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Abstract:

This paper examined the effect of family background on girl-child science education in Ika South LGA of Delta State. It contends that the girl-child has the same potential as their male counterparts in contributing to national development, given the requisite skills and abilities. The data used in this study was collected from 150 randomly sampled respondents comprising the adult population. A five-point Likert scale questionnaire which contained thirty questions in three sections reflecting the hypothesis was used in the study. The Chi-square statistical tool was adopted in the study. Data analysis revealed that personal level of education has a significant influence on girl-child science education. It also reports that the socio-economic status of parents affects girl-child science education significantly. The study recommends that the girl-child irrespective of her family background be given quality science education at all levels of learning.

Keywords; Family background, girl-child, science education.