

Extra-Curricular Activities and Teacher Attitude to Girl-Child Education and Psycho-Emotional Preparedness

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ABSTRACT The study examined how teacher attitude and variation in extracurricular programmes affect the Girl-Child emotional preparedness. The descriptive survey design following the multi-stage sampling technique was employed to pick participants from the thirty-six states and the Federal Capital City (Abuja), Nigeria for the study. Using the stratified sampling method, the simple random technique was utilized to select one thousand, seven hundred and sixteen (1,716) primary school teachers with age range of between 18 and 57 years ($\bar{x} = 39.64$, $SD = 11.3$). The Teachers' Perception of Pupils Attitude to Schooling Scale (TPPAS), the School Extracurricular Activities (SEA) and the Feeling Perceptual Scale (FPS) were the research instruments used in the study. The simple descriptive statistics of relative frequency counts was utilized for analysis. The findings showed among others, that the primary school teachers' perception of girls' attitude, as compared to the boy-child, in going to school was negative. It showed that 73.2% of the teachers affirmed that the girl-child is not interested in going to school while 79.9% of the pupil who are girls said that they are frightened to go to school sometimes due to their teachers' treat of beating them. Moreover, while over 90.0% of the schools had extracurricular facilities for the boy-child, the facilities for the girl-child are either not available and, or are minimally provided. The findings showed that the education of the girl-child, as compared to that of the boy-child is at variance due to their negative perception. It further showed that the attitude of teachers is not supportive to facilitate the emotional development of particularly the girl-child. The study recommended that Governmental policies should be designed to provide the girl-child-friendly school facilities that can advance the benefits of extracurricular activities for the learners.