on students' interest and attitudes is considered as one of the important key elements to their academic achievements in science (Dalhatu, 2013; Dryler, 1998; Nwachukwu, 2012; Rena, Abedalaziz, & Leng, 2018; Whalley, 2017). This impact has been found to influence career preference particularly when it emanates to non-traditional professions particularly for female (Dryler, 1998). For instance, it has been found that the absence of parental reinforcement and expectation did not encourage girls' interest in a scientific discipline (Benasich, Brooks-Gunn, & Clewell, 1992; Clewell, 1992). In addition, researchers have found that parents can play an important role in increasing the daughters' interest in learning science (Burke & Mattis, 2007; Benasich et al., 1992; Corbett, Hill, & Rose, 2008; Jeffers, Safferman, & Safferman, 2004) particularly when parents are involved in the education of their daughters (Egun & Tibi, 2010). This is due to the research evidence that parental involvement in learning science through activities and homework was found to play a significant role in students' academic achievement (Van Voorhis, 2003). This can make them provide more support to their daughters to study science (Andre, Whigham, Hendrickson, & Chambers, 1999).