

**ASSESSMENT OF THE IMPLEMENTATION OF UNIVERSAL BASIC
EDUCATION ON GIRL-CHILD EDUCATION IN GIWA AND ZARIA LOCAL
GOVERNMENT AREAS OF KADUNA STATE (2007-2014)**

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**ASSESSMENT OF THE IMPLEMENTATION OF UNIVERSAL BASIC
EDUCATION (UBE) ON GIRL-CHILD EDUCATION IN GIWA AND ZARIA
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BY

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE
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**DEPARTMENT OF PUBLIC ADMINISTRATION
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MAY, 2017

DECLARATION

I declare that the work in this dissertation entitled “ASSESSMENT OF THE IMPLEMENTATION OF UNIVERSAL BASIC EDUCATION (UBE) ON GIRL-CHILD EDUCATION IN GIWA AND ZARIA LOCAL GOVERNMENT AREAS OF KADUNA STATE” has been carried out by me in the Department of Public Administration. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another Degree or Diploma at this or any Institution.

Fatima Adam LABARAN

Signature

Date

CERTIFICATION

This Dissertation entitled “ASSESSMENT OF THE IMPLEMENTATION OF UNIVERSAL BASIC EDUCATION ON GIRL-CHILD EDUCATION IN GIWA AND ZARIA LOCAL GOVERNMENT AREAS OF KADUNA STATE” by FATIMA ADAM LABARAN meets the regulations governing the award of the Masters of Science (M.Sc.) of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedication to my parents in person of Alh Adam Labaran and Haj. Raulatu Ashafura.

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ABBREVIATIONS

ASC – Annual school Census

CBO- Community Base Organization

CEA- Comprehensive Education Analysis

CEDAW- Convention and Elimination on all forms of Discrimination Against Women

CV- Cultural Value

EFA- Education for All

ECCDE- Early Childhood Care and Development Education

ESP- Education Sector Plan

ESSPIN- Education Sector Support Programme in Nigeria

ESOP- Education Sector Operational Plan

GE- Girls Enrolment

GEP- Girls Education Project

FGN- Federal Government of Nigeria

FME- Federal Ministry of Educations

IGD- Integrated Growth and Development

KADSEEDS- Kaduna State Economic Empowerment Development Strategy

MDG- Millennium Development Goal

MISS- Multiple Indicator Cluster Survey

MTSS- Medium Term Sector Strategy

NDHS- National Demographic Health Survey

NGO- Non Governmental Organisation

PTA- Parent Teacher's Association

SUBEB- State Universal Basic Education Board

SPEB- State Primary Education Board

SBMC- School Base Management Committee

UBE- Universal Basic Education

UNICEF- United Nation Children International Children Education Fund

UNDP- United Nation Development Programme

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Abstract

This study assessed the Universal Basic Education programme on Girl-child Education in Giwa and Zaria Local Government Areas of Kaduna state in the light of the political and socio-cultural constraints that stand in the way of achieving gender equality. Gender difference in enrolment in Nigeria has been the focus of several researches for decades as a result of its importance in setting targets for the nation building. This is in addition to the challenge it poses to universal basic education programme, which stipulates free compulsory education for all children of school going age. Over the years nonetheless, girls continue to withdraw out of school without completing basic education even after having mass enrolment at the beginning, this is most evidently seen in the annual school census report. Our objective was to determine how UBE programme enhance Girl-child Enrolment and completion, Infrastructural facilities and affect Cultural value in Giwa and Zaria local government. The study utilized both primary and secondary sources of data and used questionnaire, interview and observation as instruments for generating primary data. Chi-square statistical method was used to test and compare the significant relationships between the opinions of the groups involved in the study. The 0.05 level of statistical significance was chosen for acceptance or rejection of null hypothesis. The findings of the data show that Girls Enrolment and completion, Infrastructural facilities and cultural values are related with the performance of UBE programme in Giwa and Zaria local government Areas of Kaduna state. However, this study recommended that a policy framework on Girl-child Education should be instituted in Giwa and Zaria local government Areas. This could be done through collaboration of the community based organization (CBO's) and school base management committee (SBMC) which would play an active part in working closely with the UBE to systematically develop Girl-child education.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Gender disparity in enrolment in Nigeria has been the focus of several researches for decades as a result of its importance in setting targets for the nation building. This is in addition to the challenge it poses to universal basic education programme, which stipulates free compulsory education for all children of school going age.

Basic education begins within the family and spreads to wider community through both formal and non-formal institutions that promote education. In the same vein, there are learning opportunities for youth and adult through diverse agencies programmes and so on. But whatever the scope/approach or delivery system, women's critical roles as mothers, sisters, wives and so on can yield meaningful and significant results that should be explored in the implementation of Universal Basic Education programme which is one of the current domestic programmes towards enhancing basic education in Nigeria.

Early effort at exposing the girl-child to formal western education in Nigeria was informed by the activities of Christian missions which started in 1842 in the coastal areas. This later spread to the hinterland territory what later became the colony and protectorate of southern Nigeria (Taiwo, 1980:3) while the first primary school was built in Badagry by the Wesleyan Methodist Society in 1842, to cater for the education of the converts, it is on record that with the proclamation of the protectorate of northern Nigeria in 1900, there was no school of western type in the territory except the Church Missionary Society (CMS) school at Gbede Lokoja, being the headquarter of the Royal Niger Company and as station of the Nigeria mission of CMS. In this humble beginning, very few girls attend school due to misgivings about formal western education in particular. Nevertheless, in 1940, more girls were sent to school as a result of better and greater

parental awareness of the importance of education. Impressively, the outcome of this education was the primary four leaving certificate for girls. The introduction of senior primary school however boosted formal education for girls, as many of them who had finished their primary continued to the senior primary. However many of the girls dropped out either to marry or engage in petty trading. It must be pointed out the interest of many different missions establishing boarding primary school further encouraged many female enrolment in schools. Example of such boarding primary schools include: Gindiri Girls Boarding school established by Sudan United Mission (SUM), SUM girls school in Kwoi, Kobo and Kano, Zawan convert established by the Roman Catholic mission etc. even with the establishment of these schools, fewer girls went to school compared to the boys (Enighe and Ella, 2010). In response to the need for improved access to education for the girl-child in Nigeria, government has initiated many schools exclusively for the girl-child and women intended to offer them broad based education. After a careful observation attained so far, Agaigo (1998) lamented that:

- i. Fewer girls go to school than boys and that the disparity widens at the higher levels of education.
- ii. Residents in the urban areas have greater access to education than those in rural areas.
- iii. The girl-child in Nigeria is often subjected to sexual harassment and abuse, early marriage, denial of basic childhood education etc.

The above scenario continued to exist across the states and zones with the north central and north-west and north east presenting the worst scenarios. However, the Federal government through the Universal Basic Education (UBE) programme is making effort at accelerating girl-child education. The programme has made some progress in accelerating girl-child education especially in increasing school enrolment for girls in northern Nigeria

(Ndekwele 2010). Also, The United Nation Children Education Fund (UNICEF) has also initiated several programmes to accelerate girl-child education in the country. The strategy for Acceleration of Girls Education in Nigeria (SAGEN) was launched by UNICEF and the federal ministry of education in July 2003. SAGEN gave rise to the Girls Education Project (GEP) launched in December, 2004 and currently under implementation.

However, Universal Basic Education programme was established to reach all the states in Nigeria through an Act of the National Assembly. It is the responsibility of UBE to coordinate the activities of the programme throughout its first nine year ‘gestation’ period; from 2001-2009 and beyond. Federal Ministry of Education (2000). It is expected that the compulsory nature of the UBE programme will ensure that more girls are enrolled in the primary and junior secondary schools which are the stages that lay the foundation for education attainment of children. The UBE guidelines also aim to correct the gender disparity in education by ensuring that all children of school age including girls are compelled to enroll in school. The UBE programme is intended to be universal, free and compulsory, thereby emphasizing that parents have an obligation to send their children to school. Furthermore, sanctions will be imposed on persons, societies or institutions that prevent children, adolescents or youth from benefiting from the programme. Nigerian Federal Ministry of Education (2000). This commitment of the federal government in ensuring compliance with the UBE programme by all states and other stakeholders is very laudable. It gives hope of bringing the wide gender disparity in educational attainment of children in Nigeria, in the near future. This is further extended to reach Giwa and Zaria local government areas among the 23 local government areas of Kaduna state.

1.2 Statement of the Problem

The benefits of educating girls have for long been established. But there is new understanding as to why educating girls is the most urgent task facing the global development community and how Girls education can drive millennium development goals. Girl's education is the most effective means of combating many of the most profound challenges to human development. (Mishra2009) education is vital in emergencies, following a disaster when a country is in conflict contributing stability to the lives of girls and boys and helping families to heal and look forward.

The Universal Basic Education (UBE) programme is a response to the declaration of education for all by the year 2015 and the government commitment towards total eradication of illiteracy in the county. There are so many Nigerian children that were not enrolled in the schooling system ten years later-after the said declaration Mika'il (2012). According to UNESCO and UNICEF, measuring exclusion from primary education, more than 4 million girls aged 6- 11 years do not attend school in Nigeria. Also, core welfare indicator Questionnaire Survey data (2007) reported a decrease in girl's enrolment by 11% and 13% for primary and junior schools respectively. The extent of gender disparity varies considerably across the 23 local government areas, especially with respect to secondary schooling. the gender disparities in GER's according to EMIS which are 93.8% for male and 75.6% for female in primary, 28.5% for male and 18% for female in junior school. However the Kaduna state annual school census (2013)report an increase in Girls enrolment to 45% and 46% for both primary and junior schools respectively but there is still high rate of withdrawal from school. Government and IDPs have focused on girls' education in northern Nigeria, especially on getting girls enrolled in school.

According to ESSPIN report (2013) cited in EDORE(2014) Girl's sustained and meaningful participation in formal education are multiple and interrelated, and are a combination of 'out-of-school' factors that pull girls out of school and 'in-school' factors that push girls out of school. They are also often connected to cultural values like poverty, in the form of home chores and the need to earn money, especially through hawking. Other issues include: parental/community attitudes; sibling care; early marriage/pregnancy; hunger/ill health; distance to school and concerns about safety; corporal punishment; gender violence including bullying and 'teasing' in school; and a lack of water and clean sanitation that assures privacy. Thus, various initiatives claim to have helped improve girls' participation (and often boys' too). They include: increased female and youth representation on SBMCs; the abolition of school fees; material assistance; girls' clubs; improved infrastructure; micro-credit services targeting women; girls-only schools; and grants to females to train as teachers in some northern states (i.e. the Female Teacher Training Scholarship Scheme (FTTSS)).

Although interview data suggest these initiatives have helped in increase enrolment, there is only limited evidence in certain states and/or LGAs from administrative enrolment data or survey-based attendance data on increase in school participation with regard to either girls or boys. It is also not known whether the beneficiaries of such initiatives have persisted in school and have been learning.

Specifically, Giwa and Zaria Local Government among others have been facing certain challenges that impede girl-child education like low enrolment and withdrawal of Girl-child from school, cultural values e.g. early marriage, inadequate infrastructural facilities and working materials. Therefore, the main thrust of this research is to examine the persistence of the above issues in spite of the policies/programs put in place by the Kaduna state universal basic education and the Federal Ministry of education at large.

1.3 Research Question

- I. How does the level of Girl-child enrolment and completion rate affect the performance of UBE program on Girl-child education in Giwa and Zaria local government Areas?
- II. To what extent does UBE impact on the provision of infrastructural facilities in Giwa and Zaria local government Areas?
- III. How have cultural values affect the performance of UBE programme on Girl-child education in Giwa and Zaria local government Areas?

1.4 Objectives of the Study

The main objective of this study is to assess the performance of UBE program on girl-child education in Giwa and Zaria local government areas of Kaduna state. However, the specific objectives are:

- I. To determine how girl-child enrolment and completion rate affect the performance of UBE program in Giwa and Zaria local government Areas.
- II. To determine the performance of UBE on infrastructural facilities in Giwa and Zaria local government Areas.
- III. To determine how cultural values affect the performance of UBE programme on Girl-child education in Giwa and Zaria local government Areas.

1.5 Research Hypotheses

Ho₁: There is no significant relationship between Girl-child enrolment and completion rate and the performance of UBE program in Giwa and Zaria local government Areas.

Ho₂: There is no significant relationship between the performance of UBE and the provision of infrastructural Facilities in Giwa and Zaria Local Government Areas.

H₀₃: There is no significant relationship between cultural values and the success of UBE on Girl-child education in Giwa and Zaria local government Areas.

1.6 Scope and Limitation

This study examined the performance of Universal Basic Education on girl-child education in Giwa and Zaria local government areas of Kaduna state from 2007-2014. The reason for this time frame is that, in July 2007, a special “think tank” committee was set up by the then elected executive governor with a mandate to revamp primary and secondary education. Another reason is that there was an evaluation of education by education sector plan that lasted from 2004-2007 in Kaduna state to evaluate enrolment figures and since then, they changed the name to Annual school census. Also core welfare indicator Questionnaire survey data (2007) reported a decrease in girl’s enrolment by 11% and 13% for primary and junior schools respectively.

Due to time and financial constraint, a wider area could not be covered. Another major constraint is that of data, due to the nature of the programme i.e a federal government policy down to state, some information could not be gathered in Kaduna Office as such, the researcher was referred to UBE headquarters in Abuja. Consequently, the researcher wish to restrict its scope to the Assessment of UBE and Girl-child education in Giwa and Zaria Local Government Areas of Kaduna State from 2007-2015. The reason why the researcher selected Giwa and Zaria Local Government area is that, Giwa is a semi-urban area while Zaria is an urban area. Therefore, they share more similarities than differences. Also Giwa is under Central Kaduna Senatorial Zone while Zaria under Northern Kaduna Senatorial Zone. The areas were further divided into eight (8) and six (6) educational district respectively for Giwa and Zaria. The districts under Giwa; are Shika, Fatika,

Gangara, Danmahawayi, Iyatawa, Yakawada, Kidandan while Zaria consists of Pada, Rafin Albasa, Dembo, Kaura, UnguwanDankali and Tudun Wada Educational Districts.

1.7 Significance of the Study

This study is significant because UBE is a domestic approach towards Girl-child education that is mostly recognized at the grassroots level unlike other approaches that are internationally inclined like GEP, SAGEN, CEDAW etc. it will also be beneficial to the Universal Basic Education commission, (UBEC) and State Universal Basic Education board as it will give them an insight into why education in the area is under developed and the steps/ways they are to follow to improve it. The study provides much information on policy issues to stakeholders in education like, the Kaduna SUBEB, being responsible for the delivery of sustainable system of Universal Basic Education. It can also serve as a major tool for providing information to assess progress in the implementation of our Education Sector Plan (ESP) using a set of monitoring indicators. In addition, it also serves as a reference document for proper planning and budgeting for the education sector, particularly the Medium Term Sector Strategy (MTSS). Lastly, this research would expose the girl-child to be aware of the benefits of education especially if they are being sponsored to further their education. In fact, they will be acquainted to new vocational areas.

This study is significant in filling the gap left by Duruh (2012) who studied attitude to discrimination against girl-child and Women education: Implication for UBE scheme in Nigeria without a word on retention and promotion of pupils. Also, Habibu (2009) studied Qualitative UBE for value orientation and educational development in Nigeria using secondary sources and came to the conclusion that UBE was improperly planned just like the former UPE programme. In contrast to his work, this study has carried out an

extensive research to evaluate the education services provided by Kaduna SUBEB, GiwaLGEA, and Zaria LGEA where their Objectives, Achievement and Problems were clearly stated.

1.8 Operational Definition of Concepts

- **Enrollment:** this is the process of registering pupils in a school or other institutions.
- **Universal Basic Education:** universal basic education can be seen as early childhood care and education, the nine years of formal schooling, adult literacy and non-formal education of special groups such as nomads and migrants, girl child and women, Almajiri (street children) and disabled groups.
- **Girl child:** Girl child is a biological female offspring from birth to eighteen years.
- **Cultural value:** cultural values are the commonly held standards of what is acceptable, important or unimportant, right or wrong, workable or unworkable etc. in a community or society.
- **Infrastructural Facilities:** infrastructural facilities could be seen as Construction of classrooms, offices, toilets, stores, rehabilitation of the dilapidated ones, supply of school furniture, libraries, portable water, and laboratories etc.
- **Completion rate:** This has to do act of concluding primary and junior secondary schools.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK.

2.1 Introduction

This chapter reviewed literatures that relates to the topic; the effects of UBE on girl-child education in Giwa and zaria local government area. As such, areas reviewed are; the concept of Basic education, concept of UBE, Girl-child education, infrastructural facilities and then cultural value.

In addition, this chapter contains an empirical review and lastly, System theory was adopted as a theoretical framework.

2.2 Concept of Basic Education

Federal Ministry of Education (FME) sees basic education as the articulation of formal, the non-formal, and the informal approaches to and mechanism for awakening and all round development of the human potential. FME is of the view that basic education is the foundation for sustainable life- long learning. It provides reading, writing and numeracy skills. It comprises a wide variety of formal and non-formal educational activities, and programs designed to enable learners to acquire functional literacy. In the Nigerian context, basic education includes primary, junior secondary and nomadic education as well as adult literacy.

Olukoya (1999 :25-53) cited in monyei (2009) sees basic education as the minimum knowledge and skills required to be able to live as an independent individual who is not a burden to his society. He stressed that primary education and junior secondary education was fashioned to provide basic education on which to build future education training quoting JONATEIN Declaration and framework of action on education for all, the federal ministry of education, Federal republic of Nigeria (FRN,2004) recommended that basic education shall be of 9 years of duration comprising 6 years of primary education and

3years of junior secondary education ; it shall also include adult and non-formal education programs at primary and junior secondary education levels for the adults and out of school youths.

FRN posited that the basic goals of basic education shall be the same as the goals of the levels of education to which it applies (i.e primary education, junior secondary education, adult and non-formal education).

2.3 Concept of Universal Basic Education

According to Obong (2006) cited in Habibu (2009) “Educationist may however see universal basic education as modification of universal free primary education to suit the ever changing Nigerian society”.

The universal basic education according to Aluede (2000) refers to the type of education in quality, quantity and content that is given in the first level of education. The compulsory, free, universal basic education act 2004 defines universal basic education as early childhood care and education , the nine years of formal schooling, adult literacy and non-formal education, skills acquisition programs and the education of special groups such as nomads and migrants, girls child and women, almajiri (street children) and disabled groups.

2.4 Girl Child Education

The concept of girl child education incorporate the necessary attitude, cultural and behavioral training which parents give to their daughters at home to enable them become useful, resourceful and respectful citizens of their countries. It also includes the functional teaching or training in skills acquisition which many girls undertake in the shades of seamstress or in the computer training centres, weaving fashion designing centres as well

as catering and interior decoration centres etc most importantly, the concept is over specialized and highly controlled training acquired in schools, colleges and other institutions of higher learning Chidebelu (2009)

Ejikeme (2000) in Collins and Emma (2014) captured this fact when he said that denying girl children access to early childhood education makes them socially excluded, creating room for them to grow up to become illiterate women in later life and be classified as disadvantaged candidates for adult education, women empowerment programs and other women rescue remedial or support programs that smack off underdevelopment.

Unfortunately, the right of a girl child to access quality education has been denied and there are consequences. Though some of the challenges are deeply rooted in our traditional background, they have affected the society at large. Mangvwat (2005) agree with this when she says that oppression and discrimination against women and girls have been so deeply ingrained for so long in virtually every culture. In some cultures, a girl-child is given to another family for upkeeps and training (Oloribe 2002) one other reason for disallowing the girl-child from schooling was due to the cost of education, to which the preference is the boys . Hence girl-child education is not valued as a result of their concept of early marriage. In other hands due to financial limitations, girls are more prone to being sent to hawk wares in other to supplement the family income. Thus, early marriage has been found to be one of the responsible for inability to give birth vaginally due to her underdeveloped reproductive system (UNICEF, 1996)

In 1990, the World Conference on Education for All (EFA) identified improving access to quality education for girls and women as “the most urgent priority”. More than one hundred countries re-affirmed this at the April 2000 Dakar World Education Forum; ‘ensuring that by 2015 all children, with special emphasis on girls, have access to

and complete aprimary education of good quality.” At this meeting (the Dakar World Education Forum), the United Nations Secretary-General, Kofi Annan, launched the UN Girls’ Education Initiative (UNGEI). In an unprecedented step, 13 UN entities, led by UNICEF agreed to work together on this 10-year initiative to help governments meet their commitments to ensure aquality education for all girls globally. It was generally agreed that:

“discrimination against the girl-child and the violation of the rights of the girl-child, which often result in less access forgirls to education, nutrition and physical and mental health care and in girls enjoying fewer of the rights, opportunitiesand benefits of childhood and adolescence than boys and often being subjected to various forms of cultural, social, sexual and economic exploitation and to violence and harmful practices, such as female infanticide, rape, incest, earlymarriage, forced marriage, prenatal sex selection and female genital mutilation.”

2.5Infrastructural Facilities

Olagboye (2004) stated that educational Infrastructural facilities consist of instructional resources such as audio and visual aids, graphics, printed materials. Display materials and consumable materials. They also include physical resources such as land, building, furniture, equipment, machinery, vehicles, electricity and water supply infrastructure.

Ahmed (2012) report that the elements of the school environment include infrastructural facilities (such as classrooms, furniture, toilets, water supply, laboratories, workshops, etc. According to Akubue (1991), good school environment would foster desirable behavior, creativity, harmonious relationship and problem-Solving skills among students. In the educational institutions, facilities constitute essential inputs which could generate favorable learning environment, facilitate interaction and enhance achievement of educational objectives. In fact, school curriculum would be meaningful and functional if required facilities are provided in adequate quantity at appropriate time.

Robles, et'al (2015) assert that Educational infrastructure, apart from their functionality and efficient use of natural resources should be conducive to learning and offer comfort and security to the people entering them. This requires construction and maintenance processes that keep in mind both the occupants and the environmental conditions that surround them.

According to Abdulkareem, and Fasasi (2012) Educational facilities refers to non-human and non-financial resources. They also include all movable and immovable materials, which are used for teaching, learning and other school activities. They are synonymous with school physical facilities, school material resources, and school plant and school facilities.

Ministry of Economic Planning and Budget Ondo State (2010) define School infrastructure to consist of buildings, furniture, health/water and sanitation facilities, electric facilities, recreational facilities, libraries, laboratories, computer systems, school records and teaching aids. These infrastructures assist in teaching and learning activities in the schools. Building infrastructure includes: Classrooms, Offices, Hostels, and Staff quarters while Furniture includes: Seats, Desks, Chair and tables. Health, water and Sanitation facilities include: First Aid boxes, School clinics, Bore holes, Stand Piles, Protected Wells, water Closets VIP/Traditional Pit Latrines and wash hand basins. Electric facilities include: PHCN connections, Generating sets and solar equipment. Recreational facilities include: Playgrounds, School halls and sport centers. School records include: Admission, Register, Attendance Register, Syllabuses/Plan of work and Supervision Book. Teaching aids include: Chalk Board, Slide and Visual aid

Obanya (2001) also` emphasized that library development is one sure way of enhancing “beyond access” issues in the implementation of the UBE programmes. The

implementation guidelines for the Universal Basic Education (UBE) programme call infrastructures and facilities (including classrooms, libraries etc.).

2.6 Cultural Values

Culture is a complex whole which includes knowledge, beliefs, arts, morals, customs and any other capabilities acquired by man as a member of the society. It is the sum total of a given society's way of life molded and shaped by prevailing circumstances and environment (Nakpodia, 2010). Culture can also be viewed as the way of life of a social group, and it includes actions, values and beliefs that can be communicated with necessary modifications from one generation to another. Nakpodia noted that culture is made up of a list of elements. The elements of culture whether materials or nonmaterial can be taught and learnt only through interaction as members of a group. Culture is a compendium of man's way of life, language and medium of communication (Ireyefoju 2010:236). Culture of a people in a nation depicts their attitude, philosophies, skills, values, knowledge and predisposition to unfolding events and issues in their social environment (Edinyang, Mezeiobi, Igba and Yaro 2014) cited in Okpilike (2012). Ezewu (1983) collaborated this when he wrote that culture is the totality of a people's way of life, the way they do things and the way they feel and behave. This means that to a very large extent, it is culture that determines how members of any social group think and feel, direct their actions and define acceptable ways of behavior for its members. It must be argued here that since no two societies are exactly the same, no two group culture can be the same. Even in the same group, culture may change from time to time.

Oninyama and Oninyame (2002) referred to values as the aspect of cultural practices, actions or objects that are valued in high esteem in the society. These cultural values are

so cherished to the extent that the society wants them not only to be preserved, but wants them transmitted from one generation to another. They dominate a very wide area of activities among the Africans ranging from the tradition institutions through virtues to communalism and group solidarity. The modes of transmission of these values are usually by means of indigenous education (Itedjere 1997). Education itself, according to Okpilike (2002) is a process by which the community seeks to open its life to all the individuals within it and enables them to take part in it; in attempt to pass on to them its culture including the standards by which it would have them live. The important thing in this definition is that where that culture is regarded as final, an attempt is made to improve on it on the younger minds, where it is viewed as a stage in development; younger minds are trained both to receive it and to criticize it and improve upon it. The various African societies including Nigeria had interactions since historical times in the area of trade, warfare, arts and craft. While these interactions lasted, there were cultural exchanges but the various societal values were held intact.

However, when western education was introduced most African cultural values were cast aside. Western education is associated with formal education which is a systematic and planned procedure for transmitting content to achieve state goals. Western education has to do with teaching and learning in a school system of certain subject matters with the sole aim of making the individual to live well. But more than this goal, western education as practiced in Nigeria has gone out of its way to relegate almost all aspects of African cultural values to the background.

2.7 Empirical Studies

Girl-child enrolment, Infrastructural facilities and Cultural Value

Duruh (2012) studied attitude to discrimination against Girl-child and women Education as an implication for UBE scheme in Nigeria and came to the conclusion that the women education is an inexhaustible venture and asset that a nation appropriate in the quest for national development. Unlike Duruh's work which based it studies on Nigeria using secondary sources, this study is based on Kaduna state using both primary and secondary sources. Furthermore, this research had focused on retention and promotion of pupils in Giwa and Zaria local government Areas of Kaduna state.

Agidani (2010) studied educational policy implementation in relation to girls Enrolment in secondary schools in Kaduna state came to the conclusion that; In Nigeria, ethnic groups maintain rigid division between masculine and feminine subjects and that educational and economic environment created, influence individual parents decision to send their children (boys and girls) to school. This is in consonance with the findings of Pansiri and Bulawa (2013) that there is minimal parental support on Girl-child education especially in rural areas. Thus, this made us to evaluate cultural values in relation to UBE policies to see whether it has any significant effects on UBE performance.

Habibu (2009) studied qualitative UBE for value orientation and educational development in Nigeria using secondary sources and came to the conclusion that UBE was improperly planned and implemented just like the former UPE programme. In contrast to these, this research has carried out an extensive research to evaluate the education services provided by Kaduna SUBEB, Giwa LGEA, and Zaria LGEA where their Objectives, Achievement and Problems were clearly stated.

Mika'il (2012) evaluated the prospects and challenges of UBE programme in Bauchi state and concluded that the programme is facing tremendous challenges such as inadequate funds, misappropriation of funds, lack of professional teachers, inadequate infrastructural facilities and instructional materials particularly in rural areas and urban centers. These has necessitated this study to assess the objectives, Implementation strategies, Achievement and problems facing the UBE program in rural and urban centers of Kaduna state thereby picking Giwa and Zaria as case study. Furthermore, Mika'l recommended that provision of adequate infrastructural facilities and instructional materials would enhance the programme to achieve its basic objectives. In addition, he states that; Government should pay more emphasis to monitoring, supervision and inspection of the UBE programme.

Azike, Alphonsus and Igonoh (2012) studied educational reform in democratic governance: issues, challenges and prospects came to the conclusion that Nigeria educational system depends not only on the economy but on political ideologies of the political party in power. This research work now looked at a different perspective thereby laying emphasis on educational implementation and the role of the community in ensuring that each and every child benefited with basic education.

Abdulwahab and Ibrahim's (2012) study was on environment as a determinant factor to learning: Implications on the growing child concluded that environment constitutes the cardinal and central cords behind the success or failure of any meaningful learning outcomes. The study also found out that conducive and liberal nature of the home and classrooms certainly have coherent learning outcomes among pupils and vice versa. Abdulwahab and Ibrahim's (2012) study also admits that most government policies failed not because those policies and programmes are not genuine but the environment where

such policies operate are deficient. Therefore, they recommends that home, schools and other agents of environmental changes should be collaborative so as to prepare the child in a more improved, knowledge based and activity oriented environment. This statement assisted us to see if that has played any role in the implementation of UBE programme in Kaduna state.

Damina, Osagbemi, Dongurun and Laka's (2012) studied Gender consideration in the Kaduna state public sector employment and found out that there is male dominance in the workforce. The study also revealed that majority of employees were categorized as below average; thereby indicating wide margins between males and females. This necessitated us to investigate the avenue through which females could be considered in the workforce just like the male. Unlike their work which focuses on gender consideration in terms of employment, this research focuses on gender consideration in the education sector, thereby making emphasis on the primary and post primary level.

Igunnu's (2012) work was on educational reform for national development in Nigeria; issues, challenges and prospects which concluded that education reform and national development in Nigeria still have a long way to go because of inadequate finance from federal, state and local governments. Therefore, this work assessed the responsibility of each tier of government on primary and junior school under the UBE scheme.

Ekine and Abay (2013) study was on Enhancing Girls Participation in science in Nigeria and concluded that key among factors contributing to the science gender gap are cultural biases that hold that science is the domain of males. Hence they argued that girls must be engaged in science at early primary school level because this is when their interests and attitudes about learning are formed.

They also asserts that sensitivity to gendered cultural norms that affects classroom practices and student learning is critical and policy responses are also needed in order to bring girls into science from an early age. Therefore our research seek to examine infrastructural facilities especially those facilities that motivate girls towards a particular vocation.

Kutehi and Olowe (2013) examined Level of parent's involvement in primary school education in Ondo west local government area and concluded that the level of parent's involvement in the area of provision of instructional materials, curriculum implementation and administration in primary school is low. Hence this does not affects the performance of UBE. While they had their focus on variables like instructional materials, curriculum and administration, this research was based on enrolment, infrastructural facilities, and cultural value to evaluate Girl-child education in Giwa and Zaria local government areas.

Kainuwa and Yusuf (2013) examined "student's perspective on female drop outs in Nigeria and found out that enrolment rate of female is still very low and remains worrisome whereby dropout rate is very high. While their study was based on dropout rate using Shinkafi local government area of Zamfara as a case study, our research was based in Giwa and Zaria local government of Kaduna state.

Dorin (2014) investigated the impact of Girl-child education on community development and concluded that part of the factors militating against girl-child education were culture and poverty level of the people. This necessitated us to evaluate cultural value and its effects on UBE

2.7 Theoretical Framework.

The system theory explains the existence of different parts which perform different functions in such a way that each part interacts and is interdependent on the other parts. This theory was first used by biologist Ludwig Bertalanffy in 1928 whom presented his idea of “General system theory” in a philosophy seminar at the University of Chicago in 1937. Kenneth Boulding also conducted a seminar in the University of Michigan in 1954 using the idea of General system theory. Von Bertalanffy & Boulding are both mathematicians. The approaches behind this theory were the modern theorist of management scholars. Modern theory, also called system analysis of organizations, developed largely in 1950s. It has its own peculiar point of view. Sharma, Sadana and Kaur (2011) observed that, System theory consider all element of organization, as well as its component parts and they also view organization as an adoptive system, if it is to survive, it must adjust to changes in the environment. System theory also views the organization and its environment as inter-dependent –each depends on the other for resources.

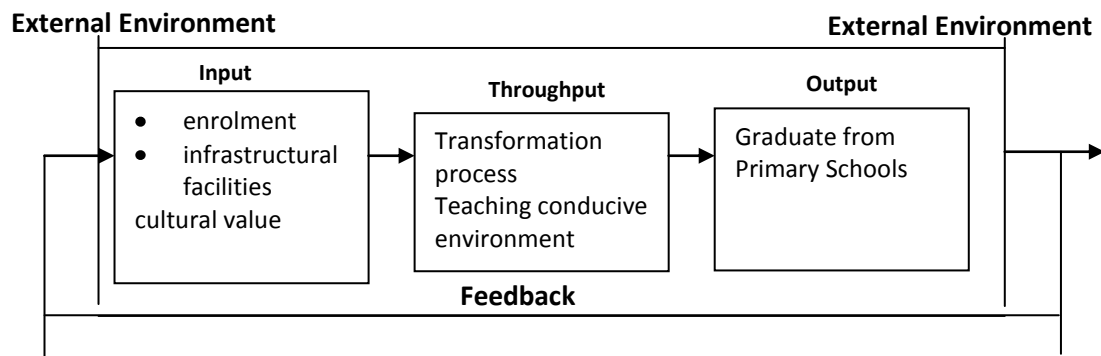
Simon cited in Kajang and Istifanus (2011), “Contends that an organization is a total system i.e. comprises of all sub-systems serving to produce the desired effect. His basic assumption is that the element of organizational structure and function emanates from the characteristic of human problems solving processes and retained human choice. Moreover the work of Cook cited in Kajang and Istifanus (2011) holds that the whole is greater than the sum of the part or sub-system which is related to one another and to the whole.

An organization is a social system made that is made up of variety of resources and sub-systems integrated for the purpose of transforming input into appropriate output. In this regard, education is universally acknowledged as indispensable for development.

Therefore there is an interaction between units and sub-units in the political, social, and economic and environment.

Figure 2.1 the Diagram of the System Approach

OPEN SYSTEM (The Organization)



Source: Researcher's Analysis 2016

2.8.2 Element of the System Approach

- a. Input
- b. Transformation process
- c. Output
- d. Feedback

2.8.3 Relevance of the Theory to the Study

This theory is relevant to this study in view of the fact that, The UBE is an educational programme. Education is one of the most fundamental responsibilities of government at all levels i.e. Federal, State and Local Governments. It was in the light of this that the constitution of Nigeria had ensured it in exclusive, concurrent and residual list. Just like Easton observed, the system should be splited into sub-system, subparts and subsections and in spite of the fact that these sub-units may be different in terms of personnel and

resource requirement, but they must work harmoniously in a coordinated way in order to achieve the predetermined target and objectives. The same thing applies to education especially primary education where the federal government is responsible for it. According to system theory, whenever any one of these components units was affected, it will affect the entire system. This is very true because if we look at the entire educational system in Nigeria especially at primary school level, one may be right to say that the level of degradation of education is a collective failure between both federal, state and local governments couple with the parents of the children with their own peculiar problems. This of course justified the assertion of the Easton that the sub-system must be interdependent and interrelated with each other in such a way as to prevent leakages and asymmetries.

Input

The element of inputs with regards to Giwa and Zaria Local Government Education Authority (LGEAs) can be classified as Follows: Enrolments, Infrastructural facilities and cultural values. Cultural value is included here because when the policies are designed, they are done in such a way that it accommodate some positive cultural values e.g. allowing the girls to wear hijab and parents do have a stake in some decisions made through PTA general meeting.

Throughputs/Processes

Also the Throughputs /Processes of system theory to LGEAs in Giwa and Zaria are as follows; The Organizational Transformation that is being carried out within the LGEAs in Giwa and Zaria including general management function that is being carried out such as planning, organizing coordinating, supervising, designed programme, processes teachers payment and process of delivering teaching in the classrooms by teachers/headmasters.

Output

The Element of Outputs in Giwa and Zaria LGEA are the number of graduate from primary schools that goes to post primary levels, which will serve as inputs to other organizations

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methodology of the research work. The contents of this chapter include the research design, population of the study, sample size and sampling technique research instrument, sources of data collection, administration of instrument and method of data analysis.

3.2 Research Design

This study used a non-experimental research design. This involves sampling from target population of the study and then generalizing findings obtained from analysis of the data. The descriptive survey was employed by the researcher to collect information from representative sample upon which inference would be drawn. The essence of using this descriptive research was for the researcher to collect, process, analyze and interpret data collected on how the implementation UBE affects Girl-child education in the selected primary and junior secondary schools in Giwa and Zaria local government areas of Kaduna state.

3.3 Population and Sample Size of the Study

The population of the study comes from Giwa LGEA, Zaria LGEA and Kaduna SUBEB. In Giwa local Government, our population comes from 1444 teachers/head teachers, 259 management staff and 2712 PTA members. The 2712 PTA members were arrived at from the total number of primary and junior schools when multiplied by twelve. In Zaria LGA, the total number of teachers/head teachers is 2306 with 259 Management staff. Also a total number of 1620 PTA members were arrived at from the total number of primary and junior schools when multiplied by twelve. However, the Kaduna SUBEB has 12

management staff, 59 senior staff and 34 junior staffs giving a total of 105 staff also constitutes the population of the study.

There are eight Educational District in Giwa Local Government Area which consists of Iya tawa, Fatika, Kidandan, Yakawada, Shika, Dan mahawayi, Gangara and Giwa Educational Districts.

Under Zaria Local Government, there are six (6) Educational Disricts which consist of Pada, Tudun wada, Kaura, Rafin Albasa, Unguwan Dankali and Dembo Educational Districts.

Table 3.1 Population of the Study

S/NO	Organization	No of teachers/ staff	Management staff	PTA members	Total
1	Giwa	1444	259	2712	4415
2	Zaria	2306	126	1620	4052
3	Kaduna SUBEB	71junior/senior	12	----	105
4	Total	3821	397	4320	8572

Source: Researchers survey 2015

The sample was under taken in the area of teachers/ headmasters, management and PTA members being representative of the entire population.

In determining the sample size, the researcher decided to use Krejcie and Morgan formula. 368 were found to be the representative sample size for this study.

3.4 Sampling Technique

In choosing the sampling technique, cluster sampling technique was considered appropriate since we deal with a registered population. the cluster sampling technique

was used to pick two (2) Educational Districts from Giwa and Zaria local government area respectively, and still narrowing it to some selected primary schools within the selected Educational districts using the simple random probability technique. This was justified on the ground that the technique gives every element a chance of being included in the sample. Proportional and accidental sample was employed for the distribution of sample size to the population of the study.

3.5 Sources of Data Collection

The researcher used two methods of data collection, which are primary and secondary sources: The first data was generated from field work by the researcher. The two major instruments used in generating these data were questionnaires and interview.

The questionnaire for this research is largely made up of close-ended questions ‘for easy coding, tabulation and subsequent analyses’ (Idris, 2011:61). Bowling (1999) also stated that, the use of questionnaire for survey research was the best instrument for collecting data because as surveys were carried out in natural settings, questionnaires increase external validity of the study. The questionnaire distributed is divided into four sections. Section ‘A’ relates to the personal data of the respondents such as gender, age and educational qualification. Section “B contains the hypothesis on the relationship between UBE and Girl-child enrolment. Section “C’ contains questions relating to the hypothesis on how introduction of UBE affects Infrastructural facilities. And section “D” relates to the hypothesis on how UBE affects Cultural Values.

A semi-structured interview was conducted to Giwa and Zaria LGEA staff respectively while some teachers and parents were interviewed on personal basis in order to solicit free responses and avoid any form of being bias. The direct assessment of what was on ground was through non-participant observation. The reaction of the few respondent interviewed

gave more insight on specific information desired on the contribution of UBE on Girl-child education in the area of the study.

1.6 Administration of Instrument

A total of 368 questionnaires were administered to all categories of the staff excluding PTA as indicated in the table 3.1 above with the assistance of head teachers. This was to enable the researcher get the substantial rate of questionnaire dully filled and returned for the purpose of data presentation and analysis. The questionnaire was reflecting some key areas like; how UBE affects Girls Enrolment, Infrastructural facilities and Cultural value. Thus 32 questionnaires were administered to the management staff of Giwa LGEA, 130 questionnaires were directed to the teachers/head-teachers of Giwa primary and junior secondary schools; 32 questionnaires were forwarded to the management staff of Zaria LGEA; and 152 to the teachers/head-teachers of Zaria primary and junior secondary schools, while 5 questionnaires were administered to the management staff of Kaduna SUBEB; and 10 questionnaires to senior staff of Kaduna SUBEB and lastly 7 questionnaires to junior staff of Kaduna SUBEB respectively. These figures are further discussed in the table below:

	TEACHERS/HEADTEACHERS	MANAGEMENT STAFF	TOTAL
Giwa	130	32	162
Zaria	152	32	184
Kaduna SUBEB	17	5	22
TOTAL	299	69	368

Source :Researcher's Analysis 2015.

However, a total of 32 respondents were selected for interview which was purposively selected. 10 teachers/parents from Giwa LGA and another 10 from Zaria LGA, 4 from Giwa LGEA, 4 from Zaria LGEA and also 4 from Kaduna SUBEB were interviewed by the researcher. The information generated was basically the same as the ones from the questionnaires. The researcher spent the period of fourteen weeks for both questionnaire administration and interview.

1.7 Method of Data Analysis

Data obtained was subjected to simple descriptive analysis by expressing the number of items as percentages of the total number of the respondents.

Other statistical tools used include, chi-square statistical method which was used to test and compare the significant relationships between the opinions of the groups involved in the study.

DECISION RULE IN CHI-SQUARE

1. We reject the null hypothesis (H_0) and accept the alternate hypothesis (H_1) if chi-square calculated value is greater than chi-square critical value.
2. We accept the null hypothesis (H_0) and reject the alternate hypothesis if chi-square calculated value is less than chi-square critical value. The 0.05 level of statistical significance was chosen for acceptance or rejection of null hypothesis.

CHAPTER FOUR

AN OVERVIEW OF THE APPROACHES TO GIRL-CHILD EDUCATION IN NIGERIA

4.1 Introduction

This chapter provides an overview of the approaches to girl-child education in Nigeria. However a brief discussion of National policy on girl-child education was provided, the main features and objectives of UNICEF's Integrated Growth and Development programme were presented. Its main components were also reviewed. Also, there was a brief discussion on Kaduna SUBEB, objectives, Implementation strategies, Achievement and then gaps that are not yet filled by Kaduna SUBEB and an Organogram of Kaduna SUBEB. Finally, history of Giwa and Zaria LGEA's, Their achievement, Gaps that are yet to be filled by Giwa and Zaria LGEA's objective and then organogram of Giwa and Zaria LGEA.

4.2 National Policy on Education on the Girl-Child Education

The National Policy on Education (2004) of Nigeria after realizing that education is the corner stone of socio-political development adopted education as an instrument par excellence for effective national development. In Nigeria the philosophy of education is based on the integration of individual into, sound and effective citizenry with equal educational opportunities at all levels of education through formal and non-formal schooling system. Nigeria's National Policy on Education (FRN 1977, Revised 1981, 1998 and 2004) recognized education as an instrument par excellence for effective national development. The philosophy of education was predicated upon the provision of equal access to educational opportunities for all citizens of the country at the primary, secondary and tertiary levels both inside and outside the

formal school system (FRN 2004:7). One of the important goals of the policy was the provision of Universal Basic Education (UBE) in a variety of forms, depending on needs and possibilities (FRN, 2004:9). The point we are trying to highlight is that although political leaders highly rated education as an important factor in national development plans, they perceived it as a privilege rather than a right. This perception influenced the funding of education and ultimately the rate at which education was made accessible. This perhaps explains why it took Nigeria 44 years after its independence in 1960 before it was able to make basic education free and compulsory, in spite of being endowed by nature with huge human and material resources. Hence various efforts were made through initiatives for the attainment of Education for all (EFA) and Millennium Development Goals (MDG) to follow a purposeful direction aimed at enhancing the accessibility of education for girls and women. It is important to note that disparity in access to education still exist in favor of the male children in most regions of Nigeria.

Gender Parity Issues in Education

Traditional, cultural and religious factors in the African environment have combined to militate against women emancipation and full participation in education. The situation was creatively captured by Mezu (1980) in her novel titled "Women in Chains". But women have come a long way in embracing modern education as their greatest weapon for fighting the outmoded beliefs and practices which limited their progress. Nevertheless, attitudes die hard even in the face of legislation and policies to remove discrimination and marginalization from their lives in society. According to UNESCO (2002), one of the EFA goals is the elimination of disparities in primary and secondary education by 2005, and enhancing girl-child education so that by 2015 there would be gender equality. The Millennium Development Goals have similarly focused attention in full participation of goals and women at all levels of the education system. Records have

it that two thirds out of 13 million children around the globe poorest nations who don't have access to school are girls (UNICEF, 2007). Sperling also went further that 60% of girls in an estimated population of 110 million children in the developing world, where Nigeria is one will not have the opportunity of entering school while the few girls enrolled will drop-out. This emerging scene is a thing of concern. This is not only in Kaduna State of Nigeria.

4.3 Programme Plan of Operations for Integrated Growth and Development (IGD)

Recent data confirm gross inadequacies in the status of Nigerian children aged 6 to 12. For instance the 1999 Multiple Indicator Cluster Survey (MICS) and the 2000 National Demographic and Health Survey (NDHS) depict declining performance in the health sector. The same data confirm a higher prevalence of acute under-nutrition and some micronutrient deficiencies. Water and sanitation coverage rates remain low. About a fifth of this group of children is yet to benefit from basic education. Primary net enrolment ratio in 1999 was only 55%, with the national policy on education goals of 100% transition from primary to junior secondary school for most 12-years old children remaining unmet- the 2000 Comprehensive Education Analysis (CEA) reported a transition rate of 60%. Equally there is a marked deterioration in health infrastructure, weak health management system, continuing high prevalence of malaria, diarrhoea and vaccine-preventable diseases, as well as steady rise in HIV/AIDs prevalence.

By 2000, new and more realistic targets began to emerge from national policies/plans and also from international conventions or treaties endorsed by Nigeria. Worthy of note are the National Water Supply and Sanitation Policy and the Universal Basic Education (UBE) programme, both launched in 1999, and the EFA 2000 Declaration, which set

targets on basic education for all by 2015. However, a more vigorous and innovative approach to meeting these targets is needed. Earlier programme efforts focused in a too compartmentalized (mono-sectoral) manner on the health, nutrition and basic education needs of young children, not yet integrated towards holistic development of the child. Thus, the new IGD programme emphasizes a blend of education, environmental sanitation, water, health and nutrition interventions as a common approach for promoting the optimal growth and development of children aged 6 to 12. The goal for the IGD programme is to contribute to at least a 20% improvement in net primary school enrolment, retention and educational attainment, as well as improving nutritional and safe water supply and sanitation status in selected areas. The principal objectives are to:

- a) contribute to improvement in net primary school enrolment, retention and educational attainment;
- b) improve nutritional status in selected area through micro-nutrient (especially iodine) deficiency control;

Promote the best nutrition and care practices for young children (including de-worming);

- a) institute appropriate nutrition surveillance systems;
- b) establish more child-friendly (especially girl-friendly) schools, with improved facilities for the promotion of quality teaching/learning;
- c) improve access to protected water and sanitation facilities for communities and schools;
- d) contribute to dracunculiasis eradication and onchocerciasis control;
and
- e) Improve/provide schools and communities with enhanced quality health facilities and services.

Two projects under the programme will meet these objectives:

a) Learning and Girls' Education; and

b) Improved Water Supply and Environmental Sanitation. The activities for these projects will be inter-linked both within the IGD programme and with other programmes, especially the SECC and Protection and Participation programme. Strategy will include advocacy, capacity building, empowerment and service delivery, especially at the community level. Close collaboration will be fostered among all stakeholders. A National IGD steering committee will take responsibility for programme management and coordination. This 102 committee will be inter-ministerial (involving at least the Health, Agriculture, Education and Water Resources Ministries, with the National Planning Commission), and will have representatives of other major stakeholders. The programme will be funded via a budget of US\$37,950,000 (comprised of \$20,310,000 from regular resources and \$17,640,000 from other resources) from UNICEF, and the Naira equivalent of US\$15,180,000 from the Government of Nigeria.

4.3.1 Background of the Integrated Growth and Development Programme

The IGD program addresses the education, environmental sanitation, water, health and nutrition right of children aged 6 to 12. This age group represents about a fifth of the 124 million people in Nigeria (FOS, 1999). It is the group that holds the greatest potential for realizing the national goal of a "strong, democratic and self-reliant nation" (FGN, 2000), and hence worthy of due attention in any comprehensive development programme. As observed by the Executive Board of UNICEF in March 2000, "access to basic services does not only form the core of any nation's development strides, it has also been increasingly recognized as a human right". By enabling Nigeria's young children to have sufficient access to qualitative basic education, environmental sanitation facilities, low-

cost, protected water, basic health services, and affordable nutrition services, Nigeria as a whole will benefit. The IGD programme is closely linked with the SECC programme (for infants/children up to five) and the Protection and Participation programme (mainly for youths aged 13 to 18). This is in alignment with the life-cycle approach and right based framework. These linkages are natural, since the growth and development of the child aged between 6 and 12 are dependent on what had transpired in the child's early years, 103 influenced by SECC actions. The IGD programme period also, in turn, influence actions planned under the Protection and Participation Programme.

The SAA confirmed a bleak picture of the education, environmental sanitation, water, health and nutrition status of the majority of 6 to 12 years old Nigerians. Although not always disaggregated by this age group, the MICS and NDHS data showed that all indicators were below national expectations and international norms. Net primary school enrolment declined from 60% and 58% (boys and girls, respectively) in 1995/96, to 58% and 53% in 1999. Moreover, a 1996 survey on minimum learning achievement confirmed low levels of numeracy (18%) and literacy (39%) among pupils completing primary grade four. Sanitation coverage dropped while access to safe water increased slightly during the late 1990s. The health and nutritional status was poor.

By 2002, the population of children aged 6-12 years is expected to be 30 million (FOS, 1999). With a national population growth rate of 2.9%, this population is expected to rise to 38 million by 2007. Addressing the basic education, environmental sanitation, water, health and nutrition needs of these children, even at a pilot level, in an integrated manner, as intended via the IGD programme, is clearly a major challenge. The IGD programme can be justified on several grounds. The first of these is the inter-sectoral nature of the intervention. One of the major lessons learned from implementing the 1997-2001 MPO has been the potential for achieving a higher degree of success through the synergy of

interventions across sectors. IGD is seen as one such inter-sectoral approach, which, in addition to ensuring a multi-dimensional approach to programme implementation, helps to ensure potential leverage of resources on a broader scale. While focused sectoral approaches have demonstrated positive short-term impact, e.g NIDs for immunization and ivermectin distribution for onchocerciasis controls, programme sustainability requires more inter-sectorality, as well as the correct balance between: a) support at national, sub-national and community/household levels; b) service delivery, capacity building, advocacy and empowerment; and c) shared responsibilities between programme partners.

Secondly, while some progress was recorded during the implementation of the 1997-2001 Country Programme in addressing the basic education, environmental sanitation, water, health and nutrition needs of children, a lot more ground still needs to be covered to address the unmet targets of the 1992 NPA, and targets set at the 2000 Dakar EFA Forum.

The NPA and the EFA 2000 Declaration, among several international conventions and agreements endorsed by Nigeria, provided milestones and targets for education, within a sound, health, nutrition and sanitation setting. For instance, by 2015, universal basic education, including access to early childhood care, should have been achieved, with the adult literacy rate having reached 90%. In 2001, levels of access, participation and achievement within the formal and non-formal components of education remain far from these goals. The IGD programme was conceived in the light of these realities and needs.

Similarly, the NPA, the Mar Del Plata Declaration, the Dublin Statement and the Delhi Declaration are amongst the international conventions and agreements endorsed by Nigeria which called for universal access to water and sanitation. The recently approved national WES policy has established the current target for universal access at 2011. This target is considered achievable, provided all the planned resources, from all partners, are

105 made available on time and there is continued political stability. Thus water and environmental sanitation also form an integral part of the IGD programme.

4.3.2 Goals and Objectives of IGD programme

The goal of the IGD programme is to contribute to at least a 20% improvement in net primary enrolment, retention and educational attainment, as well as improving nutritional and safe water supply and sanitation status, in selected areas by 2007. The principal objectives are to:

Contribute to improvement in net primary school enrolment, retention and educational attainment;

- i. Improve nutritional status in selected areas through micro-nutrient deficiency control, promotion of best nutrition and care practices (including de-worming);
- ii. Establish more child friendly (especially girl-friendly) schools with improved facilities for the promotion of quality teaching/learning;
- iii. Improved access for schools and communities to safe water and sanitation; and
- iv. Improve access to protected water and sanitation facilities in rural areas.

4.3.3 Strategy of IGD Programme

Advocacy will be directed at: improving net primary school enrolment (especially girls), retention and educational attainment; the establishment of more child friendly (especially girl-friendly) schools; provision of improved facilities for the promotion of quality teaching/learning; care for children in need of special protection; and improving access to safe water and sanitation.

In the past, the focus of capacity building was primarily on training individuals and providing related hardware and equipment to upgrade institutional capacity. However,

experience demonstrated that the high turnover of trained staff, either through transfers, promotions or retirements, jeopardized this investment. Consequently, the current emphasis is placed on building capacity in institutions, including nongovernmental organizations and the private sector. The advantage of this new approach is that it promotes continuity, even in the face of high staff turnover. Thus the capacity building thrust of the IGD programme will be on strengthening relevant institutions. The service delivery component will promote the establishment of more child friendly schools and the provision of improved facilities for the promotion of quality teaching/learning. This will complement Government's Universal Basic Education drive, which includes the building and renovation of school WES facilities will also be promoted. Especially to ensure the eradication of dracunculiasis and support the creation of an optimal learning environment at schools. Empowerment will focus on strengthening communities to participate in and community the development process inherent in improving primary schools and communitybased operation and maintenance of WES facilities. Support will also be provided for Parent Teachers Association (PTAs), Mothers' Club and other Community-Based Organisations (CBOs), to promote initiatives that will improve the school learning environment and the community as a whole. This study will examine how the last two strategies have impacted on girls' education in Kaduna State. It is clear from the foregoing that the programme has very broad and cross-cutting objectives. We have singled out the basic education component 107 of the IGD for focus in this research. We are interested in how these strategies have impacted on girl-child enrolment in the focal schools.

Programme Structure The programme structure has been rationalized to ensure full integration of girls' education and gender in formal and non-formal education activities, to ensure more adequate attention to pre-schoolers, to integrate health, hygiene and

sanitation activities in education, and to integrate policy initiatives more fully across sub-projects.

Coverage and Beneficiaries the overall IGD programme will cover national and sub-national areas, as well as individuals, households and communities as beneficiaries. A planned 600 child-friendly schools and their surrounding communities will directly benefit approximately 300,000 6-12 year-old children. The WES project will promote appropriate WES policy/facilities nationally, but especially focus on dracunculiasis-endemic-communities.

(a)Project1:Learning/Girls'Education

Goal and Objectives:

The goal of Learning/Girls' Education project is to contribute to at least 20% improvement in net enrolment and learning achievement by 2007, through the establishment of more child-friendly and girl-friendly schools. The principal objectives are to:

- I. (CFS) each year. Contribute to the establishment of at least 100 child based child friendly schools.
- II. Contribute to enhancing access and achievement of girls.
- III. Contribute to increasing in targeted schools the level of learning achievement of primary school children in literacy, numeracy and life skills, to 60% from the current level of 35% and
- IV. Contribute to the promotion of HIV/AIDS protective behavior among adolescents within the CFS framework in 18 high prevalence states.

STRATEGY: The following strategies will be used to attain project objectives.

- i. Establishing child-friendly schools:** Will be achieved by developing model schools where children's rights are protected, ensuring that the learning environment is protective of pupils, teaching is effective, the community is involved and additional inputs are made available to treat identified problems (such as de-worming and correcting deficiencies, e.g. of iron).
- ii. Enhancing girls' participation and achievement in school:** Will be achieved by responding to issues of a poor learning environment as it affect girls, poor educational services delivery due to lack of pedagogical skills and lack of motivation of staff, gender insensitive curricula and instructional materials, and infrequent/poor quality of monitoring and evaluation.
- iii. Advocacy:** Will aim at sensitizing and mobilizing parents, village education committees, PTA members and civil society groups to ensure enrolment, retention, and achievement. Policy makers at federal, state and local level will be sensitized to promote a rights-based learning environment.
- iv. Capacity Building/Empowerment:** Will aim at supporting communities to sustain child friendly school features in targeted schools. It will also afford PTA member's opportunities for participation in the planning, management, monitoring and evaluation of primary school programmes. Mothers' Clubs will be given opportunities to attend seminars/workshop on HIV/AIDs and skills-based health and hygiene education, together with nutrition. Inspectorates will be strengthened for more effective monitoring and supervision through training of inspectors, and developing capacity for enhanced monitoring and evaluation.
- v. Service Delivery:** Will aim at the provision, in partnership with all stakeholders of improved facilities (instructional materials, water and sanitation, libraries etc),

for the promotion of quality teaching/learning. It will also be geared towards providing guidance and counseling, supplying teaching aids and materials to enrich teaching, refurbishing some classrooms, and providing separate toilets for girls.

Sub-project 1: Promotion of Child-Friendly Schools/Non-Formal Education Centers

Objective: To contribute to the establishment of at least 100 right-based child-friendly schools every year over the programme cycle.

Major Activities

i. Support renovation and furnishing of at least 100 schools/NFE centers annually; ii. Support advocacy with policy makers at the three levels of government to promote rights-based, secured and learner friendly learning environment during 2002-2004. iii. Support of trainers for life saving skills (disease prevention, malaria control, management of common disease, emergency preparedness).

Sub-project 2: Policy/Systems Development for UBE/EFA

Objective: To contribute to strengthening policy/system development in support of UBE/EFA at the federal, state and local government level, and in relation to EFA goals set in the Jomtien and Dakar Framework for Action.

Major Activities:

i. Support policy dialogue sessions on UBE/EFA among stakeholders at federal, state and local government and community levels.

- ii. Support the UBE commission to organize workshop on effective administration of UBE at the national, state and local government level, after the approval of the UBE Bill by the National Assembly.
 - iii. Support FME/UBE Commission, in partnership with UNESCO, to develop an EFA National Action Plan by 2002, as stipulated in the Dakar Framework.
- Sub-project

Sub-project3:Girls'Education

Objective: To contribute to reducing the gender gap in enrolment by at least 50% of 2000 figures in ten states with the lowest enrolment rates for girls.

Major Activities

- i. Support at least 10 states with high gender disparity in primary net enrolment to implement programme on scholarships/grants to girls.
- ii. Support NGOs to implement a programme on the use of educated and successful females as role model.
- iii. Supports advocacy visits to promote a programme of recruitment of more female teachers and pseudo-teachers.

The main goals of the UBE programme, as can be seen from the presentation so far, is the promoting of universal basic education in Nigeria. It seeks to achieve this by conscientising the entire citizens, reducing the incidence of dropout from the school system, catering for those whose education had been interrupted and ensuring ethical, 112 moral and civic values. The intention is to develop the school-going in an all-round manner. It is also to involve stakeholders from the District, local and state government levels in running public primary schools in the state. This can be clearly discerned from the provisions of sections 1, 5, 6, 7, 8 and 9, for example, of the state UBE Law, 2005.

All these sections make provision for participation by certain stakeholders at different levels. Clearly, the goals of the two programmes are similar - both strive to promote basic education delivery in Nigeria. But while the UBE approaches this goal through initiatives for early childhood care, programmes for adults, nomadic populations, non-formal programmes for dropouts and those without formal education, the IGD adopts a slightly different approach. It recognizes the special needs of the girl-child as being crucial to achieving universal education. Thus, while the UBE specifically targets adults, nomads and dropouts, the IGD focuses on promoting basic education through programmes especially, but not exclusively for girl-children. And the approach is intersectoral in nature, it combines education, health and environmental strategies in a single programme. Thus, using strategies in advocacy, empowerment and service delivery, it situates major stakeholders in education as the moving forces of change and progress. In this respect, it differs from the UBE in the sense of its inter-sectoral approach and in stakeholder involvement. The UBE, while acknowledging the role that stakeholders play in education delivery, only gives peripheral role for these stakeholders. Arising from the foregoing, it is evident that the multi-sectoral and multi-stakeholder character of the Basic Education project of IGD holds out promising example of how the UBE should be reformulated to achieve its objective. But for this to happen, it would mean that the active involvement and participation of stakeholders, particularly at the community level has to be cultivated. To be realistic, this will require the management, recruitment, promotion, discipline, posting, supervision and other functions presently handled the Basic Education Boards, be devolved to the communities in order to make their contributions more meaningful. At the moment, the preeminent positions of the boards means that lower level structures are moribund. The top-down arrangement may very well sound the death knell to the lofty

objectives of the UBE. Thus the IGD complements the UBE in demonstrating how education planning and implementation is to be done.

4.4 Brief History of Kaduna SUBEB

Initially, before the advent of the State Universal Basic Education Board (SUBEB), every state in Nigeria has the State Primary Education Boards (SPEBs) Kaduna state inclusive. The role of SPEB is to man the activities of primary schools as well as to coordinate and supervise the affairs of local government in the state. The SPEB appoints the education secretary to all LGEAs with the stipulated guidelines and approval by the SPEB.

In the same vein, the intensive capital projects like building of classrooms, toilets, libraries as well as the distribution and supplies of instructional materials was done by the SPEB. The scope of SPEB is peculiar to primary education system without reflecting the junior secondary school as in the case of current UBE and SUBEB.

Since the Launching of UBE in 1999 at Sokoto, no legal Act that back the organization for implementation of the UBE programme into reality. In 2004, the country enacted the Universal Basic Education (UBE) law to fast-track attainment of Education for all (EFA) goals. The enabling legislation – “the compulsory, free Universal Basic Education Act provides for a 9 years continuous education (comprising 6 years primary and 3 years junior secondary) known as ‘basic education’ which all states have now passed into Laws. The development paved the way for the establishment of UBE and SUBEB nationwide which led to the changing of nomenclature of SPEBs to SUBEBs across the 36 states of the federation.

These include the establishment of the State Universal Basic Education Board (SUBEB) in 2005 as parastatals of the Ministry of Education. The SUBEB is charged with the

responsibility of providing free and compulsory Universal Basic Education for all the primary and junior secondary school age in the State. In order to accommodate all the children of Basic Education age, there has been unprecedented expansion in the Education System especially at the primary and junior secondary level.

Following the establishment of the Universal Basic Education Commission by act 2004, Section 12 (1) state that, States were required to establish State Universal Basic Education Board (SUBEB). Also Section 12(2) stated that “ The structure, functions, composition and tenure of office of the Chairman and members of the Education Board shall be prescribed by a law enacted for that purpose, by the House of Assembly of the State“ Thus in compliance, the SUBEB was established under the State law No. 5 of 2nd June, 2005 as a parastatal under the State Ministry of Education, charged with responsibility of providing free and compulsory Basic Education for all Children of primary and junior secondary school age in the State. Thus, the UBE law covers: Early childhood care development and education (ECCDE), Six year of primary Education and three years of junior secondary education.

The Kaduna State government has made policy declarations and commitments to provide quality and compulsory basic education with infrastructural development, and have provided to an extent the finances needed but this does not seem to translate into concrete action as most public schools are in very bad states.

The state governments on their part are expected to

- Formulate policies for universal Basic education in their respective states
- See to the day-to-day running of the programme in their states.
- Recruit, discipline and promote teachers on grade level 07 and above.
- Pay the salary of Junior Secondary School teachers

- Establish and maintain State Primary Education Boards and other state level UBE agencies.

4.5 Objectives of Kaduna SUBEB

1. Enhanced collaboration with stakeholders for the delivery of sustainable system of universal basic education.
2. Improved child friendly environment for quality and inclusive teaching and learning.
3. An effective resource mobilization, management and reporting system for quality basic education delivery.
4. An effective and efficient administration and human resource management system.
5. Improved management of planning and budgeting system and processes for delivery of quality and effective basic education.
6. Improved teaching and learning facilities.

In order to achieve the above-mentioned objectives and indeed the UBE's vision and mission, an Act tagged SUBEB Act was enacted in 2005 and amended on the 25th May, 2007. It was titled Act to provide for compulsory, free, universal Basic Education and other related matters. Following the enactment of the Act, the Universal Basic Education Commission (UBEC) was established. The Act provides three sources of funding for the implementation of the UBE, which are Federal Government Grant of not less than 2% of its consolidated revenue fund; funds or contributions in the form of federal guaranteed credits and local or international donor grants. Although, this Act covers both the State and the Local Governments, the state government can only benefit from the Federal

Government block grant meant for the implementation of the SUBEB if it can contribute at least 50% of the total cost of the project. This is to ensure the state's commitment towards the project.

4.6 Implementation Strategies of Kaduna SUBEB

The Kaduna in its efforts on education introduces a Ten-Year Education Sector Strategic Plan (ESP) for the period 2006 to 2015. It is intended to inform stakeholders in Kaduna, interested persons and development partners in Nigeria of Kaduna's strategy to achieve the Millennium Development Goals (MDGs) and Education for All (EFA) targets by 2015. This will assist in delivering the state's reform agenda for social development and poverty reduction through accelerated investment in the education sector.

A description of the current situation of education in Kaduna is followed by an analysis of the addressed during the ten-year plan.

The main features of the plan are then described with detailed targets in each of the seven key areas for development:

- 1. Basic Education*
- 2. Secondary Education*
- 3. Adult Literacy and Continuing Education*
- 4. Higher Education*
- 5. Policy, Planning and Management*
- 6. Financial Management*
- 7. Monitoring and Evaluation*

A separate document describes the first three-year operational rolling plan, Education Sector Operational Plan (ESOP), which focuses on the immediate priorities within the human and financial resources that are available. The ESOP will be updated annually

based on annual reviews that look at progress, updates of analyses of the situation and the availability of financial resources through medium term financial planning. (Kaduna state ESP) 2006 – 2015 (August 2011)

The main education policy trust of the State Government as embodied in its KADSEEDS document is “to attain 80 percent primary school enrolment, 100 percent transition from primary to junior secondary school (JSS), and over 40 percent transition to tertiary education by 2007”.

KADSEEDS identified the following factors, among others, as militating against education in the State: inadequate qualified personnel for teaching services, very rapid enrolment growth, particularly in the urban and semi-urban areas, inadequate teaching/teaching materials such as textbooks, equipment, and teaching aids in schools, and out-dated textbooks and materials in public and school libraries.

In order to address these problems and achieve the objectives of KADSEEDS, the following targets have been set:

- Increase the proportion of the girl-child primary school enrolment from 29 per cent of total enrolments in 2004 to 40 percent by 2007.
- Increase the overall primary school enrolment from 50 percent to 80 percent by 2007.
- Monitor progress with respect to educational outcomes, relying in particular on examination results.
- Increasing the ratio of students to mathematics and physics teachers from 268:1 and 336:1 respectively to 100:1 each by 2007

A number of strategies to meet the defined targets have been established, activities outlined, and projected costs estimated. Among these strategies include: the construction

of at least 600 primary schools; the purchase of textbooks; the setting aside at least N100 million annually for the rehabilitation of tertiary institutions; the introduction of an inducement allowance to teachers posted to rural areas; and encouraging increased private sector participation in the education sector.

The SUBEB 2007 amended Law spelt out the responsibilities that the board are expected to carry out in section 4 (2):

- Recruitment, promotion discipline and appointment of teaching and non-teaching staff on grade level 07 and above
- Posting and deployment of staff including inter-state transfer
- Assessing and disbursement of funds provided from Federal, State, Local Govt. and other development partners such as UNICEF, ESSPIN, UNDP for payment of salaries and infrastructural development in the State.
- Setting up of an effective functional quality Assurance Department.
- Training and retraining of teaching and non-teaching staff.
- Provide Basic certificate of Education to graduates of Basic Education.
- Dealing with leave matters including annual vocation.
- Ensuring annual auditing of account.
- Maintenance and rehabilitation of dilapidated classrooms and other school infrastructures.
- Procurement and distribution of instructional materials, and other Library resources materials.

- Carry out mass mobilization and sensitization of the general public and entering into partnership with communities and all stakeholders on Basic Education with the aim of achieving overall objectives of UBE programme in the State.
- Monitoring/Evaluation of teaching and learning in schools
- Distribution of textbooks and other Library resources materials provided by UBEC for Primary and JSS.
- Strengthening and organizing sporting activities in Schools.
- Establishment and implementation of ECCD centers in all public primary schools in the State.
- Provide access to Basic Education to all children of school age with special needs and to provide basic facilities for effective quality education delivery.
- Oversee the establishment and management of library services and provision of library resource materials at schools and LGEAs.
- Coordinate the provision of guidance and counseling services in all public primary schools in the State.
- Oversee the implementation of formal education facilities necessary for effective teaching and learning in Tsangaya and Qur'anic schools.
- Selecting, sensitization and monitoring the implementation of integration of Quar'anic and Tsangaya Education in the State.
- Formation and overseeing the activities of school based management committees in all schools in the State.

- Manage and support schools through training and support visits.
- Facilitate the activities of development partners in areas of human, structures and infrastructural development.

4.7 Achievements of SUBEB in Kaduna State

The Kaduna State has provided significant effort in providing basic education in the state. In the year 2007, the Kaduna state school census shows that total enrolment in Giwa as at 2007 is 33058 while the Girl-child enrolment was 9629. However, the total enrolment for junior schools was 3251 while the female total amount to 963 in Zaria local government, the total primary enrolment as at 2007 was 83740 while female total was 39724. Therefore a significant increase could be seen obviously in the 2014 school census where the primary school enrolment in Kaduna state is 1153, 460 and the female total is 533,15. In the junior schools, the total enrolment was 158,274 and the female total is 70,687. More so, the number of primary schools in Giwa as at 2007 was 206 with 382 classes but it has now increased to 209 schools with 437 classes. In Zaria the number of primary schools in 2007 was 113 schools with 499 classes but it has now increased to 116 schools with 674 classes. Also UBEC 2009 provided summary of teacher qualification in Kaduna State, which shows 98 and 70 teachers, has higher degree with teaching qualification for primary and junior secondary schools respectively, therefore 19,131 and 2,930 for primary and junior secondary schools respectively.

The Kaduna State Government says it spent N3.5 billion to execute 187 intervention projects in its primary schools last year.

Mr. Ishaya Akau, Chairman, State Universal Basic Education Board (SUBEB) said on Thursday that the details of the intervention indicated that blocks of classrooms were

constructed in many schools. He noted that other schools got fully equipped new laboratories, examination halls, stores and offices.

Further details showed that the intervention efforts covered rehabilitation and expansion of classroom blocks, construction of school fences, toilets and other sanitation facilities. Akau, who spoke with the News Agency of Nigeria (NAN) in Kaduna listed other projects as the massive purchase of pupils and teachers' tables, desks and benches and construction of paths into new schools in every rural area.

According to him, 647 new class rooms, 364 VIP toilets, 35 offices and 35 stores were constructed, while 872 class rooms were renovated. He revealed that 1,206 teachers' furniture were procured and distributed, while 23,994 pupils furniture were procured, with new examination halls built in 26 schools across the state. Akau said that 70 schools had new laboratories, with 48 schools fenced up, while 23 projects monitoring motorcycles were procured.

Books and other library equipment were supplied to schools in the 23 local governments, he said. Giving a breakdown of the projects according to the 23 local governments, Akau said that seven local governments benefited in Birnin-Gwari, while nine schools were affected in Chikun. Further details indicated that seven schools benefited from various intervention projects in Giwa, while 10 schools also enjoyed the intervention projects in Igabi.

The News Agency of Nigeria (NAN) quotes the official as saying that eight primary schools in Ikara Local Government had projects sited in their schools with another eight and six schools benefiting from the intervention efforts in Jaba and Jema'a. Kachia Local Government had projects sited in 11 schools, Kaduna North six, while Kaduna South had seven schools that benefited, the details further showed.

Other beneficiaries included Kajuru, five schools, Kagarko, seven schools, Kaura, six schools, as well as well as Kauru, where seven schools were given various projects. It showed that nine schools benefited in Kubau, Kudan, six schools, Lere, nine schools, Makarfi, six schools, as well as Sabon-Gari and Sanga where six and seven primary schools enjoyed intervention projects.

According to Akau, eight primary schools were affected in Zangon-Kataf, while 10 schools enjoyed intervention projects in Zaria on the quality of the jobs, Akau said that SUBEB set up Local Government Technical Offices to ensure the timely completion of every project, adding that the offices were charged with monitoring to ensure that quality was not compromised.

“You will also recall that every school has a School Based Management Committees such committees were also tasked with supervising the projects on a daily basis and their effort ensured we had the best for every school,” he said. (Naija247 newspaper online. February 26th, 2015)

4.8 Gaps that are yet to be achieved By SUBEB objectives

Despite the substantial expenditures and investment in the sector, education remains one of the key problem areas of the State Government. In 2004, a briefing note to a World Bank Human Development Team by the Ministry of Education concluded that with respect to primary education;

The inception of the present Administration (in 1999) has witnessed a positive commitment to the improvement of education as shown in the infrastructural expansion, rehabilitation of existing facilities, construction of additional facilities, procurement of equipment, employment of additional manpower as well as improved budgetary

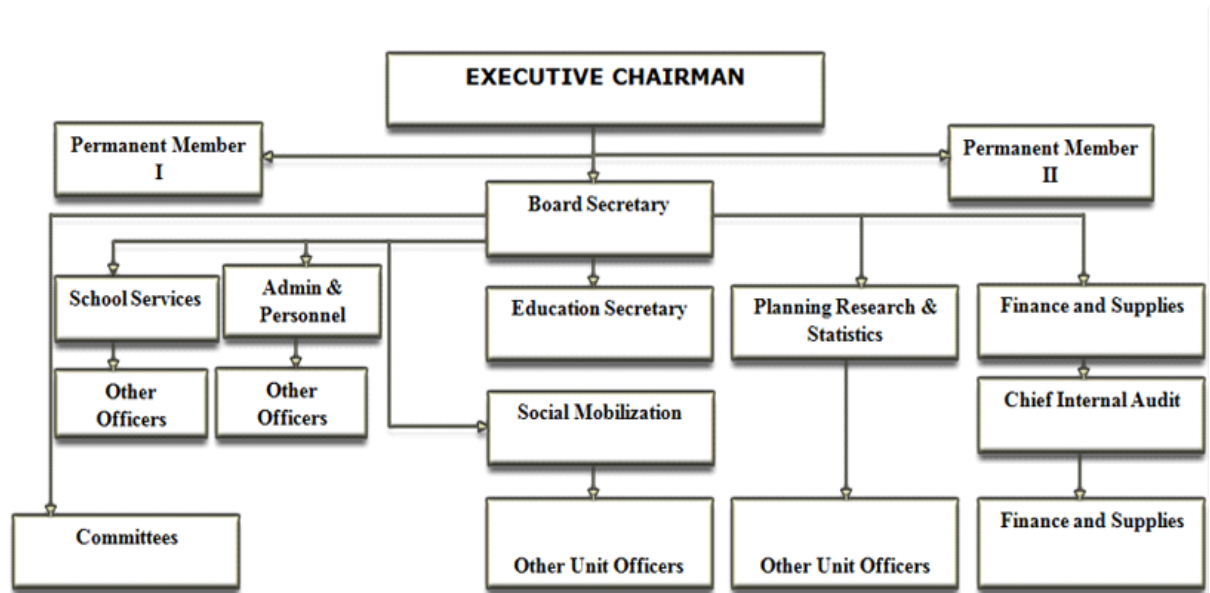
allocation to education. But the output in terms of quality of education measured by teacher-student ratio is still worrisome” Abubakar and Bennell(2007)

The executive Secretary, Universal Basic Education (UBEC) Alhaji Dr Suleiman Dikko who was represented by the Director Quality Assurance, Dr Christian C.Agomoh said assuring quality is a major challenge in the basic education system due to incidence of infrastructural decay, declining standards as well as maladministration. Other challenges according to the Executive Secretary include limited Synergy among relevant stakeholders for departments resulting in Institutional constraints and role conflict, scarcity of current and reliable data on quality issues and how learning outcomes in literacy, numeracy and life skills. He said at the end of the meeting, participants are expected to imbibe and update on the principles of quality assurance, equip with relevant and necessary skills required to conduct effective quality assurance in schools and be able to write good quality assurance reports after school visits.

Kaduna Annual School Census 2010 shows Primary 1 enrolment to be quite high 95% for boys and 80% for girls. But far fewer children complete Primary school and only 40% of boys and 35% of girls enroll in Junior Secondary. Higher enrolment and retention rates might be achieved if schools and teaching were of a high quality. Unfortunately, this is not the case. Many schools are in poor physical condition, often with no water or toilets. Inside the classroom, recent surveys show that teachers do not have sufficient subject knowledge, literacy/numeracy skills or teaching competence to perform well, while leadership of schools by Head Teachers and support to schools from Local Government Education Authorities (LGEAs) is weak.

Figure 4.2 Structures of Kaduna State Basic Education Board

Quality Assurance



Source: Kaduna State Basic Education Board 2015

Section 8 of the Kaduna SUBEB Law No 8 (2007) stated the membership of the Education Board shall be as follows:-

- A Full-Time Chairman to be appointed by the Governor, who shall be the chief Executive and Accounting Officer of the Board, who must be an experienced and seasoned educationist;
- Two Full-Time members appointed by the Governor to perform such duties as may be assigned to them by the Chairman;
- Two –Ex-Officio members to represent the State Ministry of Education and Ministry of Finance;

- Three Ex-Officio members to represent the Local Government Areas from the three Zones;
- One representative each of –
 - The Parent/Teachers Association(PTA) in the State;
 - The State Wing of the Nigerian Union of Teachers(NUT);
 - Women Group to be appointed by the Governor;
 - The Federal Ministry of Education, inspectorate Division;
 - Agency for mass Literacy,

The Secretary to the Board who shall be an experienced and seasoned educationist shall be appointed by the Governor on the recommendation of the Commissioner of Education;

The Secretary shall perform such duties as the Board may direct from time to time. For the purpose of carry out the above responsibilities of achieving objectives of Universal Basic Education, the Board has (7) Departments namely:

- Human Resource Management and Supply Department is in-charge of recruitment of officers on grade level 07 and above, posting, promotion, discipline, transfer and supplies for SUBEB Headquarters and the 23 LGEAs.
- Finance and Account Department is saddled with the responsibility of receiving and disbursement of funds from Federal, State, Local Government and donor agencies and maintaining record of financial transactions.

- Planning, Research, Statistics and Budget is in charge of collection, processing, analyzing data, conducting of research activities and preparation of budget proposals.
- Social Mobilization Department is in charge of sensitization, Mobilization of general public in partnership with communities and stakeholders on the activities of State Universal Basic Education.
- Physical Planning and Project Monitoring Department is in charge of provision and maintenance of schools and Head quarter's infrastructures.
- School Service Department is with the responsible for the management and support of schools through training and support visits, procurement and distribution of instructional materials to schools, management of libraries at LGEAs, ensuring provision of guidance and counseling services at schools in the LGEAs as well as coordinating other interventions to the Board.
- Quality Assurance Department is in charge of holistic monitoring and evaluation of nursery, primary, private and JSS in the State.

4.9 Brief Historical Background of UBE in Giwa and Zaria

The UBE Act 2004 Maintained that in section 13 (1) establishment, etc., of Local Government Education Authority, there shall be established, for each Local Government Area of a State and each Area Council of the Federal Capital Territory, Abuja, a Local Government Education Authority (in this Act referred to as "the Local Education Authority") which shall be subject to the supervision of the Education Board.

Section 9 (1) of Kaduna SUBEB law 2005 as amended 2007,"There is hereby established for each Local Government Area of the State, a Local Government Education Authority

which shall be subject to control of the State Universal Basic Education Board”. The structures and operational pattern are unified.

Meanwhile, the SUBEB projects were included in the intensive capital project like building of block of classrooms, VIP toilets, libraries, offices to both primary and junior secondary schools in the state. In other hand, the SUBEB distribute the instructional materials comprises biros, chalk, black boards, exercise books, and dusters etc, to the primary and junior secondary schools of the state through L.G.E.A.

According to Kaduna State SUBEB the funding of the programme is from multilateral sources ranging from Federal Ministry of Education (FME), Education Trust Fund (ETF), Universal Basic Education Commission (UBEC), Kaduna State Government, SUBEB and the donation of International Agencies such as UNICEF, Giwa and Zaria LGEAs.

4.10 Goals of Giwa and Zaria Local Government Education Authority

- An effective functional and coordinated basic education system that promotes learning established and sustained
- Community structures and initiatives that support stakeholder participation established and maintained
- Effective mobilization and efficient use of all resources to deliver quality basic education.
- Effective and efficient management system for quality basic education developed and functioning.

To achieve the above goals, there are range of objectives to be attained;-

- To establishing enabling environment for teaching and learning.
- To ensure effective quality assurance and evaluation.
- To ensure implementation of school improvement, programme and capacity building of teaching staff.
- To promote co-curricular activities in the schools.
- To strengthen functioning of LGEA and improve relations with LGC and SUBEB.
- To enhance service delivery through capacity building of DEC and SBMC members
- To improve participation of communities in promoting enrolment and retention of pupils.
- To support effective partnerships between stakeholders to improve education quality.
- To ensure mobilization of adequate resources for the proper running of the schools and providing quality education.
- To ensure efficient and equitable use of resources.
- To ensure transparency and accountability in the use of funds and other materials.
- To ensure effective planning and coordination of basic education activities within the LGEA.

- To clarify duties and responsibilities of staff.
- To ensure appropriate staffing levels and distribution.
- To build capacity of staff and encourage reward of merit and performance.

4.11 Implementation Strategies of Giwa and Zaria LGEAs

- Recommend establishment of new schools and splitting of over populated schools to SUBEB.
- Collect and distribute furniture and instructional materials.
- Maintain physical infrastructure including water and sanitation facilities.
- Provide adequate security guards with gadgets and outfits
- Oversee beautification of the environment.
- Collects data on available infrastructure from schools.
- Strengthen school services department for better supervision, monitoring and feedback.
- Monitor Curriculum implementation in schools.
- Carryout participatory monitoring involving relevantstakeholders.
- Carry out school visit to verify pupil, teacher attendance.
- Promote production of instructional materials through the mini resource Centre
- Assist SUBEB in setting, collection, standardizing and distribution of question papers during unified examination.
- Recommend and present personnel for training and retraining.

- Obtain SUBEB for support to train head teachers on leadership, school governance and financial management.
- Liaise with SUBEB for support in training School Services officers on school support and mentoring.
- Prepare strategy, medium and annual plans for LGEA
- Prepare department and individual work plans
- Carryout training in the area of planning and budget
- Build capacity for data collection
- Collection accurate data for planning
- Carry out result based monitoring and evaluation
- Improve the information management system of the LGEA
- Review responsibilities and duties, staffing needs and departmental function
- Develop job description/schedules.
- Delegate responsibilities and authority to HODs
- Review staffing levels and submit recommendations to SUBEB
- Deploy teachers to schools where they are needed (compile needs, recommendations and follow up).
- Prepare staff lists for promotion
- Improve level of discipline in the LGEA
- Prepare and submit annual estimates (budgets) to SUBEB
- Prepare annual work pans for implementation.
- Liaise with the LG Council for support
- Apply for and collect monthly overhead cost from the Board
- Develop proposal for support from development partners and other stakeholders.
- Establish and maintain bank account

- Disburse funds all expenses related to the management of schools in the LGEA
- Prepare variations for payment on salaries, allowance and other benefits accruable all LGEA staff.
- Effective monthly release of running costs to schools.

Prepare and submit annual estimates, accounts and monthly returns to SUBEB.

Pay members of the local education committee sitting allowances while on business

Provide information to stakeholders on the LGEA budgets and work plan

Cary out regular inspections of accounts records and stores

Compile annual report and submit on time to SUBEB

Inform the council of educational activities and needs

Meet regularly with Council Chairman and Education committee.

Hold regular meeting with SUBEB

Liaise with SUBEB and LGA for setting up of LGE Committee and provide support

Ensure formation of SBMCs in all schools.

Coordinate SMC training and development of schools plans

Sensitize communities on enrolment and retention

Support monitor self-helps projects

Support SBMCs to monitor the school enrolment and attendance

Organize regular meetings with stakeholders.

Establish for a dialogue among the LGEA. DECAs and SBMCs

Coordinate donor and NGOs support
Collect feedback from stakeholders and report to
SUBEB

Liaise with SUBEB for support in training school service officers on school support and
monitoring.

Train SBMCs on the development and implementation of school plan with support from SUBEB.

- Collect and distribute furniture and instructional materials.
- Maintain physical infrastructure including water and sanitation facilities
- Oversee beautification of the environment.
- Provide adequate security guards with gadgets and outfits.
- Collect data on available infrastructure from schools
- Strengthen school services department for better supervision, monitoring and feedback.
- Monitor curriculum implementation in schools.
- Carry out school visits to verify pupil

4.12 Achievements of Giwa LGEA

In Giwa local Govt. areas there are numbers of achievement recorded. The 2010 annual school census shows the enrolment in primary schools is 11,838 and in junior secondary school is 1,358 with 70.0% transition rate from primary to junior secondary. Also in terms of infrastructural facilities the 2010 annual school census shows that Giwa has total number of 458 usable classrooms in primary schools and 80 usable classrooms in junior secondary schools, also 182 toilets were constructed, Mr. Ishaya Akau, Chairman, State Universal Basic Education Board (SUBEB) says further details indicated that seven schools benefited from various intervention projects in Giwa, therefore (SUBEB, 2015) shows that additional 15 classrooms were constructed between 2013-2014.

4.13 Gaps that are yet to be achieved in Giwa LGEA.

Despite the huge achievement recorded in Giwa Local Government the Quality assurance report 2014 shows that teaching and learning in the schools of Giwa Local Government Area is still poor, teachers in the schools do not plan their lesson on regular basis, with clear objectives leading to minimal curriculum coverage. Teaching is teacher centered not learner Centre, and the teaching aids are not adequately used which the teaching and learning. Also the learning environment based on quality assurance report shows that the environment of the schools are poor, the toilets are not clean, and pupil-toilet ratio is 511 in primary and 98 in junior secondary schools. Therefore, the report indicated that there are no libraries in the schools to encourage learners to develop a sound reading culture. The annual school census 2014 shows that 12.5% of total classrooms are in needs of major repairs, 34.8 % of the total classrooms with insufficient seats, and 21.4% of the total classrooms were functional thereby making lessons to be held outside in junior secondary schools while in Primary 33.8% of the total classroom are in need of major repairs while 5.3% have insufficient seats 22.2% of the total classes held outside classroom setting and despite the increase in Number of classrooms the pupil-classroom ratio is 108.2 in primary and 57.4 in junior secondary schools.

4.14 Achievements of Zaria LGEA

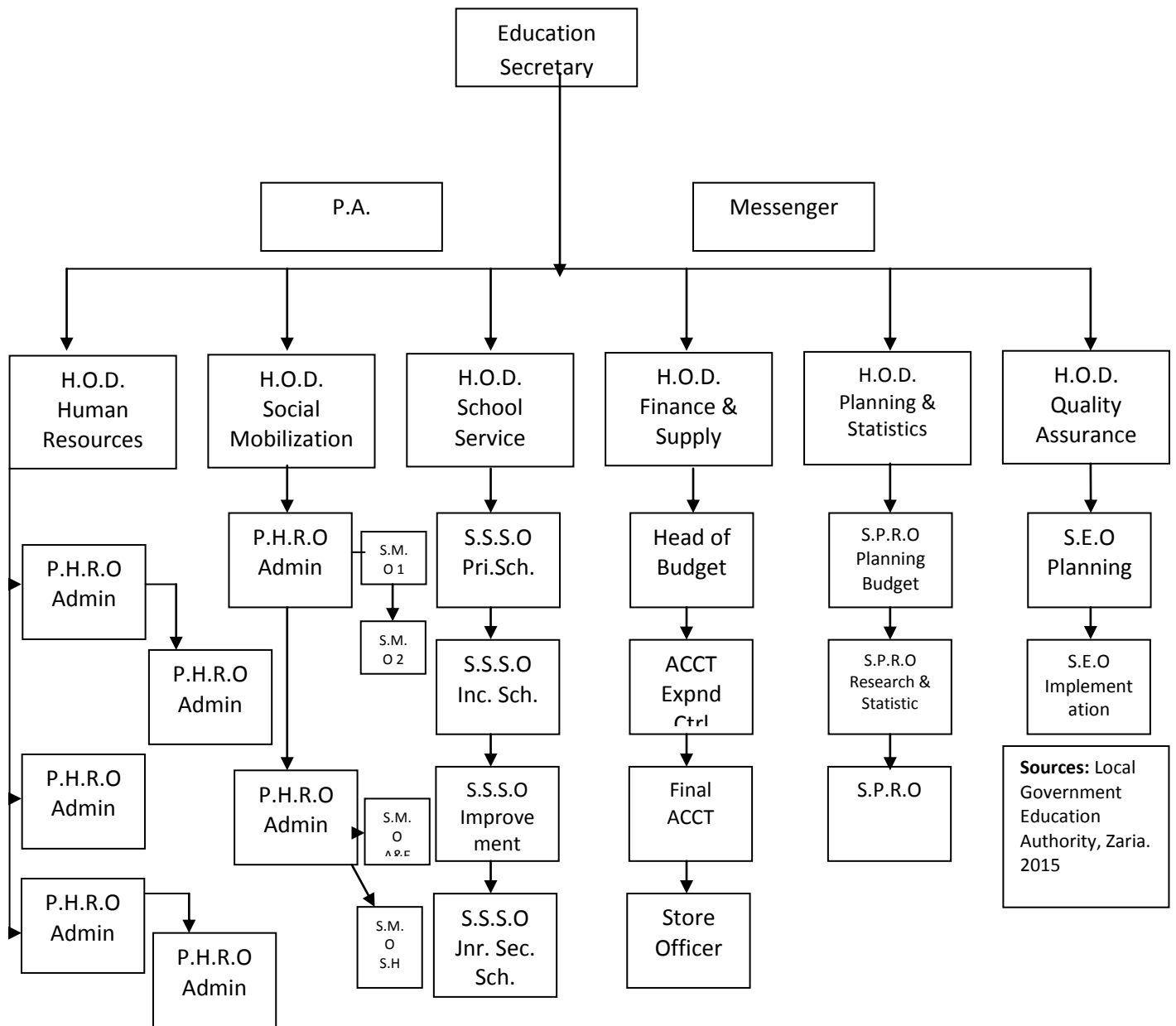
In Zaria Local Government Area, there are numbers of achievement recorded. The 2014 annual school census shows the enrolment in primary schools to be 83740 while the female total is 3972413 and in junior secondary school is 6,309 with 52.5% transition rate from primary to junior secondary. Also in terms of infrastructural facilities, the 2014 annual school census shows that Zaria has total number of 846 classrooms in primary schools and 206 classrooms in junior secondary schools. Also, 182 toilets were

constructed. Mr. Ishaya Akau, Chairman, State Universal Basic Education Board (SUBEB) said further that 10 schools enjoyed intervention projects in Zaria, therefore (SUBEB, 2015) shows that additional of 25 classrooms were constructed, rehabilitation of 15 classrooms, construction of 8 additional toilets and construction of 6 laboratories in junior secondary schools between 2013-2014

4.15 Gaps that are yet to be achieved in Zaria LGEA.

Despite the huge achievement recorded in Zaria Local Government the Quality assurance report 2014 shows that teaching and learning in the schools of Zaria Local Government is still poor, teachers in the schools do not plan their lesson on regular basis, with clear objectives leading to minimal curriculum coverage. Teaching is teacher center not students center and the teaching aids are not adequately used which reduce the understanding of learners. Also the learning environment based on quality assurance report shows that the environment of the schools is poor, the toilet are not clean, and pupil-toilet ratio is 507 in primary and 100 in junior secondary schools. Therefore, the report indicated that there are no libraries in the schools to encourage learners to develop a sound reading culture. The annual school census 2014 shows that 14.7% of total classrooms are in need of major repairs, 44.2 % of the total classrooms have insufficient seats thereby making some classes to be held outside in junior secondary schools and in Primary 11.7% of the total classroom are in need of major repairs while 7.0% have insufficient seats and 21.4% of the total schools are hold their lessons outside classroom setting. Although, there was increase in the number of classrooms, the pupil-classroom ratio is 114.4 in primary and 72.2 in junior secondary schools.

Figure 4.3 ORGANIZATIONAL STRUCTURES OF GIWA AND ZARIALOCAL GOVERNMENT EDUCATION AUTHORITY



Sources: Local Government Education Authority, Zaria. 2015

4.16 Functions of Local Government Education Authority (LGEA) in Giwa and Zaria

- Supervision and monitoring basic education for our children
- Support to communities and school
- Effective mobilization and utilization of funds
- Management of primary schools
- Coordinating basic education system that promote learning
- Mobilization and efficient use of all resources to deliver quality of basic education
- Efficient management system for quality basic education
- Developed and functional basic education to our children

1. Human Resources Department

- Recruitment of staff
- Promotion of staff
- Discipline
- Staff academic performance
- Management system and administration
- Welfare of staff
- Administrative supply

2. School Service Department

- Inspecting and Monitoring of teachers employee
- Training of teacher e.g. workshop/seminars'
- Monitoring of teachers teaching activities
- Delivering the good material of learning
- Overseeing continuous assessment and ensure up to date class assessment record
- Coordinating the administration of exams

3. Quality Assurance Department

- Quality of teaching and learning
- Quality of curriculum and other activities
- Quality of guidance and support
- Environment and learning
- Leadership and management
- Effectiveness of the school activities
- Schools report etc

4. Planning Research and Statistics (P.R.S)

- Planning of the LGEA work

- Mobilization of communities on establishment of new school
- Research of the school activities to the LGEA
- Provision of school structures
- Provision of conducive learning environment
- Provision of general statistics to all Department/MOE and SUBEB
- Budgeting the funds of the LGEA access
- Maintenance of school structures

5. Social Mobilization

- Committees mobilization on child education
- Mobilization of self-reliant and life learners
- Committee participation in educational activities

6. Finance

- Maintenance of the LGEA funds
- Accountability and fairness etc

CHAPTER FIVE

DATA PRESENTATION AND ANALYSIS OF RESULT

5.1 Introduction

This chapter presents and analyses the data generated from both primary and secondary sources. The major findings and analysis here is structured into two sections. The first section deals with the profile and demographic characteristic of the respondents in Giwa local government, followed by analysis of major variables while the second section deals also with profile and demographic characteristic of the respondents in Zaria local government and then followed by analysis of major variables.

However, this chapter comprises the application of chi- square statistical tool to test the related hypothesis. Apart from the test of hypothesis, the chapter also contains a discussion of major findings from the analysis of the data.

5.2 Data Presentation

Rate of Returns/Responses of Questionnaire

A total of 368 questionnaires were administered to the respondents in the selected Local Government Education Authority (Giwa and Zaria Local Government Areas) and the Kaduna SUBEB. However, out of the 368 administered to the respondents, only 324 were dully filled and returned. Moreso, 32 parents respondents were interviewed which was also arrived at using accidental sampling as was contained in the methodology in chapter three of this research report.

Table5.1 computation of Rate of Returns/Response Rate

S/NO	Study Area	Total questionnaire administered	Total no of questionnaire returned	Total no of dully filled	% of dully filled
1	Giwa	172	157	149	86.62
2	Zaria	196	185	175	89.28
	Total	368	342	324	88.04

Source: Field Survey 2016

From table 5.1 above 368 questionnaires were administered to teachers/headmasters, non-teaching and management staff respondents in the two local governments(i.e. 172 to Giwa and 196 to Zaria)out of which 157 and185 were returned in Giwa and Zaria Local government respectively.Therefore the total number of returned questionnaire is 342.Out of the 342 questionnaire returned 149 and 175 were dully completed given 86.62% and 89.28% rate of response in Giwa and Zaria local government respectively. Therefore, our analysis is going to be based on these 324.

5.3 Giwa Local Government data Presentation

5.3.1 Sex Distribution of Respondents

The respondents were asked to indicate their sex with the aim of determining a fair representation of both sexes in the sample population. Their responses are presented in table 5.2 below.

Table 5.2 Gender of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	92	61.3	61.7	61.7
	Female	57	38.0	38.3	100.0
	Total	149	99.3	100.0	100.0

Source: Field Survey 2016

From the above table, it indicated that 61.7% of the respondents are male while 38.3% of the respondents are female in Giwa local government area. This shows that the highest respondents are male.

5.3.2 Educational Qualifications of Respondents

The researcher wanted to know the educational qualification of the sample respondents. Thus, the respondents were asked to indicate their highest educational qualification. This is because; the level of educational qualification of the respondents is an important factor in making enlightened opinions on the assessment of the UBE programme. The education qualifications of the respondents are presented in table 5.3 below.

Table: 5.3 Educational Level of the respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
NCE/OND/ND	102	68.0	68.5	68.5
Degree/HND	42	28.0	28.2	96.6
Others	5	3.3	3.4	100.0
Total	149	99.3	100.0	100.0

Source: Field Survey 2016

As indicated in table 5.3 above, 68.5% of the respondents are OND/NCE holders while 28.2% are of the respondents are Degree/ HND holders and 3.4% of the respondents with other qualifications. This reveals OND/NCE holders to be the highest respondents with 68.5

5.3.3 Classification of Respondents According to Length of Service

The respondents were asked to indicate their length of service in the organization in the options provided in the table below. This was used to explore whether the respondents were familiar with the UBE and its activities. Their responses are presented in table 5. 4 below

Table: 5.4 Length of service of the respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
0-5	12	8.0	8.1	8.1
6-10	50	33.3	33.6	41.6
11-15	38	25.3	25.5	67.1
16 and above	49	32.7	32.9	100.0
Total	149	99.3	100.0	100.0

Source: Field survey 2016

From the above table, it shows that 8.1% of the respondents stayed with the organization for the period of 5 years in the organization. The % of the respondents who stayed between 6-10 years is 33.6% while 25.5% of the respondents shows 11-15 years of service. 16 and above shows 32.7%.Therefore, 6-10 years has the highest response of the respondents.

5.3.4 Category of Respondents According to Rank/Designation

The sample respondents were asked to indicate their rank or designation in the options provided in the table below. This is important as it will help the researcher in determining

actual attendance of the Girl-child as well as their withdrawal through the class register or annual school census. Their responses are presented in table 5.5 below:

Table 5.5 Category of the respondents in service

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	management staff	10	6.7	6.7	6.7
	teaching staff	99	66.0	66.4	73.2
	non- teaching staff	40	26.7	26.8	100.0
	Total	149	99.3	100.0	100.0

Source: Field survey 2016

As indicated in the above table 5.5, 6.7% of the respondents are management staff while 66.4% of the respondents are teaching staff and non-teaching staff recorded 26.8%. This shows the highest the highest number of respondents to be the teaching staff

5.4 Zaria Local government Data presentation

Table: 5.4.1 Sex Distributions of Respondents

The respondents were asked to indicate their sex with the aim of determining a fair representation of both sexes in the sample population. Their responses are presented in table 5.6 below;

Table: 5.6 Gender of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	41	23.0	23.4	23.4
	Female	134	75.3	76.6	100.0
	Total	175	98.3	100.0	100.0

Source: Field survey 2016

Table 5.6 indicated that 23.4% of the respondents are male while 76.6% of the respondents are female in Giwa local government area. This shows that the highest respondents are male.

5.4.2 Educational Qualifications of Respondents

The researcher wanted to know the educational qualification of the sample respondents. Thus, the respondents were asked to indicate their highest educational qualification. This is because; the level of educational qualification of the respondents is an important factor in making enlightened opinions on the assessment of the UBE programme. The education qualifications of the respondents are presented in table 5.7 below.

Table: 5.7 Educational level of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NCE/OND/ND	102	57.3	58.3	58.3
	Degree/HND	63	35.4	36.0	94.3
	Others	10	5.6	5.7	100.0
	Total	175	98.3	100.0	100.0

Source: Field survey 2016

As indicated in table 5.7 above, 58.3% of the respondents are OND/NCE holders while 36% are of the respondents are Degree/ HND holders and 5.7% of the respondents with other qualifications. This reveals OND/NCE holders to be the highest respondents with 68.5

5.4.3 Classification of Respondents According to Length of Service

The respondents were asked to indicate their length of service in the organization in the options provided in the table below. This was used to explore whether the respondents were familiar with the UBE and its activities. Their responses are presented in table 5. 8 below

Table: 5.8 Length of service of the respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5	10	5.6	5.7	5.7
	6-10	75	42.1	42.9	48.6
	11-15	70	39.3	40.0	88.6
	16 and above	20	11.2	11.4	100.0
	Total	175	98.3	100.0	100.0

Source: Field survey 2016

From the above table, it shows that 5.7% of the respondents stayed with the organization for the period of 5 years in the organization. The percentage of the respondents who stayed between 6-10 years is 42.9% while 40% of the respondents shows 11-15 years of service. 16 and above shows 11.4%. Therefore, 6-10 years has the highest responses of the respondents.

5.4.4 Category of Respondents According to Rank/Designation

The sample respondents were asked to indicate their rank or designation in the options provided in the table below. This is important as it will help the researcher in determining

actual attendance of the Girl-child as well as their withdrawal through the class register or annual school census. Their responses are presented in table 5.9 below:

Table: 5.9 Category of the respondents in service

As indicated in the above table, 6.9% of the respondents are management staff while 65.7% of the respondents are teaching staff and non-teaching staff recorded 27.4%. This shows the highest number of respondents to be the teaching staff.

Table: 5.9 Category of the respondents in service

	Frequency	Percent	Valid Percent	Cumulative Percent
management staff	12	6.7	6.9	6.9
teaching staff	115	64.6	65.7	72.6
non- teaching staff	48	27.0	27.4	100.0
Total	175	98.3	100.0	100.0

Source: Field survey 2016.

As indicated in the above table, 6.9% of the respondents are management staff while 65.7% of the respondents are teaching staff and non-teaching staff recorded 27.4%. This shows the highest number of respondents to be the teaching staff.

5.5 Data Presentation on Hypothesis One (1) for Giwa Local Government Area

Ho; Girl Child Enrolment has no significant relationship with UBE Programme in Giwa Local government Area.

Entering school is one of the variables for measuring enrolment. Therefore, the respondents were asked on the rate of pupils entering school in their respective schools in GiwaLocal GovernmentArea table 5.10 below is the response of the respondents:

Table: 5.10 Enrolment into primary and junior schools, (IV)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	51	34.0	34.2	34.2
	A	58	38.7	38.9	73.2
	U	9	6.0	6.0	79.2
	D	25	16.7	16.8	96.0
	SD	6	4.0	4.0	100.0
	Total	149	99.3	100.0	100.0

Source: Field survey 2016

From the above table 5.10, it explained the opinion of the respondents on contribution of UBE in enrolment into primary and junior secondary school in Giwa local government Area. It shows that 34.2% of the respondents strongly agree that UBE contribute to Girl-child enrolment in primary and junior schools. The number of opinions with agree (A) is 38.9%. Also 6.0% of the respondents were undecided, while 16.8% disagree that UBE contribute to Girl-child enrolment and 4.0% strongly disagree that UBE contribute to enrolment into primary and junior secondary school. This reveals that 38.9% are the highest respondents whom have the opinion of (A) that UBE contribute to girls enrolment into primary and junior secondary schools as against the lowest respondents of (SD) with 4.0%.

More so, interview responses shows that 24 out of 32 responses which represent 75% are of the opinion that UBE contribute to Girl-child enrolment in primary and junior secondary schools in Giwa Local Government Area. Also one of the head teachers inform us that the rate of enrolment into primary one and junior secondary school has significantly increase more than the other classes i.e. primary two to six and then junior secondary school two to three.

5.5.2 Reduction of girl child withdrawal

The sample respondents were asked if UBE programme had reduce the rate at which the Girl-child withdraw in primary and junior secondary school. Therefore the their responses were contained in the table below;

Table: 5.11 Reduction of Girl-child withdrawal

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	26	17.3	17.4	17.4
	A	30	20.0	20.1	37.6
	U	11	7.3	7.4	45.0
	D	57	38.0	38.3	83.2
	SD	25	16.7	16.8	100.0
	Total	149	99.3	100.0	100.0

Source: field survey 2016.

Table 5.11 above shows that 17.4% of the respondents strongly agree that UBE reduce girl-child withdrawal from primary and junior secondary school in Giwa local government. While 20.1% of the respondents agree and 7.4% were undecided that UBE reduce girl-child withdrawal from primary and junior secondary schools in Giwa local government. Also the number of respondents who disagree stood for 38.3%, while 16.8% strongly disagree that UBE reduce girl-child withdrawal from junior school in Giwa local government. This analysis shows that majority of the respondents disagree that UBE reduce girl-child withdrawal from primary and junior secondary school in Giwa local government as against the lowest opinion which were undecided with 7.4%.

More so, interview responses shows that 22 out of 32 responses which are equally 64% also disagree that UBE reduce girl-child withdrawal from primary and junior secondary school in Giwa local government Area.

5.5.3 Promotion and retention of girl child

Here the sample respondents were asked their views on whether implementation of UBE increase promotion and retention of the pupils in primary and junior secondary schools as contained in table 5.12 below;

Table: 5.12 Promotion and Retention of Girl-child

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SA	13	8.7	8.7	8.7
A	40	26.7	26.8	26.8
U	10	6.7	6.7	6.7
D	50	33.3	33.6	33.6
SD	36	24.0	24.2	24.2
Total	149	99.3	100.0	100.0

Source: field survey 2016.

Table 5.12 above shows that 8.7% of the respondents has the opinion of strongly agree that UBE increase promotion and retention of girl-child while 26.8% of the respondents agree that UBE increase promotion and retention of girl-child in primary and junior secondary schools in Giwa local government. But 6.7% are undecided and 33.6% of the respondents disagree that UBE increase promotion and retention of girl-child in primary and junior secondary schools in Giwa local government and 24.2% has the opinion of strongly disagree. Therefore, this shows that the highest responses disagree that UBE increase promotion and

retention of girl-child in Giwa local government as against lowest opinion of strongly agree with 8.7%.

More so, interview responses shows that 24 out of 32 responses which are equally 75% also disagree that UBE increase promotion and retention of Girl-child from primary and junior secondary school in Giwa local government Area.

5.5.4 Transition Rate

The respondents here were asked whether they agree that UBE leads to Girl-child transition from class to class as indicated in the table below;

Table: 5.13 Transition rate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	44	29.3	29.5	29.5
	A	80	53.3	53.7	83.2
	U	5	3.3	3.4	86.6
	D	10	6.7	6.7	93.3
	SD	10	6.7	6.7	100.0
Total		149	99.3	100.0	100.0

Source: Field survey 2016.

Table 5.13 above indicated 29.5% of the respondents strongly agree that UBE leads to transition rate of girl-child from class to class in primary and junior secondary schools in Giwa local government while those with agree was represented by 53.7% but 3.4% of the respondents are undecided and 6.7% of the respondents disagree that UBE leads to increase in transition rate of the girl-child from class to class in primary and junior secondary schools in Giwa local government. Also, another 6.7% strongly disagree. This shows that 53.7% of

the respondents are the majority whom agree that UBE leads to transition of the girl-child from class to class in Giwa local government as against the lowest response of undecided with 3.4%.

5.6 Data presentation On Hypothesis Two (2) for Giwa Local Government Area

There is no significant relationship between infrastructural facilities and UBE programme in Giwa local Government Area

5.6.1 Complementary approach to provide basic education (IV)

The respondents were asked whether they agree that UBE provide complimentary approach to provide basic education in primary and junior secondary schools as reported in the table below

Table: 5.14 Complementary approaches to provide basic education (IV)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	51	34.0	34.2	34.2
	A	58	38.7	38.9	73.2
	U	10	6.7	6.7	79.9
	D	24	16.0	16.1	96.0
	SD	6	4.0	4.0	100.0
Total		149	99.3	100.0	100.0

Source: Field Survey 2016

In table 5.14 above, it shows that 34.2% of the respondents strongly agree that UBE provide complimentary approach to provide basic education while 38.9% also agree. 6.7% are undecided but 16.1% of the respondents opined disagree while 4.0 strongly disagree that UBE provide complementary approach to provide basic education in primary and junior secondary schools in Giwa local Government Area.

5.6.2 Provision of material in vocational subject

Here, the respondents were asked whether they agree that UBE provide materials in vocational subjects. Their responses were reported in table 5.15 below;

Table: 5.15 Provision of material in vocational subject

		Valid			
		Frequency	Percent	Percent	Cumulative Percent
Valid	SA	25	16.7	16.8	16.8
	A	19	12.7	12.8	29.5
	U	12	8.0	8.1	37.6
	D	57	38.0	38.3	75.8
	SD	36	24.0	24.2	100.0
Total		149	99.3	100.0	100.0

Source: Field Survey 2016

Table 5.15 Indicated that 16.8% of the respondents has the opinion of (SA) that UBE provide material in vocational subject in primary and junior secondary school in Giwa local government. Also 12.8% of the respondents opined agree while 8.1% are undecided. But 38.3% of the respondents disagree that UBE provide material in vocational subject and 24.2% strongly disagree that UBE provide material in vocational subject in primary and junior secondary school in Giwa local government Area..this shows that 38.3% of the respondents are the highest who opined (D) that UBE provide material in vocational subject as against the lowest response of 8.1% undecided.

5.6.3 Provision of laboratory facilities

Are there laboratory facilities in primary and junior secondary schools? Of what value? The responses were however reported in table 5.16 below agree that UBE provide laboratory facilities in primary and junior secondary schools as contained in the table below;

Table: 5.16 Provision of laboratory facilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	10	6.7	6.7	6.7
	A	29	19.3	19.5	26.2
	U	10	6.7	6.7	32.9
	D	64	42.7	43.0	75.8
	SD	36	24.0	24.2	100.0
	Total	149	99.3	100.0	100.0

Source: Field Survey 2016

Table 5.16 above disclosed that 6.7% of the respondents strongly agree that UBE provide laboratory facilities in primary and junior secondary school in Giwa local government Area and 19.5% also opined while 6.7% of the respondents were undecided. But 43% of the respondent disagree that UBE provide laboratory facilities and also 24.2% strongly disagree that UBE provide laboratory facilities in primary and junior secondary school in Giwa local Government Area. This analysis discovered that 43% of the respondents are the majority who disagree that UBE provide laboratory facilities in primary and junior secondary school in Giwa local Government as against the minority of 6.7% who opined strongly disagree and undecided respectively.

5.6.4 Relevance, quality and efficiency (DV)

The respondents were asked to state here whether they agree that introduction of UBE provide Relevance, Quality and Efficiency in primary and junior secondary schools as shown in the table below;

Table: 5.17 Relevance, quality and efficiency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	33	22.0	22.1	22.1
	A	61	40.7	40.9	63.1
	U	5	3.3	3.4	66.4
	D	40	26.7	26.8	93.3
	SD	10	6.7	6.7	100.0
Total		149	99.3	100.0	100.0

Source: Field Survey 2016

From the above table, it shows that 22.1% of the respondents strongly provide that UBE provide Relevance, Quality and efficiency in primary and junior secondary school in Giwa local government while 40.9% opined agree and 3.4% were undecided. However, 26.8% of the respondents disagree that UBE provide Relevance, Quality and efficiency in primary and junior secondary school in Giwa local government Area while 6.7% strongly that UBE provide Relevance, Quality and efficiency in primary and junior secondary school in Giwa local government Area. This shows that 40.9% are the highest who agree that UBE provide Relevance, Quality and efficiency in primary and junior secondary school in Giwa local government Area as against the lowest of 3.4% that were undecided.

5.7 Data Presentation on Hypothesis Three (3) for Giwa Local Government Area

There is no Significant Relationship between Cultural Value and UBE Programme in Zaria Local Government Area

5.7.1 Mobilization campaign for girl child participation (IV)

The sample respondents were asked here to state if they agree that UBE lead mobilization campaign for Girl-child participation in primary and junior secondary schools as shown in the table below;

Table: 5.18 Mobilization campaign for girl child participation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	28	18.7	19.0	19.0
	A	80	53.3	54.4	73.5
	U	9	6.0	6.1	79.6
	D	22	13.3	13.6	93.2
	SD	10	6.7	6.8	100.0
Total		149	98.0	100.0	100.0

Source: Field Survey 2016

From the above Table 5.18 it shows that 19% of the respondents strongly agree that UBE lead to mobilization campaign for girl-child participation in primary and junior secondary school in Giwa local government Area while 54.4% agree that UBE lead to mobilization campaign for girl-child participation. Also, 6.1% of the respondents were undecided. 13.6% of the respondents disagree that UBE lead to mobilization campaign for girl-child participation in primary and junior schools and 6.8% strongly disagree that UBE lead to mobilization campaign for girl-child participation in primary and junior secondary school in Giwa local government Area. This shows that 54.4% are the majority who agree that UBE

lead to mobilization campaign for girl-child participation in primary and junior secondary school in Giwa local government Area as against the minority with 6.1% that were undecided.

5.7.2 Special programme for Girlchild development

The sample respondents were asked to state if they agree that UBE provide special programme for Girl-child development as contained in the table below;

Table: 5.19 Special programme for Girl-child development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	20	13.3	13.4	13.4
	A	25	16.7	16.8	30.2
	U	11	7.3	7.4	37.6
	D	68	45.3	45.6	83.2
	SD	25	16.7	16.8	100.0
	Total	149	99.3	100.0	100.0

Source: Field Survey 2016

Table 5.19 above shows that 13.4% of the respondents has the opinion of strongly agree that UBE provide special programme for girl-child development. Also, 16.8% of the respondents opined (A) while 7.4% were undecided. However, 45.6% of the respondents opined disagree and 16.8% also strongly disagree that UBE provide special programme for girl-child development in primary and junior secondary school in Giwa local government Area. This shows the highest response to be 45.6% that opined disagree while the lowest response recorded 7.4% undecided.

5.7.3 Provision of further scholarship

The sample respondents here were asked whether they agree that UBE provide further scholarship for the best pupil in primary and junior secondary school as shown in the table below;

Table: 5.20 Provision of further scholarship

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	50	33.3	33.6	33.6
	A	59	39.3	39.6	73.2
	U	10	6.7	6.7	79.9
	D	24	16.0	16.1	96.0
	SD	6	4.0	4.0	100.0
Total		149	99.3	100.0	100.0

Source: Field Survey,2016

The above table indicated that 33.6% of the respondent strongly disagree that UBE provide further scholarship for the best student in primary and junior secondary school in Giwa local government Area. Also, 39.6% of the respondents agree that UBE provide further scholarship for the best students while 6.7% were undecided. But 16.1% disagree and 4% also strongly disagree that UBE provide further scholarship for the best student in primary and junior secondary school in Giwa local government Area. Therefore, the highest respondent is 39.6% that opined agree as against the lowest of 4% with strongly disagree.

5.7.4 Reduction of early marriage(DV)

The sample respondents here were asked if they agree that introduction of UBE reduce early marriages in primary and junior secondary schools as reported in the table below;

Table: 5.21 Reduction of early marriage

		Valid			
		Frequency	Percent	Percent	Cumulative Percent
Valid	SA	25	16.7	16.8	16.8
	A	32	21.3	21.5	38.3
	U	10	6.7	6.7	45.0
	D	46	30.7	30.9	75.8
	SD	36	24.0	24.2	100.0
	Total	149	99.3	100.0	100.0

Source: Field Survey,2016

The above table shows that, 16.8% of the respondent opined (SA) that introduction of UBE programme reduce teenager's pregnancy in primary and junior secondary school in Giwa local government Area while 21.5% of the respondent goes for agree. But 6.7% of the respondents were undecided. However, 30.9% of the respondents disagree that introduction of UBE reduce teenager's pregnancy and 24.2% also strongly disagree that introduction of UBE reduce incidence of teenager's pregnancy in Giwa local government Area. Therefore, 30.9% of the respondents were the majority that opined disagree and the minority is 6.7% with undecided.

5.8 Data Presentation on Hypothesis one (1) for Zaria Local Government

Girl Child Enrolment has no significant relationship with UBE Programme in Giwa Local government Area.

5.8.1 Entry into primary and junior schools, (IV)

Entering school is one of the variables measuring enrollment. Therefore, the respondents were asked on the rate of pupils entering primary and junior secondary schools in Zaria Local Government as reported in table 5.22 below;

Table: 5.22Entry into primary and junior school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	55	30.9	31.4	31.4
	A	84	47.2	48.0	79.4
	U	10	5.6	5.7	85.1
	D	16	9.0	9.1	94.3
	SD	10	5.6	5.7	100.0
	Total	175	98.3	100.0	100.0

Source: Field survey 2016

From the above table 5.22, it showed the opinion of the respondents on contribution of UBE in enrolment into primary and junior secondary schools in Zaria local government. It shows that 31.4% of the respondents strongly agree that UBE contribute Girl-child enrolment in primary and junior schools. The numbers of opinion with agree (A) is 5.7%. Also 6.0% of the respondents were undecided, while 9.1% disagree that UBE contribute to Girl-child enrolment and 5.7% strongly disagree that UBE contribute to enrolment into primary and junior secondary school. This reveals that 48% are the highest respondents whom have the

opinion of (A) that UBE contribute to girls enrolment into primary and junior secondary schools as against lowest respondents of (SD) with 5.7%.

More so, interview responses shows that 26 out of 32 responses which are equally 81% are of the opinion that UBE contribute to Girl-child enrolment in primary and junior secondary schools in Zaria local Government Area.

5.8.2 Reduction of girl child withdrawal

The sample respondents were asked if UBE programme had reduce the rate at which the Girl-child withdraw in primary and junior secondary school. Therefore the their responses were contained in the table below;

Table: 5.23 Reduction of girl child withdrawal

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	35	19.7	20.0	20.0
	A	40	22.5	22.9	42.9
	U	6	3.4	3.4	46.3
	D	62	34.8	35.4	81.7
	SD	32	18.0	18.3	100.0
	Total	175	98.3	100.0	100.0

Source: Field survey 2016

Table 5.23 above shows that 20% of the respondents strongly agree that UBE reduce girl-child withdrawal from primary and junior secondary school in Zaria local government. While 22.9% of the respondents agree and 3.4% were undecided that UBE reduce girl-child withdrawal from primary and junior secondary schools in Zaria local government. Also the number of respondents who disagree stood for 35.4%, while 18.3% strongly disagree that

UBE reduce girl-child withdrawal from junior school in Zaria local government. This analysis shows that majority of the respondents disagree that UBE reduce girl-child withdrawal from primary and junior secondary school in Giwa local government as against the lowest opinion which were undecided with 3.4%.

More so, interview responses shows that 22 out of 32 responses which are equally 64% disagree that UBE reduce girl-child withdrawal from primary and junior secondary schools in Zaria local Government Area.

5.8.3 Promotion and retention of girl child

Here the sample respondents were asked their views on whether UBE increase promotion and retention of the pupils in primary and junior secondary school as contained in table 5.24 below;

Table 5.24 Promotion and retention of girl child

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	40	22.5	22.9	22.9
	A	65	36.5	37.1	60.0
	U	11	6.2	6.3	66.3
	D	31	17.4	17.7	84.0
	SD	28	15.7	16.0	100.0
	Total	175	98.3	100.0	100.0

Source: Field Survey,2016

Table 5.24 above shows that 22.9% of the respondents has the opinion of strongly agree that UBE increase promotion and retention of girl-child while 37.1% of the respondents agree that UBE increase promotion and retention of girl-child in primary and junior secondary

schools in Zaria local government. But 6.3% are undecided and 17.7% of the respondents disagree that UBE increase promotion and retention of girl-child in primary and junior secondary schools in Zaria local government and 16% has the opinion of strongly disagree. Therefore, this shows that the highest responses agree that UBE increase promotion and retention of girl-child in Zaria local government as against lowest opinion of undecided with 6.3%.

5.8.4 Transition rate

The respondents here were asked whether they agree that UBE leads to Girl-child transition from class to class as indicated in the table below

Table: 5.25 Transition rate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	65	36.5	37.1	37.1
	A	92	51.7	52.6	89.7
	U	6	3.4	3.4	93.1
	D	6	3.4	3.4	96.6
	SD	6	3.4	3.4	100.0
Total		175	98.3	100.0	100.0

Source: Field Survey 2016

Table 5.25 above indicated 37.1% of the respondents strongly agree that UBE leads to transition rate of girl-child from class to class in primary and junior secondary schools in Zaria local government while those with agree was represented by 52.6% but 3.4% of the

respondents are undecided and 3.4% of the respondents disagree that UBE leads to increase in transition rate of the girl-child from class to class in primary and junior secondary schools in Zaria local government. Also, another 3.4% strongly disagree. This shows that 52.6% of the respondents are the majority whom agree that UBE leads to transition of the girl-child from class to class in Zaria local government as against the lowest response of undecided with 3.4%.

5.9 Data Presentation on Hypothesis two (2) for Zaria Local Government Area

There is no Significant Relationship Between infrastructural Facilities and UBE Programme in Zaria Local Government Area.

5.9.1 Complementary approach to provide basic education (IV)

The respondents were asked whether they agree that UBE provide complimentary approach to provide basic education in primary and junior secondary schools as reported in the table below;

Table: 5.26 Complementary approaches to provide basic education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	60	33.7	34.3	34.3
	A	68	38.2	38.9	73.1
	U	15	8.4	8.6	81.7
	D	22	12.4	12.6	94.3
	SD	10	5.6	5.7	100.0
Total		175	98.3	100.0	100.0

Source: Field Survey 2016

In table 5.26 above, it shows that 34.3% of the respondents strongly agree that UBE provide complimentary approach to provide basic education while 38.9% also agree. 8.6% are undecided but 12.6% of the respondents opined disagree while 5.7% strongly disagree that

UBE provide complementary approach to provide basic education in primary and junior secondary schools in Zaria local Government Area.

5.9.2 Provision of material in vocational subject

Here, the respondents were asked whether they agree that UBE provide material in vocational subjects. Their responses were reported in table 5.27 below;

Table: 5.27 Provision of material in vocational subject

		Valid			
		Frequency	Percent	Percent	Cumulative Percent
Valid	SA	35	19.7	20.0	20.0
	A	35	19.7	20.0	40.0
	U	8	4.5	4.6	44.6
	D	49	27.5	28.0	72.6
	SD	48	27.0	27.4	100.0
Total		175	98.3	100.0	100.0

Source: Field Survey 2016

Table 5.27 Indicated that 20% of the respondents has the opinion of (SA) that UBE provide material in vocational subject in primary and junior secondary school in Zaria local government. Also 20% of the respondents opined agree while 4.6% are undecided. But 28% of the respondents disagree that UBE provide material in vocational subject and 27,4% strongly disagree that UBE provide material in vocational subject in primary and junior secondary school in Zaria local government Area. This shows that 28% of the respondents are the highest who opined (D) that UBE provide material in vocational subject as against the lowest response of 4.6% undecided.

5.9.3 Provision of laboratory facilities

The respondents were asked to state if they agree that UBE provide laboratory facilities in primary and junior secondary schools as contained in the table below;

Table: 5.28 Provision of laboratory facilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	40	22.5	22.9	22.9
	A	65	36.5	37.1	60.0
	U	10	5.6	5.7	65.7
	D	40	22.5	22.9	88.6
	SD	20	11.2	11.4	100.0
	Total	175	98.3	100.0	100.0

Source: Field Survey 2016

Table 5.28 above disclosed that 22.9% of the respondents strongly agree that UBE provide laboratory facilities in primary and junior secondary school in Zaria local government Area and 37.1% also opined while 5.7% of the respondents were undecided. But 22.9% of the respondent disagree that UBE provide laboratory facilities and also 11.4% strongly disagree that UBE provide laboratory facilities in primary and junior secondary school in Zaria local Government Area. This analysis discovered that 37.1% of the respondents are the majority who disagree that UBE provide laboratory facilities in primary and junior secondary school in Zaria local Government as against the minority of 5.7% who were undecided.

5.9.4(DV) Relevance, Quality and efficiency

The respondents were asked to state here whether they agree that introduction of UBE provide Relevance, Quality and Efficiency in primary and junior secondary schools as shown in the table below;

Table: 5.29 Relevance, Quality and efficiency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	39	21.9	22.3	22.3
	A	82	46.1	46.9	69.1
	U	11	6.2	6.3	75.4
	D	25	14.0	14.3	89.7
	SD	18	10.1	10.3	100.0
	Total	175	98.3	100.0	100.0

Source: Field Survey 2016

From the above table, it shows that 22.3% of the respondents strongly provide that UBE provide Relevance, Quality and efficiency in primary and junior secondary school in Zaria local government while 46.9% opined agree and 6.3% were undecided. However, 14.3% of the respondents disagree that UBE provide Relevance, Quality and efficiency in primary and junior secondary school in Zaria local government Area while 10.3% strongly disagree that UBE provide Relevance, Quality and efficiency in primary and junior secondary school in Zaria local government Area. This shows that 46.9% are the highest who agree that UBE provide Relevance, Quality and efficiency in primary and junior secondary schools in Zaria local government Area as against the lowest of 6.3% that were undecided.

5.10 Data Presentation on Hypothesis Three (3) for Zaria local government

There is no Significant Relationship between Cultural Value and the success of UBE on Girl-child education in Zaria Local Government Area.

5.10.1 Mobilization campaign for girl child participation (IV)

The sample respondents were asked here to state if they agree that UBE lead mobilization campaign for Girl-child participation in primary and junior secondary schools as shown in the table below;

Table: 5.30 Mobilization campaign for girl child participation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	40	22.5	22.9	22.9
	A	60	33.7	34.3	57.1
	U	15	8.4	8.6	65.7
	D	35	19.7	20.0	85.7
	SD	25	14.0	14.3	100.0
	Total	175	98.3	100.0	100.0

Source: Field Survey 2016

From the above Table 5.30, it shows that 22.9% of the respondents strongly agree that UBE lead to mobilization campaign for girl-child participation in primary and junior secondary school in Zaria local government Area while 34.3% agree that UBE lead to mobilization campaign for girl-child participation. Also, 8.6% of the respondent were undecided. 20% of the respondents disagree that UBE lead to mobilization campaign for girl-child participation in primary and junior schools and 14.3% strongly disagree that UBE lead to mobilization campaign for girl-child participation in primary and junior secondary school in Zaria local government Area. This shows that 34.3% are the majority who agree that UBE lead to mobilization campaign for girl-child participation in primary and junior secondary school in Zaria local government Area as against the minority with 8.6% that were undecided.

5.10.2 Special programme for child development

The sample respondents were asked to state if they agree that UBE provide special programme for Girl-child development as contained in the table below;

Table: 5.31 Special programme for child development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	35	19.7	20.0	20.0
	A	47	26.4	26.9	46.9
	U	13	7.3	7.4	54.3
	D	55	30.9	31.4	85.7
	SD	25	14.0	14.3	100.0
Total		175	98.3	100.0	100.0

Source: Field Survey 2016

Table 5.31 above shows that 20% of the respondents has the opinion of strongly agree that UBE provide special programme for girl-child development. Also, 26.9% of the respondents opined (A) while 7.4% were undecided. However, 31.4% of the respondents opined disagree and 14.3% also strongly disagree that UBE provide special programme for girl-child development in primary and junior secondary school in Zaria local government Area. This shows the highest response to be 31.4% that opined disagree while the lowest response recorded 7.4% undecided.

5.10.3 Provision of further scholarship

The sample respondents here were asked whether they agree that UBE provide further scholarship for the best pupil in primary and junior secondary school as shown in the table below;

Table: 5.32 Provision of further scholarship

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	55	30.9	31.4	31.4
	A	65	36.5	37.1	68.6
	U	15	8.4	8.6	77.1
	D	25	14.0	14.3	91.4
	SD	15	8.4	8.6	100.0
Total		175	98.3	100.0	100.0

Source: Field Survey 2016

The above table indicated that 33.6% of the respondent strongly disagree that UBE provide further scholarship for the best student in primary and junior secondary school in Giwa local government Area. Also, 39.6% of the respondents agree that UBE provide further scholarship for the best students while 6.7% were undecided. But 16.1% disagree and 4% also strongly disagree that UBE provide further scholarship for the best student in primary and junior secondary school in Giwa local government Area. Therefore, the highest respondent is 39.6% that opined agree as against the lowest of 4% with strongly disagree.

5.10.4 Reduction of early marriage (DV)

The sample respondents here were asked if they agree that introduction of UBE reduce early marriage in primary and junior secondary schools

Table: 5.33 Reduction of early marriage

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	25	14.0	14.3	14.3
	A	35	19.7	20.0	34.3
	U	15	8.4	8.6	42.9
	D	60	33.7	34.3	77.1
	SD	40	22.5	22.9	100.0
	Total	175	98.3	100.0	100.0

Source: Field Survey 2016

The above table shows that, 14.3% of the respondent opined (SA) that introduction of UBE programme reduce teenager's pregnancy in primary and junior secondary school in Zaria local government Area while 20% of the respondent goes for agree. But 8.6% of the respondents were undecided. However, 34.3% of the respondents disagree that introduction of UBE reduce teenager's pregnancy and 22.9% also strongly disagree that introduction of UBE reduce incidence of teenager's pregnancy in Zaria local government Area. Therefore, 34.3% of the respondents were the majority that opined disagree and the minority is 8.6% with undecided.

5.11 Statistical Test and Interpretation of Hypothesis One (1) for Giwa Local Government Area

This unit is targeted at testing the three hypotheses formulated by use of one of the statistical tool of analysis. The chosen statistical tool for this research is chi-square (X²) method.

The formular according to T. Lucey (2000) is:

$$X^2 = \text{Chi-square}$$

FO = Observed frequency

FE = Expected frequency

The degree of freedom is calculated as;

$K = (R-1) (C-1)$ where

R = Row

C = Column

We use 95% as our level of significance. To obtain expected frequency, we use the formula thus: $\frac{\sum R \times \sum C}{\sum G}$

$\sum G$

Where \sum = Rows total

$\sum C$ = Column total

$\sum G$ = Grand total

Girl Child Enrolment has no significant relationship with UBE Programme in Giwa Local government Area

Table: 5.34 Transition rate (IV)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	44	29.3	29.5	29.5
	A	80	53.3	53.7	83.2
	U	5	3.3	3.4	86.6
	D	10	6.7	6.7	93.3
	SD	10	6.7	6.7	100.0
	Total	149	99.3	100.0	100.0

Source: Field survey 2016**Table: 5.35 Entry into primary and junior schools, (DV)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	51	34.0	34.2	34.2
	A	58	38.7	38.9	73.2
	U	9	6.0	6.0	79.2
	D	25	16.7	16.8	96.0
	SD	6	4.0	4.0	100.0
	Total	149	99.3	100.0	100.0

Source: Field survey 2016

For purpose of performing chi-square operations on the computer for hypothesis one, responses for independent variable (UBE) and dependent variable (pupils enrolment in Giwa and Zaria Local Government primary and junior secondary schools) were coded and the computer using S.P.S.S. 20 package cross tabulated the responses to produce the output presented on the table 5.20

Table: 5.36 Entry into primary and junior schools, (DV) * Transition rate (IV) Cross tabulation

Table 5.36: Entry into primary and junior schools, (DV) * Transition rate (IV) Cross tabulation

		The transition rate (DV)					Total
		SA	A	U	D	SD	SA
The entry into primary and junior schools, (IV)	SA	44	7	0	0	0	51
	A	0	58	0	0	0	58
	U	0	9	0	0	0	9
	D	0	6	5	10	4	25
	SD	0	0	0	0	6	6
Total		44	80	5	10	10	149

Source: Computer Product of SPSS

Table: 5.37 Chi-Square Tests One (1) for Giwa Local Government Area

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	297.144(a)	16	.000
Likelihood Ratio	241.844	16	.000
Linear-by-Linear Association	114.706	1	.000
N of Valid Cases		149	

Source: Computer Product of SPSS

a 19 cells (76.0%) have expected count less than 5. The minimum expected count is .20 using 5% level of significance i.e. 0.05 with k=16, it gives us 26.296

Pearson chi-square is 297.144

Critical value of chi-square $\chi^2 = 26.296$

Since chi-square calculated value is greater than chi-square critical value, we reject the null (ho) which says there is no significant relationship between Girl-child enrolment and the performance of UBE programme in Giwa local government Area. Also, the result is in line with the responses of interviewees which are of the opinion that there is relationship between girl-child enrolment and UBE performance because it is one of the inputs of UBE programme. Also this is in line with responses of interviewees that 24 out of 32 respondents which are equally 75% are with the opinion that there are relationship between UBE and Girl-child enrolment in Giwa Local Government Area.

5.12 Statistical Test and Interpretation of Hypothesis Two (2) for Giwa Local Government Area

Hypothesis two states that:

- I. (Ho) There is no Significant Relationship between UBE infrastructural Facilities and Girl-child education in Giwa Local Government Area.

Table: 5.38 Complementary Approaches to Provide Basic Education (IV)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	51	34.0	34.2
	A	58	38.7	38.9
	U	10	6.7	6.7
	D	24	16.0	16.1
	SD	6	4.0	4.0
	Total	149	99.3	100.0

Source: Field survey 2016

Table: 5.39Relevance, Quality and Efficiency (DV)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	33	22.0	22.1	22.1
	A	61	40.7	40.9	63.1
	U	5	3.3	3.4	66.4
	D	40	26.7	26.8	93.3
	SD	10	6.7	6.7	100.0
	Total	149	99.3	100.0	100.0

Source: Field survey 2016

For the purpose of performing chi-square operations on the computer for hypothesis two, responses for independent variable(complementary approach to provide basic education), and dependent variable (Relevance, quality and efficiency in Giwa Local Government primary and junior secondary schools) were coded and the computer using S.P.S.S. 20 package cross tabulated the responses to produce the output presented on the table 5.32

Table: 5.40 Complementary Approach to Provide Basic Education (IV) * Relevance, quality and Efficiency (DV) Cross tabulation

		The relevance, quality and efficiency (DV)					Total
		SA	A	U	D	SD	SA
The complementary approach to provide basic education (IV)	SA	33	18	0	0	0	51
	A	0	43	5	10	0	58
	U	0	0	0	10	0	10
	D	0	0	0	20	4	24
	SD	0	0	0	0	6	6
Total		33	61	5	40	10	149

Source: Computer Product of SPSS

Table: 5.41 Chi-Square Tests Two(2) for Giwa local Government Area

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	258.733(a)	16	.000
Likelihood Ratio	228.371	16	.000
Linear-by-Linear Association	114.635	1	.000
N of Valid Cases	149		

a 16 cells (64.0%) have expected count less than 5. The minimum expected count is .20.

The tabulated value at 16 degree of freedom is 26.296. Using 5% level of significance i.e. 0.05 with k=16, it gives us 26.296

Critical value of chi-square $\chi^2 = 26.296$

Since χ^2 calculated value is greater than chi-square critical value, we reject the null hypothesis (H_0) which says there is no significant relationship between infrastructural facilities and UBE programme in Giwa local government area. Also, this is in line with interview responses in which 22 out of the 30 respondents represented by 73% are of the opinion that relationship exist between UBE and provision of infrastructural facilities.

5.13 Statistical Test and Interpretation of Hypothesis three (3) for Giwa Local Government Area

Hypothesis three states that:

There is no Significant Relationship between Cultural Values and the success of UBE on Girl-child education in Giwa Local Government Area.

Table: 5.42 Mobilization Campaign for Girl Child Participation (IV)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	28	18.7	19.0	19.0
	A	80	53.3	54.4	73.5
	U	9	6.0	6.1	79.6
	D	22	13.3	13.6	93.2
	SD	10	6.7	6.8	100.0
	Total	149	98.0	100.0	100.0

Source: Field survey 2016

Table: 5.43 Reduction of Early Marriage (DV)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	25	16.7	16.8	16.8
	A	32	21.3	21.5	38.3
	U	10	6.7	6.7	45.0
	D	46	30.7	30.9	75.8
	SD	36	24.0	24.2	100.0
	Total	149	99.3	100.0	100.0

Source: Field survey 2016

For purpose of performing chi-square operations on the computer for hypothesis one, responses for independent variable (UBE) and dependent variable (pupils enrolment in Giwa and Zaria Local Government primary and junior secondary schools) were coded in the computer using S.P.S.S. 20 package cross tabulated the responses to produce the output presented on the table 5.36

Table: 5.44 Cross tabulation Mobilization campaign for girl child participation

***Reduction of teenagers pregnancy (DV)**

		Reduction of early marriage (DV)					Total
		SA	A	U	D	SD	SA
Mobilization campaign for girl-child participation (IV)	SA	23	0	0	0	0	23
	A	5	27	0	0	0	32
	U	0	10	0	0	0	10
	D	0	43	3	0	0	46
	SD	0	0	6	20	10	36
Total		28	80	9	20	10	147

Source: Computer Product of SPSS

Table: 5.45 Chi-Square Tests Three (3) for Giwa Local Government Area

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	253.976(a)	16	.000
Likelihood Ratio	253.480	16	.000
Linear-by-Linear Association	93.915	1	.000
N of Valid Cases	147		

Source: Field survey 2016

a 16 cells (64.0%) have expected count less than 5. The minimum expected count is .61.

Using 5% level of significance i.e. 0.05 with k=16, it gives us 26.296

Pearson chi-square is 253.976

Since chi-square calculated value is greater than chi-square critical value, we reject the null (ho) which says there is no significant relationship between cultural value and UBE in Giwa local government.

5.14 Statistical Test and Interpretation of Hypothesis One (1) for Zaria Local Government Area

This unit is targeted at testing the three hypotheses formulated by use of one of the statistical tool of analysis. The chosen statistical tool for this research is chi-square (X²) method.

The formular according to T. Lucey (2000) is:

$$X^2 = \text{Chi-square}$$

FO = Observed frequency

FE = Expected frequency

The degree of freedom is calculated as;

$K = (R-1) (C-1)$ where

R = Row

C = Column

We use 95% as our level of significance. To obtain expected frequency, we use the formula thus: $\sum = \frac{\sum R \times \sum C}{\sum G}$

$$\sum G$$

Where \sum = Rows total

ΣC = Column total

ΣG = Grand total

Girl Child Enrolment has no significant relationship with UBE Programme in Zaria Local government Area

Table: 5.46 Entry into primary and junior schools, (IV)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	55	30.9	31.4	31.4
	A	84	47.2	48.0	79.4
	U	10	5.6	5.7	85.1
	D	16	9.0	9.1	94.3
	SD	10	5.6	5.7	100.0
Total		175	98.3	100.0	100.0

Source: Field survey 2016

Table: 5.47 Transition rate (DV)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	65	36.5	37.1	37.1
	A	92	51.7	52.6	89.7
	U	6	3.4	3.4	93.1
	D	6	3.4	3.4	96.6
	SD	6	3.4	3.4	100.0
Total		175	98.3	100.0	100.0

Source: Field survey

For purpose of performing chi-square operations on the computer for hypothesis one, responses for independent variable (UBE) and dependent variable (pupils enrolment in Zaria Local Government primary and junior secondary schools) were coded in the computer using S.P.S.S. 20 package cross tabulated the responses to produce the output presented on the table 5.32

Table: 5.48 Entry into primary and junior schools, (IV) * Transition rate (DV) Cross tabulation

		The transition rate (DV)					Total
		SA	A	U	D	SD	SA
The entry into primary and junior schools, (IV)	SA	55	0	0	0	0	55
	A	10	74	0	0	0	84
	U	0	10	0	0	0	10
	D	0	8	6	2	0	16
	SD	0	0	0	4	6	10
Total		65	92	6	6	6	175

Source:Computer Product of SPSS

Table: 5.49 Chi-Square Tests One (1) for Zaria Local Government Area

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	351.499(a)	16	.000
Likelihood Ratio	262.530	16	.000
Linear-by-Linear Association	134.795	1	.000
No of Valid Cases	175		

a17 cells (68.0%) have expected count less than 5. The minimum expected count is .34.
Using 5% level of significance i.e. 0.05 with k=16, it gives us 26.296.

Pearson chi-square is 351.499

Since chi-square calculated value is greater than chi-square critical value, we reject the null (ho) which says there is no significant relationship between Girl-child enrolment and the performance of UBE programme in Zaria local government Area. Also, the result is in line with the responses of interviewees in which 25 out of 32 respondents which are equally 78% are of the opinion that there is relationship between girl-child enrolment and UBE performance because it is one of the inputs of UBE.

5.15 Statistical Test and Interpretation of Hypothesis Two (2) for Zaria Local government Area

Hypothesis two states that:

(Ho) There is no Significant Relationship Between infrastructural Facilities and UBE Programme in Zaria Local Government Area.

Table: 5.50 Complementary approach to provide basic education (IV)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	60	33.7	34.3	34.3
	A	68	38.2	38.9	73.1
	U	15	8.4	8.6	81.7
	D	22	12.4	12.6	94.3
	SD	10	5.6	5.7	100.0
	Total	175	98.3	100.0	100.0

Source: Field survey 2016

Table: 5.51 Relevance, quality and efficiency (DV)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	39	21.9	22.3	22.3
	A	82	46.1	46.9	69.1
	U	11	6.2	6.3	75.4
	D	25	14.0	14.3	89.7
	SD	18	10.1	10.3	100.0
	Total	175	98.3	100.0	100.0

Source: Field Survey 2016

For purpose of performing chi-square operations on the computer for hypothesis two, responses for independent variable(complementary approach to provide basic education), and dependent variable (Relevance, quality and efficiency in Zaria Local Government primary and junior secondary schools) were coded and the computer using S.P.S.S. 20 package cross tabulated the responses to produce the output presented on the table 5.51

Table: 5.52 Complementary approach to provide basic education (IV) * Relevance, quality and efficiency (DV) Cross tabulation

		The relevance, quality and efficiency (DV)					Total
		SA	A	U	D	SD	SA
The complementary approach to provide basic education (IV)	SA	39	21	0	0	0	60
	A	0	61	7	0	0	68
	U	0	0	4	11	0	15
	D	0	0	0	14	8	22
	SD	0	0	0	0	10	10
Total		39	82	11	25	18	175

Source: Computer Product of SPSS

Table: 5.53 Chi-Square Tests Two(2) for Zaria Local Government Area

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	343.987(a)	16	.000
Likelihood Ratio	312.449	16	.000
Linear-by-Linear Association	152.568	1	.000
N of Valid Cases		175	

a 15 cells (60.0%) have expected count less than 5. The minimum expected count is .63. the tabulated value at 16 degree of freedom is 26.296. Using 5% level of significance i.e. 0.05 with $k=16$, it gives us 26.296.

Pearson chi-square =343.987

Since χ^2 calculated value is greater than chi-square critical value, we reject the null hypothesis (H_0) which says there is no significant relationship between infrastructural facilities and UBE programme in Zaria local government area. Also, this is in line with interview responses in which 26 out of the 32 respondents represented by 81% are of the opinion that relationship exist between UBE programme and provision of infrastructural facilities.

5.16 Statistical Test and Interpretation of Hypothesis three (3) for Zaria Local Government

Hypothesis three states that:

There is no Significant Relationship between Cultural Values and the success of UBE on Girl-child education in Zaria Local Government Area.

Table: 5.54 Mobilization campaign for girl child participation (IV)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	40	22.5	22.9	22.9
	A	60	33.7	34.3	57.1
	U	15	8.4	8.6	65.7
	D	35	19.7	20.0	85.7
	SD	25	14.0	14.3	100.0
	Total	175	98.3	100.0	100.0

Source: Field survey 2016**Table 5.55 Reduction of early marriage (DV)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	25	14.0	14.3	14.3
	A	35	19.7	20.0	34.3
	U	15	8.4	8.6	42.9
	D	60	33.7	34.3	77.1
	SD	40	22.5	22.9	100.0
	Total	175	98.3	100.0	100.0

Source: Field survey 2016

For purpose of performing chi-square operations on the computer for hypothesis one, responses for independent variable (UBE) and dependent variable (pupils enrolment in Zaria Local Government primary and junior secondary schools) were coded and the computer using S.P.S.S. 20 package cross tabulated the responses to produce the output presented on the table 5.56

Table: 5.56 Cross tabulation Mobilization campaign for girl child participation

***Reduction of teenagers pregnancy (DV)**

		Reduction of teenager's pregnancy (DV)					Total
		SA	A	U	D	SD	SA
Mobilization campaign for girl- child (IV)	SA	25	0	0	0	0	25
	A	15	20	0	0	0	35
	U	0	15	0	0	0	15
	D	0	25	15	20	0	60
	SD	0	0	0	15	25	40
Total		40	60	15	35	25	175

Source: Computer Product of SPSS

Table: 5.57 Chi-Square Tests Three (3) for Zaria Local Government Area

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	284.549(a)	16	.000
Likelihood Ratio	300.148	16	.000
Linear-by-Linear Association	130.336	1	.000
N of Valid Cases	175		

a 8 cells (32.0%) have expected count less than 5. The minimum expected count is 1.29.

Using 95% level of significance i.e. 0.05 with k=16, it gives us 26.296

Pearson chi-square is 284.549

Since chi-square calculated value is greater than chi-square critical value, we reject the null (ho) which says there is no significant relationship between cultural values and the success of UBE on Girl-child education in Zaria local government Area.

Discussion of Findings

Based on the data presented, analyzed and the result thereof, the study arrived at the following findings:

1. This research work has found out that there is significant relationship between the implementation of UBE and enrolment of Girl-Child i.e. Girl-child enrolment has increase as a result of the introduction of UBE in Giwa and Zaria Local Government areas. But to some extent, promotion and retention was on a decline.
2. In addition, this research work discovered that there is significant relationship between UBE infrastructural facilities and Girl-child education. As a result of increase in enrolments, the number of classrooms became inadequate because some lessons were still held outside in primary schools. Also laboratory and vocational facilities for practical related subjects like basic science , basic technology were not adequately provided especially in Giwa local Government junior schools. More so, there are no libraries in the schools.
3. Furthermore, it has also been discovered that cultural values like early marriage, poverty and the need to earn money has relationship with UBE. As shown in table 5.38 above, reduction of early marriage depend largely on effective mobilization campaign on girl-child education. In Giwa local government, it has been discovered that early marriage, traditional setting and beliefs discourages Girl-child Education up

to secondary level. In Zaria local government early marriage also impedes girl-child education although not as much as it did in Giwa. As such, UBE in Giwa and Zaria local government do not emphasize in discouraging the parents from sending their girls to early marriage. This might explain the fact that UBE in Giwa and Zaria local government have a poor physical structure in implementing the universal basic education. This is most noticeable in terms of the trend in enrolment and withdrawal of girls in schools especially at post primary level

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Summary

Universal Basic Education (UBE) is Nigeria's response to MDGs no. 3 and Education for All (EFA) programme of the global community. It is concerned with providing a solid educational foundation that is 9 years of uninterrupted, free and compulsory formal education of primary and JSS education. Thus, this study investigated the extent to which state universal Basic education had influenced the lives of the Girl-child and the community in general on provisions of Basic Education. The objectives of the work further identified the changes that had occurred in the area of pupil's enrolment and completion rate as a result of the introduction of UBE; show changes in the infrastructural facilities towards supporting the UBE as well as cultural values like early marriage that impede Girl-Child education in primary and junior secondary schools in Giwa and Zaria local Government.

The findings of the study showed that the Universal Basic Education (UBE) has actually become known by the people. The people were adequately informed of the program among many schools. A positive development and orientation was noted in the attitude of parents who become willing and supporting in releasing their children to learn in the schools. But there is still a nonchalant attitude to girl-child education. This is due to the fact that the girls withdraw out of school along the way. In the area of infrastructural facilities significant improvement were recorded bearing the number of classrooms and toilets that were constructed. More so, early marriage, traditional setting and religion were said to be an impediment to completion of Girl-child education at the primary and post primary level in both Giwa and Zaria local government Areas.

However, based on the research findings; conclusions and recommendations, suggestions for future study were drawn.

6.2 Conclusions

The findings of this study revealed that the Girl-child enrolment and completion rate has significantly increased in urban areas but decreased in rural areas. The finding also shows that the level of infrastructural facilities increased like classrooms, furniture's and toilets, but not adequately in primary and junior secondary schools in Giwa and Zaria.

Also this research work realized that the library and laboratory facilities were not adequate. Cultural values like early marriage also has effects on UBE program. Therefore, it can be concluded that the general concern of improving girl-child education through proactive measures must be put in place by the community and UBE at large.

6.3 Recommendations

In line with the findings and above conclusions, the study recommends as follows;

- a. The UBE policy framework on Girl-child Enrolment should be implemented in Giwa and Zaria local government. Also, the community leaders should report any parents who refused to enroll or withdrew his ward from school to the appropriate authority so that such parent/guardian could be sanctioned. This could be done through collaboration of the Community Based Organization (CBO's) and School Base Management Committee (SBMC) which would play an active part in working closely with the UBE to systematically develop Girl-child education.

- b. Also, given the significant level of increase on infrastructural facilities, like the number of schools, classrooms and teaching facilities in Giwa and Zaria local government, there is need for the state government to also contribute more in the provision of laboratory facilities, libraries and vocational materials so as to train the girl-child in a particular vocation thereby making them to specialize in their chosen career. More so, this will motivate the girl-child to remain in school.
- c. The parents/ guardian on their part need to be enlightened more on the importance of girl-child education in order to reduce misapplication of cultural beliefs as the saying goes “If you educate a woman, you have educate a nation. Also sanction should be imposed on any parent that gives out his ward for marriage at a tender age as contained in UBE Act.

5.4 Suggestions for Future Study

Based on the limitations of the study, the following suggestions are offered for improvement;

- i. The study need to be replicated in other societies and regions in the country in both rural and urban areas so as to identify and compare their various needs.
- ii. Similar research should be conducted on some specialize groups in the country like the Nomads, the physically challenged and adult.
- iii. This research further suggests the use of large sample size which would provide further validation and reinforcement to the framework for this study.

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APPENDIX I

Department of Public Administration,
Faculty of Administration,
Ahmadu Bello University,
Zaria.

18th August, 2015.

Dear Respondent,

I am an M.Sc. student of the above mentioned department writing a dissertation on a topic titled; *“Assessment of the implementation of universal Basic Education on Girl-child Education in Giwa and Zaria Local Government Areas of Kaduna state.* In light of this, I need some information to assist me in testing the stated hypothesis and make analysis of the research topic.

All Information given will be solely used for the purpose of this research and will be treated with confidentiality.

Please tick appropriately the option in the questionnaire and comment where applicable.

The following key will guide you.

- SA - Strongly Agree
- A - Agree
- U - Undecided
- SD - Strongly Disagree
- D - Disagree

Thanks for your anticipated cooperation.

Yours Faithfully

Fatima A Labaran

M.sc/Admin/8010/2013-14

SECTION A:

RESPONDENTS PERSONAL PROFILE

Instruction: Please tick (✓) where appropriate.

1. Gender: Male () Female ()

2. Level of Education

a. Primary Certificate ()

b. WAEC, GCE, NECO, SSCE ()

c. NCE/OND/ND ()

d. Degree/HND ()

e. Others, please specify _____

3. Length of service with your Organization

a. 0-5 () b. 6-10 () c. 11-15 ()

d. 16 and above ()

4. What category of staff are you?

a. Management of staff ()

b. Teaching Staff ()

c. Non-Teaching Staff ()

d. Others, please specify _____

SECTION B: QUESTIONNAIRE FOR TEACHERS AND PTA IN GIWA AND ZARIA
LOCAL GOVERNMENT

**INTRODUCTION OF UBE AFFECTS GIRLS ENROLMENT IN GIWA AND ZARIA
LOCAL GOVERNMENT AREAS PRIMARY AND JUNIOR SECONDARY
SCHOOLS.**

		SA	A	U	D	SD
1	UBE contribution on girls enrolment in primary and junior schools in Giwa and Zaria LG areas is high					
2	UBE has greatly reduced the incidence of girl-child withdrawal from school in Giwa and Zaria LG areas					
3	promotion and retention of girls in primary and junior schools in Giwa and Zaria LG has increased					
4	UBE contribution on transition rate of girls from primary to junior schools has increase					

SECTION C: QUESTIONNAIRE FOR SUBEB STAFF

**INTRODUCTION OF UBE AFFECTS INFRASTRUCTURAL FACILITIES IN
GIWA AND ZARIA LOCAL GOVERNMENT AREAS.**

	Variables	SA	A	U	D	SD
5	UBE provides complementary approaches towards the provision of basic education in primary and junior secondary schools in Giwa and Zaria LG areas.					
6	UBE leads to provision of library materials in vocational subjects in primary and junior secondary schools in Giwa and Zaria LG areas.					
7	UBE leads to increase in numbers of laboratory facilities in primary and junior secondary schools in Giwa and Zaria local government areas?					
8	UBE has improved relevance, quality and efficiency of education in Giwa and Zaria LG areas?					

SECTION D; INTRODUCTION OF UBE AFFECTS CULTURAL VALUES

	Variables	SA	A	U	D	SD
9	Does UBE reduce the incidence of early marriage in Giwa and Zaria LG areas?					
10	Does UBE provide a special program for child development in Giwa and Zaria LG areas?					
11	Does UBE provide scholarship to further studies for the best performing girl-child?					
12	Does UBE provide mobilization campaign to reduce superstitious beliefs and improve girl-child participation and completion of education?					

APPENDIX III

INTERVIEW SCHEDULE FOR PARENTS AND SUBEB STAFFS

Sir/Madam due to the provision of UBE, is there strong consciousness of girl-child education in the community?

1. Does UBE reduce the incidence of Girl-child withdrawal from schools in Giwa and Zaria local government?
2. Does the UBE provide materials in vocational subjects?
3. Does UBE provide a special programme for girl-child development in your school?
4. Does UBE increase the number of laboratory facilities in primary and junior schools in Giwa and Zaria local government areas?

APPENDIX III

Krejcie and Morgan (1970) Table for Sample Determination

Table for Determining Sample Size from a Given Population

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size.
S is sample size.

APPENDIX V

PUBLIC PRIMARY SCHOOL ENROLMENT BY GENDER AND LGA

LGA	PUBLIC			
	Number of schools	Pupils	Girls	% Girls
BIRNIN GWARI	185	52,938	21,321	40
CHIKUN	257	53,644	26,421	49
GIWA	209	54,313	22,536	41
IGABI	288	80,459	34,434	43
IKAARA	158	47,216	20,278	43
JABA	100	41,826	20,616	49
JEMAA	173	31,566	15,587	49
KACHIA	324	66,459	31,924	48
KADUNA NORTH	64	36,639	17,952	49
KADUNA SOUTH	36	34,026	17,085	50
KAGARKO	241	38,221	18,461	48
KAJURU	104	29,629	14,461	50
KAURA	277	45,788	23,021	50
KAURU	154	50,937	23,406	46
KUBAU	274	60,407	27,753	46
KUDAN	89	41,615	16,286	39
LERE	290	71,967	34,212	48
MAKARFI	126	39,052	16,877	43
SABON GARI	62	46,906	22,667	48
SANGA	185	42,628	20,578	48
SOBA	229	55,188	22,751	41
ZONGON KATAF	284	57,193	28,650	50
ZARIA	116	74,845	35,468	47
TOTAL	4,225	1,153,460	533,155	46

Source: Kaduna ASC 2013-2014

APPENDIX VI

PUBLIC JUNIOR SECONDARY SCHOOL ENROLMENT BY GENDER AND LGA

LGA	Schools	Pupils	Girls	% Girls
BIRNIN GWARI	16	3,957	1,193	30
CHIKUN	24	10,178	4,920	48
GIWA	17	48,60	1,513	31
IGABI	21	10,428	3,960	38
IKAARA	14	3,709	1,203	32
JABA	11	2,739	1,394	51
JEMAA	14	4,657	2,006	43
KACHIA	29	7,321	335	46
KADUNA NORTH	17	12,167	7,080	58
KADUNA SOUTH	14	12,735	7,157	56
KAGARKO	22	7,688	3,355	44
KAJURU	13	4,407	2,031	46
KAURA	20	5,884	2,428	41
KAURU	14	5,508	2,384	43
KUBAU	17	4,508	1,668	37
KUDAN	6	2,459	747	30
LERE	28	11,159	4,549	41
MAKARFI	11	3,091	921	30
SABON GARI	11	9,570	5,330	56
SANGA	16	5,780	2,539	44
SOBA	17	2,262	715	24
ZONGON KATAF	40	7,262	3,686	51
ZARIA	19	15,240	6,573	43
TOTAL	411	158274	70,687	45

Source: Kaduna ASC 2013-2014

Appendix VII

SCHOOL INFRASTRUCTURES in primary in Giwa L/govt 2007														
SCHOOLS	CLASSES	PUPILS FURNITURES		TEACHERS FURNITURES		H/M OFFICES	OTHER OFFICES	LIBRARY	STAFF ROOM	TOILETS TOTAL				
		2 SEATERS	3 SEATERS	CHAIRS	TABLES					BOYS	girls	GIRLS	girls	TOTAL
210	487	2776	2674	325	182	89	-	4	49	31	42	24	38	135

SCHOOL INFRASTRUCTURES IN PRIMARY IN GIWA L/GOVT 2008														
SCHOOLS	CLASSES	PUPILS FURNITURES		TEACHERS FURNITURES		H/M OFFICES	OTHER OFFICES	LIBRARY	STAFF ROOM	TOILETS TOTAL				
		2 SEATERS	3 SEATERS	CHAIRS	TABLES					BOYS	girls	GIRLS	girls	TOTAL
210	530	2876	2916	325	190	109		7	9	35	52	29	42	158

SCHOOL INFRASTRUCTURES IN PRIMARY IN GIWA L/GOVT 2009														
SCHOOLS	CLASSES	PUPILS FURNITURES		TEACHERS FURNITURES		H/M OFFICES	OTHER OFFICES	LIBRARY	STAFF ROOM	TOILETS TOTAL				
		2 SEATERS	3 SEATERS	CHAIRS	TABLES					BOYS	M	GIRLS	F	TOTAL
210	530	2876	2916	325	188	109		8	9	35	52	29	42	158

SCHOOL INFRASTRUCTURES in primary in Giwa Local Govt. 2010														
SCHOOLS	CLASSES	PUPILS FURNITURES		TEACHERS FURNITURES		H/M OFFICES	OTHER OFFICES	LIBRARY	STAFF ROOM	TOILETS TOTAL				
		2 SEATERS	3 SEATERS	CHAIRS	TABLES					BOYS	M	GIRLS	F	TOTAL
210	530	2876	2916	325	201	109		8	19	40	58	31	46	175

Source: PRS Department Giwa LGEA (2015)

APPENDIX VIII

SCHOOL INFRASTRUCTURES IN PRIMARY IN ZARIA LOCAL GOVT. 2007															
SCH OOL S	C L A SS	PUPILS FURNIT URES		TEACH ERS FURNIT URES		H/ M OF FI CE	OT HE R OF FI CE S	LIB RA RY	S T A FF	TOILETS					
		2	3	C	TA					R	B	M	GI	F	T
		SE AT ER S	SE AT ER S	H AI RS	BL ES					O S	O Y S	S	R L S	S	O T A L
113	49 9	287 6	230 94	32 5	34 7	109	96	31	49	13 5	7 1	12 9	7 2	40 7	

SCHOOL INFRASTRUCTURES IN PRIMARY IN ZARIA LOCAL GOVT. 2008															
SCH OOL S	C L A SS	PUPILS FURNIT URES		TEACH ERS FURNIT URES		H/ M OF FI CE	OT HE R OF FI CE S	LIB RA RY	S T A FF	TOILETS					
		2	3	CH	TA					R	B	M	GI	F	T
		SE AT ER S	SE AT ER S	AI RS	BL ES					O S	O Y S	S	R L S	S	O T A L
116	51 1	287 6	330 94	41 5	41 7	122	102	32	58	13 5	7 1	12 9	7 2	40 7	

SCHOOL INFRASTRUCTURES IN PRIMARY IN ZARIA LOCAL GOVT. 2009															
SCH OOL S	C L A SS	PUPILS FURNIT URES		TEACH ERS FURNIT URES		H/ M OF FI CE	OT HE R OF FI CE S	LIB RA RY	S T A FF	TOILETS					
		2	3	CH	TA					R	B	M	GI	F	T
		SE AT ER S	SE AT ER S	AI RS	BL ES										
116	55	227	334	42	48	122	102	32	70	13	7	13	7	41	
	2	6	94	5	0					8	3	1	2	4	

SCHOOL INFRASTRUCTURES IN PRIMARY IN ZARIA LOCAL GOVT. 2010															
SCH OOL S	C L A SS	PUPILS FURNIT URES		TEACH ERS FURNIT URES		H/ M OF FI CE	OT HE R OF FI CE S	LIB RA RY	S T A FF	TOILETS					
		2	3	C	TA					R	B	M	GI	F	T
		SE AT ER S	SE AT ER S	H AI RS	BL ES										
116	67	215	339	43	43	122	103	33	74	14	7	13	7	42	
	4	5	42	2	2					0	5	3	4	2	

Source: PRS Department Zaria LGEA (2015)

SCHOOL INFRASTRUCTURES 2011/2012														
SCH OOL S	CL AS S	PUPILS FURNITUR ES		TEACHER S FURNITU RES		H/M OFF ICE S	OTH ER OFF ICE S	LIBR ARY	ST AF F RO O M	TOTAL				
		2 SEA TER S	3 SEA TER S	CH AIR S	TA BLE S					MALE	FEMAL E	TO TA L		
116	798	3095	9978	385	373	82	82	23	3	185	189	375		
SCHOOL INFRASTRUCTURES 2012/2013														
SCH OOL S	CL AS S	PUPILS FURNITUR ES		TEACHER S FURNITU RES		H/M OFF ICE S	OTH ER OFF ICE S	LIBR ARY	ST AF F RO O M	TOTAL				
		2 SEA TER S	3 SEA TER S	CH AIR S	TA BLE S					M AL E	m s	FEM ALE	f s	TO TA L
116	846	2919	10533	325	347	109		27	89	153	89	142	61	445