AN ASSESSMENT OF PARENTS' ATTITUDES TOWARDS GIRL-CHILD EDUCATION IN KADUNA STATE AS PERCEIVED BY TEACHERS AND SCHOOL PRINCIPALS

BY

BILKISU BASHIR ALIYU
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DECLARATION

I hereby declare that I am the author of this thesis and that it is a record of my own research work. It has not been presented on any occasion or in any application for a higher degree. All sources of information including quotations (indented or enclosed in quotation marks) were acknowledged by references.

_____ _____

BILKISU BASHIR ALIYU **DATE**

CERTIFICATION

This thesis titled **"An Assessment of Parents' Attitudes Towards Girl-Child Education in Kaduna State as Perceived by Teachers and School Principals"** by **Aliyu Bilkisu Bashir**, meets the regulations governing the Award of Degree of Masters of Education in Educational Administration and Planning, Ahmadu Bello University, Zaria and has been approved for its contribution to knowledge and literary presentation.

_____ _____
DR. B. A. MAINA Date
Chairman Supervisory Committee

_____ _____
DR. H. S. HINJARI Date
Member Supervisory Committee

_____ _____
DR. S. MOHAMMED Date
Head of Department

_____ _____
PROF. S.A. NKOM Date
Dean Post-Graduate School

DEDICATION

This thesis is dedicated to my husband, Musa Shehu Alabamulafia, my father, ‘Alhaji Bashir Aliyu, my mother, ‘Haj. Binta Aliyu’ and my children, Bashir Shehu and Baraka Shehu Alabamulafia.

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USE OF ABBREVIATION

-	NGO	-	Non-Governmental Organization
-	MDGS	-	Millennium Development Goals
-	GCE	-	Girl Child Education
-	UNICEF	-	United Nations Children's Emergency Fund
-	UN	-	United Nation
-	GEP	-	Girls Education Project
-	WUSC	-	World University Service of Canada
-	UNDP	-	United Nation Development Project
-	GIRL-CHILD	-	Girls Children between the Age of Eleven up to twenty years
-	EFA	-	Education For All
-	UBE	-	Universal Basic Education
-	NWU	-	National Women Commission
-	CEDALI	-	Convention of the elimination of all forms of discrimination against women

ABSTRACT

The study investigated the attitudes of parents' towards girl-child education in Kaduna State as perceived by teachers and school principals. The population of the study consists of all the school principals and secondary school teachers in Kaduna State. The instrument used in collecting data was questionnaire. Four Null hypotheses were postulated and tested using percentages and standard deviation as descriptive and t-test as inferential statistics to test the opinions of the respondents. From the findings of this study, three hypotheses were rejected while one was accepted. It was however discovered that preference of male over female education is common in the society and poverty is a major factor in terminating girl-child education in Kaduna State. In addition, it was discovered that government participation is still inadequate to facilitate change in the area. On these bases, the researcher recommends the urgent intervention of government to implement the laws governing girl-child education so as to enhance and change the negligence of girl-child education as provisioned in national policy on and provide equal access to education.

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

The girl-child education has been a burning and continues issue in the developing countries of which Nigeria is one. The girl-child education can be compared to a coin which has two sides. This is because in the northern part of Nigeria, the girl-child is not encouraged to go to school, whereas in the Southern part of the country, reverse is the case. But culturally women are confined to their traditional roles with lots of sanctions imposed on them either by custom, norms or religion.

It has been revealed that the girl-child education has suffered a lot in the society as cited by Mohammed (2008). This has been the case since independence in 1960. However, in the sixties, the situation was really break because out of 10 school children that went to school beyond primary 4, only one as a girl. Missionary activities started in certain parts of northern Nigeria before the turn of the century. In 1860s, Dr. Baikie of Christian Missionary Society founded a settlement at Lokoja. A school was opened the same year and instruction was given in Hausa and Nupe languages right from the beginning.

The girl-child education in Kaduna state has been lagging behind all this while in terms of education one can wonder why the situation should persist like this in respects of the light of the clear provisions in National Policy on

Education that education is a right for every Nigerian Child. The National Policy on Education (2004) also has as its 5th objective as the building of a "bright land full opportunities for all individual".

Thus, The National Philosophy of Education of Nigeria is based on "the integration of the individual into a sound and effective citizen and to provide equal educational opportunities for all citizens of the Nation at primary, secondary and tertiary levels, both inside and outside the formal system".

The global trends have also shown that Education of girl-child is input like the:

i. Universal Declaration in Tehran in 1968 on Human Rights which stresses education as a right of every individual irrespective of sex.

ii. The 1960 United Nations Article 10 of the Convention against women (CEDAW). Has a major aim of promoting gender equality in education.

The above not withstanding however, shows the reality on the ground in Kaduna state and Nigeria as a whole that there is the presence of discrimination against girl-child in the access to basic education. If this trend continues in Kaduna State, the developmental growth of the area would be hampered.

The Northern region which is so much dominated by the Hausas who have no interest in girl-child education as it was viewed exclusively for the male child. The girl-child was not only denied formal education, but also the Qur'anic

education. The few girls that attempted school during Western education after the amalgamation in 1914 did that under duress.

Most of the girls grew up believing that life begins with hawking and ends up in early marriage. While the boys received rigorous training both in formal and informal education i.e. Qur'anic school, Farming and animal husbandry under the instruction of their fathers. The girl-child was undergoing training at home under the supervision of their mothers, they were taught how to take care of children, prepare food, make clothes, wash utensils and general cleanliness of their surroundings. Apart from these task, the girls had to assist their mothers in different trades and were finally prepared for their future roles as brides.

The problems of the lack of girl-child education emanates from the root of:

- The culture of the northerners
- Religion
- Poverty
- Weak father figures and ignorant mothers who knew no better
- Early marriage

There are regional disparities in the level of girl-child access to basic education. A recent survey shows that a number of girl-children had no formal education in post primary schools in Kaduna State. Even though the case was slightly ease better than before.

The enrolment of children to primary, secondary, technical and tertiary institutions as upheld by Oleribe (2002) also discriminate against female gender. Male enrolment is more than girls in all levels of education. Out of the primary schools enrolment indicated an imbalance ratio as only of, in Kaduna State, 41% were girl- child and many ended up not going for secondary education. In all parts of the state girls lag behind boys in access to education. It is important to note that despite the progress made towards girl-child education in the developed and some parts of the world, years of neglect have left very high illiteracy rates for girl-child in many developing countries of the world.

Girls which are to remain in school up to higher institutions have not yet been able to and the situation arised because parents are not encouraging girl to be educated. Most of the girls in Kaduna State who were of school age and have completed primary education parades the street hawking items in other to prepare for early marriage. Even though there are educated girls in Kaduna State recently, the number can be much higher if adequate attention is given to eradicate the problem.

1.2 Statement of the Problem

This research is an assessment of parents attitudes towards girl-child education in Kaduna State as perceived by teachers and school principals. It quite understands that education is the bedrock of every society and it requires to be given to all without considering the gender aspects.

The problem of girl-child education is not a regional, state, National or continent but a global issue of concerned. Education is the most viable instrument by man to conquer his environment and charted his destiny. Girl-child education has been a burning and continuous issue in the developing countries of the world in which Nigeria is one. Its existing problem in Nigeria more especially in the Northern part of the country in which Kaduna State is one of the states and so it need to be clearly addressed. The problem as pointed out by Mohammed (2008) ranges from either girls of school ages hawk goods on the street as parents' exploit them, a times, girls were engaged in early marriages, a times as a result of poverty and financial problem where some parents cannot afford to pay school fees for their children. In other cases, the problems emancipates from the fact that some parents considers educating girl child as waste of time for the sake of gender disparity or inferiority complex.

Girl child has suffered enough discrimination and is time to eradicates in equality or unequal right to education and provide equal access to education as

provisioned in the National Policy on education. Parents needs to be enlighten on the importance of girl-child education and to be discouraged in engaging girl-child to early marriage and hawking of goods while teachers should handle girl-child with cares in school for enrolment and retention purpose in other to achieve the MDG's.

It was based on the problems identified that the researcher therefore develop an instrument titled An Assessment of Parents' Attitude towards girl-child education in Kaduna State as perceived by teachers and school principals.

1.3 Objectives of the Study

This research which is an assessment of parents' attitudes towards girl-child education in Kaduna State as perceived by teachers and school principals seeks to identify the problems militating against the girl-child education in Kaduna State and wishes to accomplish the following objectives:

i. to determine if there is difference in the opinions of teachers and school principals with regards to the attitudes of parents' towards girl-child education in Kaduna State;

ii. to determine the influence of school activities on girl-child education in Kaduna State;

iii. to determine the influence of culture, tradition and religion on Girl-child Education in Kaduna State; and

iv. to determine the influence of government role on girl-child education in Kaduna State.

1.4 Research Questions

This research is an assessment of parents' attitudes towards girl-child education in Kaduna State it and attempts to answer the following questions:

i. Is there any significant difference in the opinions of teachers and school principals on the attitude of parents' towards Girl-Child Education in Kaduna State?

ii. Is there any significant difference in the opinions of teachers and school principals as regards the influence of school activities on Girl-Child Education in Kaduna State?

iii. Is there any significant difference in the opinions of teachers and school principals as regards the influence of culture, religion and tradition on Girl-Child Education in Kaduna State?

iv. Is there any significant difference in the opinions of teachers and school principals as regards the influence on government of Child education in Kaduna State?

1.5 Research Hypotheses

The followings null hypotheses are formulated for the study"

i. There is no significant difference in the opinions of teachers an school

principals on the attitudes of parents towards Girl-Child Education in Kaduna State.

ii. There is no significant difference in the opinions of teachers and school principals as regards the influence of school activities on Girl-Child Education in Kaduna State.

iii. There is no significant difference in the opinions of teachers and school principals as regards the influence of culture, tradition and religion on Girl-Child Education in Kaduna State.

iv. There is no significant difference in the opinions of teachers and school principals as regards the influence of government on Girl-Child Education in Kaduna State

1.6 Basic Assumptions

In this research, it is assumed that:

i. Girl child education is so important for the growth and development of Kaduna State and Nigeria as a whole.

ii. Girl-child education has been confronted with so many problems in Kaduna State.

iii. Parents' attitude is one of the factors that determine progress of the girl-child education in Kaduna State.

iv. Girl-child education is a global phenomenon more especially in the developing countries that requires collective measures.

1.7 Significance of the Study

Research of this kind is of utmost Value. It is important since it is hoped that the outcome of the research will help educational planners, school administrators, teachers, policy makers, parents or guardians and all stakeholders to have a clear understanding of some fundamental issues related to girl-child education in Kaduna State. Through the findings and recommendations of this research, parents may be more enlightened on their responsibilities towards girl-child education in Kaduna State. It is also hoped that this will in-turn enhance girl-child education which will lead to their contributions to the development of Kaduna State and to participate fully in developing herself, siblings, husband, home and the whole nation and will not be misused, harassed, subjected and maltreated again. She will not suffer any further violence again. infact the benefits are innumerable.

1.8 Scope and Delimitation of the Study

The study is to cover the whole of Kaduna state which consists of twenty three local government areas and twelve educational zones.

The study centers on the assessment of parents' attitude towards girl- child education in the area and therefore its findings are mainly to the area of the study.

Due to time and financial constraints, the study is delimited to cover four zonal divisions out of the twelve in the states which were selected through random sampling procedure.

The zonal education divisions are:

1. Kaduna
2. Giwa
3. Zaria
4. Anchau

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In any meaningful research, a literature review is very important in validating the research work. As a researcher, one must build on what other researchers have done which is directly or indirectly related to ones work or what one intends to do. This is a logical extension of knowledge. They are drafted from books, seminar papers, journals, educational speech etc on education to human development and civilization. Therefore, literature review in this independent study reviews the researches on the aspects of girl- child education and the attitude of parents' towards it and build on it. This is because girl-child to parents' means female gender under the age of 18 years. But to this work, girl-child education refers to the type of education that should be given to girl-children from 5 years and above. Girl child education is viewed as the type of education that should be given to girl- children from primary and post primary education in other to maintain retention and enrolment up to higher level of education to contribute meaningfully to the development of the country.

2.2 Theoretical Framework

This research is based on a simple theory on motivation by Vroom (1970) called expectancy theory. This is very important as the theory is relevant to the

recent clamor of girl-child in the society that all the stake holders on girl-child education need certain motivation as they are in the socio cultural, political and economic aspects in the society where most of the time parents' denied girl-child education. In this case the researcher views the applicability of expectancy theory of motivation is postulated by Vroom .

2.2.1 Motivation

Motivation is a general term applying to the entire class of drives, desires, needs, wishes and similar forces. Human motives are based on needs whether consciously or sub-consciously felt. Some as physiological requirement for water, air, food, sleep and shelter while others may be secondary such as self esteem, status, affiliation, affection, accomplishment and self assertion. However, these needs vary intensively over time among different individuals.

Teachers and parents were responsible for providing an environment conducive to girl-child education even though girls themselves may be responsible for self motivation. In support of this assertion Adeyemo (2007) advanced the following recommendations:

i. Set a goal for yourself and do not lose sight of it.

ii. Supplement your long term objectives with short term goals and specific actions. Hence, to get something done is to begin.

iii. Learn a challenging new task every time. Learning to become great in in life to discard discrimination in the society.

iv. Develop area of expertise by building your strength.

v. Give yourself feed back and reward by setting identifiable goals.

2.2.2 Expectancy Theory of Motivation

The researcher found this theory very vital as parents need to motivates the girl-child towards education in Kaduna state and Nigeria as a whole. This theory as stated earlier is postulated by Vroom (1970) who stated that people will be motivated to do things in reaching a goal if they believe in the worth of the goal and can see that what they do will help them in achieving it.

This is in agreement with Ademoye (2007) observation that "every thing that is done in the world is done in hope". Vroom (1970) believes that people's (girl-child) motivation towards doing anything (education) will be determined by the value placed on the out come of the efforts positively or negatively multiplied by the confidence they have on their efforts in achieving the goal or objective of girl-child education. In other words, this research points out that, motivation is a product of the anticipated worth and thus: Force = Valence x Expectancy.

Where force is the strength of the motivation, valence as the strength multiplied by probability that a particular action will lead to a desired out come. The relevance of this theory to this research is that it recognizes the importance

of girl-child in the society and how they can be motivated by parent and other societal members to achieve national development.

2.3 Education

It is difficult to look into the concept of girl-child education without Looking at what education it self is. For this purpose, the researcher found it very vital to briefly look at the concept of education. It is also on the basis of this research that girl-child education is a challenge to the educational programmes and education for all disregarding the gender disparity.

Education according to Farrent (1980), is the act or process of acquiring knowledge, skills, and competence. Adaobi (2007) defined education as the act of acquiring knowledge while Ozigi (1994) as advanced by Shehu (1995) define education as the development of desirable habits skills and attitudes which makes an individual a good citizen. The importance of the above definitions of education to girl-child is that education is a strong instrument for human and societal development. Education provides individuals with all the competence, skills and knowledge that are necessary for self-actualization and esteem as well as societal growth and development. The change in desirable behaviour and attitudes is empowered using education as a factor. Girl-child needs all the desirable behaviours, attitudes, skills, competence and all the knowledge for empowerment to contribute to National Development. Educated girl-child brings

about education to the society, and educated society is developed society. When you educate a girl you educate the whole society.

2.3.1 Formal, Informal and Non Formal Education.

An educational system is considered formal if its environment is structured and controlled for the purpose to enable the desired learning to occur.

Formal Education: is generally referred to as the school type by which learning is carried out on full-time basis in classroom Kidds and Colleta (1980), as cited in by Mango (2002). It is hierarchically structured and chronologically graded formed educational system can run from literacy class up to University for technical and professional training. This system of education has a series of lessons on a set of regimented curriculum. It has a number of subjects offered to participants or learners. The performance in formal education system is usually by examinations and the learners graded passed or fail for the purpose of qualification or getting certificate and having employment to earn a living. Formal education needs large number of experts and available resources to be managed.

Informal Education:- is incidental learning which occurs in a situation meant for other purposes other than teaching. It is concerned with situations which could be recreational, social entertainment, ceremonial or the like.

Informal Education: refers to the truly life process whereby every individual life acquires attitudes, values, skills and knowledge from daily experiences and educative influences and resources in his or her environment from family and neighbours from work, play or mass media. Mango (2002). It is gained incidentally and can comes from a variety of sources. In system, information got informally can be educative but do not have sequential study or instruction planned into them. Many adult learning takes place through this form and has no specific objectives and the process of acquiring information does not involve any conscious determined effort. Informal education occur in a variety of natural settings of which its daily experience is one.

Non- Formal Education:- is the type of education that cuts across the formal and informal categorization and can be received outside school.

Non-formal Education: is viewed as any organized educational activity outside the school system whether operating separately or as an identifiable learning objectives Mango (2003). According to Wass (1981) Non-formal education refers to all organized and systematic activity outside the conventional institutionalized chronologically graded and hierarchically structured. Non-formal education is taken to mean the type of organized out-of-school educational programmes that constitute an important contribution to the nation's total educational effort. It covers a variety of activities which go through many

different names such as adult literacy, school equivalency programmes, youth training, women's clubs, works and farmers training and pre-school-day care centers.

The United Nations Economic Commission for Africa (1989) adopted a more elaborated definition as non-formal education is a loosely structured educational and training activity not located within the highly structured formal education occupational or performance system graded toward certain selected and intended specific educational objectives. It compliments activities within the formal education and training systems by providing extracurricular learning experience by offering opportunities for continuity of education. Non-formal education is functional skill oriented and provide training for better skill efficiency and extends facilities for employment promotion. Example computer training, distance learning, adult education, health information services etc.

2.3.2 Traditional Education in Nigeria

This is type of learning process whose curriculum, methodology, general organization and administrative structure are patterned in accordance with the operations, benefits, customs, principles, experiences and practice of the community in which the education is taking place Adesina (1985). Traditional education in Nigeria is as old as the society itself and has been highly developed before the advent of western education. The curriculum of this type consists

many of the learning of functional skills and morals which are necessary to live in peace and protect the community from external aggressions by neighboring ethnic groups. The staffing is not regular or specific. Girl-child is restricted to learns how to entertain, husband, cook, clear the environment and bear children etc.

2.3.3 Islamic Education

Islamic education was introduced in to Nigeria long before the western education. It has been spread through the interaction between the traders of trans Saharan activities as well as (holy war) Jihad. it spreads to Kano, Sokoto. Borno etc. in 1840, Usman Danfodio led a Jihad across most of the Hausa States. The Jihad used Islam as a political means for administering and uniting people conquered. However, Islam reached Yoruba land through the long tradition of trade which was developed between them and the north over many years. Fafunwa (1974). Islamic education was introduced and the holy book of Islam Qur'an' was the basis for all Islamic education and tradition. Mosques were also built as places of worship while Qur'anic schools were established. The Arabic writing, numerals and architecture were brought by Islamic education. Education was been given mainly to boys while the girl child is restricted to be at home.

2.3.4 Western Education

Western education was introduced to Nigeria as early as 1842 by the Wesleyan Missionary Society and the Church Missionary society of Britain. The towns which were first contacted were Badagry (1824), Abeokuta (1849), and Lagos (1889). Later areas such as Oyo, Onitsha, Ibadan, Ogbomosho, Lokoja and other hinter land were brought under the influence of western education Fafunwa, (1974).

Initially only the missionary societies took responsibility of propagating western education in Nigeria- which includes the Baptist, the Roman Catholic and the Methodist missions. They established churches, missionary schools and colleges in the area of influence. Later on, the Britain colonial government started to render some assistance through grant- in-aids and as at the time, direct involvement by building more schools as explained by Adesina (1985). The regions were affected by education ordinance such as those of 1882 and 1887.

In 1914, after the amalgamation of northern and southern regions to a country named Nigeria, the British colonial government became more responsible in establishing educational institutions in various parts of the country. On the 18th of January 1948, university of Ibadan was established followed by more technical colleges, institutions, crafts schools, in other parts of the country- patterned after those in Britain. The curriculum did not reflect the culture and

problems of our society in the primary, secondary and the tertiary institutions and so they were biased towards western culture. In the missionary schools they teaches morals and the bible and Christian morals Fafunwa (1974).

However, western educations have contributed -to the political, cultural and economic progress of Nigeria. The English language is now official language of the country. Because of the facts that northern region of Nigeria denied the instruction of western education because of the existence of Islamic education led to the problem of educational backwardness in the regions which coincides with the restriction of girl-child access to education.

2.3.5 Girl-Child Education

The plight of girl-child education blossomed out of different deliberations in different part of the world. The PAN African conference on the education of girls marked a milestone in meeting challenges of achieving education for all in 21 century. This reinforced the conclusions of the jometien conference in Thailand in 1990 which set a task of improving the quality of girl-child education in the world. The attempts to address the problems of girl-child education were further straightened by some events. Firstly, the call on the 42nd session of the International Conference in 1990 for the elimination of all gender stereotyping education; Secondly, the convention on the rights of the child in 1990 which established universal access to primary education with special emphasis on girls

as a goal of the development in 1990s. Thirdly, the world summit for children in New York 1990 underlines the education of the girl-child to enhance women's status and their roles in development. Fourthly, the six conference of Ministers of Education and those responsible for economic planning in African member states in Dakar 1991. Fifthly, the International Conference on assistance to African children which identified the need for quantitative goals especially to reduce the disparity between boys and girls.

As a follow up to the resolution reached at the pan African conference on the education of the girl-child, task force were in grated in Nigeria. On the 28th October, 1993, the national task force on girl-child education was inaugurated under the auspices of the then National Women's Commission, (NWC) now Federal Ministry of Women Affairs and Youth Developments. Three years later, the then president of the Federal Republic of Nigeria, Chief Olusegun Obasanjo, launched the Universal Basic Education (UBE) Programme on 30th September 1999 in Sokoto. This was tailored towards the provision of free, universal basic education for every Nigerian child of school going age, and bridging the gab between the enrolment and retention of boys and girls. At the launching of the (UBE) Chief Obasanjo asserted that:

"The UPE programme was by the middle of the 1980s bedeviled with a number of foreseen and avoidable difficulties, which rendered it virtually unsustainable". (UBE Forum 2001).

Girl-child education in Kaduna state is a panacea of poverty, family disorganization and societal backwardness. Development has suffered several set back hard over the years due to socio cultural and economic factors. It is observed that the girl-child constitutes the largest population of illiterate children in Kaduna state and world wide as well as percentage gap between boys and girls in learning institutions. In other to achieve the Millennium Development Goals (MDGs), much efforts must be invested on girl-child education (GCE).

2.3.6 Objectives of Girl-Child Education

- Raising National awareness on girl-child education and increasing political and financial commitment through advocacy and sensitization of policy makers at all levels, parents, school authorities and other leaders and girls' themselves.
- Developing technical capacity of schools and teachers pedagogical skills to create girl-friendly school environments that can enhance the participation of girls and improving learning outcomes.

- Establishing child friendly school principles as minimum bench marks for effective schools, linked to community empowerment and development.
- Creating school management committees with community involvement and participation.
- Building institutional capacity for promoting girls education and the capacity of stake holders on gender sensitivity and sexuality.
- Collaborating with government and other stake holders in reviewing existing curricula and teaching materials for gender sensitivity.
- Promoting the employment of more females teachers in the rural areas, where they are most needed to serve as role models and assist in the monitoring of out of school girls.
- Monitoring and evaluation of girl's-child education programmes through mobilizing and strengthening the inspectorate's role in this process.
- Promoting synergy between girl's education and poverty alleviation programmes.
- Improving service delivery with all stakeholders, providing more

female schools where appropriate and improving facilities as well as instructional materials for the promotion of quality education.

The above were build on existing acceleration of girl child education by UNICEF and reinforced by Girls Education Project (GEP). It is also a substantial under taking by the Federal Government of Nigeria to boost girls education in Northern Nigeria and to accelerate progress towards achieving the millennium development goals (MDGs) especially with respect to gender equality.

Thus, the purpose of girl child education in Nigeria as stipulated by Adesina 1985 and stressed by UNICEF (2005) are:

i. to inculcate literacy, numeracy and skills of effective communication into the child,
ii. to help the child to improve his thinking quality,
iii. to give the child good citizenship education,
iv. to help the child adapt to his environment,
v. to improve the child's habits and character,
vi. to help the child to acquire the necessary vocational skills which will give him fruitful employment through out his life time; and
vii. to help the child to develop skills necessary for survival in the society.

2.3.7 Benefits of Girl-Child Education

Educational is desirable for women as it is for men. Without education a woman can be deprived of learning about the rights, privileges duties and will have nothing to protect and support her from injustice and to support her against oppressors. Beside these girl-child education help in alleviating poverty in all sorts and thus have the following advantages as upheld by Mango (2002).

1. **As Home Makers:** A woman can by knowledge skills and training received in school enhance the level of living in her home. Maintaining the cleanliness and amenities of the house and can facilitate the healthy living of the family with respect to education for the children. She can be equipped enough to handle many home challenges.

   infact, an educated woman would be excellent in home management.

   Mango (2002).

2. **For Up-Bringing of Children:** It is the sole responsibility of woman to rise up children with good moral disposition, intellectual and cultural socialization. Reproductive activities relating to children could be done effectively by an educated woman. Mango (2002).

3. **For Economic Empowerment**: Economy is an area where the knowledge acquire by a women would enable her to make contributions. In agriculture, women can do better and grow varied crops in domestic

gardens and livestock rearing. In art and craft, they partake weaving, lace making, industrial science and could do substantially okay when they are educated. Woman employed in the labour force will participate in raising the family income. Mango (2002).

4. **Girl-Child education improves the health of the family:** They can participate more effectively in development programmes involving health, nutrition, water, sanitation and environment in the community. An educated woman has power over her sexual reproductive life and can be able to protect herself and others from diseases. Mango (2002).

5. **Mental empowerment:** Today's girls are future wives and mothers. When a woman is trained therefore, the whole family is positively imparted, the mental. Empowerment by education destroys foolishness and positively helping to impart the right kind of virtues and skills in the family. Until a woman is mentally empowered, she will remain a burden on her family and friends.

   Whatever is needed for tomorrow's children should first be put for today's girls since they are the teachers of tomorrow's children. Many families are having problem today just because the wife/mother is not educated and cannot meet the societal and family expectations empowering women mentality empowers the home and when you educate a man you educate an

individual but when you educate women you educate a nation. This is built on the beliefs on the maturing potentials and abilities.

6. **Physical empowerment:** when young girls are educated and allowed acquiring good certificates, marriage is delayed and child birth is postponed allowing enough time for physical development. This ensures full development of girl's, proper pelvic bone, maturity as well as mental maturity before the task of becoming a wife and mother. Thus, according to Mango (2002), better educated women have fewer and healthier children. Total perfect physical development prevents challenges of childbirths and motherhood that has over the years led to several avoidable morbidities. Education allows a girl become a woman before becoming a mother/wife, rather than the present practice where several children are given out in marriages before time.

7. **Financial empowerment:** Poverty can be seen everywhere, it's seen within all age strata and in all social groups. To eradicate poverty, girl- children must be properly empowered educationally to contribute to family well being. According to World University Services of Canada (WUSC) girl education has the power to transform the world and remains one of the best ways to reduce poverty. Better educated women postpone marriage and childbirth and have better access to employment, and are less vulnerable to

economic discrimination Mango (2002). Promoting gender equality in education systems creates a healthy, educated and productive human resources. A wife that is working and earning an income is an asset to her home. Believing that boys who attend school will complete their education, secure employment, and earn wages to contribute to the well-being of the family. Contrarily, no man can provide all that a woman needs. Women are help mates and can only make positive contributions when educated. Lets allow them maximize their potentials, hence, they are our closest and best assets.

8. **Spiritual empowerment:** Sometimes people wonder why today's children's are far from GOD, but they tend to forget that a spiritually dry mother cannot positively enhance her children spiritually and morality when mothers can neither read nor understand the holy books- The Bible, Education provides opportunity to understand God, the master of the universe. Uneducated minds cannot comprehend the mysteries of GOD. And a woman without GOD is a problem anywhere, any day and anytime. She cannot give what she does not have, so most likely to raise children that do not understand the supremacy of GOD. Before now, it was easy to indoctrinate such children by making learning from religious scholars mandatory, but in this era of ICT and Internets, one wonders how

effective these methods are. We must equip our women to positively impart on our children moral values and virtues through girl-child education.

9. **Social Empowerment:** Education puts our ladies in the right position and form to associate with the right group of people, marry their choice of men, make the right contributions and help the man develop sustainable environment. With education, they are hygienically sound to guide against diseases and illness in and around the families, cook balanced meals for the family, attract the right kind of friends to the family and generally make homes more enjoyable, comfortable and entertaining. Better educated women are better able to manage life in a changing social, economic and cultural environment (Mango 2003).

10. **Psychological Empowerment:** Education psychologically empowers people, especially women, giving them a true and proper image of themselves, boosting their self respect and making them the mothers and wives that we love. Psychologically empowered mothers are able to effectively and efficiently run their home, train their children, resist negative grandmother and cultural effects on child upbringing and help the community in several developmental projects. For instance, in a study by Bedri (1995), harmful advice from grandmothers included- circumcision

after delivery, short birth intervals, and avoidance of contraception and child marriages at age 14. Only an educated woman can effectively say no to these advice.

Woman can do wonders in encouraging and strengthening her spouse at times of challenges and weakness, brings ideas that turn the tides of life and inspires towards extraordinary performances as well as standing as a wall of might at au times.

11. Intellectual empowerment: Although intelligent is not truly a product of education, education however illuminates and refines intelligence. It panel it into useful forms and makes intelligence a resource of undesirable value. Education informs people thereby preventing deformation. And when a woman is informed, she informs her world. The destiny of nations and peoples lies in the hand of the intelligent few. Majority of exploits have over the years been identify through educated and intelligent women. In Nigeria today, the list is in exhaustible.

2.4 Parent Attitude to Girl-Child Education

Over the years the years, the girl-child has been grossly neglected (Oleribe 2002). She is left out in decision making, utilized at homes without due remunerations kept as home keeper and never allowed to earn a living for her self, used by men as a wife, by children as a mother, by other women as house

girl and by men as bed mate (Fishel 1999, Oleribe 2002a, Oleribe 2002b, Sarwar and Sheikh 1995). She's never being given a chance to make her own choices. In Kaduna state, majority of girls were given out in marriage long before they become women, forces to marry men they do not love and who are sometimes old enough to be their fathers, denied education in favour of their brothers, given out and denied a chance to maximize their potentials and lately made to enter into an unholy competition of child birth with their husband's wives (Erinosho 1998, Oleribe 2002). Girl-Child education is a sine quanone to the realization of total women empowerment and emancipation across the globe, and involves the formal training of a girl child knowledge and skills of daily living (Oleribe 2002). Denial of girl-child education is the commonest habit of male parents which is the manifestation of neglect of girl-child education and thus, the most retrogressive of all forms of child neglect (Oleribe 2002a). It refers to the inability or refusal for qualitative and timely education and is perpetrated by government.

However, there are various efforts to improve girl child education. The issue is so alarming perennial problems associated with the institution had been the major concern of traditional rulers, educationist, and managers of education in the academic cycle. A lot of researches had been conducted on girl child education and its consequences in our society as well as deliberate attempts were

made where various programmes had been set up by the previous administrations to determine the parent attitude towards girl child education in which their neglect cause menace in the society.

From the Daily Sun, October 3rd 2005 Khalid was of the opinion that girl child education should be given more priority from the male parents and call for gender disparity abolition. He wants government to enforce proper law that coordinate the system.

Also late Mallam (Sheik) Abubakar Gumi (1985) preached against locking women or girl child at home without giving them the adequate education required as regards western or Islamic education. He condemned the system but advised that girl child should be treated with care and be encouraged to learn so as to participate fully in the society by looking into the problems of other women.

This been the case, it is the position of this research, that the only way we can move the system forward is to give the girl child equal treatment to that of boys by integrating the elements of vocational, life-skill and rudiments of reading, writing and adequate qualification in line with the principles of child right to education, right to survival and protection, so that the future will be bright in other to contribute to the development of her immediate society and Nigeria in general. Since child upbringing is a socializing process in any social

group that have tremendous influence on the girl child moral judgment as relatively attached to her level of education.

Education is the process of becoming aware of one's reality in a manner that leads to effective action upon it. An educated women understand her world well enough to deal with. But such educated woman existed insufficient numbers. In the opinion of the prosperity of a country depends not on the abundance of its revenue, nor the strength of its fortification, but on the number of its cultivated citizens men or women.

Contrarily women were considered weaker sex and has suffered a lot of problems. The poor sex- role ideology influence their esteem involvement in the activities of government. They are not given the chance to acquire western education as they are believed to be men property. Most women are discouraged from going to school and put in 'purdah' or seclusion in Islamic religion. Their inability to be educated jeopardizes their chances, of becoming liberated or empowered in the society. This reduce the chance of fighting for their fundamental rights Poverty have made it impossible for female children not to be sent to schools. They are sent to hawk and thus exposed to sexual harassment. Some exposed to forced prostitution and baby sitting or house maid when they are supposed to be in school. They are scarified to improve the family's

economic situation and their labour is exploited without allowing them to participate in the control of the economy.

The practice of divorce, wife battering, widowhood and violence have reduced them to emotional wreck .They are financially handicapped; social inequality and gender discrimination have eaten deep in the mind of most Nigerians and the world as a whole even though the Nigerian government expressly states in section 6.1.3. of the 1999 constitution that: "For (the) Nigerian women to enjoy the full benefits of contemporary living, they require basic education to contribute to the development of the country. Government shall in this regard increase girls and women participation in education irrespective of their location or circumstances" (FRN 2001).

Based on the above discussion women in Kaduna state and Nigeria as a whole have attributes positive attitude towards girl-child education. This is based on the fact that there is need for women education.

2.4.1 Need for Women Education

Women empowerment can only be achieved through the provision of adequate and functional education to women folk. The quality of education being advocated by women to the girl-child is that type of education which embedded the spirit of self realization and all that are needed for the countries development like mass literacy, economic empowerment etc UBE (2008). Women are

struggling to improve their status through girl-child education which entails the process of challenging access to formal education. This is based on the premise that, education has been judged to be a viable instrument of social change. Educated women in the society have recommended that the future aspirations of girl -child as cited in the spirit of universal basic Education (UBE), provision of formal and non formal education is needed for women folk because:

(i) It would empower them to know and agitate for their rights to education, health, shelter, food, clothing etc.

(ii) It would empower them to fight against every form of discrimination against their folk, assert themselves about their right to equal treatment with their male counterparts as bonafide citizens of this country.

(iii) It would enable the women take decision and accept responsibilities for taking such a decision concerning themselves.

(iv) It would give economic power to the women by enabling them to contribute their quota to the economic growth of the nation.

(v) It would empower them scientifically and technologically.

(vi) It would help them to reduce maternal and infant mortality through improved nutrition, child rearing practices, health care and prevention against diseases.

(vii) It would enable their participation educationally, politically, socially and technologically in the society Esere, (2001).

Female parents are now compounded with positive attitude towards girl-child education not just like before where they are reluctant to send the girl-child for formal education. They now need equal access to good schooling as they are educationally backward.

2.4.2 Present Status of women

There were notable women leaders in the world. The women's culture moves beyond the kind of feminist emphasis that nolarazes male and female, but by presenting a wider framework within which a woman can be defined interms of cultural contexts and privities, it acknowledge the variables of National, race, ethnicity, history and a class of literacy determinants which are significant,. This presents a women- centered world within the wider political, economic and cultural world giving it vitality and voice.

The present status of women in the world today is something that has taken a new direction towards improvement in all face of life. This is because women can do better when they are empowered and giving chance of being educated when you educate a woman, you educate a nation and educated nation is a wise nation UNICEF (2005). It has been documented that the roles of eminent women like Late Benazir Bhuto of Pakistan, Helen Johnson of Liberia, Sarah Pain former

Governor of Alaska and Former Vice President Candidate of Republican Party of the United States of America. Women like Indra Gandi in India and many others through their activities have helped measurably in shaping the cause of today's history as it effects women in the world.

In Africa for example, women have been excluded from decision making process affecting their lives; their families and communities, accepting social attitudes and expectations. But in the modern day life some women in Africa were involves in decision making in both their families communities and in the wider society due to motivational aspiration for change. We have many women in politics like the present President of Liberia Helen Johnson.

It was emphasized that women have demonstrated an appreciable level of commitments in holding powerful positions in politics anti socioeconomic aspect of life. Apart from the constitutional stipulations of the equality of right, obligation and opportunities for every citizen policies were put in place to the integration of women development in Nigeria.

In Nigeria, there are many prominent women who acquired meaningful position in the society. Women are now excelling in different field which motivates them to have positive attitudes toward girl-child education, the gender stereotype in education is gradually being removed. Women are now in managerial positions like Commissioners, Vice Chancellors, Provosts, Bank

Managers, Directors, Registrars, Accountants, Engineers, Lawyers, Doctors, Chief Librarians etc. as well as participate in decision making. In politics women duely participate even though there are only few that won. There are leaders that include: Queen Amina of Zazzau, Madam Tinubu of Lagos, Lady Oyinkan Abayomi was an activist who formed the First Women Party. We have many women at the state and National Assembly, Senators, many special advisers, councilors, etc in the current dispensation.

Mariam Babangida made an imprint during her better life for rural women, Maryam Abacha with family support programme who has redefined the role and place of Nigerian women and encouraged women to the attainment of equality and the introduction of a separate Commission for Ministry of Women Affairs in 1995 (Daily Trust Newspaper 1 7th November, 1995).

2.5 School activities and the Girl-child Education:

The girl-child education, in the northern region is not so encouraging. This ugly phenomenon is noticed at all levels of education. Science and technology have continued to make parents worry of sending their children to school, especially the girls. This attitude calls for public enlightenment, that education does not destroy culture rather it helps to portray it positively. The government, NGOs and traditional institutions have a big role to play and they must wake-up to these responsibilities.

The issue of gender disparity is real and glaring. The tilt against female education emanates from apathy towards western type education in Nigeria coupled negative stereotype and gender role expectation. Here, enough enlightenment should be done to encourage parents to educate their daughters. After all, we have many women from different states today, who are educated and have not thrown their culture, religion and families to the bin. Education has great influence in women perception and awareness of the need for their empowerment as well as self actualization. It is the researcher's belief that women who undergo a course of study or educated respective of gender variation will be highly empowers than those women that did not. More importantly, the entire social and economic system for creating and sustaining oppressive structures that have continued to perpetuate the marginalization of women as a result, urgent constitutional reforms are suggested to correct the socio-economic error. All obstacles such as sex, marital status, religion, income, location and education that hinder empowerment of women through the society are to be disengaged to women. It has been agrees that education is the right of every child. That right should be for every individual male female born to the society, but in practice, female children are often discriminated against in education matters. In most countries where formal education has not become the right of the every child, there are fewer females in almost every category of school than

males. This can be seen from many facet of life as fully investigated by international CNN Correspondent Arwa Damon on 7th of November, (2008) who witness the atrocities faced by women or girl-child in Indonesia where fewer females participate in National development as a result sort of discrimination against them. They were denied right to be educated and it is a shame to give birth to girl-child in some communities.

Even where education is free and compulsory, there are fewer females than males particularly in the higher institution of learning. Again disparity is noticed also in science and technology subjects. Females now believe education is an index of social progress. Thus, inequality and denial of access to education usually put females at a disadvantage to the outset in contributing to national development.

Absence of equal education experiences, skills and qualifications for women has neglected them to inferior lives as citizens. This reduces their power to influence government, participate in leadership role, and decision which affect their lives. It is crucial that both females and males see the importance of women getting into leadership and management positions and taking part in decision making if action are to break the cycle of gender discrimination.

The first point to note is that enrolment in a school is not enough to guarantee equal opportunity in education and training. This can be seen initially

by looking at girl-child education enrolment in levels of education as advanced by Muhammed (2008) in a paper delivered at the Conference On girl- child education in Northern Nigeria held at Hotel Kaduna.

The factors responsible for low enrolment as advanced by Mohammed (2008) are:

One of the major factors responsible for low participation among children of school age in the Northern States was gender. From which ever angle one looks at it, either from ratio of female to total enrolment in schools or the ratio of female in primary six going to JSS 1, the Northern Region is pretty much lower than other regions in girl-child education. It is similar to the trend exhibited in the representation of gender in schools. In its attempts to tackle several education and challenges in the North including that of girl-child, the Agenda for Action (2000) of the Northern Education Research Project NERP), Arewa House was initiated:

- Mobilization and sensitization of communities and relevant agencies for enrolment drive. The above action to be taken by state ministries of education (MOE) LGA' s, traditional and emirate councils, NGO's and community leaders and the mass media.
- An enrolment drive was aimed at registering atleast 35% of all out of school children in the year (2001). 30% in the year (2002), 20% in (2003) and 15% in (2004). Thus the first activity was geared towards the attainment of enrolment of all- out-of-school children by (2004).

Sadly, the above targets were not achieved within the time but came up with enrolment a retention plan at all levels.

Enrolment and Retention at Secondary Level of Education as Advanced by Mohammed (200S)

The North still has a great deal of ground to cover interms of girl- child enrollment and retention at this level of education. There is low transition rate particularly with girl-child. Major factors are attributable to lack of enough post-primary schools and even where available they are in evenly distributed to absorb primary school leavers. There is also tendency to terminate education at the primary school level and to go into vocations and early marriages. The Agenda of Action (2000) had focused on:

i. Increase in female enrolment so as to reduce gender disparity in secondary education by atleast education 25% every year.

ii. Increase in transition rate into JSS by atleast 25% each so as to attain the target set by the UBE Scheme.

The first action geared towards the complete elimination of gender disparity in secondary education (2005) while the second was to achieve 100% transition.

It was also noted that historical and cultural factors under the enrolment of women in girl-child at all levels of education which consequently impeded their full participation in development of societies.

The education of female has consistently been shown to be positively related to key development issues such as reduced child mortality and morbidity, improve family health, higher productivity, and consequently economic well-being (Johnston, 1992; UNESCO, 1993). There have also been international and national initiatives to expand access, following the conference (1990) which translated into education for all (EFA) and to which Nigeria also signatory. Gender disparity in student population, however, varies from state to state, showing the sharpest disfavour against females with 95% male enrolment as compared to 64% female enrolment.

The training institution which produce the teacher in the first place are of central importance, and only in producing the basic teaching force, but as potential agents of change, and as influence in pre-service and retraining of teachers. Research into career patterns of female student shows teaching as one of the subjects classified as proportion of female reserve. Despite this, it is disappointing to see an overall decline inn the proportion of females attending colleges of education and their concentration in “soft subject” areas in the Northern Nigeria.

Since the issue of girl-child education in Nigeria received as lot of attention by the various governments, donor agencies, non-governmental organisations and scholars based on the realization of the fact that both girls and

boys have access to education, the nation is laying a solid foundation for progress and sustainable development. And, this the stake holders and school administrators have committed to achieve gender equality in the schools.

This is evident in endorsement of the 1960 United Nations Educational Scientific and Cultural Organisation (UNESCO) convention against discrimination education, the 1976 Mexico world conference on the status of women, the (1985) United Nations Nairobi forward looking strategies for the advancement of women and the Beijing World Conference of Women 1995. All these have contribute to encourage girl-child performance in the school system. Girls are competing with boys in all sphere of human life in academic issues.

The school system is not anything of fear to Girl-child again if given the opportunity and equality of treatment. Girls attained better positions in schools and are committed to raise their own standard of living through education. Many have realized the importance of education to their life and children in later life. They are struggling with all their efforts in many outstanding fields like Medicine, Engineering, Legal Practitioners, Teachers, Nurses etc. The environments for girl-child education is quite conducive in schools as there are many only-girls boarding secondary schools.

This is all in turn to make the school environment to be girl-child friendly to feel at home.

There has been series of intervention by development partners in handling enrolment and retention of girl-child at all levels of education in other to encourage the girl-child as advanced by Mohammed (2008).

- UNICEF currently supports the Basic Education targets and the achievement of MPG's by contributing to improving net primary enrolment, retention and educational attainment of children especially girls and marginalized children transition to other levels of education establish more 'girls friendly' 'child friendly' schools promoting quality teaching and learning practices and caring for children in need of special protection.
- Similarly, the Action Aid Nigeria on Enhancing Girls Basic Education in Northern Nigeria (EGBENN) has been targeted at mobilizing for increase enrolment, retention and completion basic education by girls, through the design and implementation of relevant strategies that increase access to education.

As a result of interventions by the above organisations, in specific areas tremendous results in increase in enrolment rates have been recorded in promotion of girls' education. For example, it reduced gender gaps in the GEP focus schools from 23% in 2005 to 15% in 2007. Attendance rates also improved, with an increment from 76% to 83% from 2005 to 2007 respectively. This also helped in making school system not anything to fear to girl- child again.

Barriers to girl-child education in schools as stipulated by Mohammed (2008):

Rapid population growth inequitable economic policies that could not take care of over crowding in schools as investment in education cannot take care of the rapid population and parents become more responsible for a greater proportion of the cost of educating their children. Boy child preference is commonly practiced when families cannot afford to send all their children to school and so drop out is common.

The education system itself is gender biased some times. Gender biased textbooks and instructional materials gender specific admission policies, negative attitude by teachers, inadequate learning facilities and high rate of sexual abuse in some cases makes it difficult for parents to send or leave their girls in schools. Poor self image lack of confidence and modest life aspirations can be also be viewed as a barrier to a young girls future education.

Girl-child education is quite disturbing in some cases they involve in issues like drop out, which letter can be a first step to prostitution. This is because they are supposed to be in school and instead diverted to somewhere else as cited in by Ademola (1996) a social studies projects on women as agents for change in Ogun State.

Causes of Drop Out

There are three basic causes of drop out amongst secondary school student, thus;

1. Personal reason
2. Social reason
3. Educational reason

At this juncture, the above mentioned point will be discussed below:

Personal Reasons

Longman refers to drop out "as the leaving of an activity, course or a programme before it has finished. It also means moving away or refusing to take part in an activity because you do not agree with its principles. There are personal reasons why students drop out (run away) of school; some of these personally develop hatred for their teacher, some feel that their teachers are full of injuries within the classroom in term of the way they mark tests, assignment, examination etc. others are because the teachers cannot communicate effectively and they are not always prepared for their lessons. Another reason is the a child who decided that the school offers him little has to deceive his parents by pretending to go off to school everyday while he is in reality not going to school. Thirdly, some may be interesting in school work and really wish to be in school but because he feels school offer him great deal. His leaving may spring up from the fact that he is terrified and he may lack a sympathetic teacher or parent with whom he could feel comfortable. So he may decide to tell his mother that he is ill (sick) and cannot go to school just to wonder around.

In some cases, the way lot of girls were treated one cannot blame them the way they feel or behave. Frankly speaking, some group of girls who think they are higher or better than some may look down on them; more especially girls from wealthier families which can cause others to drop for variety of reasons as asserted by Schoobrum (1965). Often they feel inferior and can be conditioned to dislike school because of unhappy experience with other students.

Social Reasons for Dropping Out:

There are good numbers of reasons why students run away from school such reasons are; lack motivation by parents or teacher. Some teachers, lack of personality or manner and some are too emotionally disturbed. As such, they can't motivate their students who may be very ambitious of study or to learn within the walls of the classroom. Adeyemo (2000), other causes of drop out could be teachers dull and uninteresting method of teaching that could make the student keep away from the school.

Educational Reasons for Dropping Out in Some School

It has also been observed that a good number of drop out occur as a result of the fact that most drop-out students are either poor academically or cannot cope with the academic activities in the school.

Discovery from research conducted from various levels indicate that some drop-out cases occur simply because parent cannot afford fees and to the female

students, some parent choose to withdraw their female children from school at early ages, give them out for early marriage. This is very common to the female folk and most common in the northern part of Nigeria.

Enquires into the extent of withdrawal from school have been recently made by number of local authorities and professional organization, reports that are available indicate that throughout Britain the overall annual percentage of participation in the school is 91% and there is not sign of a general decline attending or attendance.

The percentage of drop-out is gradually increasing just like the condition of living is gradually deteriorating. This is common in African countries where poverty has gong down into the stream of people life making every facet of life very difficult UNICEF, (2007).

2.6 School System and the Female Education

It is incontrovertible that for sustainable development to permeate any nation, the girl-child' 'women folk' must be given adequate and sustainable access to basic education. The issue of girl-child is now a global issue of importance. It is fundamental on the resolution that was reached at Dakar agreement on education in recent times. In some societies, particularly traditional societies anybody who has not reached the age of maturity is regarded as a child and the society is responsible for making useful life to them. As opined by Her

Excellency Hajiya Turai Yaradua (2008) "... educating the girl-child is educating a potential mother and educating the mother is educating the Nation".

Conversely, educating a girl-child of today prepares her to be a better mother of tomorrow with a view a view of taking better care of and contributing to the education of her own children in future. Research has shown that very few children of educated mothers are likely to die of preventable diseases such as polio, measles to mention a few, while such children are also known to do better in school because of assistance they are likely to receive from their mothers. If the society does not allow its daughters or girl-children to have functional education, then having female doctors, engineers, teachers, lawyers etc will forever be a mirage.

This conviction is one of the basis of the convention of the elimination of all forms of discrimination against women (CEDAW), of which Nigeria signed and ratified in 1985. The subsequent declaration of education for all by the year 2015 resulting from the world conference on education sponsored by UNESCO, UNICEF, the World Bank and the UNDP, held in Jometien Thailand 1990 finally prepared the stage for the commencement of the crusade for girl-child education programmes Worldwide. Article 1 of the Jometian declaration state. "The nut urgent priority is the access to, improving the quality of education for girls and women. This means eliminating all obstacles to their active participation

especially all gender stereotyping in education should be eliminated". UNICEF (2005).

It is a serious challenge to the wider society since in places like Kaduna State there is fear that there is high level of immortality which is associated with the system of learning. Morality and ethnics are thrown to the dogs in the institutions of learning. With reference to high level of moral decadence in our educational institutions which has reached an elastic limit, that does not mean these problems are insurmountable as the school administrators and policy makers involve in providing a series or solution to the problems.

The importance of the girl-child education cannot be over looked as if girls are given the opportunity to education can have a voice in charting their own destinies, they can improve their lives and lives of children when they become mothers. They will not be at the risk of early marriage, pregnancy and poverty since can perpetuate their own life.

The society should give the girl-child a chance to have a life and education. Forced child marriage and economic dependence of women should stopped. According to Albert (1996) the age of the girl could serve as a major hindrance for her to have any solid economic. Base and resource of her own in the homes.

Achieving gender equity (2005) girls' education project stated that: "There should be no burner whatsoever to educating girls in the society. Only when girls and women have access to quality education can their potentials be fully developed and society made better by their contributions. All religious including Islam, recognize and encourage girls education"

2.7 National Policy on Education on the Girl-Child Education

The National Policy on Education (2004) of Nigeria after realizing that education is the corner stone of socio-political development adopted education as an instrument per excellence for effective national development. In Nigeria the philosophy of education is based on the integration of individual into, sound and effective citizenry with equal educational opportunities at all levels of education through formal and non- formal schooling system. Hence various efforts were made to follow a purposeful direction aimed at enhancing the accessibility of education for girls and women. It is important to note that disparity in access to education still exist in favour of the male children in most regions of Nigeria.

UBEC (2008) on a proper presented at National Conference on Girl- Child Education organised by the Federal College of Education Zaria at Hamdala Hotel Kaduna stressed that the National gender policy is aimed at giving impetus to the gender components of the National Policy on Education and is targeted at

providing a reliable framework for inclusiveness and equity in the provision of education by:

- increasing stakeholder sensitivity and equipping them with the skills necessary to drive girl-child interventions especially at the grass-root level;
- ensuring participatory initiatives and sustainability in gender based policies in education;
- ensuring a systematic engagement of stakeholders towards the development of skills necessary for mainstreaming gender issues in education policies and programmes; and
- ensuring equal access to education and promotion retention and high performance by all students with attention to girls.

The objectives of the policy among other things as stressed by UBEC (2008) includes:

- to promote equal access and participation through enrolment of all girls and boys by the year 2015;
- to promote high level of retention and performance by year (2015);
- to advocates the support of key stakeholders (International partners and private sectors) in resource mobilization and partnership;
- to create favourable environment in support of planning, management and implementation and actualization of the gender policy in education.

The guiding principles by UBEC (2008) are:

- a commitment by all stakeholders to gender equality, social justice and equity;
- greater and more meaningful involvement and participation of communities and their representatives structures;
- striving for gender balance at all levels of policy planning and implementation;
- political commitment;
- Involvement of religious and traditional leaders as fore runners, advocates and monitors or policy;
- commitments of free and compulsory basic education as a human right to all children irrespective of gender at all levels of the system (Federal, State. LGA, Community and School). Commitment in maintaining retention and enrolment.

The strategies fir actualizing the policy as advanced by UBEC (2008) are:

- Sensitization and mobilization
- Free compulsory basic education
- Formulation of child friendly school principals
- Capacity building in gender mainstream in the education sector
- Training and supply for female teachers to schools in rural areas

- Provision of incentives for girls.
- Girls scholarship programmes for secondary school
- Establishment of second chance education programmes and boarding schools
- Planning for policy implementation
- Resource mobilization and sustainability
- Participation by key stakeholders
- Transparency and accountability for financed management.
- Annual policy review meetings.

However the United Nations children's emergency fund (2003) shows that the literacy situation in Nigeria is as follows:

- The overall literacy rate declined from 57% to 19% in 2007.
- Literacy among women declined from 44% during same period
- There are striking geographical discrepancies ion urban areas and rural areas.

There has been series of National conferences on curriculum by experts and professional bodies that comprised the representatives of trade Unions, farmers, unions, women's organizations, religious bodies, teachers associations, other professional organizations e.g. medicine, legal,, engineering etc. university teachers and administrators as well as ministry officials youth - club organizers,

business men and representatives from the government all concerned to review old and identify new national goals for Nigerian education. Bearing in mind the needs of youths and adult in the task of nation building and national reconstruction for social and economic well being of the individual and the society.

The Seven major educational aspects of the conference most of the times identified as crucial the attainment of objectives in which the place of women's education is one, This is because questions like

- Why girl - child is left behind?
- What can be done to rectify the imbalance
- How can Nigerian girl-children women contribute to national development?
- How do we combat discrimination of women based on sex grounds.

In addition, in 2004 a situation and analysis of children and women in Nigeria conducted by UNICEF (United Nations Children Emergency Funds) and the national planning commission maintained that the right to equal educational opportunities by all irrespective of gender sex, socio-cultural, religious o political inclinations is one of the basic human rights guaranteed by the United Nations Declaration of human right of (1948) and has equally understood that

sustainable development of any nation may not be possible when more than half of its population remain ignorant UNICEF (2005).

According to Human Right Development Report of 1997-2007 Is important strategy for empowering girls and women to promote access to formal and functional education.

2.8 Role of Government toward Girl-Child Education

It is evidently clear that there has been concerned efforts by government at all levels in Nigeria to re-address the problems of ignorance and marginalization of the girl child. Rapid development in Nigeria can be attained when girls and women are provided equal educational opportunities. The responsibility for the development of any nation is a collective responsibility of male and female. In addition the level of education of a nation determines to a greater extent the level of development of that nation.

Widening more chances for girls has been a major policy goal of government for quite a long time. This is because education Improves the health and productivity and is a strong agent or factor of social change and mobility and the benefits will be realized in the various sectors of the economy in other word that the impacts of educating girls will be felt by the different institutions in the society.

Gender equity has been one of the main goals treated by Nigeria government since (1990) world conference on education for all (EFA) in Thailand Girl-child education is a gate way to prestige in political and economic development, upper hand was given by various government regimes toward girl child education in the Northern part of Nigeria in which Kaduna state is one of the state affected.

There has been tremendous effort made by Federal Government of Nigeria; similarly, with support from the Norwegian Government and UNICEF in partnership with the government successfully implemented the African Girls Education Initiative (AGEI) from (2002-2004) AGEI laid the

Foundations for development of strategy for Acceleration of Girls Education in Nigeria (SAGEN) and then with support from other major international development partners which has launched by UNICEF and the Federal Ministry of Education in July 2003.

Currently, the Girls' Education Project (GED) a major partnership between UNICEF in support of Girls Education launched in December (2004) has recoded tremendous gains in Girls Education in Nigeria. The project aim at eliminating gender disparity in education and further improving the quality of life of girls in Nigeria through a collaborative approach to girls' education and under

implementation in six Northern States of Nigeria covering 720 schools in a region where gender gaps are highest.

The present governor of Kaduna State Alhaji Namadi Sambo has launched and re-emphasis the issue of Universal Basic Education (UBE), in other to encourage parents towards girl-child education by giving free school uniforms in primary school, provision of learning materials which can facilitate meaningful learning in the state.

Since the issue is so alarming in Nigeria more especially in the North, Hajia Turai Yaradua made this remark based on the NTA report on 22nd of July 2008 during a get together party at the National Conference Center between the two first ladies of Nigeria and Niger Republic.

"There is need of effective enrolment of girl-child more especially in rural areas as it can increase awareness in women and their protection against HIV and AIDS".

Also Abubakar Magaji Ganduje reporter of the NTA Network service from Sokoto State on 21 of July (2008) reported that the legitimate governor of Sokoto State Aihaji Aliyu Magatakarda Wamako during his address on fatal mortality of women and children stressed the need for girl child education as in any situation where women were educated will enhance and increased their socio-economic

and health status which can reduce the number of high rate of death between children and women.

The President of Nigeria Alhaji Umaru Musa Yaradua during a public lecture organised in the National Conference Center Abuja on 20th of July 2008 expressed;

"We need economic development for the seven point agenda by ensuring that women do particularly in politics as women constitutes and represent the large number of the represent the large number of the population".

All the effort of government in the Kaduna State and Nigeria in general is based on the belief that education involved the cultivation of moral and spiritual consciousness to both a man and a woman. Educating a woman is like educating the whole society as women can bring ideas involves in the development.

However there are some persisting challenges to government on the issue of girl-child education looking at the gender and geographical disparities and access to formal schooling as still poses a problem as well as the issue of drop out which has multifarious dimensions the most significant of which are early marriage for girls, the poor quality of education system and perceived weak employment.

Since 1997, UNICEF has been working with the Federal Government of Nigeria through the National mass literacy commission and with other agencies to improve girl child education and enrolments in schools UNICEF (2005).

2.9 Cultural Inhibition on Female Education

Although Kaduna state has several wonderful and enviable cultures, there are some cultural practices that mitigates against girl child education. These include girl child marriages, which over the year have denied several girl children the opportunity to acquire formal education or to drop out half way in some cultures a girl child is given to another family for upkeeps and training, in some Sadakar where girls (usually under-aged) are freely given to people as wives (Oleribe 2002), etc. previous reports has shown that early marriages, teenage pregnancies, gender inequalities in society contribute to poor scholastic performance and force girls to drop out of school. Sarwa and Sheikh (1995). Similarly, there is a belief that girls do not need formal education and are deprived of the opportunity for skilled work:

i. **Fear of sexual harassment and molestation:** Parents and guardians deny their girl children access to school because of their fear of sexual molestation of all kinds. Also their lack of trust on these innocent children makes them prevent them from attending schools since they are not sure what evils they

will get involved in. The fact that majority of teachers are males have not helped issues at all.

ii. Child exploitation: This is the commonest cause for denial of girl education in this community. Child labour keeps girls out of school, whether in the home as house workers, caretakers of younger siblings, or in the workforce (Mango 2002). It is not common to see girls, who ought to be in schools hawking several wares and consumable goods during school hours along the roads and streets in Kaduna state. They are found in large numbers in the market selling for their parents and guardians. They are also seen in farms during school hours helping their parent's plant, weed or harvests farm produuts. At home they act as nurses maids and cooks meals for the whole family.

iii. Cultural indoctrination: Many children were culturally indoctrinated and made to believe that education western type-is not needed and thus advised to run their lives without it. Girls were made to believe that their place of fulfillment is in their husbands home and since education (to them) is not needed they only need to marry and make babies, and thus they should focus just on getting the right man, accepting the parentss choice and making such a man happy. This level of indoctrination has made all girl children focus on marrying rather than studying. Thus, even the few that were privileged to go to school cannot wait for the right time, so whenever the man arrives they drop out of school.

iv. Poverty: Parental economic poverty is blamed as a major cause of girl child education. Today, poverty is the greatest crisis in the world and its inadequate global response have greatest impact on children, especially girls, however, although poverty has a role to play in preventing girl-child education and to so they are intertwined in a circle causing and perpetuating each other.

2.10 Religious Factors And Girl-Child

Islam for a long time seems to have had a negative impact on the attitude of Muslims parents towards formal western education. Presently, this attitudes prevails in many areas in Muslims towns and villages, that is why parents' and husbands are unwilling to send their daughters and wives to school because they fear that such education may lead them away from existing way of life there by introducing changes in their culture and religion. Although it is not the western knowledge that is disliked Mango (2002). In this regards, Islamic education has its cardinal goals, character training, religious values and discipline and any type of education that does not conform to such practices would strongly be opposed and rejected by Muslims. This factor is not properly taken care; even those countries where the girl-child education has been fully developed and succeeded, it was because the content of the education compromised with the religious principles, aspiration and needs of people Mango, (2002).

Marriage and purdah is a practice where married Islamic women are confined to their matrimonial homes. The areas where this prevails believed that since a girl would eventually marry and remains in purdah it is insignificant for the girl to go to school. These believes seriously militate against the girl-education in Nigeria though some people argued that this practice has no basis in both Islam and customary practice. Adamu (1973) cited examples of some Muslim countries like Morocco, Libya arid Egypt and Malaysia where families are given opportunities and encouraged to pursue education. He also mentioned the case of Nana Asma'u, Khadija and Maryam, all of them daughters of Shehu Usman Danfodio who are highly educated and respected teachers and who participated running affairs of Islamic states. Islam advocates knowledge acquisition which is compulsory for every Muslim male and female.

2.11 Empirical Studies

The research of this kind has been done by different researchers in order to look to the issue of girl-child education and its evaluation. Most of the related resources have their research questions, basic assumption, hypothesis different in one way or the other, this research work. This study is peculiar unique in the sense that nobody looks to the separates attitudes of male parents, female parents, societal attitudes and girls attitude towards education. The school system and the female education is another thing that made the work different.

People like Daniel M. (1988) in Niger State and Tamimu (2004) of Kauru Local Government in Kaduna State were some of the researchers that conducted research in the area of study.

Mazuba Daniel and Tanimu have conducted research and came up with these recommendations.

- Girl-child herself should be properly enlightened especially by women organization to know that she needs to be properly and extensively educated
- Any belief that puts girl-child to a disadvantage should be completely and permanently eradicated. For example early marriage (child marriage) which reduce the role of girl-child in the society to a mere marrying and bearing of children
- Government should treat girl-child specially with a view to bridge the gap that existed for long.
- it should be made clear to parents/guardians and prospective husbands of girl-children that education of a woman is so important to both her parents, husbands and children to the society. Their role is more than marrying or bearing children.

2.12 Summary

This chapter has revealed that there were various factors that have contributed to the parents attitudes towards girl-child education in Kaduna state. Some of the factors identified in the study include the negative attitudes of parents towards girl- child education, societal attitudes, the government and its tremendous efforts to look into the problems. The national policy on education on female education as well as the school system and the ground for female education has been associated with many problems like early marriage and hawking while enrolment and retention provide a sound tract in maintaining girl-child education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides the description of the process of research involved in the study. The researcher, therefore, presents an explanation of the methodology issued in conducting the investigation as well as delineation of the research design. The population, sample, and sampling procedures, research instruments and their administration. The content validity and reliability of the research instrument, methods of data analysis and pilot study was not left out as they were included to serve as a base for fine-tuning the research process and findings.

3.2 Research Design:

The research design concerned and involved all teachers and school principal in Kaduna state. It is a survey research which involved collection of data from the field in other to make generalization.

3.3 Population

The population of the study consists all the school principals the teachers in secondary schools in Kaduna State. But due to large number of teachers and school principals in the state as statistically analysed by the Kaduna State Ministry of Education Research and Statistics Department, there is a total number of 7,603 teachers while the number of school principals is about 383. The number

of students is 275,666 out of which female students numbered 105,229 while the male students are 170,437 in the 200712008 Academic Session. And also the primary school board outline a total number of 266,000 out of which only 114,380 were girls.

3.3.1 Target Population

The above population is too large for the purpose of this research work, and thus covered the population of 40 secondary schools, 40 school principals and a total number of 344 teachers.

3.4 Sample

For the purpose of this study, simple random samplings, proportional sampling and purposive sampling were used. Kaduna State is divided based on the twelve (12) Zonal Educational Zones which are identified in the table below:

Table 3.1: Kaduna State Educational Zones of the 23 Local Government Areas:

S/No	Names of division
1	Anchau
2	Godogodo
3	Kacia
4	Kafanchan
5	Zaria
6	Zonkwa
7	Rigashikun
8	Lere

9	Bigwari
10	Sabon Tasha
11	Kaduna
12	Giwa

***Source**: Kaduna State Ministry of Education research and statistic department Kaduna*

3.4.2 Sampling Procedures

A sample of four (4) Zonal Divisions were randomly selected for this study and the enrolment between 2007/2008 Academic session.

Since all schools in Kaduna State were controlled by the Ministry of Education, a sample of these were drawn in order to make generalization for the whole state in which each zone has a number of schools that were also selected using proportional sampling technique.

Table 3.2 Educational Zones Sampled showing the number of secondary schools

S/No	Zone	No. of School in Zone
1	Anchau Zonal Division	42
2	Zaria Zonal Division	35
3	Giwa Zonal Division	26
4	Kaduna Zonal Division	28
Total		**131**

The sample size chosen is fourty (40) secondary schools which constitutes 30% of the total number of secondary schools in the sample zones; for the

number of teachers a proportional sample size of 344 teachers were used which is 10% of their population. The sample is considered adequate based on the recommendations of Adetoro and Aderemo (1989) and Abiola (2007) in their suggestion for determining sample size for research activities were they recommended (10%) of the total population can be used to make generalization. This is identified and listed in table 3.3 below:

Table 3.3: Educational Zones sampled showing the number of Secondary schools, number of school principal and number of teachers

S/No	Zone	No of Schools	No. of Schools Principals	No. of Teachers
1	Anchau	42	42	439
2	Zaria	35	35	1,272
3	Giwa	26	26	447
4	Kaduna	28	28	1,285
Total		**131**	**131**	**3,443**

For the number of secondary schools, since the distribution of the number is not the same in each Zone. A total number of (40) schools were sampled and determine using a proportional formula of dividing the number of the schools in each zone by the total number of all and then multiplied to the total number of schools i.e. (42/13 x 40) and the same method was applied in distributing the questionnaires to the teachers as identified in table 3.4 below:

Table 3.4: Educational Zones Sampled showing the Number of Secondary schools to be visited in each zone and number of teachers representatives

S/No	Zone	No of Schools	No. of Representatives in each Zone	No. of Schools Principals	No. of Teachers
1	Anchau	42	13	13	44
2	Zaria	35	10	10	127
3	Giwa	26	8	8	45
54	Kaduna	28	9	9	128
Total		**131**	**40**	**40**	**344**

3.5 Instruments for Data Collection

The research instrument used in this study was questionnaire. It was designed to collect data and responses from the school principals and teachers of secondary schools in Kaduna State as regards their opinions in giving information concerning the items in the questionnaire.

The questionnaire is classified into five (5) sections A,B,C,D, and E. Where Section 'A' was designed to retrieve information from the respondents, on personal data, Section 'B' deal with the questions on attitudes of parents' towards girl-child education in Kaduna State, Section 'C' include items on the opinion of school Principals and teachers on the influence of school activities on the girl-child education, Section 'D' include items on the influence of culture, religion

and tradition on girl-child education, while the last Section 'E' include items on the influence of role of government on girl-child education in Kaduna State. There is a room for summary and recommendation.

3.6 Validity of Instruments

In this study, content validity method was used as its the most suitable method for verification of the questionnaire. Abdulsalami (2005) describes validity as the degree to which a test measures what purpose is expected to measure and how well it does. This method has been found to be most favourable among scholars such as Ordein (2004), Abdussalami (2005) and Ndiyo (2005). These scholars opined that validation of an instrument more specially content validity by the experts in the field is very important. The experts were educational administrators, instructors of various courses, supervisors and statisticians of different research works and projects. Since questionnaire method was the main instrument for this study in regarding the responses to Research Questions and hypotheses, it has been subjected to validation before administration.

To validate the instruments used for data collection, a pilot study was conducted on independent respondents all of which were outside the main population and sample of the study. The instruments consists the same number of hypotheses as that of the main study. The teachers and school principals

answered the questionnaire on their opinion on the attitudes of parents' towards girl-child education in Kaduna State. In agreement with, the opinion of Barg and Gall (1984) the number of items in the questionnaire ranged between 10 and 15 items. The instrument wasdistributed to four secondary school of GGSS Jaji, GSS Farakwai, GSS Zangon Aya, and DGSS Kawo. It was designed for sixteen (16) school principals and sixteen (16) teachers which bring the total respondents to thirty two (32).

Thus, using Spearman correlation coefficient, the calculated correlation was 0.806 which signifies high level of correlation and validity inline with the perception of Akuezuile and Agu (2008), on reliability of viable instrument as can be seen in the summary table given below:

Table 3.5: Pilot test results collected from four (4) Secondary Schools

Item	**School Principals**	**Teachers Perception**	**D**	**D^2**
1	16	16	0	0
2	16	20	-4	16
3	16	16	0	0
4	12	16	-4	16
5	8	8	0	0
6	8	8	0	0
7	4	4	0	0
8	4	4	0	0
9	12	12	0	0
10	8	8	0	0
$\sum$ 10	112	120	-8	32

3.7 Reliability of Instruments

Reliability refers to the consistency of measurement which i expressed as a correlation coefficient. It indicates the degree to which an instrument is consistent in measuring whatever it measures. Abdulsalami (2005) refers to it as the relative absence of errors of measurement items in measuring instrument. It deals with how consistent data is obtained from each individual from one administration of an instrument to another is for this study, Spearman Brown reliability coefficient was used. Thus the reliability coefficient as obtained for the instrument is 0.806 which suggests moderate measure of reliability.

3.8 Administration of the Instrument

A five point Likert scale questionnaire was designed and administered on the study in other to generate adequate and objective data that provide viable responses to the research questions set for the study.

The questionnaire as designed was meant to obtain information for analyzing the research questions and testing of the hypotheses postulated. Therefore the researcher distributed 384 questionnaires to the respondents personally in the sampled zones of the study area.

3.9 Method of Data Analyses

The data on girl-child education in Kaduna state were collected from the secondary school teachers and school principals in the sampled zones.

The data therefore, was computed tabulated, analyzed and presented and further converted to frequencies and percentages for easy understanding. The conversion was due using descriptive statistics in chapter four (4).

Therefore, to analyse the four (4) null hypotheses, inferential statistics of was the researcher found the adaptation of T. test more appropriate for the study because it involves a test between two variables or groups. This is in line with the opinion of Ofor (2004) who upheld that T-test allows the researcher for testing independent variables.

However, to effectively ensure objective collection of data on the research using questionnaire as an instrument, the step adopted by the researcher was familiarization visit to each of the sampled zones in Kaduna State after a personal visit to Kaduna State Ministry of Education Research and Statistics department during which the researcher gained access to the statistics of all the schools in the state, the number of teachers and school principals in the Kaduna state. The questionnaire was distributed personally by the research in other to reveal the significance of the research work.

CHAPTER FOUR

4.1 Introduction

This chapter presents the data collected, the analysis carried out and the discussions of the result obtained. The method for collecting data for the purpose of this study was clearly described in chapter three. In this chapter data was presented and analysed by tabulation and expressed in percentages. There was a short introduction on each table while comments follows every table in an attempt to explain the implication of information presented as they are part of the study.

The administered questionnaires were three hundred and eighty four (384), the returned questionnaires were three hundred and forty-five (345) while the usable questionnaire were 339 on which the computation, tabulation and percentages as well as analyses were based on. Each hypothesis was tested at ninety five percent (95°%) confident level and 5% significant level. T-test was used to test the four hypotheses.

4.2 Presentation and Analysis of Data

Data were presented on the opinion of teachers and school principals on all the items in the questionnaire so as to facilitate analysis and hypotheses testing.

4.2.1 Personal Data Section

In the questionnaire, a page was provided for the respondents (Teachers and school principals) to fill in some personal information. The information demanded of them was meant to facilitate and to help the researcher ascertain the competence and the level of knowledge of the respondents who give their opinions on the items in the questionnaire.

4.2.2 Qualification of the Respondents

This was one of items in the personal data section of the questionnaire. It was the respondents opinions that were used in answering the research questions and hypotheses. It is aimed to look at the level of the knowledge of the respondents. The qualification of the respondents is identified in table 4.1 below.

Table 4.1: Teaching qualification of the respondents

Qualification	**Frequency**	**Percentage**	**Cumulative Percentage**
1-5 Years M.ED/PGDE	26	7.7	100%
6-10 Years BSc/B.Ed	159	46.1	
11 and above NCE	153	45.9	
Total	**339**	**100%**	

Table 4.1 above shows the teaching qualification of the respondents. All in all, there were 26 respondents with M.Ed/PGDE and their 7.7%, 159% with B.Sc/B.Ed, 153 with NCE while there was only ‘one (1) respondent with other

qualification. Its been observed that almost all of the respondents were qualified as teachers and capable in handling issues regarding girl-child education in Kaduna State.

4.2.3 Teaching experience of the respondents

The experience of the respondents is very important. This is because the years of their teaching counts to a greater extent the level of understanding of some fundamental issues concerning girl-child education, table 4.2 below give brief information on the years of teaching experience of the respondents.

Table 4.2: Years of teaching experience of the respondent

Years	**Frequency**	**Percentage**	**Cumulative Percentage**
1-5 Years	136	40.1	100%
6-10 Years	90	26.5	
11 and above	133	33.3	
Total	**339**	**100%**	

Table 4.2 shows the years of teaching experience of the respondents, (school principals and teachers). As can be observed, there were 136 respondents with teaching experience of 1-5 years and represent 40.1 %, 90 respondents 6-10 years teaching experience and represent 26.5%, while there was 113 respondents with 11 years or above teaching experience and has represented 33.3% of the

total population. The total percentage was 100%. They were experienced teachers, capable enough to know some important issues on girl-child education.

4.2.4 Opinion of respondents on the attitudes of parents' towards girl-child education in Kaduna State

The section [1]B' of the questionnaire contains items aimed at finding information from the respondents on the attitudes of parents towards girl-child education in Kaduna State. The items and the responses were represented in the table 4.3 below.

Table 4.3: Opinions of the Respondents in the Attitudes of Parents' Towards Girl-Child Education in Kaduna State

Item S/No	Item Statement	Category of Respondent	SA		A		U		DA		SDA		Total
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
1	Girl-child education terminates at primary level	School Principal	0	00	00	00	00	1	2.5	25	2.5	72.5	10
		Teacher	-	-	-	-	-	10	3.3	33.5	189	63.2	10
2	There should be no limit to education of girl-child	School Principal	38	95	2	2	5	00	00	00	0	00	10
		Teacher	142	47.5	94	94	31.4	18	60	8	21	70	10
3	Early marriage should be encourage for girl-child	School Principal	0	00	0	0	00	-	-	7.5	37	92,.5	10
		Teacher	26	8.7	14	14	14.7	17	57	28.4	127	42.5	10
4	Girl-child often prefer to street hawking of goods	School Principal	2	50	-	-	-	4	10.0	67.5	7	17.5	10
		Teacher	25	8.4	42	42	14.0	24	80	39.1	91	30.4	10
5	Girl-child posses higher interest for education	School Principal	4	10.0	29	29	72.5	2	5.0	12.5	0	00	10
		Teacher	61	204	172	575	5.7	24	8.0	11.0	9	3.0	10
6	Marriage should be compulsory from parent	School Principal	0	0.00	0	0	0.00	2	5.0	20.0	30	75.0	10
		Teacher	66	22.1	61	61	20.4	32	10.7	29.4	52	75.0	10
7	Parent are expected to provide access to education for their children irrespective of sex	School Principal	36	90.0	4	4	10.0						10
		Teacher	17.8	59.5	84	84	28.1	10	3.3	4.3	14	4.7	10
8	Girl-Child are sent to hawk and thus expose to sexual arrestment	School Principal	31	82.5	7	7	17.5						10
		Teacher	125	41.8	89	89	29.8	14	4.7	11.7	36	12	10
9	Poverty is one of the factors that hinders Girl-Child Education	School Principal	28	70.0	8	8	20	0.01	2.5	5.0	1	2.5	10
		Teacher	116	38.8	133	133	44.5	22	7.4	5.0	13	4.3	10
10	Girl-Child requires education to contribute to the development of the country	School Principal	34	85	06	06	15	00					10
		Teacher	117	39	11	11	76	58.8	6				10

The table revealed, that in most cases the school principals and the teachers responses were in favour of strongly agreed and agreed in perceiving that there should no be limit to girl-child education, girl-child posses high interest for education, parents should provide access to education for the children irrespective of sex, girl-child are sent to hawk good in the street and thus exposed to sexual harassments, and poverty is also one of the factors that hinder girl-child education. The respondents agreed that girl- child requires education to contribute to the development of the country.

However, on the other hand, the respondents were in favour of disagreed and strongly disagreed in areas like girl-child education should terminate at primary level, and early marriage should be encouraged for girl-child. In item stating that girl-child often prefer to street hawking of goods, the respondents favoured disagreed and strongly disagreed option.

In few cases the respondent retained their view by un-deciding which is rated in low percentage.

4.2.5 Opinions of the respondents on the influence of school' activities on girl-child education in Kaduna State

The section 'C' of the questionnaires contained items aimed at retrieving information from the respondents on the influence of school activities on girl-child education in Kaduna State. The items and responses were represented in table 4.4 below.

Table 4.4: Opinions of the Respondents on the influence of School Activities Girl-Child Education in Kaduna State

Item S/No	Item Statement	Category of Respondent	SA		A		U		DA		SDA		Total
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
11	Drop out of girl-child from school is a result of lack of interest for higher education.	School Principal	3	75	25	62.5	2	5.0	5	12.5	5	12.5	10
		Teacher	46	15.4	103	34.4	22	7.4	90	30.1	38	12.5	10
12	Drop out from school is common among girl-children	School Principal	2	5.0	28	70.0	3	7.5	5	12.5	2	5.0	10
		Teacher	42	12	146	48.8	23	7.7	76	25.5	12	4.0	10
13	Girl -child is more exposed to immoral act in school than the boys	School Principal	3	5.0	33	82.5	1	2.5	3	7.5			10
		Teacher	58	14.0	180	60.2	24	80	26	8.7	11	3.7	10
14	Girl-child performance is highly encouraging	School Principal	10	7.5	29	7.5					1	2.5	10
		Teacher	62	19.4	192	64.2	12	4	24	8.0	9	3.0	10
15	Girl-child excel in both Arts and Science subject	School Principal	7	25.0	33	82.5							10
		Teacher	74	20.7	170	56.9	16	5.4	30	10.0	9	3.0	10
16	Girl-child is punctual to school	School Principal	8	17.5	28	70	2	5.0	2	5.0			10
		Teacher	63	24.7	165	55.2	30	10.0	35	11.7	76	2.0	10
17	Girl -child is more exposed to immoral act in school than the boys	School Principal	9	20	22.5	31	77.5						10
		Teacher	55	21.1	180	60.2	14	4.7	43	14.4	7	2.3	10
18	Girl-child aspires to go beyond Secondary Education	School Principal	19	22.5	31	77.5			4	10.0			10
		Teacher	7	18.4	162	54.2	28	9.4	30	10.0	13	4.3	10
19	Girl-Child compete favourable with boys	School Principal	7	12.5	31	77.5	1	2.5	1	2.5	1.25	1.25	10
		Teacher	61	22.1	185	61.9	15	5.0	28	9.4	10	3.3	10
20	Girl-child needs specials attention in school	School Principal	91	17.5	29	72.5							10
		Teacher	96	20.4	150	50.4	16	5.1	30	10.7	7	2.3	10

The above table 4.4 reveals that the teachers and the school principal responses were in favour of strongly agreed. But the percentages of the two options were calculated to agreed in this explanations 70% of the school principals and 49.8% of the teachers responses agreed that drop out of girl-child from school was as a result to lack of interest for higher education. In item (22), 75% of the school principals responses and 62.8% of the teachers believed that drop out from school is common among girl-children. Both the respondents believed that girl-child is more exposed to immoral act in school than the boys as 90% of the school principals and 79.6% of the teachers responses revealed. 90% of the principals response and 81.6% of the teachers harmonizes to believed that girl-child excel in both science and art subjects. Also 90% of the school principals responses and 76.3% of the teachers revealed that girl-child is present to school while 100% of school principals and 78.6% of teachers response indicates that girl-child enrolment in schools is now encouraging.

From the above table 90% of the school principals and 76.3% of the teachers believed that girl -Child aspires to go beyond secondary education and girl-child competes favourably with boys as 95% of school principals and 82.5% of the teachers responses revealed. Both the respondents believed

that girl-child needs special attention in schools as their teach responses showed.

4.2.6 Opinions of the respondents on the influence of culture, tradition, and religion on girl-child education in Kaduna State

The section 'D' of the questionnaire dealt with items on the influence of culture, tradition and religion on girl child-education in Kaduna State. The items and responses were represented in table 4.5 below

Table 4.5: Opinions of the Respondents on the influence of culture, tradition and religion on Girl-Child Education in Kaduna State

Item S/No	Item Statement	Category of Respondent	SA		A		U		DA		SDA		Total
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
21	Religion encourages Girl-Child Education	School Principal	8	20.0	28	70	1	2.5	2	5.0	1	2.5	10
		Teacher	80	26.8	174	58.2	17	5.7	19	6.4	9	3.0	10
22	Culture often discourages Girl-Child Education	School Principal	3	7.5	32	80.0			4	10.0	1	2.5	10
		Teacher	38	12.7	157	52.5	15	5.0	71	23.7	18	6.0	10
23	Giving education to Girl-Child is prominently hindered due to culture variation in my area	School Principal	2	5.0	22	65.0	4	10.0	6	15.0	2	5.0	10
		Teacher	28	9.5	150	50.2	36	12.0	73	24.4	12	4.0	10
24	Types of religion determines the type of education to be given to Girl-Child	School Principal	4	10.0	33	82.5	1	2.5	2	5.0			10
		Teacher	37	12.4	144	48.2	32	10.7	69	23.1	17	5.7	10
25	The culture is major factor in getting Girl-Child to early marriage in place of education	School Principal	2	5.0	28	70.5	5	12.5	5	12.5			10
		Teacher	56	18.7	169	56.5	13	4.3	54	18.1	7	2.3	10
26	Tradition discourages Girl-Child Education up to secondary level	School Principal	4	10.0	29	72.5	3	7.5	3	75	1	2.5	10
		Teacher	33	11.0	149	49.8	32	10.7	76	25.4	9	3,.0	10
27	My culture give much priority to Boys Education than Girl-Child Education	School Principal	3	7.5	31	77.5	1	2.5	4	10.0	1	2.5	10
		Teacher	51	17.1	128	42.8	20	6.7	87	29.1	13	4.3	10
28	Traditional beliefs hinder Girl-Child Education	School Principal	3	7.5	28	70.0	6	15.0	2	5.0	1	2.5	10
		Teacher	65	21.7	135	45.2	29	9.7	57	19.1	13	4.3	10
29	Hawking of goods in the street undermine Girl-Child Education	School Principal	24	60	13	32.5	1	2.5	1	2.5	1	2.5	10
		Teacher	79	26.4	151	50.5	22	7.4	35	11.7	12	4.6	10
30	Early marriage is a major factor in terminating Girl-Child Education at Secondary Level	School Principal	23	57.5	10	25.0	2	5.0	1	2.5	4	10	10
		Teacher	87	29.1	139	46.5	20	6.7	43	14.4	10	3.3	10

Table 4.5 shows the respondents opinions on the influence of culture, religion and tradition on girl-child education. From the table it can be observed that both school principals and teachers agreed on certain key issues: About 90% of the school principals and 85% of teachers agreed that religion encourages girl-child education, and girl-child education is prominently hindered due to culture variation as can be seen 70% school principal responses and 59% of the teachers shows. The table also reveals that culture is a major factor in getting and involving girl-child to early marriage in place of education as 75% of school principals and 75.3% teachers responses agreed on while the respondents agreed traditions discourage girl-child education up to secondary level as 72.5% of school principals and 60.8% of the teachers responses revealed. The respondents also agreed that culture gives much priority to boys education than the girl-child education as 85% of the school Principals responses and 59.9% of the teachers responses represents. Traditional beliefs hinders girl-child education as 77.5% of school principals responses and 66.9% of the teachers responses revealed while hawking of goods in the street is believed to have undermined girl-child education as 925% of the school principals and 76.9%- of the teachers responses represented. The respondents agreed that early marriage is a factor in terminating girl-child education at secondary

level as 82.5%) of the school principals and 75.6% of the teachers responses revealed.

4.2.7 Opinions of the respondents on the influence of role of government on girl-child education in Kaduna State

The section 'E' of the questionnaire dealt with items on the influence of role of government in handling girl-child education in Kaduna state. The table 4.6 below represents both the items and responses.

Table 4.6: Opinion of the respondents on the influence of role of government on girl-child education in Kaduna State

Item S/No	Item Statement	Category of Respondent	SA		A		U		DA		SDA		Total
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
31	Government often support girl-child education	School Principal	3	7.5	31	77.5	3	77.5	2	0.5	1	2.5	10
		Teacher	64	21.4	144	48.2	28	9.4	59	19.7	4	1.3	10
32	Government has special devices for encouraging girl- child education	School Principal	4	10.0	6	15	3	7.5	27	67.5			10
		Teacher	51	17.1	159	532	27	9.0	53	17.7	9	0.3	10
33	Government has programmes that encourages girl-child education	School Principal	1	2.5	33	82.5	3	7.5	3	7.5			10
		Teacher	47	15.7	141	47.2	51	17.1	42	14.0	18	6.0	10
34	Government plays an important role in providing laws to prevent early marriage to girl-child	School Principal	2	5.0	8	20.0	23	57.5	2	5.0	5	12.5	10
		Teacher	70	23.4	132	44.1	35	11.7	46	15.4	16	5.4	10
35	Government encourages higher enrolment of girl-child at school in Kaduna state	School Principal	25	62.5	7	11.5	5	12.5	3	7.5			10
		Teacher	69	23.1	154	51.5	34	11.4	36	12.0	6	2.0	10
36	Government enlightens parents on the need for girl-child in Kaduna state	School Principal	26	65.0	9	22.5	4	10.0	1	2.5			10
		Teacher	67	22.4	172	57.2	25	8.4	27	9.0	8	2.7	10
37	Government assist in providing only girls secondary school in Kaduna state	School Principal	1	2.5	32	80.0	3	7.5	3	7.5	1	2.5	10
		Teacher	39	13.0	153	51.2	21	7.0	67	22.4	19	6.4	10
38	Government suppose women empowerment in Kaduna state	School Principal	2	5.0	30	75.0	5	12.5	3	7.5			10
		Teacher	37	12.4	192	64.2	28	94	38	12,.7	4	1.3	10
39	Government provide overseas scholarship for girl-child education	School Principal	5	12.5	3	7.5	6	15.0	24	60	2	5.0	10
		Teacher	35	11.7	94	31.4	51	17.1	97	32.4	22	7.4	10
40	International organisation like UNICEF and many others has been working Federal Government improve girl-child education	School Principal	9	22.5	23	57.5	5	12.5	1	2.5	2	5.0	10
		Teacher	56	18.7	191	63.9	28	9.4	19	6.4	5	1.7	10

Table 4,6 above shows that school principals and teachers responses percentage agreement is high as 85% of school principals and 69.6% of teachers agreed that government often supports girls-child education and government has programmes that encourages girl-child education as 85% of school principals responses revealed and 62.9% of the teachers agreed on. It is also indicated that the views were in favour of agreed in revealed that government encourages higher enrolment of girl-child in school and government enlightens parents on the need for girl-child education as 80% of the school principals and 74.2% of teachers respondents responses.

Also, it has been revealed that government supports to women empowerment in Kaduna State as 80% of the principals and 76.6% of the teachers responded while the responses favoured agreed that government provides only girls secondary schools in the state and that international organization like UNICEF and many others has been working with federal government of Nigeria to support girl-child education.

However, the responses were virtually in parallel as 67.5% of the school principals disagreed that government has special devices for encouraging girl-child education while teachers agreed on the same item as 70.3% represents their views. In deciding whether government plays an important role in providing laws that prevents early marriage to girl-child

17.5% of the principals agreed, while 57,5% of the school principals were undecided on the same item,

4.3 Hypotheses Testing

The researcher formulated four (4) null hypothesis for the study. These where intended objectively to determine the opinion of the representation of the attitudes of parents' towards girl-child education in Kaduna State as perceived by school principals and teachers. The four (4) null hypotheses were tested using the result from 339 returned usable questionnaire. T-test of independent samples was used at 0.05 level of significance and at 95% confident level. In which respect when he calculated value is greater than the table value, then the null hypothesis has to be rejected in line with the opinion of Ofor (2004) on decision making suing T-test as an instrument.

Hypothesis I (HO_1)

There is no significant difference in the opinion of teachers and school principals as regards the attitudes of parents' towards girl-child education in Kaduna state.

The parents' attitudes to girl-child education was selected according to the views of school principals and teachers for the test of this hypothesis.

The statistical procedure applied to the test was the independent T-test as in the table below represented.

Table 4.7: Independent t-test on school principals and teachers opinions on the attitudes of parents towards girl-child education in Kaduna state as identified below:

Variables	Means	STD	SE	Tcal	Tcri	df	p
School principal	36.0750	2.6736	0.4227	2.390	1.960	337	0.017
Teachers	34.1440	4.8759	0.2820				

(Level of significance 0.05) 0.017 < 0.05

Decision

Therefore, the result as shown in table above revealed that computed T value is 2.390 at 337 degree of freedom. The table value of critical T at 0.05 significance level is 1.960. Thus the critical value is lower than the calculated value. This implies that significant difference exist in the views or opinions of the school principals and the teachers on the attitudes of parents' towards girl-child education in Kaduna State. The evidence of significance is that the calculated level of probability of significance is 0.017 which is less than 0.005 and the two mean were significantly different. This is an indication that the comparism is significant at 0.05 and thus the null hypothesis is hereby rejected. The researcher believes it is because of the school principal and teachers experience and exposure that they may view parents' attitudes towards girl-child education differently from the way parents may view it.

Based on the findings on the opinion of school principals and teachers on items 11-20 of the questionnaire shows that parents' are neglected to girl-child education in Kaduna State.

Hypothesis II (HO_2)

There is no significant difference in the opinion of teachers and school principals as regards the influence of school activities on girl-child education in Kaduna State.

The influence of school activities as perceived by teachers and school principals on girl-child education was selected for the test of this hypothesis. The independent variable used was school principal and the teacher. The statistical procedure applied to the test was the independent t-test because of the two independent groups. The result of the test was indicated as shown in the table 4.8 below:

Table 4.8 Independent t-test on school principals and teachers opinions on the influence of school activities on the girl-child education in Kaduna state:

Variables	Mean	STD	SE	Tcal	Tcri	df	P
School Principals	39.6250	2.7333	0.4322	2.8383	1.960	337	0.005
Teachers	37.4348	4.7725	0.2760				

(Level of significance 0.05) $0.005 < 0.05$

Decision

Therefore, the result as shown in the above table showed the calculated, t-value is 2.838 at 337 degree of freedom. The critical T value is 1.960 and thus is lower than the calculated value. This indicates a significant difference exist between the school principals and teachers perception as regards the influence of school activities on girl-child education. The calculated level of profitability is 0.005 which is less than 0.05 and indicates that the significant different exist thus the null hypotheses is therefore rejected.

The researcher believes that because the school principals and the teachers, based on their qualification experience and sex believed that school activities have an impact on girl-child education and so significant exist.

Hypothesis III ($H0_3$)

There is no significant difference in the perception of teachers and the school principals as regards the influence of culture tradition, and religion on girl-child education in Kaduna State.

The opinion of school principals and the teachers was selected according to their opinions on the influence of culture, tradition and religion on girl-child education in Kaduna State. The in depend variable used was therefore, the school principal and teachers. The statistical procedure applied to the test was the independent t-test.

Table 4.9: Independent t-test on the opinions of school principals and teachers on the influence of culture, tradition and religion on girl-child education in Kaduna state.

Variables	Mean	STD	SE	Teal	Teri	df	P
School Principals	38.9000	5.1481	0.8140	3.071	1.960	337	0.002
Teachers	37.4348	4.7725	0.2760				

(Level of significance 0.05) 0.002 < 0.05

Decision

The result as presented in-above table shows that computed T value is 3.071 while the table value 1 .960 and lower than the computed value. This implies that there is significant difference in the opinions of the respondents as regards the influence of culture, tradition and religion on girl-child education, The null hypothesis is therefore rejected. The researcher believes that by implication, the views of the teachers and school principals in the influence of culture, tradition and religion on girl-child education is the same only that the probability of the significance is at 0.002 which is less than 0.005.

Hypothesis IV ($H0_4$)

There is no significance difference in the opinions of school principals and teachers with regards to influence of role of government on girl-child education in Kaduna State.

The opinion of the school principals and the teachers was selected according to their perception on the influence of role of government on girl-child education. The independent variable used was the teachers and the school principals while the statistical procedure employed was t-test independent variables.

Table 4.10: Independent t-test on the opinions of school principals and teachers on the influence of role of government on the girl-child education in Kaduna State.

Variables	Mean	STD	SE	Teal	Teri	df	P
School Principals	36.1750	4.1933	0.6630	1.178	1.960	337	0.859
Teachers	36.3411	5.7039	0.3299				

(Level of significance 0.05) 0.859 > 0.05

Decision

The result as presented in table 4.14 above shows that the computed t-value is 1.178 and is lower than the table value. This indicated that there is no significant difference in the opinions of the school principals and the teachers on the influence of role of government on girl-child education in Kaduna state. The null-hypothesis is therefore retained.

The researcher believes that even though the teachers and the school principals showed same views, the facts remains the same role of government is still insufficient to facilitate girl-child education in Kaduna State or government need to improve in the area.

Table 4.11 Summary table showing the number of hypotheses rejected or accepted and the statistical procedure used:

S/N	Hypotheses Statement	Statistical Procedure	Significance Level	Result	Restatement
HO_1	There is no significant difference in the perception of teachers and school principals on the attitudes of parents towards Girl-Child Education in Kaduna State.	test of independent sample	0.017 < 0.05	Rejected	There is significant difference in the perception teachers and school principals on the attitude of parent. 1:'a. Child Education in Kaduna State.
HO_2	There is no significant difference in the perception of teachers and school principals as regards the influence of school activities on the Girl-Child Education in Kaduna State.	t.-test of independent sample	0.005 < 0.005	Rejected	There is significant difference m perception of teachers and school principals as regards the influence of school activities on the Girl-child Education in Kaduna State.
HO_3	There is no significant difference in the perception of teachers and school principals as regards the influence of culture, tradition and religion on Girl-Child Education in Kaduna State.	t-test of independent sample	0.002 < 0.05	Rejected	There is significant difference in the perception of teachers and school principals as regards the influence of culture, tradition and religion on Girl-child Education in Kaduna State.
HO_4	There is no significant differences in the perception of teachers and school principals as regards influence of government on Girl- Child Education in Kaduna State	t-test of independent sample	0.859 > 0.05	Accepted	There is no significant difference in the perception of teachers and school principals as regards influence of government on Girl-Child Education in Kaduna State.

4.4 Discussion of findings:

It has been revealed from this study that significant difference on the opinions of teachers and school principal as regard the parents' attitudes towards girl-child education in Kaduna State. girl-child education in Kaduna

State should not terminates at primary level and there should not be limit to education of girl-child. Early marriage should not be encouraged for girl child parents' should provide access to education for their children irrespective of sex poverty and hawking of goods hinders girl-child education in Kaduna State as the percentages of the respondents is so high on the items. The reason why this hypothesis is rejected can be linked back to the literature received girl-child education is common to parents based on the weak father figures, the poverty and gender disparity in the society.

The second hypothesis revealed that significance difference on the opinions of teachers and school principals exist as regards the influence of school activities on girl-child education in Kaduna State, drop out from school is common among girl-children, while punctuality and retention are necessary. Girl-child needs special attention in schools as they are more exposed to immoral acts in schools than boys. Girl-child performance is highly encouraging and competes favourably with boys when given the opportunity as the percentage of the respondents is higher on items. Despite girl-child performance and life in school when given the opportunity is okay, the fact remain the same that girl-child needs special attention in schools than boys. This is why the researcher believed that school activities have

impact on gild - child education in Kaduna State – as been revealed even in the literature reviewed.

The third hypothesis implies a significance difference on the teachers and school principals opinions as regards the influence of culture, religion and tradition on girl-child education which has greatly assisted in involving girl-child to early marriage. The traditional settings and beliefs discourage girl-child education up to secondary level while cultural background gives much priority to boys education than girl-child education and the societal action imposes much gender in equality and disparity in many ways. Even though both the religions encourage girl-child education. The significance difference that existed to this hypothesis can be linked back to the root of the culture of the northerners and their tradition in which women were culturally confined to their traditional setting with list of sanctions imposed on them either by custom or traditions. The religious aspect of purdah (locking women at home) has also expand the problem of girl-child education though both the religions encourages girl-child education.

The last hypothesis is retained, as the teachers and school principals' opinions revealed that there is no significance difference on the influence of role of government on girl-child education in Kaduna state. This implies that government encourages higher enrolments of girl-child education and treats

all children equally as provisioned in the National Policy on Education even though government has not seen or ignored the imbalance which signifies special attention to girl-child. International organization like UNICEF and many others been working with government to improve girl-child education but needs more efforts through remobilization of the public on the need for girl-child education. The reason why this hypothesis is retained can be seen from literature reviewed that many women were in schools just for the different attempts by different governments to look into the issue. The only thing is that may be government is not aware of the imbalance ratio that existed all this while and so government needs to enact and implement laws governing hawking of goods and early marriage of the girl-child.

4.4.1 Summary of Table

The research consists of four null hypothesis which govern the conduct of the whole research work. Out of the four null hypothesis three were rejected while one is retained or accepted. Table 4.14 below gives a summary of rejected and accepted hypotheses.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The data collected in this study were analysed in chapter four. It has been revealed that the attitudes of parents towards girl-child education in Kaduna State as perceived by school principals and teachers has been seriously inadequate. Government assistance is either insufficient or inadequate to facilitate change in attitudes of parents as regards gir1-child education. It is suggested that government should introduce a new approach toward girl-child education and properly evolve more effort to properly educate general public of the importance of girl-child education to all.

5.3 Summary

This study had its focus on assessment of parents' attitudes towards girl-child education in Kaduna state as perceived by teachers and school principals. On this basis, the research work was based on five (v) chapters. The chapter one of this research work state the problem clearly, the objectives of the study, research questions and research hypotheses which governed the conduct of the whole research work. In chapter two related literature were reviewed which comprises issues like the parents attitudes towards girl-child education, the school activities and the girl-child

education. The culture and traditional settings of Kaduna and the general society and the provisions of National Policy on Education on girl-child education, the theoretical frame work and the empirical studies. The chapter three explains the population, the sample, the sample size and method of data analysis and research design. The chapter four explain data analysis while this chapter (5) deals with summary of the whole research work which is based on the four stated null hypotheses in which three were rejected while one is retained: It has been revealed in this study in Kaduna State that the attitudes of parents is not positive enough to guarantee equal participation of girl-child in school despite the provision made by national policy on education.

5.3 Summary of the Findings

Based on the findings, the researcher discovered that:-

1. The study revealed that Girl-Child education should not terminate at primary level of education. There should not be limit to education of Girl-Child. Poverty undermines Girl-Child education and preference of male than girl-child education is common in the society. Hawking of goods and early marriage hinders Girl-Child education and should be discouraged in the society. Parents should provide equal access to education for their children irrespective of sex.

2. The study revealed that punctuality and enrolment of Girl-Child to school is very necessary for Girl-Child education as well as for transition from one level of education to another. Girl-Child performance is highly encouraging as they can competes favorable with boys and can even excel in both Arts and science. Girl-Child is more exposed to immoral acts in schools than boys and drop out from school is common among Girl-Child which necessitate special attention to be given to Girl-Child.

3. The study revealed that culture and tradition hinders Girl-Child education and have assisted in engaging Girl-Child to early marriage and thus terminates the education of Girl-Child. How ever, on the other side religion encourages knowledge acquisition to individuals irrespective of sex and thus encourages Girl-Child education.

4. The study revealed that Government often supports and encourages Girl-Child education in Kaduna State. International organisations like UNICEF in collaboration with government were contributing to improve Girl-Child education even though government have ignored or have not seen the imbalance ratio that existed for a very long time. Governments do not provide sufficient learning facilities and materials to education of girl-child.

5.4 Conclusions

From the findings of this study, the following conclusions were drawn.

i. That the societal strata neglects the value of girl-child education in Kaduna state.

ii. That the preference of male over female child was so common among parents which is so challenging Kaduna state.

iii. That Social exclusion and gender discriminations against females is so common in the society more especially among the Hausa community and hinders effective participation of women in all sectors of the economy in Kaduna state.

iv. That unfair distribution of educational opportunities was common among parents' in Kaduna state and hinders effective participation of women in all sectors of the economy in Kaduna state.

v. That early marriage of the girl-child prevents their equal rights to education as provisioned in the national policy on education.

vi. That the use of girl-child as domestic source of labour is child abuse and is against the human rights acts.

vii. That the use of girl-child for hawking of goods in the streets instead of going to school is common in Kaduna state.

viii. That poverty is a grass root challenge to girl-child education in Kaduna state.

ix. That drop out from schools of girl-child is common in Kaduna state due to financial problems or hawking of goods and in some cases due to moral decadence among girl-child in Kaduna state.

x. That Government full participation is challenging as the actual law governing the education of girl – child in Kaduna state is not in practice as a result of lack of implementation.

xi. That absence of enough learning facilities in schools hinders development in the education of girl-child in Kaduna state.

xii. Lack of sufficient mobilization of public on the needs for girl-child education in sustaining National development national growth.

xiv. Lack of necessary remobilization of international agencies and NGO's towards achieving EPA MDG's seven point agenda 1w Mr. President and UBE.

The assertion is true and valid that if you educate a man you have only education only one person but when von educate a woman, you educate many people or even the whole nation. Women education is necessary; the importance of the girl-child education is the most vital instrument for human

and societal development. Women education is tool in achieving any meaningful development and growth.

54 Recommendations

Based on the findings of the study which clearly shows that parent attitude towards girl-child education in Kaduna State is challenging as parents mostly prefer to train the boys than girls. Government also on the other side have not participated fully specifically for necessary instructions on girl-child education in Kaduna State.

The researcher comes up with the following recommendations:

i. Parent should realize that education of girl-child is important.

ii. Educated girl-child as women were not only useful to the society but useful to their parent and children first.

iii. The role of woman or girl-child is more than marrying and household keeping or engaging in exploitive activities like hawking of good in the streets and so parents should not hesitate in training girl -children.

iv. Teachers and school, principals should engage in en1ightening the parents on the need for girl-child education for community and societal development. They should do that through PTA meetings or conducting a voluntary mobilization of the community members.

v. Equipment and facilities are needed for effective girl-child education.

vi. Enrolment and retention in schools is very necessary.

vii. Government should make school fees for girl-children to be free.

viii. Scholarship to girl-children is highly needed to both National and overseas education.

ix. Government should enact and implement laws governing like hawking and early marriage of the girl-child.

x. There should be guidance and counseling services at schools in other to advice both parents and the girl-child in schools.

xi. Parents' should not hesitate in providing equal education to their children irrespective of sex or gender.

xii. Government is need to embark on more strategic public enlightenment and mobilization on the need for gir1-child education not only in Kaduna State but for Nigeria as a country which can lead to positive development.

xiii. Girl-child education should not terminates at primary level of education

5.5 Suggestions for further study

Further research should be carried out in the following areas:

i. The effects of mobilization by school principals and teachers on the attitude change of parents towards girl-child education m Kaduna State.

This is necessary as to conduct a further research on whether effects of mobilization by the teachers and school Principals has any positive means in influencing progress on change of attitudes by parents in handling girl-child education in Kaduna State

ii. The effect of government intervention on girl-child education in Kaduna State.

There has been series of attempts by various government at all levels of education to look into the issue of girl-child education. However, the attempts were to no avail as up to the completion of this research work, there has been no any meaningful development in this area. It is necessary to look into the area as further studies to examine weather government intervention has made any progress in motivating both parents' of the gir1-child and the girl-child herself in bridging the gap that existed for long.

iii. The role of international organization and NGOs in handling girl-child education in Kaduna State.

This is also important as there has been series of interventions and support for girl-child education by international organizations like UNICEF and many NGO's. But, it is of almost value to conduct a research as weather the intervention has make atmost any impacts or not.

iv. This research work should he replicated but should include more Northern States for wider generalization of findings on whether parents have change their attitudes towards girl-child education or not as it is still a persistent problem.

Kaduna State is one of the Northern State of Nigeria where parents were not willing to educate girl-child as related to male child. Further research of this kind can be conducted to cover more Northern States as this research work is only limited to Kaduna State alone.

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APPENDIX I

QUESTIONNAIRE FOR TEACHERS AND PRINCKPALS ON PARENTS' ATTITUDES TOWARDS GIRL-CHILD EDUCATION IN KADUNA STATE.

Department of Education
Administration and Planning
Section,
Ahmadu Bello University
Zaria - Nigeria.

Dear Respondent,

This questionnaire is designed to collect information from respondents in respect of the Attitudes of parents towards Girl-Child Education in Kaduna State. The information will contribute not only to the overall success of this research work but will serve as motivational factor to people of Kaduna State. Kaduna State and the entire Country on the need for Girl-Child Education as an instrument for self and societal development.

All information given will be treated confidentially.

Thank you.

Aliyu Bilkisu Bashir
Student

Section A: Bio-Data

S/NO	QUESTIONS	RESPONSES
1.	Status of the Respondents	School Principal [ ] Teacher [ ]
2.	Age of the Respondents	21-30 Years [ ] 31-40 Years [ ] 41-50 [ ] 51 Years and above [ ]
3.	Qualification of the Respondents	M.Ed/PGDE [ ] B.Sc./B.Ed [ ] NCE [ ] Others, Specify [ ]
4.	Years of Teaching Experience	1-5 Years [ ] 6-10 years [ ] 11 Years and above [ ]
5.	Educational Zone	Kaduna Metropolis [ ] Zaria Metropolis [ ] Giwa [ ] Anchau [ ]
6.	Gender	Male [ ] Female [ ]
7.	Religion of Respondents	Islam [ ] Christianity [ ] Others, Specify [ ]

PLEASE TICK THE APPROPRIATE OPTION PROVIDED BELOW

Section B:
Attitude of Parents towards Girl-Child Education

S/N		Strongly Agreed	Agreed	Undecided	Disagreed	Straggly Disagreed
1	Girl-Child Education terminates at Primary Level of Education					
2	There should be no limit to Education of Girl-Child					
3	Early marriage should be encouraged for Girl-Child					
4	Girl-Child often prefers to street hawking					
5	Girl-Child possess high interest for Education					
6	Marriage should be by compulsion from parent					
7	Parents are expected to provide access to Education for their children irrespective of sex.					
8	Girl-Child are sent to hawk and thus expose to sexual harassment					
9	Poverty is one of the factor that hinders Girl-Child Education					
10	Girl-Child Requires Basic Education to contribute to the development of the Country					

Section C: School Activities and the Girl-Child Education						
S/N		Strongly Agreed	Agreed	Undecided	Disagreed	Straggly Disagreed
11	Drop out of Girl-Child from school is as a result of lack of interest for Higher Education					
12	Drop out from school is common among Girl Children					
13	Girl-Child is more exposed to immoral acts in the schools than boys					
14	Girl-Child performance is highly encouraging					
15	Girl-Child Excel In Both Arts and Science Subject					
16	Girl-Child is punctual to school					
17	Girl-Child enrolment is highly encouraging					
18	Girl-Child aspires to go Beyond Secondary Education					
19	Girl-Child competes favourably with boys					
20	Girl-Child needs special attention in school					

Section D: Influence of Culture, Religion and Tradition on Girl-Child Education						
S/N		Strongly Agreed	Agreed	Undecided	Disagreed	Straggly Disagreed
21	Religion encourages Girl-child Education					
22	Culture often discourages Girl-child Education					
23	Giving Education to Girl-child is prominently hindered due to cultural variation in my area					
24	The type of religion determines the type of education to be giving to Girl-child					
25	The culture plays a major role in getting Girl-child to early marriage in place of education					
26	Traditions discourages Girl-child Education up to secondary level					
27	My culture give much priority to Boys Education than the Girl-Child Education					
28	Traditional beliefs hinder Girl-Child Education					
29	Hawking of goods in the street undermine Girl-Child Education					
30	Early marriage is a major factors in terminating Girl-Child Education at secondary level.					

Section E: School Activities and the Girl-Child Education						
S/N		Strongly Agreed	Agreed	Undecided	Disagreed	Straggly Disagreed
31	Government often supports Girl-child Education					
32	Government has special devices for encouraging Girl-child Education					
33	Government has programmes that encourages Girl-child Education					
34	Government plays and important roles in providing laws to prevent early marriage to Girl-child					
35	Government encourages higher enrolment of Girl-child in Kaduna State					
36	Government enlightens parents on the need for Girl-child Education in Kaduna State					
37	Government assist in providing only Girls Secondary Schools in Kaduna State					
38	Government support to women empowerment in Kaduna State					
39	Government provides overseas scholarship for Girl-child Education					
40	International Organisation like UNICEF and many others has been working with the Federal Government of Nigeria to improve Girl-child Education					

Suggestions and Recommendations

41. Kindly suggest two ways for encouraging Girl-child Education?_____
_____
_____
_____

42. How can we discourage early marriage?_____
_____
_____
_____

43. Kindly suggest how government can discourage removal of Girl-Children from schools?_____
_____
_____

44. Please comment freely on how to motivate parents on the need for Girl-Child Education_____
_____
_____

APPENDIX II

S/N	Name of School	No of Streams	JSS1		JSS 2		JSS 3		SS1		SS2		SS3		TOTALS		TEACHERS		NON- TNG	
			M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1	ANCHAU	326	4174	1517	4627	1643	3457	1237	2446	796	2112	746	1962	648	18703	6549	412	27	74	7
2	GODOGODO	294	1919	1458	1934	1511	1836	1306	1577	974	1544	985	1637	957	10447	7191	355	52	53	25
3	KACHIA	337	2023	1695	2106	1678	1674	1667	1615	1230	1461	1041	1478	1016	10371	7179	394	66	71	31
4	KAFANCHAN	440	2272	1901	2430	2012	2015	1846	1996	1428	1935	1434	1689	1305	12260	8862	623	310	121	57
5	ZARIA	593	5564	3176	5657	3569	4961	2689	3698	1757	3486	1685	3144	1463	26499	14488	783	489	183	24
6	ZONKWA	361	1813	1579	1855	1585	1394	1201	1336	1235	1254	1067	1251	1251	1025	9004	7672	436	73	59
7	RIGACHIKUN	240	2810	1331	3086	1462	2211	1187	1562	727	1294	776	1040	656	11496	6131	266	63	40	09
8	LERE	285	3776	3062	3984	1969	3075	1406	1892	696	1890	683	1564	544	16401	7324	316	54	48	10
9	B/GWARI	109	1063	413	1268	464	853	252	438	146	374	149	431	112	4538	1536	103	05	16	1
10	SABON TASHA	512	4270	3407	5154	6772	8449	6437	1463	1944	2650	2027	1878	1470	20218	17535	435	534	152	106
11	KADUNA	531	3651	4248	4123	4305	3523	3254	1921	2325	1688	2440	2049	2019	19102	14548	586	699	99	91
12	GIWA	218	2695	1250	2550	1312	2140	761	1287	657	1270	664	1091	611	11398	5214	314	133	55	07
	TOTAL	4246	36030	25037	38684	28182	35588	23243	21231	13917	20938	13697	19214	11774	170437	105229	5025	2578	985	427

APPENDIX III
Distribution of Teaching and Non-Teaching Staff
By Inspectorate Divisions

S/No.	Name of School	Teaching Staff		Non-Teaching Staff	
		M+F	F	M+F	F
1	ANCHAU	349	27	81	07
2	BIRNIN GWARI	108	05	17	01
3	GIWA	447	133	62	07
4	GODOGODO	407	52	78	25
5	KACHIA	460	66	102	31
6	KAFANCHAN	1,285	699	190	91
7	KADUNA	933	310	178	57
8	LERE	370	54	58	10
9	RIGACHIKUN	329	63	49	09
10	SABON TASHA	969	534	258	106
11	ZARIA	1,272	489	207	24
12	ZONKWA	584	146	132	59
Total		**7,603**	**2,678**	**1,412**	**427**

APPENDIX IV
List of Secondary Schools Outlined by
Kaduna State Ministry of Education

DIVISION-ANCHAU

S/NO	NAME OF SCHOOL
1	G.J.S.S Kaibi
2	G.S.S Kwasam
3	G.S.S Galadimawa
4	G.J.S.S Kware_kadage
5	G.S.S Kaura
6	G.S.S. Pambegua
7	G.J.S.S.Panbegua
8	G.S.S.Zuntu
9	G.G.S.S. M/Kubau
10	G.S.S Kubau
11	G.S.S.D/Wai
12	G.S.S. Anchau Takalafia
13	G.SS. Damau
14	GJ.S.S Hayin Duba Gari Banki
15	GJ.S.. Leren Dutse Banki
16	G.S.S Kargi
17	G.S.S Ikara
18	GJ.S.S. Malikanchi
19	G.J.S S. Dan Lawal
20	G.J.S.S. Pala
21	G.J.S.S Kurmin Kogi
22	G.J.S.S. Saulawa
23	G.S.S Anchau
24	G.S.S.Paki
25	G.J.S.S. Rumi
26	G.S.S. Makarfi
27	G.S.S Mayere
28	G.J.S.S Gubuchi
29	GJ.S.S. Rahama Wali
30	G.J.S.S. Nasarawan Doya
31	G.S.S Gimi
32	G.S.S. Soha (Bele Road)
33	G.J.S.S Rahama Soba
34	G.J.S.S,Dan Wata
35	G.J.S.S. Turawa
36	Govt. Sec. Sch._Makarfi
37	Govt. Junior Sec. Sch. Saya Saya
38	Govt. Junior Sec. Sch. Yalwn Daji
39	Govt. Junior Sch. Marke
40	Govt. Junior Sec. Sch Tafida
41	Govt. Sec. Sch. Haskiya
42	Govt. Sec. Sch. Garu

DIVISION BIRNIN GWARI

S/NO	NAME OF SCHOOL
1	G.S.S.Birnin Gwari
2	G.SS. Kuyello
3	G.S.S. Randagi
4	G.S.S Kakangi
5	G.S.S Dogon Dawa
6	G.G.S.S. Bagoma
7	G.S,S.Udawa
8	G.SS. Kuriga
9	G.J.S.S. Dawakin Basa
10	G.JS.S. Kamfanin Doka
11	G.J.S.S Kutemeshi
12	G.J.S.S Tabanni
13	G.J.S.S Damari
14	G.J.S.S. Kungi
15	G.S.S. Maganda

DIVISION- GODOGODO

S/NO	NAME OF SCHOOL
1	G.S.S Ancha
2	G.S.S. Barde
3	G.S.S. Abu
4	G.S.S Mayir
5	G.S.S. Wasa Station
6	G.S.S. Kogurn River
7	G.S.S. Fadan Karshi
8	G.S.S. Mailafiya
9	G.S.S. Fadan Wate
10	G.S.S. Sabon Gida
11	G.SS. UfNungu
12	G.S.S. Gbonkok Arak
13	G.D Loma S.S Asso
14	G.S.S Gwantu Snr
15	G.S.S. Gwantu Jnr
16	G.S.S.Randa
17	G.S.S. G/Waya
18	G.S.S. Godogodo
19	G.S.S J/Tasha
20	G.S.S F/Ayu
21	G.J.S.S._Kwagiri
22	G.J.S.S. J/Gari
23	G.S.S. Kyayya
24	G.J.S.S Katsak Tafan

DIVISION-KACHIA

S/NO	NAME OF SCHOOL
1	G.G.S.S Awon
2	G.G.S.S Kachia (Snr.)
3	G.G.S.S Kachia (Jnr.)
4	G.S.S Jaban Kogo
5	G.S.S Kurmin Musa
6	G.S.S Gumel
7	G.S.S Ya-Bung
8	G.S.S Sabon Sarki
9	G.S.S Nassa Kachia
10	G.S.S Agunu Dutse
11	G.S.S Kwarturu
12	G.S.S Kurmin Sara
13	G.S.S Kurmin_Mazuga
14	G.J.S.S Katul Crossing
15	G.J.S.S Gadanaji
16	G.J.S.S Ankwa
17	G.J.S.S Kachia Urban
18	G.S.S Ariko
19	G.S.S Kagarko
20	G.S.S Dogon Kurmi
21	GSS Kenyi
22	GSS Kubacha
23	GSSKatugal
24	GSS Kurmin Dangana
25	GSS Kukui
26	GSS Kushe Makaranta
27	G.J.S.S Kushe 1
28	G.S.S Fai
29	G.J.S.S Kurmin Jatau
30	G.S.S Kuratam
31	Govt Jnr. Sec. Sch. Kudiri
32	Govt._Jnr. Sec. Sch. Anturu
33	Govt. Jnr. Sec. Sch. Gidan Ali
34	Govt. Jnr. Sec. Sch. Gidan Mana
35	Govt. Jnr. Sec. Sch. Gidan Tagwai
36	Govt. Jnr. Sec. Sch. U/Atai
37	Govt. Sec. Sch. Kuse
38	Govt. Sec. Sch. Antony
39	Govt. Jnr. Sec. Scli. Mai Ido Rafi
40	Govt. Jnr. Sec. Sch. Gidan Gyara
41	Govt. Jnr. Sec. Sch. Kukar
42	G.J.S.S Ladduga
43	Govt. jnr. Sec. Sch. Aribi

DIVISION - GIWA

S/NO	NAME OF SCHOOL
1	Yusuf Aboki G.S.S. Shika
2	G.J .S .S. Danmahawayi
3	G.J.S.S. Maraban_Guga
4	DR. S.L.G.S.S. Giwa
5	G.S.S.Giwa
6	LG.S.S. Gangara
7	G.S.S. Yakawada
8	G.J.S.S. Kaya
9	G.J,S.S.Fatika
10	G.J.S.S. Kidandan
11	G .J. S .S. Galadimawa
12	GJ.S.S.Iyatawa
13	G.J. S. S. Kwangila
14	G.J.S.S. Jama'a
15	G.S.S. Bomo Junior
16	G.S.S. Bomo Senior
17	G.G.S.S._Samaru_Junior
18	G.G.S.S._Samaru Senior
19	G.S.S. Basawa
20	G.J.S.S. Sakadadi
21	G.S. S Hunkuyi
22	G.S.S. kudan
23	Govt. Jnr. Sec. Sch. Doka Kudan
24	Govt. .Junr. Sec. Sch. Kaura Wali
25	Govt. Junr. Sec. Sch. Yan Sarki
26	Govt. Sec. Sch. Kakangi

DIVISION- KAFANCHAN

S/NO	NAME OF SCHOOL
1	Govt. Sec Sch. Bondon
2	Govt. Sec. Sch. (Snr) Manchok
3	Govt. Sec. Sch. (Jnr) Manchok
4	Govt. Jnr. Sec. Sch. Zankan
5	Govt._Jni Sec. Sch.Zangang
6	Govt. Sec. Sch, Fadan Attakar
7	Govt. Sec. Sch. Kadarko
8	Govt. Sec. Sch. Malagum
9	Govt. Jnr. Sec. Sch. Tum
10	Govt. Sec. Sch. Kagoro
11	Govt. Sec. Sch. Kukum Daji
12	Govt. Sec. Sch. Zikpak
13	Govt. Girls Sec. Sch. Kafanchan
14	Govt. Sec. Sch. Takau Road Kafanchan
15	Govt. Sec. Sch. Kafanchan
16	Govt. Sec. Sch. Kafanchan
17	Govt. Sec. Sch. Ung. Far. Kanikon

18	Govt. Sec. Sch. Bakin Kogi Kanikon
19	Govt. Sec. Sch. Fadan Kagoma
20	Govt. Jnr. Sec. Sch. Fori
21	Govt. Sec. Sch. Kuryas
22	Govt. Sec. Sch. Bello Fushi Chori
23	Govt. Sec. Sch. Nok
24	Govt. Sec. Sch. N/Kwoi
25	Govt. Sec. Sch. N/Kwoi
26	Govt. Sec. Sch. Sab-Zuro Kwoi
27	Govt. Sec. Sch. Ankun
28	Govt. Sec. Sch. Ramin Dop
29	Govt. Sec. Sch. Ung/Rimi Kaje
30	GJSS Sonje Kaninkon East
31	Govt. Junr. Sec. Sch. Ung. Rana
32	Govt. Sec. Sch. Rafin- Raga
33	Govt. Junr. Sec. Sch. Afana
35	Govt. Sec. Sch. Jama'a Kaf

DIVISION-LERE

S/NO	NAME OF SCHOOL
1	Govt. College Saminaka
2	G.S.S Saminaka
3	Govt. Sec. Sch. Yarkasuwa
4	GSS Lere
5	GSS Garun Karama
6	GSS Ramin Kura
7	GSS Gure
8	GSS Kahugu
9	GSS Kayarda
10	GSS Dan Allah
11	G.J.S.S Saminaka
12	G.J.S.S Federe
13	G.J.S.S Unguwan Bawa
14	G.J.S.S Maigamo
15	G.J.S.S Warsa Piti
16	G.J.S.S_Domawa Lagga
17	G.J.S.S Gurza Mariri
18	G.J.S.S Bundu Kahugu
19	GSS Damakasuwa
20	GSS Kono
21	GSS Geshere
22	GSS Kizakoro
23	GSS Fadan Chawai
24	GJSS Kusheka
25	Govt.Jnr. Sec. Sch. Kauran Domawa
26	Govt.jnr. Sec. Sch. Ung. Shawara
27	Govt. Jnr. Sec. Sch. Doka Lere

28	Govt. Sec. Sch. Benewa
29	Govt. Sec. Sch. Rishiwa
30	Govt. Sec. Sch. Isheme

DIVISION RIGACHIKUN

S/NO	NAME OF SCHOOL
1	GSS Afaka Sabuwa
2	GSS Afaka Tsohuwa
3	GSS Air Force Base
4	GSS Buruku
5	GSS Birnin Yero
6	GSS Dan Daura
7	GSS Fara Kwai
8	GSS Garna-Gira
9	GSS Ahmed Mohd Makarfi GSS Hayin Banki
10	GSS Katabu
11	GSS Jaji
12	GSS Igabi
13	GSS Rigachikun (Snr)
14	GSS Rigachikun (Jnr)
15	GSS Rafin Guza
16	DGGSS Kawo (Snr)
17	DGGSS Kawo(Jnr)
18	GSS Afaka Sabuwa
19	GSS Sabon Birni
20	GSS_Turunku
21	GSS Wusono
22	GSS Zango Aya
23	GJSS Labar
24	GJSS Gurbabiya
25	GJSS_Nassarawa Rigachikun

DIVISION-KADUNA

S/NO	NAME OF SCHOOL
1	GC Kaduna
2	GGSS Maimuna Gwarzo
3	GGSS Ung. Muazu
4	GSS Kawo
5	GGSS Kawo
6	SMC Kaduna
7	GSS Unguwan Sarki
8	GGSS Unguwan Sarki
9	GGSS Independence Way
10	GGSS Kabala
11	Rimi College

12	GGSS Doka
13	Capital School
14	GSS Kargi Road
15	GSS Doka
16	KASSES
17	GJSS T/Nupawa
18	GJSS Ung. Rimi
19	GJSS Badarawa
20	GJSS Kurmin Mashi
21	GGSS_Maimuna_Gwarzo
22	GSS Kawo
23	GGSS In. Way
24	GGSS Kabala
25	GSS Rigasa
26	Asmau Makarfi GJSS
27	Govt._Sec. Sch. New Rigasa
28	Govt. Junr. Sec. Sch. U/Tankin Ruwa

DIVISION-S/TASHA

S/NO	NAME OF SCHOOL
1	Q.A.C. Kaduna
2	GSS_Kakuri
3	GSS S/Tasha
4	GGSS Barnawa
5	GSS lddah
6	GSS Kufana
7	CS S Gwagwada
8	GSS Jeer
9	GSS Kasuwar Magani
10	GSS Kajuru
11	GSS ldan
12	GSS Kujama
13	GSS Nassarawa
14	GJSS Gwarraji
15	GSS Bishini
16	GSS Kallah
17	GSS Koron Tsohuwa
18	GSS Narayi
19	GJSS Kakuri
20	GJSS Sabon Tasha
21	GGJSS Barnawa
22	GSS Katari
23	GSS Ung. Romi
24	GJSS Maraban Rido
25	GSS Maro

26	GJSS Bagado
27	GJSS Sabon Gayan
28	GJSSTafa DuIu
29	GJSS Television
30	GJSS Ung. Gamo
31	GJSS Iri
32	GJSS Doka Ngimah
33	GJSS Kudenda
34	GSS Kasaya
35	GJSS Kakua
36	GJSS Barnawa (Boys)
37	GSS Rimau
38	GJSS Ibury
39	GJSS Gonin Gora
40	GJSS Ung. Baro
41	GJSS Kankomi
42	GJSS Makere
43	GJSS Tudun Mare

DIVISION-ZONKWA

S/NO	NAME OF SCHOOL
1	GSS Fadan Kaje
2	GGC_Zonkwa
3	GGSS Zonkwa
4	GSS Samaru Kataf
5	GSS Zango Kataf
6	GSS Madakiya
7	GSS Kamuru
8	GSS Zonkwa
9	GSS Farman
10	GSS Gan Gora
11	GSS Jankasa
12	GSS Bofoi Gora
13	GSS Anchana Sarki
14	GSS Fadan Kamantan
15	GSSWadon
16	GSS Zangon Kataf (jnr)
17	GSS Fadia T/Wada
18	GSS Fanjim
19	GSS Kabam
20	GSS Kurmin Masara
21	GSSMarsa
22	GSS Takanai
23	GSS Unguwar Gimba

24	GSS Zitti
25	GSS Zunturung Karyi
26	GSS Kurmin Bi
27	GSS Kigudu
28	GSS Bale Kamantan
29	GJSS Zagom
30	GJSS Ung. Rohogo
31	GJSS Mabushi
32	GJSS Ung._Juju
33	GJSS Magamiya
34	GJSSAkupal
35	GJSS Kanguni
36	GJSS Bakin Kogi Kitibin
37	GJSS Zutirun Mago

DIVISION-ZARIA

S/NO	NAME OF SCHOOL
1	GSS K/Doka
2	GSS Chindit Barrack
3	GSS Yakasai
4	GSS Rimin Doko (Jnr)
5	GSS Dinya
6	GJSS K/Kuyanbana
7	GJSS Kugu
8	GGSS Kofan Gayan
9	GJSS_Bogari
10	Sheik Ibrahim Arab Sec. Sch. Zaria
11	GGSS Chindit Barracks
12	GGSS D/Bauchi
13	GSS_Tudun Saibu
14	GSS Dakache
15	GSS Zaria
16	GJSS Awai
17	GGSS Zaria
18	GJSS_Chikaji
19	GJSST/Wada
20	GJSS T/Tukun
21	GJSS K/Jatau
22	GSS Aminu
23	GGSS Pada
24	GSS Likoro
25	GSS Magajiya
26	GSS Muchia
27	Alhudahuda College Zaria
28	Barewa College Zaria

29	GSS Zaria Snr
30	GGJSS D/Bauchi
31	GJSS Gyellesu
32	GJSS Mangi
33	GSS Kaura (Snr)
34	GJSS Matari
35	GSS K/Doka Zaria