

**FACTORS MILITATING AGAINST THE ENROLMENT AND RETENTION OF  
GIRL-CHILD STUDENTS IN JUNIOR SECONDARY SCHOOLS IN  
KADUNA STATE**

**BY**

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**A THESIS SUBMITTED TO DEPARTMENT OF EDUCATIONAL FOUNDATION  
AND CURRICULUM, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL  
FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF THE  
MASTERS DEGREE IN EDUCATION**

## CERTIFICATION

This research “FACTORS MILITATING AGAINST THE ENROLMENT AND RETENTION OF GIRL-CHILD STUDENTS IN JUNIOR SECONDARY SCHOOLS IN KADUNA STATE” meets the regulations governing the award of the degree of Master’s in Curriculum and Instruction of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentations.

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(Dean, School of Postgraduate Studies)

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Date

## DECLARATION

I declare that this project on “FACTORS MILITATING AGAINST THE ENROLMENT AND RETENTION OF GIRL-CHILD STUDENTS IN JUNIOR SECONDARY SCHOOLS IN KADUNA STATE” has been carried out by me in the Department of Educational Foundation and Curriculum. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree or diploma at this or any other institution.

J. A. Garba  
M.Ed/EDU/5018/2009-10

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Sign/Date

## **DEDICATION**

The research work is dedicated to late Professor Ben-Yunus Mohammed and my father Lt Garba L. Maimagani.

## ACKNOWLEDGEMENT

I am grateful to Almighty Allah for His infinite mercy for the inspiration to pursue this programme, His guidance, protection and provisions that made this dream come true, I wish to acknowledge the contributions of my vibrant supervisor, Late Professor .M. Ben – Yunus for his fatherly guidance. I appreciate the effort of my major supervisor; Dr. (Mrs.) .H. .O. Yusuf, she is a supervisor with a difference, committed to the development and building of the career of younger academics and indeed a mother to the core, Dr. A. Guga, a man who is caring, and committed to his duties and indeed a father to all.

My regards goes to Dr. .M. Abdulfatah from Federal College of Education, Zaria for his academic and moral contributions towards this study.

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These acknowledgements will be incomplete if the immense contributions of my parent and family is not mentioned especially sister Margaret .W. Garba from Aminu Kano Teaching Hospital (AKTH).

## **ABSTRACT**

*The study investigated the factors militating against the enrolment and retention of girl-child students in Junior Secondary Schools in Kaduna State. Six research objectives were postulated and six null research hypotheses were tested. The study population included all the Junior Secondary Schools in the 23 Local Government Areas of Kaduna State totalling 58,836. Using Krejcie and Morgan Table, 375 respondents were sampled from six Local Government Area; two each from the three (3) senatorial zones in the State. The descriptive survey design was adopted for the study. Cronbach method of reliability was used to determine the reliability of the instrument which was found to be .815.*

*Descriptive statistics involving item frequencies, mean, standard deviation and standard error were used to answer the research questions. The Pearson Product Moment Correlation was used to test all the six null hypotheses at 0.05 alpha level of significance.*

*Significant relationships were found between the dependent variable and each of the six independent variables. It was recommended that government should keep updated records of enrolment and retention of the girl-child in all schools, and schools should be built in all localities for easy access, government should enact laws against removal of girl-child from schools for marriage or any reason before completion of school and parents should consider their economic capability in planning their family size.*

*It was concluded that religious leaders and traditional leaders have big responsibility of directing and encouraging their subjects on the importance of girl-child education.*

## TABLE OF CONTENTS

Title Page .....	i
Certification .....	ii
Declaration .....	iii
Dedication .....	iv
Acknowledgement .....	v
Abstract .....	vi
Table of Contents .....	vii
List of Tables .....	xi
Operational Definition of Terms .....	xii

### CHAPTER ONE: INTRODUCTION

1.1 Background of the Study .....	1
1.2 Statement of the Problem.....	3
1.3 Objective of the Study.....	4
1.4 Research Questions .....	4
1.5 Hypotheses .....	4
1.6 Basic Assumptions .....	5
1.7 Significance of the Study .....	5
1.8 Scope and Delimitation of the Study .....	6

### CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction .....	7
2.2 Conceptual Framework .....	7
2.3 Concept of Girl Child Education .....	8
2.3.1 Enrolment and retention of girl-child students in JSS .....	10
2.3.2 Christian Missions and Colonial Policy of Education and girl-child education .....	18
2.4 Relevance of Girl-Child Education in Nigeria .....	23
2.5 Problem of Girl Child Education in Nigeria.....	29



2.5.1	Barriers to Girls' Education	31
2.6	Girl Child Education in Nigeria	32
2.7	Millennium Development Goals and girl-child education	33
2.7.1	UNICEF and Girl-child Education in Nigeria	34
2.8	Empirical Studies	36
2.9	Summary	38

### **CHAPTER THREE: METHODOLOGY**

3.1	Introduction	40
3.2	Research Design	40
3.3	Population of the Study	40
3.4	Sample and Sampling Techniques	41
3.5	Instrumentation	42
3.5.1	Pilot Study	43
3.5.2	Validity of the Instrument	43
3.5.3	Reliability of the Instrument	43
3.6	Procedure for Data Collection	44
3.7	Procedure for Data Analysis	44

### **CHAPTER FOUR: RESULT AND DISCUSSION**

4.0	Introduction	45
4.1	Analysis of Bio data variables of respondents	45
4.2	Answering of Research Questions	50
4.3	Testing Research Null Hypotheses	56
4.4	Summary of Major Findings	61
4.5	Discussion on Findings	62

### **CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION**

5.1	Summary	65
5.2	Conclusion	66

5.3	Recommendation .....	67
5.4	Suggestions for Further Studies. ....	67
	References.....	68
	Appendix I.....	72
	Appendix II .....	73
	Appendix III .....	80
	Appendix IV .....	81
	Appendix V .....	84

## LIST OF TABLES

Table 3.1:	Enrolment in public junior secondary schools by levels, gender, and LGEA
Table 4.1.1:	Distribution of respondent by sex
Table 4.1.2:	Distribution of respondent by age
Table 4.1.3:	Distribution of respondent by marital status
Table 4.1.4:	Distribution of respondent by type of marriage
Table 4.1.5:	Distribution of respondent by religion
Table 4.1.6:	Distribution of respondent by parental education background
Table 4.1.7:	Distribution of respondent by their parental occupational background
Table 4.1.8:	Distribution of respondent by number of children (siblings) in the family
Table 4.1.9:	Distribution of respondent by number of girls among the siblings
Table 4.1.10:	Distribution of respondent on how many girls in their family are in school
Table 4.1.2.1:	Opinion of male and female respondents on their on the problems of girls-child education
Table 4.1.2.2:	Opinion of male and female respondent on the solution to girl-child education
Table 4.1.2.3:	Opinion of respondents on the effect of the problems of girl-child retention in school on girl-child education in Kaduna state
Table 4.1.2.4:	Opinion of respondent on the solution to girl-child education in Kaduna state.
Table 4.2.5:	Chi square showing tabulation perception of ages of respondents on girl-child enrolment in JSS.
Table 4.2.6:	Chi square tabulation showing perception of respondents on relationship between parental level of education and girl-child retention in Junior Secondary Schools.

## **OPERATIONAL DEFINITION OF TERMS**

Abuse:	Denying of the girl-child education
Barrier:	Hindrances to girl-child education
ACRWC:	African Charter on the Right and Welfare of the Child
Girl-child:	The female children of secondary school age
Education:	The education of girl-child in secondary school
Enrolment:	Starting of school from JSS1
Retention:	Remaining in school from JSS1 to SS3
M.D.G .:	Millennium Development Goals
UFE:	Non-Formal Education
UNICEF:	United Nation International Children Emergency Fund
FAWE:	Forum for African Women Education
UNESCO:	United Nations Educational Scientific and Cultural Organisation
BBC:	British Broadcasting Co-operation
UN:	United Nation
UPE:	Universal Primary Education
UBE:	Universal Basic Education
NIGIS:	Nigerians Girls Into Science
LSD:	Learning Science by Doing
GEP:	Girls Education Project
NSC:	National School Census
NER:	Net Enrolment Ratio
SAGEN:	Strategy for Acceleration of Girls' Education in Nigeria

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

Education has been recognised as the most important factor used by man to conquer his environment and it has charted his destiny. Education is an intrinsic value in itself needing no further justification. In fact the Girl Child becomes better equipped to deal with adverse situations. Schooling also provides a break in the habits and culture which stultifies the growth of the girl child. It opens up options and possibilities new dreams and a newer future. More than anything schools provide leisure, time and space of their own; thus when in school they are no longer exploited, no longer have to work for others, will discover themselves and their potentialities, will acquire self esteem and confidence. This is their first step towards gender equality and breakdown of stereotypes; this is the beginning of their role as individuals in their own right. However, there is the need to fully understand the aims and objectives of girl-child education:

- i. To equalize same opportunities accorded to their male counterparts
- ii. Girls education enhances their social and economic value for the development of the society;
- iii. It keeps them fully employed so that they can engage into more meaningful development hence improve the public life
- iv. It will speed up literacy among their siblings when they finally settle for a family.
- v. It will make them more enlightened on how to live a healthier life as well as that of the family
- vi. It increases their ability to protect themselves from venereal diseases such as HIV; AID etc

- vii. It will help them have a better understanding of how to prepare balanced diet, woman delivery issues and how to maintain good health and how to avoid maternal mortality and child mortality.
- viii. It will enhance their ability to fight poverty and underdevelopment as well as malnutrition.

The U.N.'s "strategic objectives" for the "girl-child" [Para. 259-285]: The ratification of the convention of the rights of the child by all member states is vital in achieving set objectives. Efforts need to be intensified to encourage enrolment of Girl Child, this could be done by embarking on a study research.

Lack of education or acquisition of knowledge among women who in Nigeria and most other countries constitute over 80 percent of the total population, especially in sub-Saharan Africa a larger number of young girls still do not attend school. The global figure for out-of-school children is estimated at 121million, 65million being girls (UNICEF, 2007).

In Nigeria, girls' access to basic education, especially in northern states, has remained low. As few as 20 percent of women in the North West and North East of the country are literate and have attended school. Source; the 2006 National School Census (NSC) revealed a net enrolment ration (NER) of 80.6% suggesting that a substantial proportion (19%).

Despite the launching of the Universal Basic Education Scheme in 1999 and the enactment of the UBE Act in 2004, progress in the enrolment into Junior Secondary Schools has been very slow. From a total enrolment of 218,597.4 in 1999, it rose to 368,464.4 in 2003 and declined to 282,680.0 in 2008. Female enrolment equally registered very small increases from a figure of 104,289.4 in 1999, it peaked at 163,977.6 in 2005 only to fall to 127,086.5 in 2008. Gender parity ratios began to improve from 2003 when it rose to 0.77 and attained 0.82 in 2008.

## **1.2 Statement of the Problem**

It is important to find out why girls and/or their parents appear to be ‘unconcerned’ about the glaring benefits of education. As long as the majority of girls fail to proceed with formal education beyond secondary level and as long as college level of education is used as a major criterion in the distribution of well-remunerated jobs and leadership positions, they will continue to be marginalised.

They are mostly the duty bearers at home, who handle most of the house work and in Africa, produced 70% of food and yet are the least educated. In situation of emergency the girl child and indeed the women suffer more and yet attitudinal support for the girl-child is lacking. Although there has been several historical development on the right of the child especially the girl-child as contained in the Magna Carter of England. The universal declaration of human rights in (1984), convention on the elimination of forms of all discrimination in (1979), convention on the rights of the child in (1989), and the Beijing Conference of (1994). There is still a problem of the Nigerian policy makers in institutionalizing and enacting laws to protect and enhance the education of the girl- child. Because of the setbacks girl child still did not escape from dropping out of school.

The research work is an attempt to find out factors militating against the enrolment and retention of girl-child education in Nigeria with particular reference to Kaduna state, in selected junior secondary school as case study. The essence of the research is to capture the extent to which enrolment, retention and dropout exist between the male and female children.

The contributing factors lead to the loss of the nation’s human capital in a global economy and national prosperity as well as the availability of ready hands for mischief such as deviant behaviour, violence within the society, stealing, prostitution and other social vices. Hence, these may require urgent attention so as to meet the national educational objectives and existence of peace within Kaduna State and Nigeria at large.

### **1.3 Objectives of the Study**

The aim of the research is to examine the factors militating against the enrolment and retention of girl-child education in junior secondary school in Kaduna State. This study intends to achieve the following objectives:-

1. To determine the level of enrolment of the girl-child students in Junior Secondary Schools in Kaduna State.
2. To determine the rate of retention of the girl-child students in Junior Secondary Schools in Kaduna State.
3. To identify the strategies for enrolment of the girl-child students in Junior Secondary Schools in Kaduna State.
4. To identify the strategies for retention of the girl-child students in Kaduna State.
5. To identify the problems associated with the enrolment of girl-child students in Junior Secondary Schools in Kaduna State.
6. To identify the problems associated with the retention of girl-child students in Kaduna State.

### **1.4 Research Questions**

1. What is the level of enrolment of girl-child students in JSS in Kaduna State?
2. What is the rate of retention of girl-child students in JSS in Kaduna State?
3. What are the strategies for enrolment of girl-child students in JSS in Kaduna State?
4. What are the strategies for retention of girl-child students in JSS in Kaduna State?
5. What are the problems associated with the enrolment of girl-child students in JSS in Kaduna State?
6. What are the problems associated with the retention of girl-child students in JSS in Kaduna State?



### **1.5 Hypotheses**

1. There is no significant relationship/influence between the level of enrolment of girl-child student in JSS and the girl-child student education in Kaduna State.
2. There is no significant relationship/influence between the Rate of retention of girl-child student in JSS and girl-child student education in Kaduna State.
3. There is no significant relationship/influence between the Strategies for enrolment of girl-child student in JSS and the girl-child student education in Kaduna State.
4. There is no significant relationship/influence between the Strategies for retention of girl-child student in JSS and the girl-child student education in Kaduna State.
5. There is no significant relationship/influence between the problems associated with enrolment of girl-child student in JSS and the girl child education in Kaduna State.
6. There is no significant relationship/influence between the problems associated with rate of retention of girl-child student in JSS and the girl-child student education in Kaduna State.

### **1.6 Basic Assumptions**

This research work is based on the following basic assumptions;

- i. The research is based on the assumption that girl child education is a waste of resources.
- ii. That lack of appropriate legislation on girl child education leads to the problems of enrolment and retention.
- iii. That there is relationship between retention and enrolment of girl child students in JSS schools.
- iv. That parent needs to be empowered financially.

### **1.7 Significance of the Study**

This study will inform policy makers on the need to take education of the girl-child student seriously in order to contribute to the development of the State. The finding will also inform curriculum planners to make their curriculum child-centred to ensure the gender and cultural sensitivity and to include life skills, HIV/AIDS education, citizenship and conflict resolution. Benefit of the study will assist stakeholders in encouraging girl-child student

education by making provision of social amenities, e.g. adequate classrooms, laboratories, good water and healthy sanitation and focused at empowering the girl-child student.

The study will create general awareness on the importance of girl child education which will enhance women capacity building, employment and general living standard of the women folk.

Parents and teachers will benefit from the outcome of this study because the intervention, strategies provides will create better awareness that will encourage the parents to send their girl child to schools while the teachers will encourage the retention of these girls in school.

### **1.8 Scope and Delimitation of the Study**

The research is limited to Kaduna State with specific attention to selected Junior Secondary Schools. The study intends to find out Girl-child students enrolment and retention in Schools, and also identify factors affecting Girl-child student enrolment vis-à-vis that of the male child education and the best solutions to curtailing the factors inhibiting the girl child education in the state.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1 Introduction

This chapter tries to explain the theoretical framework used, concept of Girl-child student Education, presented relevance of Girl-child student Education along side with Girl-child student education in Nigeria. It looked at the problems and Barriers to Girl-child student Education; it also dealt with Millennium Development Goals, UNICEF and the Girl-child student Education, and Review of empirical Studies.

#### 2.2 Conceptual Framework

The conceptual framework of this study is based on the Universal Basic Education.

“The object of education is to turn the eye which the soul already possesses to the light. The whole function of education is not to put knowledge into the soul, but to bring out the best things that are latent in the soul, and to do so by directing it to the right objects. The problem of education, then, is to give it the right surrounding.” <http://www.exampleessays.com/viewpaper/>

Human capital theories refer to the education, knowledge, training, experience, or skill of a person which makes them potentially valuable to an employer. This has historically been understood as a cause of the gendered wage gap but is no longer a predominant cause as women and men in certain occupations tend to have similar education levels or other credentials. Even when such characteristics of jobs and workers are controlled for, the presence of women within a certain occupation leads to lower wages. This earnings discrimination is considered to be a part of pollution theory. This theory suggests that jobs which are predominated by women offer lower wages than do jobs simply because of the presence of women within the occupation. As women enter an occupation, this reduces the amount of prestige associated with the job and men subsequently leave these occupations. The entering of women into specific occupations suggests that less competent workers have begun to be hired or that the occupation is becoming deskilled. Men are reluctant to enter

female-dominated occupations because of this and similarly resist the Plato's Theory of education was an indispensable necessity. It was a positive remedy for the operation of justice in the ideal state. <http://www.exampleessays.com/viewpaper/>

Spartan Influence on Plato's Scheme of Education:

The importance of environment through successive stages, proceeding from simple to complex, giving to the child an opportunity to play an active role in the process of learning, the system of selection of candidates for the higher stages of education these are some of the doctrines of Plato which are involved in his scheme of education and by which the modern educators have greatly benefited themselves.

### **2.3 Concept of Girl Child Education**

**The Girl-child student:** In Offorma (2009) conference held in Lagos cited that the girl-child student is a biological female offspring from birth to eighteen (18) years of age. This is the age before one becomes young adult. This period covers the crèche, nursery or early childhood (0 — 5 years), primary (6 12 years) and secondary school (12 — 18 years). During this period, the young child is totally under the care of the adult who may be her parents or guardians and older siblings. It is made up of infancy, childhood, early and late adolescence stages of development. During this period, the girl-child student is malleable, builds and develops her personality and character. She is very dependent on the significant others, those on whom she models her behaviour, through observation, repetition and imitation. Her physical, mental, social, spiritual and emotional developments start and progress to get to the peak at the young adult stage.

Despite the united Nations declaration of the rights of girl-child student and the subsequent world summit and conferences to ensure gender equality such as the 1990 world conference on education for all (EFA), Jomtien; the 1993 world conference on human rights, Vienna, the 1994 international conference on population and development (ICPD) Cairo and

it's version of plus 5 held at New York in 1994 the 1995 fourth world conference on women, Beijing and also it's version of plus 5 New York; girls are still having unequal access to education/school in Nigeria especially in Kaduna state.

When the united Nation's proclaimed the international Decade for women in 1975, it was in recognition of the fact that women, who represent about 50 percent of the world population, did not have a fair share of the available resources and opportunities.

The united nation decade for women (1985) has come and gone leaving behind the indisputable fact that women are very important resource for development. This is due to the fact that women contribute to national development outside their traditional role as wives and mothers.

Women have significant roles to play in the upbringing of their children who are leaders of tomorrow. A nation cannot achieve meaningful development if the mothers who are the first educator of the future leaders are not educated. The position of women as mother makes them to spend more time with the children during which they could mould the child's personality. It is therefore evidence that an adequately educated mother will guide her children better than an uneducated mother for this reason; women ought to share as far as possible in education with men.

Females are the victim of educational inequalities throughout the world. It is common in Africa for sons to receive education before the daughters because to them sons are the sole inheritance of properties while daughters contribute nothing or less to the growth of the lineage so their education is not important or it can come later when the male has gotten it.

Nigerian women generally are yet to occupy their positions in Nigeria educational set up. For example many studies have confirmed that there is disparity in male and female enrollment and retention at the primary, secondary and tertiary institutions in favour of males.

Some of such studies were conducted by UNESCO (1968), Bray (1981), Fafunwa (1982), and the World Bank (1992 and 1995). They all noted that there is relative low level of enrollment and retention of female pupils and students at the various level of education in Nigeria and Africa at large. In Nigerian school system, women participation is highest in the primary school education. Despite that, male participation is still higher than that of female in all aspect of primary school education. For example, from 1991-1994, the total enrollment was 60,644. Total male enrollment was 34,002(52.1%) while female enrollment was 26,641(42.9%) as indicated by the Federal Ministry of Education, statistic of primary and post primary education. As regard to the secondary school education, the level of female participation in Nigeria secondary education is far lower than that at the primary education level. From the statistic obtained it is evidence that, the higher the educational ladder, the lower the level of female enrolment. The above evidence is clear from the enrolment statistic obtained from the national summary secondary school statistic in Nigeria by gender 1984/1985 and 1994 as indicated in the Federal Republic of Nigeria, National rolling plan 1992-1994 vol: 1

### **2.3.1 Enrolment and retention of girl child students in Junior Secondary School.**

The enrolment and retention of the girl child students in Junior Secondary schools according to the record obtained from Kaduna state School Census report of 2010-2011, showed that in all the twenty three Local Government Areas of the state, the enrolment rate of the girl child students is always lower significantly than their male student counterparts. In the same vein, the rate of retention also follows the same pattern. This ugly scenario calls for serious concern. Many factors have been attributed for this negative trend. Cultural beliefs and religious beliefs beside the widespread poverty level of most parents and guardians are responsible for this condition. It has been an old time belief that the girl child should not be enrolled in school, but should be married out as it is believed that the potential husbands will

provide for their upkeep. Some religious beliefs also frown at enrolling the female child especially in the Western school education. Poverty have been argued as one of the main reason of the low level of girl child enrolment in junior secondary schools. Due to the poverty level of most parents or guardians, they can only enrol their male children in school at the expense of the girl child who is compelled to hawk or do domestic work to complement the meagre income of her parents. In the same vein retention of the girl child in the junior secondary schools has been on the decline over the years in some of the selected local government Area. For instance in Zaria local government Area according to the report on student enrolment and retention level by sex, the level retention of the girl child in schools is almost half of their male counterparts in all the three classes of junior secondary schools. Even in the other five local government areas selected, the pattern is not significantly different.

### **Concept of Education**

Education is the process of providing information to an inexperienced person to help him/her develop physically, mentally, socially, emotionally, spiritually, politically and economically. In education parlance, it means that the individual has acquired adequate and appropriate knowledge, skills and attitudes and values, known as cognitive, psychomotor and affective behaviours to be able to function optimally as a citizen. These behaviours are the focus of training individuals in institutions of learning. The planned and systematic training given in an institution of learning is formal education. The programme or is organized, planned and systematically implemented. In an informal education, there is no plan and the training is haphazard and incidental.

Education is the process through which individuals are made functional members of their society (Ocho, 2005). It is a process through which the young acquires knowledge and realizes her potentialities and uses them for self-actualization, to be useful to herself and

others. It is a means of preserving, transmitting and improving the culture of the society. In every society education connotes acquisition of something good, something worthwhile.

Education is one of the fundamental rights of individuals. Article 26 of the Universal Declaration of Human Rights, which was adopted by the United Nations General Assembly in December, 1949 stipulated that:

- Everyone has the right to education. This shall be free at least in the elementary and primary stages.
- Elementary education shall be compulsory while technical and professional education shall be made generally available.
- Higher education shall be equally accessible to all on the basis of merit.
- Parents have a prior right to choose the kind of education that shall be given to their children (Nwangwu, 1976).

### **Access to Education**

Access simply means the right to education. It is also the opportunity provided for the girl-child student to be educated. Access deals with the availability, convenience and ability to be educated. It is true that many governments make provision for the education of their citizens, but the provisions most of the time do not take cognizance of the peculiarities of the girl-child student. In that case the girl-child student may not have access to education, which is a fundamental human right.

Research has shown that millions of girls do not have access to school despite the concerted efforts to push the cause forward. Okeke, Nzewi and Njoku (2008) identified child labour, poverty and lack of sponsorship, quest for wealth, bereavement, truancy, broken home, engagement of children as house helps, as factors or the clog in the wheel of children's access to education in the UNICEF A-Field made up of Abia, Akwa Ibom, Anambra, Bayelsa, Benue, Cross River, Ebonyi, Enugu, Imo and River states of Nigeria. According to World Bank (2003), More than 350 million people, over half Africa's population, live below



the poverty line of one dollar a day. This implies that poverty, too, excludes children, including the girl-child student, from school.

In Ethiopia, girls are some times abducted for marriage when they are no more than eight years. In West Africa, they are recruited from poor rural families to work as domestic servants in coastal cities or even neighbouring countries. In Nigeria it is very difficult to find a house help today. This is because there is awareness of the values of education, and so parents do not give out their children any more as house helps. When, His Excellency, the Honourable Minister of Education was the Executive Governor of Ebonyi state, he prescribed some punishment for any parents that gave out their child for house help, especially the girl-child student. The story is different today in that state.

In South Africa, a recent report by Human Rights Watch warns that sexual violence and abuse are hampering girls' access to education. In Afghanistan, they have simply been barred from school under the Taleban regime. According to Guttman (a UNESCO courier journalist), customs, poverty, fear and violence are the reasons why girls still account for 60% of the estimated 113 million out-of-school children, and majority live in Sub-Saharan Africa and South Asia.

Most of the factors that militate against the girl-child student access to education are socio-cultural. Many countries on the African continent rank among the poorest in the world. The on-going HIV/AIDS epidemics, over-crowding in cities, tribal warfare and despotic governments have contributed to the degeneration of the beautiful African land into a human rights catastrophe. At the centre of the devastating situation is the girl-child student. The girl-child students appear to be the most vulnerable and most undervalued members of the world society. In a region where many are struggling to get enough food and to stay alive, remain out of reach of the various violent rebel armies, and to care for those stricken with various diseases, a basic education, especially for girl children, is low on the list of priorities.

The right to education, which is a fundamental human right, is frequently denied to girls in some Africa countries. The then United Nations Secretary General, Kofi Annan, stated that in Africa, when families have to make a choice, due to limited resources, of educating either a girl or a boy child, it is always the boy that is chosen to attend school. In Africa, many girls are prevented from getting the education entitled to them because families often send their daughters out to work at a young age, so that they can get the additional income they may need to exist beyond subsistence level, and finance the education of sons.

It has been reported in BBC News (2006), that African patriarchal societal viewpoint favours boys over girls because boys maintain the family lineage. Additional reasons why girls do not have adequate access to education in Africa include the fact that many have to stay home to nurse relatives with HIV/AIDS. That their mothers were not educated is another reason that makes them feel that their daughters do not need education. Furthermore, some families do not believe in education of girls. In Ethiopia girl child brides face early pregnancy, responsibilities to their children and in-laws, and reticence of their husbands, who are usually much older, to let them out of the house.

In Uganda, Birungi (2008) cited the rampant fire in schools as examples of the gaps in implementation of the girl-child student education. She noted that the previous year's floods in eastern Uganda left many schools in disrepair and these were seen as forms of exclusion. Children in Bundibugyo district cannot access schools during the raining season and 'Government has done nothing to alleviate the problem'.

In Kenya, girl-child student education is elusive. Mwangi, (2004) wrote that a combination of poverty, disease and backward cultural practices continued to deny the girl-child student her right to education. Even with the introduction of free primary education, access to education is still remaining a wide dream to many Kenyan children. Despite the introduction of free primary education in the country which accounted for an increase in

enrolment, a sizeable number of children, especially girls, still find themselves out of school owing to a number of reasons. These reasons are: demands for their labour in the homes such as assisting in looking after their young siblings; child marriage, doing house chores, death of mother, and looking after the sick member of the family.

Some of the girls are given to marriage against their wish and when they refuse, they are threatened with death. The children are given to marriage at a tender age in quest of dowry from the husbands. But how much is the amount and for how long does it last? The girls lament that because of the setbacks they still did not escape from poverty and their parents had nothing to show for the dowry received.

Some parents justify the denial of girls of their right to education to prevent them from bringing shame to the family through early pregnancy. Yet others believe that women who are at the same level of education as the men are a disgrace to the community because more often than not, they will not get married and if they do, it will be to a foreigner. For such parents, early marriage is the best way to prevent this and at the same time preserve traditions.

### **Retention/Dropout of Girl-Child Students in JSS**

UNICEF (2003) reported that in Sub-Saharan Africa, the number of girls out of school each year has risen from 20 million in 1990 to 24 million in 2002. Of the 25 selected countries studied, fifteen (15) were in sub-Saharan Africa. The criteria studied were: low enrolment rates for girls; gender gaps of more than 10 percent in primary education; countries with more than one million girls out of school; countries included on the World Bank's Education For All Fast Track Initiative and countries hard hit by a range of crises that affect school opportunities for girls, such as HIV/AIDS and conflict. The fifteen countries included Chad, Nigeria, Sudan, Tanzania, Eritrea, Ethiopia and the Democratic Republic of Congo.

The worst hit is Southern Sudan, which has been seriously affected by civil war for decades. UNICEF said to wait for an end to the conflict would be to dismiss the rights of

generations of children. UNICEF noted that in the area, as few as 15 percent of primary school-aged children were in school and girls represented only one quarter of the number. By the time the upper primary level was reached, there were hardly any girls left in school and at the territory's foremost secondary school, Rumbek, there was a solitary girl. Only 560 of the 8,000 teachers in southern Sudan are women, which was merely seven percent (Nduru, 2003).

In rural areas, social and cultural patterns combined with relatively poor quality of schooling place girls, their education and development in a disadvantaged and vulnerable position. Girls bear the heaviest burden for household responsibilities, including care of sick parents and siblings, and are first ones to drop out of school.

The researcher intends to embark on the study in order to address the factors militating against the enrolment and retention of girl-child student education. Nigerian women generally are yet to occupy their positions in the Nigeria educational set up, for example many studies have confirmed that there is disparity in male and female enrolment at the primary, secondary and tertiary institutions in favour of males some of such studies were conducted by UNESCO (1986).

The "Action Aid's Vision realised that it was important that the gap in school enrolment between the boys and girls is bridged and ensure that all children enrol and complete good quality education. The challenge is to attain gender parity while still ensuring that all children go to school. The project is designed to build on the Commonwealth Education Fund initiative which seeks to strengthen civil society and communities to demand for the supply of education especially for girls, monitor government spending on education and promote innovations ways of attaining access to education for girls. Specifically, it will contribute to the attainment of two of the Millennium Development Goals (MDGs) achieving

Universal Primary Education and the elimination of gender disparities in education at all levels by 2015.

The effort of the Universal Basic Education Commission (UBE) at implementing project that provides more schools, better qualified teachers and gender sensitive textbooks and curriculum have been lauded. Still experts caution that with a policy environment at the state levels were bulk of the interventions are to be executed, states would do better, if the UBE Act is domesticated properly by those states.

According to Danladi (2003) said it is a well known fact that many parents in Africa give preferential treatment to the boys, especially in matters concerning education. The policy help to further entrench gender-biased, cultural norms and sex stereotyping tradition in different ethnic groups in the country. Consequently a great number of Girl Child could not benefit from Universal Primary Education (UPE) Scheme by the Federal Government in 1976. Looking at the enrolment of the Girl Child at this level in different part of the country depends almost entirely on the willingness of the parents to allow their daughters to go to school.

Mshedia (1971) had a contrary view, he observed that parents in Biu have accepted the Western Education, due to the fact that the world is changing from what it was and therefore, new ideas could be put into consideration. Parents have very liberal attitudes toward Girl Child education. They believed that the Western education would place their daughters in a better social status and therefore enable them to live better lives.

#### **Development of Secondary Education:**

The pre-statutory system of western education in Nigeria was the result of Christian missions. It started in 1842 in the coastal areas and gradually spread to the hinterland (Taiwo, 1980). The Christian missions played prominent role in the creation and expansion of schools. For example the church missionary society had a boy's grammar school and two teacher training institutions (one for men and one for women). The CMS founded grammar

school in Broad Street Lagos and men's teacher training institutions transferred from Abeokuta in 1867. This no doubt is an indication of the importance attached to teaching in spite of whatever shortcomings.

The Wesleyan Methodist also established two secondary schools; the Wesleyan Boy's High School Marina and Girls' High School Broad Street. The Roman Catholic Mission (RSM) had 4 schools including St. Gregory's College. It is worthy of note that right from the onset the Christian missionaries were conscious of Girl Child education and the need to have separate schools for them. Due to criticism of secondary education King's College Lagos was established on 20<sup>th</sup> September 1909. This was because the older secondary schools were glorified primary schools, poor staff and ill equipped for secondary education. King's College was therefore established to serve as a model secondary school. The objective was to provide for the youth a higher education in order to prepare them for matriculation and examinations of the University of London and to give a useful course of study to those intending to qualify as professional for life or to enter Government or mercantile service (Taiwo, 1980).

It is evident from the foregoing discussion that secondary education was meant only to prepare its beneficiaries for further education and not be self reliant and it was to be examination base. It is worthy of note to state despite the policy changes in our present education system, it has not drastically depart from the then system because the emphasis is still more on bookish knowledge and examination base. This indicates that there is something wrong with operations within the system. This study is concerned with the lapses in the system.

### **2.3.2 Christian Missions Colonial Policy of Education and girl-child education**

Christian Missionaries played a prominent role in the development of education in Nigeria. The Christian missionary education was mainly aimed at spreading the gospel and so literary education was part of their curriculum. The Christian missionary schools were

based on the English Charity Schools of the 19<sup>th</sup> century with some modifications to suit the social conditions of Nigerians (Taiwo, 1980).

The missions were fundamentally concerned with the teaching and spread of the gospel. The education therefore involved secular knowledge to make the adherents become more useful members of their society. Consequently they provided both literary education and evangelism due to the apparent economic changes in the world at that period. The Christian missions were reluctant in providing standard education but were forced by influential church members, rich merchants to establish secondary schools. They were never interested in secondary and higher education but mainly concerned with people who could read the scriptures and preach to others.

According to Oyesola (1981), Nigerian educational system before independence was geared towards mere regulating agencies efforts in their attempt to promote education. The colonialists were mainly interested in the training of personnel like court interpreters, clerks, shop assistants. Education then, was mainly religious and fundamentally for the conversion of both children and adults to understand the Bible and in producing clerks, catechists, carpenters, bricklayers (Taiwo 1980) etc. A critical analysis of the foregoing submission indicates that both the missionaries and the colonialists were not concerned with transforming the individual into a productive force and the society as a whole.

At the time of nationhood Nigeria was under the bondage of the colonial heritage and had not evolved an educational policy benefiting her new status. That was the brief picture of Nigeria during first decade of independence NPE (1973). This therefore necessitated the emergence of National Policy on Education in 1977. It is argued that the new policy has not drastically changed the country's educational system. This may not be unconnected with policy implementation problems.

As far as character training is concerned the missions to a very large extent deserve commendation. The high rate of immorality in our schools and indeed in our private life is a source of concern in our society. The general moral decadence in our schools today is an indication that the policy objective of character training is relegated to the background.

**Non-implementation of Education Reforms in Nigeria.**

A review of education reforms in Nigeria, over the past few years, reveals that most geared towards female/girl child education are only marginally effective. (Mamman 2003, UNICEF, 2001). A lot still needs to be done in order to achieve greater success. A reform of existing traditional schools, for instance is desirable to provide better qualitative education to all children, particularly girls.

Successive governments in Nigeria have demonstrated commitment as part of education reforms, to issues and concerns of female and girl-child student education. Nigeria has been actively involved over the past few years in ratification and implementation of various international conventions and resolutions and has also set in motion mechanisms for redressing the educational imbalance between boys and girls. For instance, free and compulsory basic education for girls have been adopted in many parts of Nigeria, especially in the Northern state like Bauchi, Kano Niger, Sokoto, Adamawa, Yobe and Jigawa. Women centres have been established in states and FCT. Laws have also been enacted preventing the withdrawal of girls from schools. Despite all these efforts, Nigeria still requires more focus on gender equity and greater attention to gender dynamics. It is in the light of this that some strategies can be used to improve female/girl- child education.

It is important to note that any effort geared towards improving girl-child student education in term of access and equity is neither wasted nor misplaced. Therefore government, all stakeholders and all well-meaning individuals should be committed towards every effort aimed at empowering the girl-child student by ensuring successful implementation of the following:



### **Strategies for the implementation of balanced education in Nigeria.**

1. Federal government should enforce the implementation of appropriate legislation which support girls' education and forbid early marriage of school-age girls. Legislation forbidding other forms of violence against girls should be enacted and vigorously enforced with – stiff penalties for violation.
2. The free and compulsory nine-year Universal Basic Education already introduced by the Federal Government should be sustained and vigorously monitored to correct issues of imbalance in access to education between boys and girls.
3. Local Governments should encourage non-government organizations having grassroots contact to support and promote the education of females/girls. Such organizations should be assisted by other well meaning individuals and agencies.
4. Young Nigerian girls in rural areas should be made to disregard the wrong notion that their education ends in the kitchen. The girl-child student needs education that will empower her to face the challenges of tomorrow.
5. Government should ensure the eradication or elimination of harmful or worst forms of child labour, which infringes the right to education.
6. Government should ensure that girls have equal opportunities to be exposed to science subjects as boys e.g. by establishing many more Science Secondary Schools for girls.
7. Female students who show outstanding performance or make noticeable contributions to science and technology should be awarded scholarship/grants.
8. Functional education should be intensified in order to make women self reliant and resourceful in gainful employment.
9. Government, non-governmental organizations and other stakeholders should organize massive enlightenment campaigns to sensitize the public on the plight of girl child through production of jingles and documentaries.

10. Government should encourage increased female participation in educational opportunities to serve as role models.
11. Government should intensify action on revision of school curriculum to discourage and eliminate stereotyping.
12. Government should ensure the implementation of laws, prohibiting withdrawal of girls from school for marriage or for any reason before completion of Junior Secondary Education. Girls who drop out of school as a result of pregnancy should be encouraged and provided opportunity to continue with their education after delivery.
13. There should be establishment of many more well-equipped women model centres in states and FCT to provide training for women and girls in traditional skills and income generating activities.
14. Many more craft centres should be established for women and girls to be trained in life skills programmes.
15. There should be more public awareness campaign, rallies, conferences, seminars, etc on the importance of girls education.
16. More technical capacity building workshops should be organised for schools to develop girl-friendly school environment. This would communities to sustain girls education.
17. Employment of more female teachers in schools to serve as role models and increase parents' confidence that their female children will not face sexual harassment in school
18. Government in collaboration with all stakeholders including non-governmental organizations should give urgent priorities to ensuring access to and improving the quality of female and girl-child student education. The existing curriculum and teaching materials should be reviewed from time to time for gender sensitivity.

## **2.4 Relevance of Girl-child student Education**

Girls' education does not only bring the immediate benefit of empowering girls, but is seen as the best investment in a country's development. Educated girls develop essential life skills, including: self confidence, the ability to participate effectively in society, and protect themselves from HIV/AIDS, sexual exploitation. Girl's education also helps cutting children and maternal mortality rates, contributing to national wealth and controlling disease and health status. Children of educated women are more likely to go to school and, consequently, this has exponential positive effects on education and poverty reduction for generations to come.

Education of girls is a vital factor in dealing with root causes of poverty and under-development. That girls' education directly contributes to sustainable development is no longer an issue. It is now documented that educating the girls and women is the single most important investment that yields maximum returns for development (FAWE, 2001). Infant mortality rates decrease, children have a higher probability of getting a good education and most importantly, women become income generators, which increase the economic power-base of the family.

There is overwhelming evidence that there is a direct relationship between education and development. The more developed countries show high levels of participation in education for both males and females. Health is an important development indicator. Better health for a nation implies better quality of life and more productivity. UNICEF (2004) has documented that women who are educated provide better nutrition for their families and more children survive the early years.

An educated mother will realize the need for maternity, pre-natal and post-natal care. According to UNICEF (2001) "poor and uneducated parents lack the information needed to provide optimum care for their children, increasing the risks of childhood illness and

childhood mortality”. Educated mothers will almost always want their children, both girls and boys to acquire better education than they themselves received.

Nigerian women generally are yet to occupy their positions in the Nigeria educational set up, for example many studies have confirmed that there is disparity in male and female enrolment at the primary, secondary and tertiary institutions in favour of males. Some of such studies were conducted by UNESCO (1986), several studies have clearly shown a glaring imbalance and inequality in the enrolment, attendance and completion rates of education at all levels of the Girl-child student in northern Nigeria. The National Net Primary School enrolment in the North as at 2006 indicated 72.10% enrolment in the North-Central for, 41.5% in the Northeast and a lowly 38.6% for Northwest. The retention and completion rate has equally been dismal with a 15% drop out rate in North-Central, 32% in Northeast and 40% in Northwest.

However, from the mid 1970’s to mid 1990’s primary school enrolment showed some promise in the North, rising from 1 ½ million to over million in the mid 1980’s and jumping to nearly 8 million by 1993. In those two decades, reports also show a steady increase in education quality. The remarkable build-up in primary enrolment was mainly attributed to government intervention particularly the launch of the Universal Primary Education (UPE) in 1976.

Despite the apparent increase in enrolment in primary schools, as it fails far short of the national target ratio of 100% enrolment. It is instructive to note, that one of the critical factors that impeded enrolment was gross deficiency in female participation.

Only in the year 2000, the Agenda for Action of Northern Education Research Project, Arewa House, in an attempt to improve enrolment in schools in Northern Nigeria, proposed the following:

- Mobilization and Sensitization of Communities and relevant agencies for enrolment drive. The mobilization was targeted at some local governments emirates and traditional councils, NGOs, CBOs, community leaders and mass media.
- Enrolment drive to register at least 35% of all out-of- school children by 2001, 30% by 2002, 20% by 2003 and 15% by 2004.

It is unfortunate that this initiative, laudable as it was, has largely flopped and is yet to be achieved till date.

A UNICEF publication released a few years ago, entitled “progress for children” reporting on progress made on primary education, showed that the rate of progress in Nigeria was inconsistent towards achieving gender parity and subsequent universal primary education by 2015. A year to this release, the UN Committee on the Rights of the Child, in its observation of the second report submitted by Nigeria, expressed concerns that universal education has not been realized in Nigeria, partially because it is neither free, nor compulsory, despite the constitutional guarantee.

Also underlined, was the high illiteracy among girls and women and the gender and regional disparities in school enrolment.

Recommendation was made to prioritize equal accessibility to educational opportunities for girls and boys from urban and rural areas. Girls are still disadvantaged in their access to education, as a result, all do not register for school and those who register do not attend regularly and eventually drop out or learn very little. The gender gap favouring boys has remained consistently wide over the last ten years.

To address this issue, UNICEF supported the “25 by 2005” global initiative, for the acceleration of girls’ education in order to achieve gender parity in 25 countries by 2005. Nigeria was one of the 25 countries selected for this fast track action. In 2003, the Ministry of Education adopted the strategy for accelerating Girl’s Education in Nigeria. In 2004, the

ministry also launched also the girls' education project supported by UNICEF and DFID, in order to focus interventions on states with lowest enrolment rate for girls. In West Africa and some parts of the north and south of Nigeria ironically where families struggle to get food to stay alive and even keep out of various violent crimes, basic education especially for the girl, is least of the worries or priorities.

At secondary school level, the North seems to have witnessed reasonable growth in secondary education. Records shows significant increases in enrolment between the mid 1970's and mid 1980's the latter being higher than Nigeria's total enrolment recorded ten years earlier. There was also a corresponding increase in female enrolment and retention at this level. The periods of 1975/6, 1985/6 and 1988/9 witnessed a systematic increase in pupil's enrolment from 106,234 to 710875 to 974,140 respectively. This represents a percentage increase of 15.0%, 25.4%, and 35.7%.

It is pertinent to note that the rapid expansion of secondary education in the North from the 1980's was as a result of the expansion of primary schools launched through the Federal Government-sponsored Universal Free Primary Education, (UPE) in the mid - 1970's. The products of this expanded primary school system progressed unto secondary schools, many of which were provided by the various state governments through the introduction/creation of Day Secondary Schools.

The gender of action embarked by NEP at Secondary level to increase enrolment focuses on:

- Increasing female enrolment so as to reduce gender disparities in secondary education by at least .25% each year.
- Increasing the transition rate into JSS by at least 25% each year, so as to attain the target set by the UBE scheme.

State Ministries of Education were empowered to take action. The first action was geared towards completely eliminating gender disparities in secondary education by 2005 while the second was aimed at achieving 100% transition rate by 2005.

Again, just like the initiative for primary enrolment, little success has been achieved to stimulate increased secondary enrolment.

UNICEF (2003) reported that in sub-saharan Africa, the number of girls out of school each year has risen from 20 million in 1990 to 24 million in 2002 of the 25 selected countries studied, fifteen (15) were in sub-Saharan Africa. The criteria studied were, low enrolment rates for girls, gender gaps of more than 10 percent in primary education, countries with more than one million girls out of school, countries include on the World Bank's Education For All Fast Track Initiative and countries hard hit by a range of crises that affect school opportunities for girls, such as HIV/AIDS and conflict. Some of the fifteen countries included Chad, Nigeria, Sudan, Tanzania, Eritrea, Ethiopia and the Democratic Republic of Congo. The worst hit is Southern Sudan, which has been seriously affected by civil war for decades. UNICEF said to wait for an end to the conflict would be to dismiss the rights of generations of children.

UNICEF noted that in the area, as few as 15 percent of school aged children were in school and girls represented only one quarter of the number.

Empower them to participate in their own development process. Through educational training women gain the power which enables them to take part in making decisions that affect their own lives, their children's lives and the society as a whole. Only educated women not illiterate ones can effectively serve in various capacities on community organization, government councils, advisory boards, legislature, non-governmental organizations etc and influence policies that are made and are thus integrated into the development process.

Function optimally in the modern world. To effectively fit and function optimally in today's technological world, women need to be literate, for instance, many services such as banking, registration into educational institutions, etc are provided through the internet which only literate persons can enjoy. To effectively perform their civic responsibilities such as voting, and to enjoy some of their rights like contesting a political post education as necessary for individuals.

Effectively perform their roles as care-givers and home-managers. Even in performing the natural role of being a mother and/or a wife, education is very important. Adequate knowledge of nutrition; hygiene, child development will undoubtedly make a mother a better one. Many studies have shown that the physical health and intellectual development of children is directly related to their mother's level of education.

Achieve higher productivity in income-generating activities. Many women make significant contribution in the informal sector through processing of agricultural products; manufacture of local products, trading etc. Through vocational training such women can improve their skill, achieve higher productivity, and gain greater self-sufficiency. It has been recognized that poverty is inversely related to education. Actually the larger number of women among the poverty stricken in our societies is directly related to their having lower levels of education. Thus education can help women to achieve economic empowerment.

Raise their social status through education women can gain higher self esteem that enable them improve their social standing in their communities. Education empower women to effectively challenge and check traditional practices that are harmful such as irrational widowhood practices, female genital mutilation, domestic violence, child abuse, sexual harassment etc. Through education women can come together and attempt to change negative attitudes of their communities towards them. Thus education can ensure the social empowerment of women.



## **2.5 Problems of Girl-child student Education in Nigeria**

This is why for every nation that seeks development, education of the citizenry is a serious business. Given this scenario, Nigeria ought to be one of the serious nations that should be at the fore front of the quest to give their citizenry education preparatory to getting them contribute to the development process. But experience has shown that there can be no significant, sustainable transformation of the nation and no significant reduction in poverty until the girl-child student receives basic education she needs to take her rightful place as equal partners in development.

Based on this, United Nations Children Education Fund (UNICEF) has advocated investment in girls' education as a way for all children to fulfil their right to a quality basic education. A singular focus on getting girls into school works would bring down the barriers that keep all children out of school. Removing these barriers often involves addressing issues of wider community development, such as water and sanitation and early childhood care. According to UNICEF current statistics, Nigeria is among the West African countries that have highest number of girls that were out of school. "More than 75 per cent of the 3.4 million children out of school are girls, representing a challenge of putting 1.5 million children in school in the next two years. In some parts of the country, more than 10 per cent gap exists between the number of boys and girls in school", UNICEF noted.

Due to this high number of girls out of school, UNICEF has been investigating the cause. Carol Bellamy has been struggling to get to the root of the matter through a collective effort of the Funds research in the areas of 'out of school girls in Nigeria' One may wonder why UNICEF is this concern about lack of education for the Nigerian girl-child student. According to the fund's findings, girls make up the majority of the nearly 120 million children who are out of school. An even greater majority of those who get the opportunity to education do not reach the fifth grade. Girls, more often than boys, are consistently denied opportunities to go to school for an array of reasons including those related to HIV/AIDS,

gender discrimination, domestic demands, traditional practices, safety concerns and inappropriate physical and learning environment at school.

Girls need a safe and supportive environment, free from abuse, with separate toilet facilities, safe drinking water, equal attention with boys and a gender sensitive curriculum. The school curriculum also needs to be revisited, to ensure gender and cultural sensitivity and to include life skills, HIV/AIDS education, citizenship and conflict resolution. According to UNICEF records, many states in Nigeria have developed their own Child Friendly School through strategic plans for Universal Basic Education. The Fund has also found out that introduction of Non-Formal Education (NFE), Access and Child Protection in schools will help in accelerating girls' education in Nigeria, pointing out that recognition of NFE is an integral part of education system and a way of main streaming basic education. "Non-formal education, essential to increasing access for out-of school girls, needs to be accredited as a complementary means of learning. Nomadic and Koranic forms of education require our support, towards building a more effective and comprehensive curriculum. Child protection measures also need to be implemented to prevent the exploitation that all too often keeps children especially girls, away from school," UNICEF stated.

The unique and far-reaching benefits of educating the girl-child student include the proven fact that educating her is the best investment for societal development. The short and long term benefits to girls are based on the evidence that educated girls develop essential life skills, including self confidence, the ability to participate effectively in society and protect themselves from HIV/AIDS infection, sexual exploitation and pressures for early marriage and childbirth. In its quest to ensure child-to-child sanitation awareness and promotion and make the school more friendly and hygienic, UNICEF has provided a total of 4,972 schools with environments facilities and empowered about 73 schools with leaning materials.

Population Reference Bureau (PRB, 1981 data sheet), it is essential that Nigeria has 6% female literates this is pathetic. Observation, studies and literature point out some factors responsible for the constrain to women's education in our society.

Llyod (1999) discerned both the elements of continuity and change in Nigeria disposition towards female schooling. He observed a gradual progress on one hand while at the same time drawing attention to emerging opposition from a hard core of men who feel threatened by the new educated female elites.

Some parents allowed their daughters to complete only primary schools. Women had many problems in education. This was supported by Menketi in Chinwe (2008) who carried out her project in Zamfara State. This strategy according to her was designed to address the communities' fears that women education for girls is harmful to the Islamic belief especially as it affects marriage and the role of women under the Sharia

Ahuru (1971) classified the problems of girl-child student education in three dimensions: social, economic and religious. Secondly, boys were considered superior to girls, they were always considered first class; and there was also shortage of post primary institutions for girls in the state, these therefore discouraged parents from sending their girl-child student to school. On economic premise, Ahuru revealed that parents in that area could not afford to pay school fees. Therefore, they withdrew their brilliant daughters and got them married in order to get the pride price and pay the boys school fees. Religiously, most of the schools were missionary schools and majority of Muslim parents did not want to send their daughters to mix boys.

### **2.5.1 Barriers to Girls' Education**

Why are girls in Nigeria not attending school? Poverty and economic issues, early marriage and teenage pregnancy, inadequate school infrastructure and cultural and religious misinterpretation are the main issues that prevent girls from going to school.

With almost 70 per cent of the Nigerian population living below the poverty line, girls are often sent to work in the markets or hawk wares on the streets. Early marriage and

teenage pregnancy also prevent girls from going to school. A lot of girls drop out of school before reaching primary class six.

Most schools lack adequate classroom space, furniture and equipment, and are often too remotely located. Water, health and sanitation facilities are usually inadequate while pupil-teacher ratios could be as high as 1:100 in urban slums. Many Nigerian parents, especially in large families with limited resources, enrol their boys in school rather than girls. Some parents also keep their daughters out of school due to misinterpretation of Islamic religion.

Boys are generally known to be given more opportunities to ask and answer questions, to use learning materials, and to lead groups. Research shows that girls are often given less time on task than boys in primary and secondary school science classes.

## **2.6 Girl Child Education in Nigeria**

According to UNESCO (2003) Nigeria, Africa's most populous country, has 4 million people and more than 250 ethnic groups. Although Nigeria has had a National Policy on Education since 1981, it has not been implemented effectively and efficiently due to rapid population growth, insufficient political will, a long period of undemocratic governance, and poor management of scarce resources. Women and girls have been most affected by these negative factors. The national literacy rate for females is only 56%, compared to 72% for males, and in certain states the female literacy, enrolment and achievement rates are much lower. For example, girls' net enrolment in Sokoto, one of the six target states under the UNICEF African Girls' Education Initiative, is 15%, compared to 59% for boys.

The most important issue in any country is the number of girls that have access to education and quality of education they receive as measured by levels of retention and performance. Despite several efforts to increase enrolment and reduce gender gap,. Significant increase in access to education still show declines in the overall proportion of

girls enrolled at different levels of education system. The gender gap has not narrowed across the continent of Africa. Some countries including Nigeria, Zambia, Uganda, Tanzania and many others, though have made significant progress in reducing the gender gap, still they have low enrolment for girls at all levels of education. Overall in sub-Sahara, more than two-thirds of eligible children are out of school, a majority of whom are girls (Forum for African Women Education, 2001).

Forum for African Women Educationists (FAWE), a pan African non-government organization, that seeks to promote the education of women and girls in Africa had done a lot to improve the education of the girl children in Nigeria and other African countries. One of its programmes in Nigeria is the “Nigerian Girls into Sciences” (NIGIS) which is an action-oriented performance enhancement programme for girls at junior secondary level in Nigeria. Its primary goal is to expand interest, and improve performance in science among Nigerian girls. NIGIS project prompted the development of teaching manual in learning Science by Doing, based on the syllabus of Junior Secondary science in Nigeria, to learn Science by doing (LSD) is a guide for teaching integrated science in schools. Education is essential for improving women’s living standards and enabling them to exercise greater voice in decision making in the family the community, the place of paid work and the public arena of politics. Basic literacy and other basic skills are absolutely vital to women’s empowerment, and without the skills acquired in secondary education, women cannot obtain better paid employment.

## **2.7 Millennium Development Goals and girl-child education**

The year 2000 marked a milestone for the development community. During the year various United Nations Organisations set up a list of goals targeted for 2015. This is known as a Millennium Development Goals (MDG). The goals focus on a more “human rights based and multi-sectional approach towards development”. (UNICEF, 2000).

Some of the issues addressed by MDGs are: eradication of extreme poverty and hunger, achieving universal primary education, promoting gender equality and empowering women, reducing child mortality, improving maternal health, combating HIV/AIDS, malaria and other diseases, ensuring environment sustainability and creating a global partnership for development. The 2004 Annual Report of UNICEF highlights two of these goals the achievement of Universal Education and promotion of gender equality.

### **2.7.1 UNICEF and Girl-child student Education in Nigeria.**

UNICEF Nigeria has made girls' education a priority again in its' strategic plan for 2005-2007 because of its' tremendous impact on other aspects of human development. In Nigeria, the 'Strategy for Acceleration of Girls' Education in Nigeria (SAGEN) was launched by UNICEF and the Federal Ministry of Education in July 2003.

The initiative has been imbued by other development partners who have jointly refined the strategy into 'SAGEN Plus' linking girls' education also to health requirements. It has also resulted in the important Girls' Education Project (GEP) launched in December 2004 and currently under implementation. The Girls' Education Project (GEP) is a joint initiative between the Federal Government of Nigeria, DFID and UNICEF. The main goal is to achieve significant progress in Nigeria towards Millennium Development Goal 3: "to eliminate gender disparity in primary and secondary education preferably by 2005 and to all levels of education no later than 2015". The project will achieve this through improving the quality of life of girls in Nigeria by a collaborative approach to girls' education.

The project takes an inter-sectoral approach, including interventions in the fields of health, water and sanitation and income generation activities. It focuses on six Northern states where many girls do not go to school at all and many drop out at an early age.

The first Output to Purpose review (evaluation) of GEP in March 2006 was very encouraging, noting that: 'Girls' school enrolments are up by, 15% or more and "in the GEP

schools actual girls' attendance is up by over 25% (with about 12,000 more girls regularly attending school than before) and gender gaps are about two thirds of their previous levels.”

The second review in March 2007 was equally positive.

The following interventions are undertaken under

GEP:

- a. Raising national awareness on girls education through public awareness campaign, rallies and seminars.
- b. Building schools technical capacity to develop girl-friendly school environments and helping communities to sustain girls education.
- c. Collaborating with government and other stakeholders in reviewing existing curriculum and teaching materials for gender sensitivity.
- d. Promoting the employment of female teachers to serve as role models and increase parents confidence that their female children will not face sexual harassment in school.

In 2003, the Ministry of Education adopted the strategy for accelerating girl's education in Nigeria. In 2004, the Ministry launched the Girls Education Project, Support by UNICEF in order to focus intervention on states with the lowest enrolment rate for girls; UNICEF also support “25 by 2005” global initiative for the acceleration of girls education in order to achieve gender parity in 25 countries by 2005.

The education of girls more especially in Northern Nigeria had been an unresolved issue (UNICEF, 2001), Girls are often denied by the system, due to faulty government policies and also insufficient secondary schools for girls which has denies a large portion of girls who may wish to proceed for further studies. It is sad to note in some societies, girls are still made to live in their shadows, denied education and other rights and socially exploited.

## **2.8 Empirical Studies**

For a global understanding of the current childhood and rights issues, the different international bodies, conferences, web sites and reports that have been drafted in support of the girl child offer an important basis and legal/moral backdrop to approach the current needs and problems of the girl child. UNICEF, WHO, UNFPA, UN General Assembly Special Session on Women, INSTRAW backed by the CEDAW and CRC, and the PFA from Beijing, have all developed programs and plans that focus specifically on the needs and rights of girl children worldwide. Many international NGOs have adopted the rights of the girl child as a piece or cornerstone of their development work. These include the West African Networks and NGOs, the Working Group on Girls, the Girl Child Network, AWID, the Global Health Council. Despite the number of agencies involved, there has not been adequate empirical research that addresses the specific needs and issues of girl child in rural Africa.

In terms of children, childhood and specifically the role of girl children in the process of their own development, the recent work of Ansell (2005), Kehily (2004), Rogers (2004), Casas (1998, 2000), Roche (2001) and Hill (1999) have been extremely helpful in conceptualizing the debate. These authors are interested in issues of agency and actors, pushing forward the idea that children are not passive beings, awaiting inputs, but rather play an active role in developing their own future. Action can thus be collaborative and participatory- with recipients taking an active part in what is done, rather than being passive receivers of service. (Rogers 2004:143). Rogers (2004) has articulated the three 'discourses of concern' towards children that informs policy and practice: the needs discourse, the rights discourse and the quality of life discourse. This work, complemented and expanded by James and Prout (1997) and Casas (1998, 2000), moves the debate beyond looking at needs or even just at the realization of rights, into a third discourse that further supports the participation of children in both articulating and promoting their own development. While the needs discourse fosters passivity, recent writing has pointed out that the rights discourse in isolation



can overwhelm cultural context and become another form of outside imposition from the adult world (Burr 2004). Because of this the quality of life discourse has emerged. The two main ideas of the quality of life discourse are resilience (normal development under difficult conditions Fonagy et al 1994) and promotion of children's own voice and own concern in the debate (Roche 2001). Hill (1999) points out that it is rare that children are consulted.. .yet children are key stakeholders in the services and care provided for them, and if quality services are to be offered to them this cannot be done without finding out about their priorities and concerns. The quality of life discourse also acknowledges that children's welfare is always contextual. It cannot be fostered in isolation, but has to take into account the concerns, values, resources and limitations of the families and communities in which children are reared and cared for (Rogers 2004:137).

The notion of cultural relativism within the childhood experience is a key aspect of the current debate. Kehily (2004), Burr (2004) and Ansell (2005) all support the idea that there is not a universal notion of childhood, but that it is a product of culture and as such will vary across time and space (Kehily 2004:7). Awareness of the cultural context allows for development programming that is sensitive to various forces at play in the child's life including family responsibilities, societal values, community contracts and the real options the child faces. The lack of cultural context is a limitation of the right-based approach that many NGOs have adopted in their childhood development programming. Neube (1998), Burr (2004) and Boyden (1990) have all written about the tension between the UNCRC as a universally applicable document and the local community context which might have a different interpretation of child rights, as can be seen in many of the articles of the African Charter on the Rights and Welfare of the Child (ACRWC).

To understand the role of the girl-child student within the family structure, both Ansell (2005) and Kabeer (2000) offer insight into the different roles and power dynamics at

play. Ansell writes ‘A useful tool for understanding why families differ is the notion of ‘intergenerational contracts’, which conceptualizes family relationships as a set of implicit understandings concerning the roles and responsibilities of family members (Ansell 2005:64).’ These expected roles and responsibilities are often gendered, which contributes to unequal treatment of girls and boys (Kabeer 2000). Anayanwu’s (1995) work examines the living conditions and survival of the girl children in Nigeria and the preferential treatment of boy children. Girls are discriminated again in Nigeria in access to educational opportunity, food and nutrition. Girls carry a heavy burden of farm work and housework. Poor female nutrition contributes to greater vulnerability to disease and to poor physical and mental development.

These studies reviewed are related to my study in the living condition and survival of the girl-child student in Kaduna State in access to education opportunity. There is no much different from my study, I understood that the education of the girl-child student is a powerful instrument for meaningful development in every society.

## **2.9 Summary**

Education is a powerful instrument for meaningful development in every society. Women education is necessary for nation building.

Purpose and importance of girl-child student education can be seen from three perspectives. Women in Nigeria constitute more than 60% of the nation’s population. They spend time in the education of their children, socializing them on the accepted norms and values of the society and moulding their personalities to be good citizens and to carry the country forward. Education is a liberating tool which the women need to liberate herself from the male folks, educating a girl-child student is the way forward to develop a society.

The culture of every society needs to be maintain, the only way to ensure this is by training today’s children to inherit and perpetuate the beliefs and modes of life of the society.

The chapter also dealt with the development of education and the problems of women education in Nigeria.

It has been acknowledged that female education is one of the most important forces of development. King (1991) observed that an educated mother raises a smaller, healthier and better-educated family and is herself more productive at home and at the work place. The researcher noted that there is a correlation between the narrowness of the gap of female education in countries world-wide and the level of development in such countries. However, more boys than girls, participates in less industrialized countries of Africa, Nigeria included, continue to go to school and work their way up the educational Ladder (Mueller, 1990). Female enrolment has been lower than that of males at all levels of education in Nigeria and especially at secondary and university levels.

The arguments is that girls are transient since they will eventually leave their parents when they get married, thus their education is only a financial asset to the in-laws and not to blood relatives. In some cases girls withdraw from school to join the labour market to be married in order to raise money for school fees for their brothers. Since most of the general contributing factors leading to low participation of girls at all levels of education are known and fairly well researched on, this study focuses on the variables that impinge on the educational and occupational aspirations of girls, who survive in primary school and managed to embark on the secondary level of education. As a minimum it forms a foundation for higher education, which is closely linked with occupational choice. The highest education especially college education gives an individual a variety of occupational choices, and in particular white colour and professional fields.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the research method used, the population, sample and sampling techniques used in the study, the instruments used for data collection. It also dealt with procedure for data collection, procedure of data analysis, validity and reliability with pilot study as well.

#### **3.2 Research Design**

The survey research design was adopted for this work. The survey research design is a technique of research that study, analyze and interpret existing prevailing condition. The research design enabled the researcher to administer the questionnaire to many respondents at the same time. This is in consonance with the opinion of Kerlinger (1973) that, survey design studies large and small population by selecting and studying samples drawn from the population to discover the relative incidence, distribution and inter-relation of sociological and psychological variables of the study. Therefore, the researcher has decided to adopt this design because of its efficiency in drawing out information about the feelings and views from large subjects.

Nworgu (1991:55) described a survey research as one in which a group of people or items are studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. Survey design was used based on its power in detecting the effect of phenomena in large population there by extracting study sample responses that will best answer the questions raised by this study.

#### **3.3 Population of the Study**

The Population for this research is made up of students from Junior Secondary Schools in Kaduna State. They are 58836 in number. These are distributed in accordance to 23 Local Government Education Authority in the State as presented in table 3.1 as follows.

**Table 3.1: Enrolment in Public Junior Secondary Schools by Level, Gender, and LGEA.**

LGEA	JS 1			JS 2			JS 3		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BIRNIN GWARI	1,418	516	1,934	1,373	560	1,933	1,266	535	1,801
CHIKUN	1,909	1,882	3,791	2,369	2,342	4,711	2,179	1,970	4,149
GIWA	420	217	637	555	244	799	318	300	618
IGABI	1,947	1,130	3,077	2,036	1,085	3,121	2,022	800	2,822
IKARA	831	409	1,240	1,099	471	1,570	1,119	424	1,543
JABA	540	530	1,070	742	670	1,412	666	945	1,611
JEMA'A	930	776	1,706	1,122	972	2,094	1,013	854	1,867
KACHIA	470	388	858	596	456	1,052	545	416	961
K/NORTH	2,315	3,271	5,586	2,421	3,837	6,258	1,916	3,769	5,685
K/SOUTH	2,336	1,548	3,884	2,221	1,764	3,985	1,745	1,708	3,453
KAGARKO	1,412	1,080	2,492	1,722	1,321	3,043	1,482	1,182	2,664
KAJURU	926	674	1,600	1,111	1,031	2,142	1,233	821	2,054
KAURA	763	720	1,483	848	832	1,680	1,051	808	1,859
KAURU	1,558	1,016	2,574	1,661	1,134	2,795	1,536	799	2,335
KUBAU	1,219	707	1,926	1,438	730	2,168	1,291	530	1,821
KUDAN	475	185	660	679	309	988	613	205	818
LERE	2,551	1,416	3,967	2,868	1,516	4,384	2,423	1,399	3,822
MAKARFI	927	265	1,192	1,079	270	1,349	877	209	1,086
S/GARI	1,902	1,827	3,729	2,023	1,789	3,812	1,969	1,815	3,784
SANGA	2,023	1,501	3,524	1,646	1,367	3,013	1,274	1,122	2,396
SOBA	977	351	1,328	1,239	316	1,555	1,117	595	1,712
ZANGON KATAF	1,466	1,342	2,808	1,840	1,924	3,764	1,665	1,791	3,456
ZARIA	3,303	2,412	5,715	3,920	2,653	6,573	4,224	2,295	6,519
<b>TOTAL</b>	<b>32,618</b>	<b>24,163</b>	<b>56,781</b>	<b>36,608</b>	<b>27,593</b>	<b>64,201</b>	<b>33,544</b>	<b>25,292</b>	<b>58,836</b>

*Source: Kaduna State School Census Report 2010-2011*

### 3.4 Sample and Sampling Procedure

There are twenty-three Local Government Areas (LGAs) in Kaduna State. These LGAs are constitutionally divided into three senatorial districts; the north, south and central districts. For this study, two LGAs were randomly selected from each of these senatorial districts. To randomly select the LGAs, names of all LGAs of each of the districts were in turn written on a piece of paper, folded and put into a bag. The bag was then shaken and a folded paper blindly

selected, and its content recorded. Only two LGA were picked from each district. Thus, six LGAs were randomly selected from this exercise. JSS students schooling in each of these selected LGAs were randomly selected, and the questionnaire administered. The LGAs drawn from the North Senatorial District included Sabon-Gari and Zaria. Those from the Central Senatorial District included Kaduna South and Chukun, and those from the South Senatorial District included Kauru and Jama'a. Two schools were randomly selected from the three sectorial districts. The total population of the sampled schools were 15000. Using Krejcie and Morgan (1971) table of determining a sample size from a given population, the appropriate sample size was 375. These were proportionally distributed across the selected local government. Hence, North central had 152, central had 109 and south senatorial had 114 respondents, bringing the total sample size for this work to be three hundred and seventy five (375) as indicated in the table 3.2 below.

**Table 3.2: Sample size for the study**

S/N	Senatorial District	Number LGA selected	Number of JSS schools picked	Populati on JSS students	Sample Size of students
1	North Senatorial District	2	4	6085	152
2	Central Senatorial District	2	4	4380	109
3	South Senatorial District	2	4	4567	114
<b>Total</b>		<b>6</b>	<b>12</b>	15000	
<b>Sample Size</b>					<b>375</b>

### 3.5 Instrumentation

The instrument for gathering data from sampled respondents in order to ascertain factors militating against enrolment and retention of girl-child student education in (6) six selected Junior Secondary Schools is the questionnaire. The questionnaire for this study is divided into three sections. The first section "A" deals with general information or bio-data of the respondent such as their sex, age, religion, no of girls in their family, educational qualification of parent, occupation of parents etc. while the section "B – G consist of five questions each of 4-modified liker scale options of Strongly agree, Agree, Disagree and strongly disagree carrying 4,3,2,and 1 points respectively.

### **3.5.1 Pilot Study**

The pilot study was carried out in Government Day Secondary School Basawa in Kaduna State. This school was chosen because it is not among the ones used for the main study but share similar characteristics in all respects. The questionnaires were administered personally by the researcher in collaboration with the Senior Masters and some teachers.

The researcher equally had verbal discussion with some of the respondents to find out the clarity and level of suitability of the items..

### **3.5.2 Validity of the Instruments**

In order to make sure that the final copy of the questionnaire is valid for the study, the researcher employed the services of some Postgraduate students in the Department during the construction of the questionnaire. Based on the input of the students, a draft of the questionnaire was submitted to the supervisor for validation. On the basis of their inputs, a well structured questionnaire consisting of 10 demographic and another section consisting of twenty five (25) 5-likert scale questions were constructed and administered to respondents. Forty (40) copies of questionnaire were thus distributed to respondents in one secondary school of Government Secondary Schools Basawa because they are not within the selected secondary schools which will be used for the final study but share similar characteristics in almost all respects. These questionnaires were distributed and personally retrieved by the researcher.

### **3.5.3 Reliability of Instrument**

The data thus collected from the pilot study were statistically analysed for purpose of reliability co-efficient. The Cronbachs reliability coefficient was used. Consequently, reliability co-efficient of alpha level of .815 was obtained. This reliability co-efficient was considered adequate for the internal consistencies of the instruments. This was a confirmation of test of reliability which according to Spiegel (1992) and Stevens (1986), an instrument is considered reliable if it lies between 0 and 1, and that the closer the calculated reliability

coefficient is to zero, the less reliable is the instrument, and the closer the calculated reliability co-efficient is to 1, the more reliable is the instrument. This therefore confirms the reliability of the data collection instrument used as fit for the main work.

### **3.6 Procedure for Data Collection**

The researcher visited Kaduna State Ministry of Education and obtained permission to use the sampled schools for the purpose of administering questionnaires. At the various schools, Senior Master or Guidance and Counselling Master/Mistress were assigned to the researcher to assist in the administration of the questionnaires, the researcher also conduct verbal interview with some of the respondents. And the researcher retrieved the questionnaires from the respondents.

### **3.7 Procedure of Data Analysis**

The collected data was analysed using descriptive statistics and inferential statistics to interpret the data gathered from respondents in order to determine the challenges faced in enrolment and retention by girl-child student in the pursuit of their education in selected Junior Secondary Schools. The personal data items were analyzed using frequencies and percentages for item distribution, the research questions were answered by item means, standard deviations including frequencies to determine level of opinion, all hypothesis were tested for relationship at 0.05 alpha level of significance using the Pearson Product Moment Correlation (PPMC) to determine relationships.



## CHAPTER FOUR

### PRESENTATION AND DISCUSSION OF RESULTS

#### 4.0 Introduction

This chapter presents the data analysis including its discussion of results. The chapter involves a total of 370 out of the 375 sampled respondents (representing 96%) whose responses form the data analysis of this study using the SPSS Statistical Package. The respondents are the JSS students of secondary schools from some selected local government of Kaduna state. The first section of this chapter presents the bio data variables analysis by means of frequencies and percentages, while the second section answers the research questions using frequencies, means and standard deviations of each item by each of the respondents. The third section present and interpret the six null research hypotheses by means of inferential statistical techniques of Pearson Product Moment Correlation (PPMC) at 0.05 alpha level of significance. The Six Section outlined the major findings of the study and the last section discussed the findings of the study in detail.

#### 4.1 Analysis of the Bio data variables of respondents

**Table 4.1.1: Distribution of respondents by Sex**

Sex	Frequency	Percent
Male	196	53.0
Female	174	47.0
Total	370	100.0

According to the outcome of table 4.1.1, out of the total 370 respondents that responded, 196 of them representing 53.0% are males while the rest 174 representing 47.0% are females.

**Table 4.1.2: Distribution of respondents by Age**

Age	Frequency	Percent
less than 12 yrs	61	16.5
12-15 yrs	258	69.7
16-19 yrs	34	9.2
20 yrs and above	17	4.6
Total	370	100.0

Outcome of the above table showed that 61 of the sampled JSS students respondents representing 16.5% are less than 12 years while 258 (69.7%) are between 12 – 15 years as against 34 others representing 9.2% that are within the 16 – 19 years and the rest 17 representing 4.6% are from 20 years and above.

**Table 4.1.3: Distribution of respondents by Marital Status**

Marital Status	Frequency	Percent
Single	342	92.3
Married	22	6.0
Widow	3	1.0
Divorced	1	0.2
Separated	2	0.5
Total	370	100.0

The table above revealed the marital status of the respondents. Accordingly, majority of them numbering 342 and representing 92.3% are singly, while 22 others representing 6.0% are married while 3 (1.0%) others are widowed as against 1 (0.2%) that is divorced while the remaining 2 (0.5%) of the respondents are separated.

**Table 4.1.4: Distribution of respondents by type of marriage**

If married type of marriage	Frequency	Percent
not married	342	92.4
Monogamous	18	4.8
Polygamous	10	2.8
Total	370	100.0

Among the respondents, 18 (4.8%) are in monogamous marriage as against 10 (2.8%) in polygamous marriage while 342 are not married

**Table 4.1.5: Distribution of respondents by Religion**

Religion	Frequency	Percent
Islam	253	68.4
Christianity	111	30.0
Pagan/Traditional	6	1.6
Total	370	100.0

A total of 253 of the respondents representing 68.4% are of Islamic religion, while 111 (30.0%) are of the Christianity religion and the rest 6 (1.6%) are of pagan/traditional religion background.

**Table 4.1.6: Distribution of respondents by their parental educational background**

Educational qualification of parents	Frequency	Percent
No education	10	2.7
Quran education	49	13.2
Primary school	60	16.2
Post primary education	54	14.5
Tertiary education	163	44.1
Others	34	9.2
Total	370	100.0

The respondents parental educational background as shown in the above table revealed that 10 (2.7 %) are from parents without education background as against 49 (13.2%) whose parents have Quran education while 60(16.2%) are from Primary school parental background as against 54 (14.5%) with post primary school parental background while 163 representing 44.1% said their parents have tertiary education and the rest 34 (9.2%) are from parents with other forms of education.

**Table 4.1.7: Distribution of respondents by their parental Occupational background**

Occupation of parents	Frequency	Percent
Farmer	82	22.2
Trader	58	15.7
Civil public servant	136	36.8
professional/managerial	39	10.5
Student	29	7.8
Unemployed	26	7.0
Total	370	100.0

The table above revealed that majority of the respondents numbering 136 representing 36.8% are from civil/public servant parental occupational background while 58 (15.7%) are from parents that are traders as against 82 (22.2%) are from parents that are farmers while 39 (10.5%) are from professional/managerial parental occupational background compared to 29 (7.8%) whose parents are students and the rest 26 representing 7.0% are from unemployed parents.

**Table 4.1.8: Distribution of respondents by Number of children (siblings) in their family**

Number of children in your family	Frequency	Percent
1-2	118	31.8
3-4	126	34.1
5-6	92	24.9
7-8	18	4.9
9 and above	16	4.3
Total	370	100.0

The table showed the respondents responses on total number of siblings in the family. A total of 118 (31.8%) of the respondents said there are between 1 -2 siblings in the family while 126 (34.1%) said they are between 3 -4 as against 92 (24.9%) with siblings of between 5-6 as against 18 (4.9%) with between 7-8 siblings in the family while the rest 16 (4.3%) said they are from 9 or above siblings in the family.

**Table 4.1.9: Distribution of respondents by No of girls among the siblings**

How many of you children are girls	Frequency	Percent
None	84	22.7
1.00	122	33.0
2.00	99	27.0
3.00	34	9.2
4.00	24	6.1
5 and above	7	2.0
Total	370	100.0

According to the table above 84 (22.7%) said they do not have girls among their siblings, while 122 (33.0%) have 1 girl in their family as against 99 (27.0%) who have 2 girls in their siblings as against 34 (9.2%) who have 3 girls in their siblings compared to 24 (6.1%) others with 4 children in their siblings and the remaining 7 (2.0%) aid they have 5 or above girls in their family.

**Table 4.1.10: Distribution of respondents on how many girls in their family are in school**

How many of the girls are in school	Frequency	Percent
no resp/not applicable	214	57.8
1-2	120	32.4
3-4	36	9.7
Total	370	100.0

According to the table above, 214 (57.8%) of the respondents did not disclose how many of their girl siblings are in school while 120 (32.4%) said they currently have between 1 – 2 of their girls siblings in school while the rest 36 representing 9.7 5 have between 3 – 4 girls in school.

## 4.2. Answering of Research Questions

**Research Question one: What are the opinion of male and female respondents on the Problems of girl child enrolment in school.**

**Table 4.1.2.1: Opinion of Male and Female respondents on the problems of girl child enrolment.**

s/no	Items	Sex	Response categories					Mean	Std	St.Erorr
			SA	A	UD	D	SD			
1	Girl child education is a waste of resources	Male	-	-	-	31	165	1.1582	.3658	.0261
		Female	-	-	-	26	148	14.1494	.3575	.0271
2	The girl does not have equal opportunity like the boy-child	Male	67	75	-	-	54	3.5153	1.6123	.1151
		Female	18	44	-	-	112	2.1724	1.6035	.1215
3	Lack of appropriate legislation on the girl child education	Male	160	36	-	-	-	4.8163.	.3882	.0277
		Female	18	18	-	69	69	2.1207	1.3148	.0999
4	The girl-child student education does not contribute to the growth and development of the family	Male	18	-	-	18	160	1.41592	1.1650	.0832
		Female	-	-	18	18	138	1.3103	.6506	.0493
5	The educational training of a girl child is against known cultural practices	Male	59	18	18	44	57	2.8878	1.6385	.1170
		Female	18	25	18	70	43	2.4540	1.2883	.0976
6	Women don't need western education as their husband could cater for them	Male	36	13	0	0	147	1.9337	1.6363	.1168
		Female	18	18	0	70	68	2.2640	1.3151	.0997
7	Western education encourages moral laxity in a girl child	Male	124	18	0	18	36	3.8980	1.6297	.1164
		Female	18	51	25	44	36	2.8333	1.3303	.1008
8	Our religion forbids the training of girl child in school	Male	-	-	18	59	119	1.4847	.6600	.0471
		Female	-	-	-	138	36	1.7931	.4062	.0308
9	There is no disparity in the boy-child and girl-child student education	Male	57	26	0	77	36	2.9541	1.5600	.1114
		Female	-	43	18	51	62	2.2464	1.1123	.0896
10	The type of education given to the girl-child student is inferior to that given to a boy-child	Male	103	18	-	57	18	3.6684	1.5548	.1110
		Female	18	25	-	69	62	2.2414	1.3469	.1021

The views of male and female respondents on the problems that affect the girl child **enrolment** in Kaduna State is displayed in the table above. Lack of appropriate legislation on the girl child **enrolment** is the greatest problem affecting the girl child education. This item attracted the male respondents mean response of 4.8163 and female mean response of 2.1207. Details showed that all the 196 male respondents (160 strongly agree and 36 agreed) with this view. Details of the female respondents on this view showed that while 36 of the females were in agreement with this view the rest 138 were in disagreement with this opinion. Both male and female respondents are also of the opinion that economic capabilities of parents affect education of the girl child. Their total mean responses on this view were 3.8980 and 2.8333 respectively.

**Research Question Two: What are the opinion of male and female respondents on the Problems of girl child retention in school.**

**Table 4.1.2.2:Opinion of Male and Female respondents on the Solutions to girl child retention.**

S/No	Items	Sex	Response categories					Mean	Std	St.Eroor
			SA	A	UD	D	SD			
1	Parents need appeal and counseling on the importance of girl-child student education	Male	100	52	-	6	35	3.8673	1.5401	.1100
		Female	38	97	-	6	33	3.5805	1.3777	.1044
2	Families need to be empowered financially	Male	104	77	-	-	15	4.3010	1.0651	.0760
		Female	33	118	-	-	23	3.7931	1.1594	.0878
3	Government need enact laws to tackle the girl-child student	Male	96	81	-	2	7	4.2092	1.1287	.0806
		Female	40	107	-	14	13	3.3448	1.0986	.0832
4	There is need for more boarding schools for girls	Male	78	20	43	23	32	3.4541	1.5064	.1076
		Female	32	54	29	24	35	3.1379	1.4074	.1067
5	Religious organizations need to be used for sensitization workshops and messages	Male	137	18	15	15	11	4.3010	1.2262	.0875
		Female	89	46	5	11	23	1.9598	1.4115	.1070
6	There is need to involve NGOs community based organizations in the provision of education to the people	Male	107	30	13	21	25	3.5827	1.4785	.1056
		Female	81	43	13	13	24	3.8276	1.4361	.1088
7	There is need for restructuring of the curriculum to integrate the values of girl-child student education	Male	94	69	-	7	26	4.0102	1.3511	.0965
		Female	66	87	6	7	8	4.1264	.9890	.0749
8	There is need to abandon harmful socio-cultural practices against the girl-child student	Male	100	13	2	16	65	3.3418	1.8482	.0320
		Female	91	39	2	29	13	3.9540	1.3719	.1040
9	There is need for appropriate legislation to ensure the right to inheritance by the girl-child student.	Male	45	32	22	84	13	3.0612	1.3344	.0953
		Female	37	30	52	46	9	3.2299	1.2040	.0912
10	There is a need for legislation against early marriage	Male	110	15	29	33	9	3.9388	1.3421	.0958
		Female	46	19	27	73	9	3.1149	1.3379	.1014
11	There is need for massive training of gender sensitized teachers	Male	133	48	11	2	2	4.5714	.7372	.0526
		Female	65	57	1	38	13	3.7069	1.3601	.1031
12	Women who have made their marks in various discipline of academic and technological excellence be given due recognition	Male	159	22	12	3	-	4.7194	.6467	.0462
		Female	68	63	19	24	-	4.0057	1.0284	.0779
13	Traditional rulers need to be sensitized on the value of girl-child student education	Male	89	64	-	28	15	3.9388	1.3112	.0936
		Female	46	108	-	47	16	3.9925	1.0896	.0826
14	There is need for special scheme for girl-child student educ, that will consider cultural and religious trait	Male	100	50	24	6	16	4.0816	1.2209	.0872
		Female	45	85	10	32	2	3.7989	1.0588	.0802
15	There should be adequate funding from both govt, NGOs and donor agencies on course of girl-child student education	Male	151	23	4	16	2	4.5561	.9510	.0679
		Female	75	82	13	2	2	4.2989	.7544	.0571

The views of male and female respondents on the solutions that affect the girl child education in Kaduna State is displayed in the table above. Women who have made their marks in various discipline of academic and technological excellence be given due recognition. This item attracted the male respondents mean response of 4.7194 and female mean response of 4.0057. Details showed that 181 of the male agreed to this view while 12 others were undecided and the rest 3 males disagreed on this opinion. Details of the female respondents on this view showed that while 131 of the females were in agreement with this view 24 others disagreed and the rest 19 were undecided.

**Research Question Three: What are the opinion of respondents on the effect of the strategy for enrolment of girl child students in school on the girl child education in Kaduna state.**

**Table 4.1.2.3: Opinion of respondents on the strategy for enrolment of girl child students in Kaduna state.**

S/NO	ITEMS	Response Categories					MEAN	Std.dev	Std.err
		SA	A	UD	D	SD			
1	Girl child education is a waste of resources	-	-	-	57	313	1.1541	.3614	.0187
2	Families need to be empowered financially	85	119	-	-	166	2.8838	1.7406	.0904
3	Lack of appropriate legislation on the girl child education	178	54	-	69	69	3.5486	1.6459	.0853
4	The girl-child student education does not contribute to the growth and development of the family	18	-	18	36	298	1.3892	.9598	.0499
5	The educational training of a girl child is against known cultural practices	77	43	36	114	100	2.6838	1.4979	.0778
6	Women don't need western education as their husband could cater for them	54	31	-	70	215	2.0243	1.4950	.0777
7	Western education encourages moral laxity in a girl child	142	69	25	62	72	3.3973	1.5863	.0824
8	Our religion forbids the training of girl child in school	-	-	18	197	155	1.6297	.5756	.0299
9	There is no disparity in the boy-child and girl-child student education	57	69	18	128	98	2.6189	1.4382	.0747
10	The type of education given to the girl-child student is inferior to that given to a boy-child	121	43	-	126	80	2.9973	1.6238	.0844

The table above revealed the collective responses of all the respondents on **strategy for enrolment of girl child students**. Accordingly, the lack of appropriate legislation on the girl child education is a serious problem affecting the girl child education in Kaduna state. This opinion attracted the respondents highest mean response of 3.5486 as details showed that 232 of them agreed to this opinion while the rest 138 disagreed with this opinion. In the same



vein, another serious problem affecting girl child education is that Western education encourages moral laxity in a girl child. This item had the respondents second highest mean responses of 3.3973 with details showing that 211 of them were in agreement with this view while 132 were in disagreement and the remaining 25 were undecided on this view.

**Research Question Four: What are the opinion of respondents on the strategies to girl child retention in Kaduna state?**

**Table 4.1.2.4: Opinion of respondents on the strategies to the girl child retention in Kaduna state.**

S/N	ITEMS	Response Categories					Mean	Std.dev	Std.Err
		SA	A	UD	D	SD			
1	Parents need appeal and counseling on the importance of girl-child student education	9	-	12	71	3.7324	1.4710	.0764	
2	Families need to be empowered financially	137	195	-	-	38	4.0622	1.1376	.0591
3	Government need enact laws to tackle the girl-child student	136	188	-	16	30	4.0378	1.1279	.0586
4	There is need for more boarding schools for girls	110	74	72	47	67	3.3054	1.4673	.0762
5	Religious organizations need to be used for sensitization workshops and messages	226	64	20	26	34	4.1405	1.3258	.0689
6	There is need to involve NGOs community based organizations in the provision of education to the people	188	73	26	34	49	3.8568	1.4570	.0757
7	There is need for restructuring of the curriculum to integrate the values of girl	160	156	6	14	34	4.0649	1.1944	.0621
8	There is need to abandon harmful socio	191	52	4	45	78	3.6297	1.6677	.0867
9	There is need for appropriate legislation to ensure the right to inheritance by the girl	82	62	74	130	22	3.1405	1.2758	.06663
10	There is a need for legislation against early marriage	156	34	56	106	18	3.5514	1.4002	.0728
11	There is need for massive training of gender sensitized teachers	198	105	12	40	15	4.1649	1.1581	.0602
12	Women who have made their marks in various discipline of academic and technological excellence be given due recognition	227	85	31	27	-	4.3838	.9187	.0477
13	Traditional rulers need to be sensitized on the value of girl-child student education	135	172	-	32	31	3.9405	1.2104	.0629
14	There is need for special scheme for girl-child student education, that will consider cultural and religious trait	145	135	34	38	18	3.9486	1.1547	.0600
15	There should be adequate funding from both government, NGOs and donor agencies on course of girl-child student education	226	105	17	18	4	4.4351	.8725	.0453

According to the table above the best strategy to be adopted that will have great effect on the retention of the girl child education is adequate funding from governments at all levels, Non governmental agencies, donor agencies and wealthy individual on the course of girl child education in the state. A total of 331 of the respondents were in agreement with this opinion as against only 22 that disagreed while the rest 17 were undecided. This opinion therefore attracted the highest mean responses of 4.4351. Another solution that will greatly improve girl child education is for Women who have made their marks in various discipline of academic and technological excellence be given due recognition. This opinion attracted the second highest mean responses of 4.3838 with details showing that 312 of them agreed to this opinion as against 27 that disagreed while the rest 31 were undecided.

**Research Question Five: What are the problems associated with the enrolment of girl child student in JSS in Kaduna state?**

**Table 4.1.2.5: Opinion of respondents on the problems associated with the problems of enrolment of the girl child student in JSS in Kaduna state.**

S/N	ITEMS	Response Categories					Mean	Std.dev	Std.Err
		SA	A	UD	D	SD			
1	Some cultural belief of considering male child better than girl child is a problem against girl child enrolment	138	179	16	8	30	4.1278	1.2079	.0786
2	Some religious beliefs that discourages free mixing of girls with males discourages enrolment of girl child	135	192	3	2	38	4.0622	1.1376	.0591
3	Lack of employment after completion of school discourages girl child enrolment	136	180	8	16	30	4.0378	1.1279	.0586
4	Poverty of parents is a detriment to girl child education	110	74	72	47	67	3.3054	1.4673	.0762
5	Traditional belief that girl are only useful at homes discourages their enrolment	226	64	20	26	34	4.1405	1.3258	.0689

The table above revealed the Opinion of respondents on the problems associated with the problems of girl child student in JSS in Kaduna state. According to them the major problem of enrolment is the belief that Traditional belief that girl are only useful at homes discourages their enrolment Traditional belief that girl are only useful at homes discourages their enrolment. This item attracted the highest mean response of 4.1405 with details showing that 226 strongly agreed while 64 agreed to this view as against 20 that were undecided while 26 disagreed and the rest 34 strongly disagreed. In the same vein they were also of the belief that Some cultural belief of considering male child better than girl child is a problem against girl child enrolment, as this attracted a mean response of 4.1278 with details showing that 138 strongly agreed while 179 agreed as against 16 undecided while 8 disagreed and the rest 30 strongly disagreed.

**Research Question Six: What are the problems associated with retention of the girl child students in JSS in Kaduna state?**

**Table 4.1.2.6: Opinion of respondents on the problems associated with the retention of girl child student in JSS in Kaduna state.**

S/N	ITEMS	Response Categories					Mean	Std.dev	Std.Err
		SA	A	UD	D	SD			
1	Exorbitant school fees charged by schools force some girls to leave school prematurely	137	180	18	6	30	4.2258	1.3079	.0886
2	Distance to school especially in rural areas discourages girls from remaining in school to complete their education	135	192	3	2	38	4.0622	1.1376	.0591
3	Illegal and indiscriminate pregnancies force girls to leave school before completion	136	180	8	16	30	4.0378	1.1279	.0586
4	Poor academic result can force girls to leave school before completion of their education	112	72	70	48	668	3.3054	1.4673	.0762
5	Negative School environment such as safety , over crowding sometimes with opposite sex conduciveness of learning affect retention of girl child education	228	62	22	27	31	4.1660	1.3158	.0655

The table above revealed the Opinion of respondents on the problems associated with the retention of girl child student in JSS in Kaduna state. According to them the major problem of retention is the belief that Negative School environment such as safety , over crowding sometimes with opposite sex conduciveness of learning affect retention of girl child education. This item attracted the highest mean response of 4.1660 with details showing that 228 strongly agreed while 62 agreed to this view as against 22 that were undecided while 27 disagreed and the rest 31 strongly disagreed. In the same vein they were also of the belief that Exorbitant school fees charged by schools force some girls to leave school prematurely, as this attracted a mean response of 4.2258 with details showing that 137 strongly agreed while 180 agreed as against 18 undecided while 6 disagreed and the rest 30 strongly disagreed.

### 4.3 Testing of Hypothesis:

**Hypothesis One** This null hypothesis state that There is no significant relationship/influence between the level of enrolment of girl-child student in JSS and the girl-child student education in Kaduna State.

*Justification for statistical technique: The Pearson Product Moment Correlation (PPMC) statistics is used because the dependent variable of girl child education in Kaduna state is quantitative while the independent variable of level of enrolment of girl child in JSS is also quantitative hence the correlational statistics of PPMC*

**Table 4.3.1 Pearson Product Moment Correlation (PPMC) statistics on the relationship between the level of enrolment of girl-child student in JSS and the girl-child student education in Kaduna State.**

VARIABLES	N	MEAN	STANDARD DEVIATIONS	Df	CORRELATION INDEX r	SIG (P)
Girl child educ in JSS in Kaduna State	370	91.2703	10.77171	368	.432**	0.000
Level of enrolment of girl child in JSS	370	11.6595	4.07354			

**\*\* correlation is significant at the 0.05 level**

Outcome of the Pearson Product Moment Correlation (PPMC) statistics, above, revealed significant relationship between the level of enrolment of girl child in JSS and the girl child

Education in JSS in Kaduna state This is because the calculated P value of 0.000 is less than the 0.05 level of tolerance at a correlation index r level of 0.432. This implies that level of enrolment of girl child education has significant impact or relationship with the overall girl child education in JSS in Kaduna state. Therefore, the null hypothesis which state that there is no significant relationship between the level of enrolment of girl child in JSS and the girl child education in JSS in Kaduna state is hereby rejected.

**Hypothesis Two:** This null hypothesis state that There is no significant relationship/influence between the Rate of retention of girl-child student in JSS and girl-child student education in Kaduna State.

***Justification for statistical technique: The Pearson Product Moment Correlation (PPMC) statistics is used because the dependent variable of girl child education in Kaduna state is quantitative while the independent variable of Rate of Retention of girl child in JSS is also quantitative hence the correlational statistics of PPMC***

**Table 4.3.2 Pearson Product Moment Correlation (PPMC) statistics on the relationship There is no significant relationship/influence between the Rate of retention of girl-child student in JSS and girl-child student education in Kaduna State.**

VARIABLES	N	MEAN	STANDARD DEVIATIONS	Df	CORRELATION INDEX r	SIG (P)
Girl child educ in JSS in Kaduna State	370	91.2703	10.77171	368	.481**	0.000
Rate of Retention of girl child in JSS	370	12.6676	3.41530			

**\*\* correlation is significant at the 0.05 level**

Outcome of the Pearson Product Moment Correlation (PPMC) statistics, above, revealed significant relationship between the rate of retention of girl child in JSS and the girl child education in JSS in Kaduna state This is because the calculated P value of 0.000 is less than the 0.05 level of tolerance at a correlation index r level of 0.481. This implies that rate of retention of girl child in JSS has significant impact or relationship with the overall girl child education in JSS in Kaduna state. Therefore, the null hypothesis which state that there is no

significant relationship between the rate of retention of girl child in JSS and the girl child education in JSS in Kaduna state is hereby rejected.

**Hypothesis Three:** This null hypothesis states that there is no significant relationship/influence between the strategies for enrolment of girl-child student in JSS and the girl-child student education in Kaduna State.

***Justification for statistical technique: The Pearson Product Moment Correlation (PPMC) statistics is used because the dependent variable of girl child education in Kaduna state is quantitative while the independent variable of strategies for enrolment of girl child in JSS is also quantitative hence the correlational statistics of PPMC***

**Table 4.3.3 Pearson Product Moment Correlation (PPMC) statistics on the relationship between the strategies for enrolment of girl-child student in JSS and the girl-child student education in Kaduna State.**

VARIABLES	N	MEAN	STANDARD DEVIATIONS	Df	CORRELATION INDEX r	SIG (P)
Girl child educ in JSS in Kaduna State	370	91.2703	10.77171	368	.697**	0.000
<i>Strategies for enrolment of girl child in JSS</i>	370	19.2784	4.89962			

**\*\* correlation is significant at the 0.05 level**

Outcome of the Pearson Product Moment Correlation (PPMC) statistics, above, revealed significant relationship between the *strategies for enrolment of girl child in JSS* and the girl child education in JSS in Kaduna state. This is because the calculated P value of 0.000 is less than the 0.05 level of tolerance at a correlation index r level of 0.697. This implies that *strategies for enrolment of girl child in JSS* has significant impact or relationship with the overall girl child education in JSS in Kaduna state. Therefore, the null hypothesis which state that there is no significant relationship between the *strategies for enrolment of girl child in JSS* and the girl child education in JSS in Kaduna state is hereby rejected.

**Hypothesis Four:** This null hypothesis state that there is no significant relationship/influence between the strategies for retention of girl child in JSS and the girl child education in Kaduna state

***Justification for statistical technique: The Pearson Product Moment Correlation (PPMC) statistics is used because the dependent variable of girl child education in Kaduna state is quantitative while the independent variable of Strategies for retention of girl child in JSS is also quantitative hence the correlational statistics of PPMC***

**Table 4.3.4: Pearson Product Moment Correlation (PPMC) statistics on the relationship between *strategies for retention of girl child in JSS* and the girl child education in JSS in Kaduna state**

VARIABLES	N	MEAN	STANDARD DEVIATIONS	Df	CORRELATION INDEX r	SIG (P)
Girl child educ in JSS in Kaduna State	370	91.2703	10.77171	368	.660**	0.000
<i>Strategies for retention of girl child in JSS</i>	370	19.2784	4.89962			

**\*\* correlation is significant at the 0.05 level**

Outcome of the Pearson Product Moment Correlation (PPMC) statistics, above, revealed significant relationship between the *strategies for retention of girl child in JSS* and the girl child education in JSS in Kaduna state. This is because the calculated P value of 0.000 is less than the 0.05 level of tolerance at a correlation index r level of 0.660. This implies that *strategies for retention of girl child in JSS* has significant impact or relationship with the overall girl child education in JSS in Kaduna state. Therefore, the null hypothesis which state that there is no significant relationship between the *strategies for retention of girl child in JSS* and the girl child education in JSS in Kaduna state is hereby rejected.

**Hypothesis Five:** This null hypothesis states that there is no significant relationship/influence between the problems associated with enrolment of girl-child student in JSS and the girl child education in Kaduna State.

***Justification for statistical technique: The Pearson Product Moment Correlation (PPMC) statistics is used because the dependent variable of girl child education in Kaduna state is quantitative while the independent variable of Problems associated with enrolment of girl child in JSS is also quantitative hence the correlational statistics of PPMC***

**Table 4.3.5: Pearson Product Moment Correlation (PPMC) statistics on the relationship between problems associated with enrolment of girl child *in JSS* and the girl child education in Kaduna state**

VARIABLES	N	MEAN	STANDARD DEVIATIONS	Df	CORRELATION INDEX r	SIG (P)
Girl child educ in JSS in Kaduna State	370	91.2703	10.77171	368	.457**	0.002
Problems associated with enrolment of girl child <i>in JSS</i>	370	20.8730	4.06620			

***\*\* correlation is significant at the 0.05 level***

Results of the above Pearson Product Moment Correlation (PPMC) statistics, revealed significant relationship between the problems associated with enrolment of girl child *in JSS* and the girl child education in JSS in Kaduna state. This is because the calculated P value of 0.002 is less than the 0.05 level of tolerance at a correlation index r level of 0.457. This implies that problems associated with enrolment of girl child *in JSS* has significant impact or relationship with the overall girl child education in JSS in Kaduna state. Therefore, the null hypothesis which states that there is no significant relationship between the problems associated with enrolment of girl child *in JSS* and the girl child education in JSS in Kaduna state is hereby rejected.

**Hypothesis Six:** This null hypothesis state that there is no significant relationship/influence between the problems associated with rate of retention of girl child in JSS and the girl child education in Kaduna state.



***Justification for statistical technique: The Pearson Product Moment Correlation (PPMC) statistics is used because the dependent variable of girl child education in Kaduna state is quantitative while the independent variable of Problems associated with rate of retention of girl child in JSS is also quantitative hence the correlational statistics of PPMC***

**Table 4.3.6: Pearson Product Moment Correlation (PPMC) statistics on the relationship between problems associated with rate of retention of girl child in JSS and the girl child education in Kaduna state.**

VARIABLES	N	MEAN	STANDARD DEVIATIONS	Df	CORRELATION INDEX r	SIG (P)
Girl child Educ in JSS in Kaduna State	370	91.2703	10.77171	368	.358**	0.004
Problems associated with rate of retention of girl child in JSS	370	20.7784	4.56505			

***\*\* correlation is significant at the 0.05 level***

Results of the above Pearson Product Moment Correlation (PPMC) statistics, revealed significant relationship between the Problems associated with rate of retention of girl child in JSS and the girl child education in JSS in Kaduna state. This is because the calculated P value of 0.004 is less than the 0.05 level of tolerance at a correlation index r level of 0.358. This implies that problems associated with rate of retention of girl child in JSS has significant impact or relationship with the overall girl child education in JSS in Kaduna state. Therefore, the null hypothesis which state that there is no significant relationship between the problems associated with rate of retention of girl child in JSS and the girl child education in JSS in Kaduna state is hereby rejected.

#### **4.4 Summary of Major findings.**

The following are the major findings of the study:

1. On level of enrolment of the girl child in JSS schools in Kaduna state, the ratio of girls to boys enrolment in school is almost equal, while many others believe that the enrolment of girls in school is on the decrease.

2. On the rate of retention of the girl child in JSS in Kaduna state, details show that some girls are withdrawn from school regularly for early or forceful marriage and that most girls are withdrawn from school because their poor parents can not pay their fees.
3. On the strategies for enrolment of the girl child in JSS in Kaduna state, is that traditional rulers and religious leaders should sensitize parents on importance of girl child enrolment and that girls should be given free scholarship to encourage their enrolment in school.
4. On strategies for retention of the girl child in JSS in Kaduna state, is the building of separate boarding school for girls alone which will encourage their retention in schools and that enacting laws prohibiting early marriage which assist in the retention of girls in schools.
5. The study revealed that the major problem associated to enrolment of the girl-child in Junior Secondary Schools are that of traditional belief that girl-child education is not important and. Also some religious factors that restrict the mixing of both sexes.
6. Problems associated with the retention of girl child in JSS in Kaduna state include negative school environment such as safety, overcrowding with male students and conduciveness of learning. Another main problem associated with the retention of girl child in JSS in Kaduna state is the distance from home to learning environment especially in rural areas.

#### **4.5 Discussions on Findings:**

**Hypothesis One:** This finding agreed with the study of Danladi (2003), he observed that parents in Africa give preferential treatments to boys enrolment, consequently a great number of girls-child could benefit from UBE scheme. But its disagreed with the study of Mshedia (1971) he revealed that parents in Biu Local Government have liberal attitude towards girl-child education; they believed that western education improved social status of girls.

**Hypothesis Two:** This study agrees with Chinew (2008) who also observed that majority of Muslim parents withdrew their brilliant daughters and got them married. While others on economic reasons, who could not afford to pay their school fees withdrew their female students. Some parents on social responsibilities, considered boys superior to girl. This findings have confirmed poor retention of girls in schools.

**Hypothesis Three:** This finding confirmed the study conducted by UNESCO (1986) that there is disparity in male and female enrolment at the primary and secondary schools basically because of poor strategies in mobilizing parents to enroll their wards particularly the girl-child into Universal Basic Education Programme. The findings differ with Llyod (1999) who observed that strategies of enrolment may not be the case but emerging opposition from hardcore of men who feel threatened by the new educated female elites is the major constraint of girl-child education.

**Hypothesis Four:** The findings also confirmed purpose review (evaluation) of Girl Education Project (GEP) in March, 2004 which stressed that strategies employed significantly resulted to girls regularly attending schools than before. This means with right strategies, girls retention in schools will increase and dropout rate will reduce drastically.

**Hypothesis Five:** This finding confirmed with the study of UNICEF (2001) in the aspect of enrolment strategies. It revealed that girls are often denied by the system, due to faulty government policy and also insufficient secondary schools for girls which denies a larger portion of girls to be enrolled who may wish to proceed for further studies.

**Hypothesis Six:** This finding agrees with UNICEF report (2008) that a singular focus on retention of girls into schools would mean brining down barriers that keep girls out of school. Removing these barriers often involves addressing issues of wider communities development such as water, sanitation and early childhood care.

## **Recommendations**

The following recommendations are hereby suggested to improve the enrolment and retention of the girl child in JSS that will ultimately have positive impact on girl child education in Kaduna state.

1. Government should always verify the record of enrolment of the girl child in JSS schools in Kaduna state, so as to determine the ratio of girls to boys enrolment in each of the school
2. Government should also keep the record of retention of the girl child in JSS in Kaduna state every year as some Girls are withdrawn from the school regularly for early or forceful marriage and that most girls are withdrawn from school because their poor parents can not pay their fees.
3. On the strategies for enrolment of the girl child in JSS in Kaduna state, is that traditional rulers and religious leaders should sensitize parents on importance of girl child enrolment and that girls should be given free scholarship to encourage their enrolment in school.
4. On strategies for retention of the girl child in JSS in Kaduna state, is the building of separate boarding school for girls alone which will encourage their retention in schools and that enacting Laws prohibiting early marriage which assist in the retention of girls in schools.
5. The co-education of female and male students should be encouraged in our schools.
6. Another main problem associated with retention of girl-child in Junior Secondary Schools in Kaduna State is distance from home to learning environment especially in rural areas. Therefore, adequate schools should be built in all localities to encourage retention.

## CHAPTER FIVE

### SUMMARY, CONCLUSION, RECOMMENDATIONS

#### 5.1 Summary

This study was conducted with a view to examine factors militating against the enrolment and retention of the girl-child students in Junior Secondary Schools in Kaduna State. Specifically, the study indentifies six objectives to determine the level of enrolment and rate of retention of the girl-child, strategies for enrolment and strategies for retention of the girl-child students, identify problem associated with enrolment and retention of girl-child in Junior Secondary Schools in Kaduna State.

Six research questions were stated. They include:

1. What is the level of enrolment of girl-child students in JSS in Kaduna State?
2. What is the rate of retention of girl-child students in JSS in Kaduna State?
3. What are the strategies for enrolment of girl-child students in JSS in Kaduna State?
4. What are the strategies for retention of girl-child students in JSS in Kaduna State?
5. What are the problems associated with the enrolment of girl-child students in JSS in Kaduna State?
6. What are the problems associated with the retention of girl-child students in JSS in Kaduna State?

Also six research hypotheses were stated. Thus:

1. There is no significant relationship/influence between the level of enrolment of girl-child student in JSS and the girl-child student education in Kaduna State.
2. There is no significant relationship/influence between the Rate of retention of girl-child student in JSS and girl-child student education in Kaduna State.
3. There is no significant relationship/influence between the strategies for enrolment of girl-child student in JSS and the girl-child student education in Kaduna State.
4. There is no significant relationship/influence between the strategies for retention of girl-child student in JSS and the girl-child student education in Kaduna State.

5. There is no significant relationship/influence between the problems associated with enrolment of girl-child student in JSS and the girl child education in Kaduna State.
6. There is no significant relationship/influence between the problems associated with rate of retention of girl-child student in JSS and the girl-child student education in Kaduna State.

In the literature review, concept of girl-child education, access of girls to equal education, retention/dropout of the girls in secondary schools, development of secondary education, role of Missionary schools, strategies for the implementation of balanced education in Nigeria, non implementation of educational reforms were addressed.

The descriptive survey design was adopted for the research. A structured questionnaire was used to gather data from the respondents made up of the junior secondary school students from selected secondary schools in Kaduna state. The sampling technique adopted was dividing the state into strata and randomly selecting secondary schools from each strata, then using Krejcie and Morgan sampling table to select a sample size of 374 that was proportionally distributed across the selected schools. Using Cronbach's statistics technique, a reliability coefficient of .815 was realized confirming the reliability of the instruments. The study established that significant relationship exists between respondents number of siblings and their parental level of education; however there was no significant relationship between respondents age, marital status and sex with the level of retention in Kaduna state.

## **5.2 Conclusion**

Based on the outcome of the study, the following conclusions can be deduced.

- Lack of appropriate legislation on girl child education is a serious problem of girl child education.
- Practices and beliefs of some cultural practices is a problem of girl child education.

- The socio-economic indices of majority of the parents contributes to the problem of girl child education in Kaduna state.

### **5.3 Recommendations**

Based on the findings of the study, the following recommendations are suggested that will go a long way in minimizing the factors militating against the enrolment and retention of girl-child student education case study of junior secondary school of Kaduna State. This study

1. Religious leaders and traditional leaders should preach the encouragement of equal education for both male and female children among their followers and subjects.
2. Government should finance the education of girl child from primary school up to tertiary institutions.
3. Government should enact strict laws that punish parents who withdraw their girl child from schools for marriage or trade or for any reason whatsoever.
4. The secondary school curriculum should be reviewed to include special programmes for the encouragement of girl child education.
5. Girls who excel in exam should be publicly acknowledged and rewarded by sending them to any foreign institution of their choice to encourage other girls in their education
6. Parents should be financially empowered through gainful employment, or conducive environment for private employment to be able to sponsor their girl child education.
7. The number of family size that is number of siblings should be legally controlled to enable all children including the girls to have education.

### **5.4 Suggestions for Further Studies**

The following are suggestions for further studies in the related area of study:

- 1 Effect of So-cultural factors on the girl child education in Kaduna state.
- 2 The effect of non-psychological variables on the girl child education in Kaduna State.

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**APPENDIX I**  
**Enrolment and gender ratios in junior secondary schools, 1999-2008**

YEAR	NO OF SCHOOLS	ENROLMENT			GENDER PARITY	% OF FEMALE PARTICIPATION
		MALE	FEMALE	TOTAL		
1999	6,291	114,308.0	104,289.4	218,597.4	0.91	48
2000	6,291	126,490.3	101,238.8	227,729.1	0.80	44
2001	6,291	143,163.3	114,853.5	258,016.8	0.80	45
2002	6,291	175,229.6	121,731.5	296,961.1	0.69	41
2003	10,570	208,369.9	160,094.5	368,464.4	0.77	43
2004	10,913	197,263.7	153,529.1	350,792.8	0.78	44
2005	10,913	198,438.7	163,977.6	362,416.3	0.83	45
2006	7,129	179,861.8	146,816.2	326,678.0	0.82	45
2007	7,087	153,158.2	125,957.5	279,115.7	0.82	45
2008	7,242	155,593.5	127,086.5	282,680.0	0.82	45
<b>TOTAL</b>	<b>79,018.0</b>	<b>1,651,877.0</b>	<b>1,319,574.6</b>	<b>2,971,451.6</b>	<b>8.04</b>	<b>445.0</b>
<b>Annual Average</b>	<b>7,902</b>	<b>165,187.7</b>	<b>131,957.5</b>	<b>297,145</b>	<b>0.84</b>	<b>44.5</b>

**APPENDIX II**  
**QUESTIONNAIRE**

**SECTION A**

**Instruction:** please tick [] as appropriate box for each of the items below

**SECTION A: BIO-DATA**

**Sex**

- a) Male [] b) female []

**Age**

- a) 12 [] b) 12-15 [] c) 15-19 [] d) 20 and above

**Marital Status**

- a) Single [] b) married [] c) widow [] d) divorced [] e) separated []

**If married, type of marital union**

- a) polygamous [] b) monogamous []

**Religion**

- a) Islam [] b) Christianity [] c) pagan/traditional [] d) others specified.....  
.....  
.....

**Parental Education Background**

- a) No education [] b) Qur'anic education [] c) primary school [] d) post primary education [] e) tertiary education []

**Parental Occupational Background**

- a) farmer [] b) trader [] c) civil servant [] d) professional/managerial [] e) unemployment [] f) student [] g) full time house wife []

**Number of siblings**

- a) none [] b) 1-2 [] c) 3-4 [] d) 5-6 [] e) 7-8 [] f) 9-10 [] g) 11 and above []

**Number of girls among siblings** .....

How many of the girls are in school?

- a) None [] b) 1-2 [] c) 3-4 [] d) 5-6 [] e) 9-10 [] f) 11 and above []

**SECTION B: WHAT IS THE LEVEL OF ENROLMENT OF GIRL CHILD IN  
JUNIOR SECONDARY SCHOOL (JSS) IN KADUNA STATE?**

<b>S/NO</b>	<b>ITEMS</b>	<b>SA</b>	<b>A</b>	<b>UD</b>	<b>D</b>	<b>SD</b>
1	The enrolment of girls in my school is on the increase					
2	The enrolment of girls in my school is on the decrease					
3	Only the girls from wealthy parents are enrolled in my school					
4	Enrolment of girls in my school cut across all parental socio-economic background					
5	The ratio of girls to boys enrolment in my school is almost equal					

**SECTION C: WHAT IS THE RATE OF RETENTION OF GIRL CHILD IN JUNIOR  
SECONDARY SCHOOL (JSS) IN KADUNA STATE?**

<b>S/NO</b>	<b>ITEMS</b>	<b>SA</b>	<b>A</b>	<b>UD</b>	<b>D</b>	<b>SD</b>
1	Girls are withdrawn from my school regularly for early or forceful marriage					
2	Girls are withdrawn from my school regularly for trading, house helps and other economic activities					
3	Girls in my school stay to complete their education successfully without interruptions					
4	Most girls are withdrawn from my school because their poor parents can not pay their fees					
5	Girl in my school are given all the necessary parental or teacher encouragement to stay in school					

**SECTION D: WHAT ARE THE STRATEGIES FOR ENROLMENT OF GIRL  
CHILD IN JUNIOR SECONDARY SCHOOL (JSS) IN KADUNA  
STATE?**

<b>S/NO</b>	<b>ITEMS</b>	<b>SA</b>	<b>A</b>	<b>UD</b>	<b>D</b>	<b>SD</b>
1	Girls should be separated from boys to improve girls enrolment	37	220	8	18	87
2	Girls should be given free scholarship to encourage their enrolment in school	20	259	18	16	57
3	Traditional rulers and religious leaders should sensitize parents on importance of girl child enrolment	19	271	10	27	43
4	There should be proper legislation that encourage girl child enrolment	11	164	70	44	81
5	The importance of education in securing good job for girl would encourage enrolment in school	17	251	20	33	49



**SECTION E: WHAT ARE THE STRATEGIES FOR RETENTION OF GIRL CHILD  
IN JUNIOR SECONDARY SCHOOL (JSS) IN KADUNA STATE?**

<b>S/NO</b>	<b>ITEMS</b>	<b>SA</b>	<b>A</b>	<b>UD</b>	<b>D</b>	<b>SD</b>
1	Laws prohibiting early marriage will assist in the retention of girls in schools					
2	Building separate boarding school for girls alone will encourage their retention in schools					
3	Giving adequate recognition to women of high educational attainment will encourage girls to remain and complete their schools					
4	Using well trained female teachers to teach girls will encourage their retention in schools					
5	There should be adequate funding from both government t, NGOs and donor agencies on course of girl-child student education to encourage their retention					

**SECTION F: WHAT ARE THE PROBLEMS ASSOCIATED WITH THE  
ENROLMENT OF GIRL CHILD IN JUNIOR SECONDARY SCHOOL  
(JSS)S IN KADUNA STATE?**

<b>S/NO</b>	<b>ITEMS</b>	<b>SA</b>	<b>A</b>	<b>UD</b>	<b>D</b>	<b>SD</b>
1	Some cultural belief of considering male child better than girl child is a problem against girl child enrolment					
2	Some religious beliefs that discourages free mixing of girls with males discourages enrolment of girl child					
3	Lack of employment after completion of school discourages girl child enrolment					
4	Poverty of parents is a detriment to girl child education					
5	Traditional belief that girl are only useful at homes discourages their enrolment					

**SECTION G: WHAT ARE THE PROBLEMS ASSOCIATED WITH THE  
RETENTION OF GIRL CHILD IN JSS IN KADUNA STATE?**

<b>S/NO</b>	<b>ITEMS</b>	<b>SA</b>	<b>A</b>	<b>UD</b>	<b>D</b>	<b>SD</b>
1	Exorbitant school fees charged by schools force some girls to leave school prematurely					
2	Distance to school especially in rural areas discourages girls from remaining in school to complete their education					
3	Illegal and indiscriminate pregnancies force girls to leave school before completion					
4	Poor academic result can force girls to leave school before completion of their education					
5	Negative School environment such as safety , over crowding sometimes with opposite sex conduciveness of learning affect retention of girl child education					

### APPENDIX III

#### KREJCIE AND MORGAN

Population	Sample	Population	Sample	Population	Sample
10	10	220	140	1200	201
15	14	230	114	1300	207
20	10	240	140	1400	320
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	159	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	340
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	355
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	369
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	330
190	127	950	271	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000 +	384

Krejcie and Morgan (1970:228)

A purposive 10 schools were randomly selected from each of the three senatorial districts of Kaduna State. A total number of four hundred and fifty (450) dropout students were selected according to their attendance registers and their cumulative records as the sample. The choice of sample size was based on the sampling technique advocated by Aderemo (1989), who said that in determining a sample size, from a population of over two thousand and six hundred (2600) a researcher should adopt three hundred and fifty eight (358) respondents.

#### APPENDIX IV

The factors militating against the enrolment and retention of girl-child student education case study of junior secondary school of Kaduna State.

#### Reliability

Scale: ALL VARIABLES

#### Case Processing Summary

	N	%
Cases Valid	40	97.6
Excluded <sup>a</sup>	1	2.4
Total	41	100.0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
.815	.824	25

### Reliability Statistics

	Mean	Std. Deviation	N
Girl child education is a waste of resources	1.1500	.36162	40
The girl does not have equal opportunity like the boy-child	2.8000	1.77157	40
Lack of appropriate legislation on the girl child education	3.6750	1.57525	40
The girl-child student education does not contribute to the growth and development of the family	1.4750	1.01242	40
The educational training of a girl child is against known cultural practices	2.8750	1.52227	40
Women don't need western education as their husband could cater for them	2.1500	1.61006	40
Western education encourages moral laxity in a girl child	3.1250	1.65153	40
Our religion forbids the training of girl child in school	1.6750	.61550	40
There is no disparity in the boy-child and girl-child student education	2.6000	1.44648	40
The type of education given to the girl-child student is inferior to that given to a boy-child	3.0750	1.71550	40
Parents need appeal and counseling on the importance of girl-child student education	4.5500	.50383	40
Families need to be empowered financially	4.3250	.47434	40
Government need enact laws to tackle the girl-child student	4.0750	.99711	40
There is need for more boarding schools for girls	3.8500	1.05125	40
Religious organizations need to be used for sensitization workshops and messages	4.4750	1.10911	40
There is need to involve NGOs community based organizations in the provision of education to the people	4.3250	.91672	40
There is need for restructuring of the curriculum to integrate the values of girl-child student education	4.2500	.89872	40
There is need to abandon harmful socio-cultural practices against the girl-child student	4.2250	1.42302	40
There is need for appropriate legislation to ensure the right to inheritance by the girl-child student	3.3500	1.12204	40
There is a need for legislation against early marriage	3.7500	1.19293	40
There is need for massive training of gender sensitized teachers	4.2000	1.20256	40
Women who have made their marks in various discipline of academic and technological excellence be given due recognition	4.3500	1.07537	40
Traditional rulers need to be sensitized on the value of girl-child student education	3.9250	1.26871	40
There is need for special scheme for girl-child student education, that will consider cultural and religious trait	3.9000	1.19400	40
There should be adequate funding from both govt ,NGOs and donor agencies on course of girl-child student education	4.4750	.81610	40

**Summary Item Statistics**

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.465	1.150	4.550	3.400	3.957	1.014	25