EFFECT OF UNIVERSAL BASIC EDUCATION PROGRAMME ON THE ENHANCEMENT OF GIRL-CHILD EDUCATION IN IGABI AND SABON-GARI LOCAL GOVERNMENT AREAS OF KADUNA STATE

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DECLARATION

I declare that the work in thisdissertation entitled Effect ofUniversal Basic Education Programmeon the Enhancement of Girl-child Education in Igabi and Sabon-Gari Local Government Areas of Kaduna Statehas been performed by me in the Department of Public Administration. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at any other university.

Oluwamayowa OGUNWALE	_____	_____
Name of Student	Sign	Date

CERTIFICATION

This dissertation entitled Effect of Universal Basic Education Programmeon the Enhancement of Girl-child Education in Igabi and Sabon-Gari Local Government Areas Kaduna State by Oluwamayowa OGUNWALE meets the regulations governing the award of the degree of Master of Science (M.Sc) in Public Administration of Ahmadu Bello University, and is approved for its contribution to knowledge and literacy presentation.

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Dean, School of Postgraduate Studies **Sign** **Date**

DEDICATION

To

My Lord Jesus Christ for the gift of life,

My Dear Mother, Pastor Titilayo

Father, Elder Adekunle

For their inspiration, financial and moral support

And

Tolu,my fiancé.

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ABSTRACT

Within the last decade, the Nigeria government has made tremendous stride towards Universal Basic Education as evidenced by the increasing enrolment of pupils in public primary schools across the country. Unfortunately, the country still may not achieve the Education For All (EFA) and Millennium Development Goals (MDGs) 2015 target for gender parity in primary education due to the inadequacy of the primary schools system to retain pupils until they graduate, especially in the northwest geo-political zone of the country. The study therefore is designed to determine the effect of Universal Basic Education (UBE) programme on the enhancement of girls' education in Igabi and Sabon-Gari Local Government Areas of Kaduna State. The specific objectives of the study are to determine the influence infrastructural and instructional facilities on girl-child retention and completion of primary education under the UBE programme in Igabi and Sabon-Gari Local Government Areas and determine the influence of teachers' quality on girl-child retention and completion of primary education under the UBE programme in study areas.Three hypotheses were formulated to guide the study among which states that the provision of infrastructural and instructional facilities has no significant relationship on girl-child retention and completion of primary education under the UBE programme in the study areas.The system theory was employed as the theoretical framework. Also the study sticks to the survey research design tradition. A multistage sampling technique was adopted to select the 369 participants comprising 15 head teachers, 141 teachers, 197 PTA executive and 16 Local Government Education Authority staff in study areas was used for the study. The answers to the research questionsand objectives were provided with tables of frequencies and percentages, in analyzing the data obtained from the field the multiple regression statistical tools was used to test the hypotheses. The study found out that infrastructural and instructional facilities provided were inadequate to enhance girl-child retention and completion of primary education. It also revealed that there is a acute shortage of teachers in public primary school in the study areas. Based on the findings of this study, it was recommended among others that the enhancement of girl-child education in the study areas require adequate provision of infrastructural and instructional facilities and the recruitment of experienced teachers in public primary schools by the government.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In the last decade, there has been a renewed drive for the universalisation of basic education in many developing countries, especially in Sub-Sahara Africa. Each of these countries made concerted efforts towards the realisation of Education for All (EFA) and Millennium Development Goals (MDGs); which seeks to ensure that by 2015 all children particularly girls have access to and complete free and compulsory primary education of good quality and achieving gender equality in education (UNESCO, 2008a).This is because education is considered the surest weapon to fight illiteracy, ignorance poverty and discrimination. Moreover, formal education is important for girls and women, since it will lead to improved maternal health, reduces child mortality, raises level of household nutrition and increases potential human capital for economic development.

Hanson (1964) cited in Abdulkareem (1994) posited that "Nigeria's educational purpose is the same as national purpose, to create a good society and good life for all it members and to use all the intellectual and moral resources man has developed and all the resources he is capable of developing in pursuit of this goal". Therefore, education is the most powerful instrument for capacity building of the citizenry in order to pursue developmental objectives. In fact, the National Policy on Education (2004) regards education as an instrument par-excellence for effecting national development (FRN 2004).

However, widespread access to formal education has been the prime focus for Nigeria, since the centre of the 1970s when the Universal Primary Education (U.P.E.) plan was launched.This prompted sharp increment in enrolment from 6.2 million in the 1975/76 session to 14.8 million in 1992. This sharp increment in enrolment without satisfactory planning for teachers and facilities made the educational program fizzled due lack of proper

preparation for teachers, facilities and funding among others.All these happened in spite of the superb destinations and reasoning of the programme which were articulated hopefully in the National Policy on Education 1977 (Yusuf and Ajere 2001) and subsequent revision in 1981and 1988. This led to an unacceptable decline in the quality of primary education which generated publicoutcry across the country.

The launch of the Universal Basic Education (UBE) programme by the Nigeria government in 1999 and subsequent implementation in 2004 signaled the determination of the federal government in providing quality basic education to all school aged going children irrespective of gender, ethnicity, affluence and residential location. The objectives of UBE programme were to develop in the entire citizenry strong consciousness for education…provide free, universal basic education for Nigerian child of school age, reducing drastically the incidence of drop out from the formal school system through improved relevance, quality and efficiency, caters for young person who, for one reason or another, have had to interrupt their schooling…ensuring the acquisition of appropriate level of literacy, numeracy, manipulative and life skills…needed for laying a solid foundation for lifelong learning (FME, 2000).

In order to ensure that the UBE programme does not fizzle out like past educational programmes, basic education curriculum was reviewed and extended to junior secondary school. Parents were obliged to send their children particularly girls to school to avoid being sanctioned. More so, it saw the establishment of Universal Basic Education Commission (UBEC) that provides co-ordination for policy directives and the synergy for the funding and management of primary education in collaboration with relevant federal agencies and the State Universal Basic Education Board (SUBEBs) in the 36 states and the Federal Capital Territory (FCT) and Local Government Education Authority (LGEAs) in each of the 774 Local Government Areas(LGAs) of the federation as well as international development

agencies, civil societies and communities (FRN, 2004; Ejieh, 2009; Daura and Audu 2015). The implication of putting in place such institutional arrangement for the management of basic education is hoped would strengthen the provision of adequate infrastructural facilities, instructional materials and teacher quality (Ajayi and Adeyemi 2011; Obidike and Nwamake 2013) in all public primary schools across the federation. Therefore, it is thought that these efforts would improve quality of primary education thereby promoting equity and widening participation in education.

As it has been severally pointed out that the UBE programme has made tremendous progress in the area of enrolment (UNICEF, 2012; DFID 2012). For example, in Igabi LGA, there was an enrolment figure of 59,907 in 2008. This rose to 80,459 pupils by 2013 (Appendix 1.1). Therefore, it rather seems that government agencies and other relevant stakeholders merely pays lips service to girls education and quality of primary education, this is supported with the fact that as of 2011, Nigeria, has 10 million primary school age children out of school (UNESCO, 2011b). 80% of these out of school children are said to be girls. These girls are denied the profit of educational open doors as they transit into womanhood. More so,90% of children out of school live in rural areas Nigeria with 84% of being from North East and North West regions. Kaduna state in the North West region has an average primary attendance ratio of 69% (Humphreys and Crawfurd 2012) with substantial variations in the 23 local government areas is Kaduna state. Such variation is largely an aftereffect of poverty, religion beliefs, parental level of education and residential location(Lincove 2009,Kazeem *et al.,* 2010).

This is unsurprisingin terms of the level of primary education attainment in Igabi and Sabon-Gari LGAs of Kaduna State were children out of school/non-enrolment and gender disparity persists. Primary school attainment rates are lower for girls than boys in the study areas. Of all the children aged 6 – 14 (102,488) in Igabi LGA, about 45,395 (44%) had never

attended schools or not enrolled in formal education. Whilst merely 7,705 (8%) possess primary education. Out of which 4,086 (53%) and 3,619 (47%) were boys and girls respectively who had attained primary education. The situation is slightly the same in Sabon-Gari LGA. Out of the total number (68,123) of children aged 6 – 14, about 22,327 (33%) had never attended schools or were not enrolled in formal education. Only 7,787 (11.4%) had attained primary education. Out of which 3,934 (51%) and 3853(49%) were boys and girls who had attained primary education respectively (Appendix 1.2). This is not unusual because girls education particularly in northern Nigeria are known to be restrained by certain out-of-school factors that pull girls out of school and in-school factors that push girls out of school (Humphreys and Crawfurd 2012).

Kainuwa and Yusuf 2013;Duze and Yar'zever (2013); Nmadu *et al.*, 2010; Ningi 2012; UNICEF (2012) and Lincove (2012)argued that poverty, religion misconception and certain cultural practices were among the out of school factors that restraint girl attendance in primary education.It appears true because since the rate of poverty in Kaduna State is 41% (World Bank 2006) with no signs of decreasing in Igabi and Sabon-Gari LGAs therebycapable of influencing household decision as to who should attend schools out of their children. In most cases, household tends to favour boys education than girls. Girls' education is more or less considered waste of resourcesespecially among poor households.Most of these girls have to engage in hawking during school hours in order to contribute to family income. Idris *et al.*,(2014) noted that in Sabon-Gari LGA households push girls into street hawking against school attendance. The girl educational attainment tends to compete side by side with household chores and streethawking.

Furthermore, early marriage is widely practiced especially among the Hausa inhabitants who constitute 70 percent of the population in Igabi and Sabon-Gari LGAs. A girlgaining more educational attainment is even believed to be capable of scaring suitable

suitor(Humphreys and Crawfurd 2012).Lastly, there are some in-school factors that push girls out of school in Igabi and Sabon Gari LGAs of Kaduna State. Public primary schools in the study areas are characterized by dilapidated and overcrowded classrooms, lack of chairs and desk, inadequate furniture and unusable chalkboard, making it virtually impossible for conducive teaching and learning atmosphere. This has the tendency to discourage household to allow girls toattend primary education. Also is the issue of poor portable water,provision and sanitary conditions of public primary schools in Igabi and Sabon-Gari local government are likely to have discourage girls from participation in primary education.The quality of education has continued to fall short of the expectations of parents and the societal thereby constituting reasons why households withdraw their girls in primary school.

The foregoing has shown that an existing and large number of girls seem to be absent from primary school and may fail to complete basic education in the study areas. Failures to address these disparities imply a big problem, because it will widen the gap between boys and girls in formal education and undermine the enrolment success already accrued to the UBE programme. It is necessary to conduct an inquiry in order to meet its objectives and to really enhance the Universal Basic Education Programme for Girls' Education in Igabi and Sabon-Gari LGAs.

1.2 Statement of the Problem

Despite the introduction of UBE programme and the tremendous progress being achieved in basic education enrolment in the last decade, gender disparity in primary education still continues to prevail with regard to enrolment of girls, retention, internal efficiency, completion rates, quality, and low learning outcomes especially in northern Nigeria(UNICEF 2012).

In Igabi and Sabon-Gari LGAs of Kaduna State which is focus of this study, the progress towards gender parity in primary education has been slow, and inconsistent.For

example in Igabi LGA, girls' enrolment in public primary schools as at 2008/2009 was 40 percent and this decrease to 36 percent by 2010/2011. This further increased to 42 percent by 2011/2012 but remained unchanged in 2012/2013 and a slight increase to 41 percent by 2013/3014 while boys were 59 percent(KSMoE 2008 –2013; see Appendix 1.1). This suggests that more boys are being favoured by household to enrol in primary education than girls in the study areas.

Again,there is concern about retention and quality of primary education in Kaduna State (MoEP, 2013) of which both Igabi and Sabon Gari LGAs might not be entirely absolved from this apparent situation. This is due to the inability of the public primary school systems to retain pupils until they complete primary education in the study areas. Statistics shows from a cohort of about 8,783 girls at primary two in 2008 only 67% (5912) completed primary six by 2013 in the study areas. This implies that there was about 33% (2,898) of girls' wastage in public primary school system in the study areas within the period. This wastage is palpable between the move from primary five to six where about 28% (1,646) of girls did dropout from public primary schools in the study areas (KSMoE 2008 -2014; see Appendix 1.3).Obanya (2002a) bolstered that accessibility to basic education is not all; retaining children in school for the successful completion of quality basic education cycle is the ultimate goal of UBE programme.

Tahir (2008) has attributed this problem of poor retention and poor quality of primaryeducation to the long neglect of the primary education system in Nigeria. Therefore, Ajayi and Adeyemi (2011) posit that possibility of any success in primary education system in Nigeria will require the provision of infrastructural facilities, instructional materials and quality teachers.Consequently, one begins to wonder to what extent the UBE programme can enhance girls' retention and completion of primary education in Igabi and Sabon-Gari Local Government Areas. Without addressing these problems the aim of Federal Government in

given free for all quality education may be jeopardized in the study areas. Based on this premise the researcher sought to determine the effect of UBE programme on the enhancement of girls' education in Igabi and Sabon-Gari Local Government Areas of Kaduna State.

1.3 Research Questions

The following research questions are formulated for answering.

a. To what extent has the provision of infrastructural facilities influencedgirl-child retention and completion of primary education under the UBE programme in Igabi and Sabon-Gari Local Government Areas of Kaduna State?
b. To what extent has the provision of instructional materials influencedgirl-child retention and completion of primary education under the UBE programme in Igabi and Sabon-Gari Local Government Areas of Kaduna State?
c. To what extent has teacher quality influenced girl-childretention and completion of primary education under the UBE programmein Igabi and Sabon-Gari Local Government Areas of Kaduna State

1.4 Objectives of the Study

The main objective of the study is to determine the effect of Universal Basic Education (UBE) Programme on the enhancement of girls' retention and completion of primary education in Igabi and Sabon-Gari Local Government Areas of Kaduna State

Specifically the objectives of the study are:

a. to find out the influence of infrastructural facilities on girl-childretention and completion of primary education under the UBE programme in Igabi and Sabon-Gari Local Government Areas of Kaduna State.

b. to find outthe influence of instructional materials on girl-childretention and completion of primary education under the UBE programme in Igabi and Sabon-Gari Local Government Areas of Kaduna State.

c. to find out the influence of teacher quality on girl-childretention and completion of primary education under the UBE programme in Igabi and Sabon-Gari Local Government Areas of Kaduna State.

To achieve this objective of the study so raised, the following hypothesis is thereby developed for testing.

1.5 Research Hypotheses

H_{O1}: Provision of infrastructural facilities has no significant relationship on girl-child retention and completion of primary education under the UBE programme in Igabi and Sabon-Gari Local Government Areas of Kaduna State.

H_{O2} Provision of instructional materials has no significant relationship on girl-childretention and completion of primary education in Sabon-Gari and Igabi Local Government Areas of Kaduna State

H_{O3} Teacher's quality has no significant relationshipon girl-childretention and completion of primary education in Sabon-Gari and Igabi Local Government Areas of Kaduna State

1.6 Scope and Delimitations of the Study

This study is out to determine the impact of Universal Basic Education (UBE) Programme on the enhancement of girls' retention and completion of primary education in Igabi and Sabon-Gari Local Government Areas of Kaduna State. The selection of study area was based on the fact that Sabon-Gari LGA is an urban area representing North Senatorial Zone while Igabi LGA is a largely rural agrarian settlement representing Central Senatorial district of Kaduna State. Furthermore, the years covered in this study is 9 years (2005 –

2014). These years were chosen for this study because it marked the implementation of UBE program in the state and the formulation of the Kaduna State Education Strategic Plan (ESP) with the principal focus on ensuring 100% girls retention in primary schools in the state by 2015. However, the study could not cover junior secondary schools which constitute the final three years cycle of the basic education program. This is because in Kaduna State the management of junior secondary school is directly under the purview of State Ministry of Education (SMoE) whereas the Local Education Authority (LEA) in both local governments has no jurisdiction.It is hoped that further study will into such area.

1.7 Significance of the Study

This research is essential for the reason that there are existing issues on the status of girl-child education in northwest geo-political zone of Nigeria (UNICEF 2012). Kaduna State, which is located in this region, is not absolved in its entirety from this issue and the researcher is eager to find out if the Universal Basic Education (UBE) Programme has a better effect on enhancing girl-child education.

In fact, majority of literature explored a range of issues related to the universal basic education which can be subsumed into two categories, barriers to basic education accessibility (e.g Nmadu *et al.,* 2010; Kabesiime 2010;Ningi 2012; Duze and Yar'zever 2013; Kainuwa and Yusuf 2013; Abbagana, 2013; Mabefam *et al.,* 2013; Garba 2014) and interventions (e.g Suku 2009; Suleiman 2012; Aliyu 2014; Doggoh 2014; Garba 2014; Aliyu 2014 and Awwalu 2014). On the former, Indabawa (2004) did summarised such barriers to include early marriage, girls hawing practice, poverty level of the families, poor parental support, religion misconception, females poor self-concept and lack of employment for the girl child. Moreover, Garba (2014) study investigated how some of these factors affect enrolment and retention of girl-child students in junior secondary schools in Kaduna state.

Therefore, this present research focused on the latter, which is policy intervention (UBE prorgamme) dimension.The researcher acknowledged that some recent literature has assessed: the implementation of the UBE programme (Suleiman 2012; Doggoh 2014) from 1999 - 2011, availability and utilization of instructional materials in the implementation of Nomadic education in Taraba State (Aliyu 2014); gender strategies adopted by UNICEF and UBE in promoting girl child enrolment between 1999 -2010 in Kaduna State (Suku 2011), the impact of the UBE programme on pupils enrolment and teacher quality in Kwara State from 2006 – 2011 (Aliyu 2014); the impact of the UBE programme on girl–child education in public primary and junior secondary schools in Jigawa (Awwalu 2014). Despite these studies, there is a need for more studies to determine the effect of the UBE programme on the enhancement of girl-child education in primary schools in Kaduna State. This is the gap that the study is to fill by seeking to determine the effect of Universal Basic Education (UBE) programme on the enhancement of girl-child retention and completion of primary education in Igabi and Sabon-Gari Local Government Areas of Kaduna State from 2006 - 2014.

1.8 Operational Definitions

The following terms will be used throughout this research. It is important for these terms to be clearly defined and explained in order to understand the significant terms which has been utilised operationally.

a. **Universal Basic Education (UBE)** - The Universal Basic Education (UBE) Programme is a nine (9) year basic educational programme, which was launched and executed by the government and people of the Federal Republic of Nigeria to eradicate illiteracy, ignorance and poverty as well as stimulate and accelerate national development, political consciousness and national integration.

b. **Primary Education** –refers to a school in which children receive primary or elementary education from the ages of about six to eleven, coming before secondary school and after preschool.

c. **Girls' Education** – refers to retention and completion of primary education by female biological offspring with the age range of 6 – 11.

d. **Enhancement -** refer to positive improvement in the girl-child retention and completion of primary education.

e. **Infrastructural facilities:**refer to school facilities that make learning environment conducive for effective teaching and learning and retention of girl child. It includes classroom, blackboard, furniture, toilets and water facilities.

f. **Instructional materials:**refers print and non-print materials used by the teacher during teaching and learning process in order to engage the pupils in a series of questions, experiments, and demonstration.

g. **Teacher quality:** refers to those personal characteristics of teachers that might increase girls' participation in primary education. These characteristics could include gender, educational background, previous teaching experience and the like.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This section critically analyses existing literature relevant to the subject of this study. The array of works examined ranged from the relatively general to the more particular. The approach help to further clarified some of the questions raise in chapter one. Thus, the theoretical and conceptual framework employed is itself, are integral part of the literature being subjected to critical analysis here.

2.2 Review of Literature

2.2.1 The concept of education

The concept of education is one of the concepts that have varying definitions among educational philosophers, scholars and students. Education is a derivative from the Latin word "educare", simply put; to bring up, or to educate. Educational philosopher like Frankenna (1965) asserted that "education is (a) what parents, teachers and schools do, or in other words, the activity of educating the young. (b) what goes on in the child, or the process of being educated;(c) the result, or what the child acquires, or has in the end, namely 'an education; (d)the discipline that studies, that is, the discipline that studies (a), (b) and (c)…".Frankenna's has tried to conceptualise education from the view point of home-training, socialization processes, formal schooling and non-formal experiences.

Educational psychologists have also made attempt to define education. They conceptualised education around learning and learning process (Jarman 1963). It is interested to note that some other educational historian and sociologist (e.g Kaunda 1963; Castle1966; Fafunwa 1974) defined education to mean preservation of culture. Fafunwa (1974) is of the opinion that education is the transfer of heritage from one generation to another one enabling young people to develop attitudes, abilities, skills and other behaviours that are of positive

value for societal coexistence. It means that education is the process of transmitting and persevering cherished values, norms and crafts directed towards behavioural modifications for desirable human conditions, and national development

Education is the surest route for the development of an individual. It is in this sense of reasoning that Jekayinfa and Kolawole (2008) asserted that "education can be said to be the whole process of the development of an independent and integrated personality".Dewey (1916) who was a strong advocate for child's right to education argued that formal education is design to meet the needs of the learner, society and the nations at large. He argued that development cannot be conceived without education. Likewise, Ocho (2005) asserted that "education makes man and man makes the world… the ability of man to use the things of this world to improve life and living depends on education, the thrust, type quality and depth of education received,…the central purpose of education is virtue or character training, inculcation of values, acquisition of knowledge, understanding and physical skills.

By implication it implies education is necessary for improving the quality life and promoting national development.In consideration of this fact, the UBE programme has made basic education compulsory for all children of school age in Nigeria in order to make should every child acquire skills in arithmetic, writing and reading necessary for lifelong learning in the 21st century. Therefore, the implementation of the UBE programme shows government determination to provide quality education that can lay the foundation future national development.

2.2.2 The concept of basic education

The concept of basic education has severally been adduced as the foundation for lifelong learning and human capital development. Begum *et al.,* (2011) writes that basic education is "a balanced outlook, increases lifelong learning and contribute to the social and economic development of country". In a broader sense, Jaiyeoba (2007) and Nwankwo

(2010) indicated that basic education is a process and not an end in itself. It is concern with acquisition of skills, foundation level literacy, numeracy and basic life skills. Anyone who undergoes basic education is expected to have acquired some level of intellectual growth in functional skills (reading and writing), geometry (arithmetic) and possession of moral and value relevant to societal development.

2.2.3 The concept of girl education

The concept of 'girl education' is a composite of two terminology 'girl-child' and 'education'.Until less than three decades ago, the concept girl-child rarely exists in empirical publications (Hiedemann and Ferguson 2009; Heward and Bunree 2005). Ward (1982) was the scholar to have first used the concept girl-child in the 1980s. He used the concept to portray female dependent population trivialized, marginalised and stereotyped in the society. He concluded that the girl child portray a female dependent population in a state of undesirable condition. It includes the denial access to education and health facilities, sexual exploitation, forced marriages and other cultural practices such as female genital mutilation harmful to her development (Heidemann and Ferguson 2009). However, the concept of girl-child was later popularised by international organisations. The UNICEF in 1980s and United Nations (UN) in 1990s were the lead organisations that brought the attention of the world to the trivialisation, marginalisation and stereotyping the girl-child and women during the Conference on Women in Beijing in 1995.

As existing literature shows, there is no widely shared agreement for a universal definition of the girl-child. Most empirical publications failed to provide precise definition of the concept girl-child. Rather they merely described and portrayed the girl child as the disadvantaged, devalued or degraded female child in the family or society especially when power, roles and responsibilities are shared or compared with the opposite sex. It is usually the issue of sexism and social stereotype. In this sense, readers were often left to portray the

concept of girl-child to female children roles, responsibilities and expectations ascribed from the cultural or traditional lens of any particular society.

It is in this line of reasoning that Duze and Yar'zever, (2013) defined the girl child as:

> a young female person, who would eventually grow into a woman and marry. She is conditioned to look after the young ones, the home and the kitchen. She is taught to be obedient and to internalize the notion that she is someone's property and responsibility. She is her parent's property and responsibility at childhood and her husband's in adulthood. The gender apartheid places the girl-child in a disadvantaged position. Her potentials are suppressed and self actualization is not achieved (2013).

A twist from the above conceptualization of the girl child is the publications by Offorma (2009), Ningi (2012), Kainuwa and Yusuf (2013). Both Offorma (2009) and Ningi (2012) conceptualised the girl child as a biological female offspring from birth to eighteen (18) years of age. This is the age before one becomes young adult. They both have conceptualised the girl child from a biological and development standpoint. It is clear that in their construct they used the words "female offspring" to describe the sex of the child in question. Unlike Duze and Yar'zever who failed to indicted the age bracket of the girl child, Offorma (2009) and Ningi (2012) publications used the age range "from birth to eighteen". The age range 0 – 18 specify a more general or official age bracket for a child before he may be considered as a youth adult. However, that age range covers beyond the age range for the girl child under study.

Kainuwa and Yusuf (2013) settled for 6 to 15 years for the girl child. It is along this line of reasoning that Oyigbenu, (2010) argument suggests that the conceptualisation of the girl child must reflect both sex and age bracket. Thus he defined the girl child as "a female homo sapient of unmarried age…" from all indications the girl child may be employed to mean a female child within the age range 6-15. To Kainuwa and Yusuf (2013), girl child education refers to the"access to the free Federal Government provided Universal Basic

Education in Nigeria". Kainuwa and Yusuf definition of the girl child education merely described the mandatory official education programmeme. They failed to clearly describe the purpose of such education given to the girl child.

Furthering the explanation on the forgoing, Abbagana 2013; Ningi 2012; Kebesiime 2010; and Oleribe 2002 have also attempted to conceptualise the girl-child education. Abbagana (2013) observed that "the educated female also gains the skills and competence for gainful employment which enables them to be an economically productive member of the society, likely mothers to send their children especially girls to secondary schools. The educated female marries late and has fewer children to nourish them better, healthier and less likely to face child mortality". Abbagana may have devoted his attention discussing benefits of girl child education rather than providing a precise constructs for the concept girl child education.

Ningi, (2010) provided a broad conceptualisation of girl-child education. He concluded that girl-child education is the "type of education which equips the women with all the necessary tools needed for the effective discharge of their own peculiar roles in the service of the nation and indeed, to poster their personal development as well. It is also an avenue that prepares an individual to acquire knowledge and skills that are lifelong assets to them during the cause of their stay in this world and the hereafter". Similarly, Oleribe, (2002) sees girl child education as a "sine qua non to the realization of total women empowerment and emancipation across the globe, and involves the formal (and sometimes informal) training of a girl child in knowledge and skills of daily living". It is in this vein that Kabesiime, (2010) like many activists and developmental expert conceptualised the girl child education to justify claim for fundamental human right of every child.

However, Lincove(2009);Huisman *et al.,* (2010);Dreibelbis *et al,.*(2013);Nicholas *et al.,*(2013); and Santhya*et al.,*(2015)argued that quality of education is a major predictor on

girls schooling accessibility and retention.It means that time to learn, material inputs and effective teaching can influence on girls educational attainment. The quality of any education programme directed to the girl child must be capable of influencing household decision to enroll and retain children in school. It therefore means that the the availability and quality of educational resources provided to the learners will facilitate school participation and learning outcome. This ranges from the provision of infrastructural facilities, instructional materials and teachers.

2.2.4 The concept of infrastructural facilities

There is no universally acceptable definition of infrastructural facilities in literature. Scholars that have attempted to provide definition for infrastructural facilities seems to have been influenced by their field of enterprise.Thus the varied nomenclatures assigned to the concept. To Hirschman (1958); Usman (2014); infrastructural facilities refer to basic services necessary for operation of the school systems. Hirschman (1958) argued that the school cannot do without these services. Usman (2014) bolstered that such basic services include but not limited to buildings, water and power supplies, transport and administrative system. It implies that the infrastructural facilities are prerequisite facilities necessary for the establishment and survival of the school. Although they decide to use the concept basic services, which seems too vague considering the fact that services itself cannot be rendered in a vacuum. Those who ought to benefit from such services needed to have been mentioned.

Likewise, in exploring the concept of infrastructural facilities, Ogundele and Moronfoye 2013; Marishane 2013; Habiba 2012 acknowledged that infrastructural facilities are physical resources needed for conducive and effective teaching and learning environment. Ogundele and Moronfoye (2013) added that the provision of such facilities in the schools system helps to promote educational attainment. It includes school buildings, equipment, furniture, grounds, fencing and other services. This implies that provision of infrastructural

facilities is aim at enhancing teaching and learning process. In similar line of reasoning that Khumalo and Mji (2014) opined that infrastructure is an integral component of the learning and teaching context. Khumalo and Mji (2014) argued that school's infrastructure enables students and teachers to access a wide range of tools, services and resources to support learning and teaching.

Bringing a quality orientation into the discourse around defining infrastructural facilities, Akogun (2011) defined infrastructure in terms of facilities provided to support a good standard of education and training. Other scholars have used a broadened framework to define infrastructural facilities. Adeyemi and Audu (2010); Asiyai (2012) preferred to use school facilities instead of infrastructural facilities. Asiyai (2012) asserted that school facilities refers to the "entire school plant which school administrators, teachers and students harness, allocate and utilize for the smooth and efficient management of any educational institution, for the main objective of bringing about effective and purposeful teaching and learning experience. They include blocks of classrooms, laboratories, workshops, libraries, equipment, consumables, electricity, water, visual and audio-visual aids, tables, desks, chairs, play ground, storage space and toilets". This implies that school facilities are materials resources meant to provide conducive teaching and learning experience in the school.

Infrastructural facilities refer to school facilities that make learning environment conducive for effective teaching and learning and retention of girl child. It includes classroom, blackboard, furniture, toilets and water facilities. They serve as the support for effective teaching and learning. Therefore, the quality and quantity of school facilities determines educational outcome, particularly for girls.

Location or distance of school is an obvious predictor to girls' attendance in school, particularly when there are no schools; children are not able to obtain instruction (Huisman*et al.*,2010). Dreibelbis *et al.*, (2013) observed that the location of the school or distance

obstructs enrolment and consistent school attendance. This situation may be more pronounced in rural areas than urban areas because of the way schools are usually established or distributed. Public Primary schools are mostly attended by children living in the vicinity. Children who lived further away from school were less to be enroled (Glick and Sahn 2006). It appears that girls' participation in school will be strongly influenced if she may need to travel long distance to school. Likewise, the proximity of junior secondary school to girls household seems to be a strong pointer for parental willingness to allow her completes basic education cycle; especially where junior secondary school is situated far from the vicinity the girl attended primary school. Thus, the transportation and travel time increases the cost of schooling (Lincove 2009; Holmes 2003); the implication is that a further kilometer between household and schools imply 40% decline of girls' attendance in school (Barbara, Mingat and Malala 2003).

Research has shown that school physical facilities influences students' attitude to schooling (Akinlua and Adeogun 2007; Oyira 2007; Ikoya and Onoyase 2008). These studies indicated that the condition of school facilities have a strong effect on pupils school attendance, participation in academic activities and academic performance. The findings by Durosaro (1998) found schools that planned and maintained their facilities had higher students' retention and is more effective than the others.Wambugu and Kyalo 2014 argued that a quality indicator which might be especially important to girls is the provision of toilets, the lack of which arepossibly reasons for girls' absenteeism and drop out from schools. The implication is that, school where infrastructural facilities are not available or inadequate creates hostile environment for quality learning, thereby promoting low educational outcome and attainment of education objectives.

2.2.5 The concept of instructional materials

The concept of instructional materials has varied nomenclatures in literature. Maduabum (1996) calls instructional materials, teaching aids and resources; Gbamanja (2002) calls it curriculum materials, Agbi (2004) refers to them as instructional resources; and Daggoh (2014) refer to instructional materials as teaching materials. Irrespective of the varied nomenclatures assigned to the concept of instructional materials, they could be said to means carefully selected print and non-print materials used by the teacher during teaching and learning process in order to engage the pupils in a series of questions, experiments, and demonstration.

Bakare (1986) opined that instructional materials are self-supporting materials used by the teacher to present a complete body of instruction. He argued that instructional materials makes lesson to become more explicit and interesting. According to Bajah, (1982) the used of instructional materials is to supplement written words, develop the interest of the student and promote retention.According to Olaitan, (1994), the essence of instructional materials is to enhance proper or effective learning and to encourage retention.

It is along this line of reasoning that Surma and Doggoh (2007) refers to them as materials that teachers employ or make use of in the course of their teaching so as to ensure that learning experiences appeal to more than one sense organ of their learners in order to enhance effective learning and long lasting impact.Likewise, Dahar and Faize (2011) defined instructional materials as print and non-print items that are designed to impart information to student in the educational process. It includes items such as kits, textbooks, magazine, newspapers, etc. Aliyu (2014) defined instructional materials as resources used by teacher in the classroom to facilitate teaching and learning process. Aliyu argued that such resource makes teaching easier. Aliyu (2014) observed that the judicious provision of such resources is

capable of engaging the learner into an interesting learning experience. Aliyu (2014) gave examples of instructional materials as pictures, duster, chalk board, notebooks and so on.

The real essence of the instructional material is to make teaching more appealing to the learner. As Manguwat and Awuya (2009) observed that they are essential for enhancing school enrollment, retention of learners, completion and attainment of educational objectives. Therefore, the proper planning, availability and utilization of resources are prerequisite for the successful of any education programme (Aliyu and Mohammed 2005). The implementation of UBE programme can only be successful when the provision of instructional materials is adequate, relevant and effectively utilize for instruction in the classrooms.

The instructional materials must be relevant to the needs of the leaner. Expo (2004) observed that the essence of instructional materials is to compensate for the inadequacies of the sense organs. Instructional materials are to aid the learner to grasp lesson quickly. This enhances the memory of the learner. When such resources are not provided it may be counterproductive to school attendance, thereby leading to discouragement. Dahar and Faize (2011) asserted that must instructional materials provided to schools are of poor quality and inadequate. However instructional materials don't facilitate learning on their own. It depends on the teacher effectiveness to utilise them for teaching and learning.

2.2.6 The concept of teacher quality

Anderson (1973) asserted that the possibilities of improving the quality of education are strongly influenced by the competence or the human services that local school system can employ. As Utulu (2007) opined that the teacher is one who instructs, directs and guides learners for effective change in behavior. It implies that the desired aim of the education system cannot be achieved without the teacher. Therefore if education is the key to development, the teacher then will be said to hold the key. The person and position of the

teacher plays key role in the ensuring that education system succeeds. Ultimately, in enhancing the UBE programme, role of teachers cannot be over emphasized. This will include the quality and quantity of the teachers available to carry out instruction.

Teachers are indisputable input to the realisation of the goals and objectives of any education system. Obanya (2000b) bolstered that the success or survival of the education system itself is hinged on the teacher's quality. There is a considerable research-based support for the need to train, retrain and supply teachers into Nigeria primary education system.

Teacher qualities refer to characteristics of the teachers that can be measured with tests or derived from their academic or professional records. It does not generally refer to the direct observation of their impact on students' learning in terms of either students' test performance or teaching behaviors. Rather, the emphasis here are those that within the province of personal psychology (Glass, 2008). This review deals with those characteristics of teachers that might be identified and used in the initial hiring of teachers to increase girls participation in primary education. These characteristics could include qualities of teachers' gender, educational background, previous teaching experience and the like.

One of the teachers characteristics emphasised in literature is gender, more importantly; the role teacher's gender plays enhancing educational attainment of female students. Dee (2007) has argued that teacher's influence student behavior. There are two perspectives explaining the effect of teacher gender on student behaviour in school. Fist, it is possible for the pupil to be reacting to the teacher gender. Pupils identify teachers that they are of same gender as role model. This likely enhanced their performance and school attendance. The finding by Carrell, Page, and West (2010) shows teacher gender has a strong effect on female student outcome than male student achievement. Also, Lavy & Schlosser, (2011) revealed that classroom assigned to female teachers has a higher number of girls

attendance. Second, teacher may be reacting to the gender of the pupils. In this case, male and female teacher attitudes differ towards pupils. Female teacher may be more willing to support or advice girls unlike male teachers, who might sexually harass them (Leach, 2006). Female teachers are likely to organize classroom to support girls learning (Paredes 2014). Nixon and Robinson (1999) concluded that the present of female teacher in the classroom enhanced female enrolment and completion of education than boys.

Teacher pupil interaction is another essential predictor to girls' participation in primary schools. Kipkulei, et al., (2012) study reported that 98% of the girls agreed that the level of teacher-pupil interaction plays significant role in their school attendance. Girls having positive relationship with teacher may engage well in classroom activities and acquired desired level of education (Hughes et al., 2008), whereas those with negative relationship are likely to have problem engaging in school activities leading to dropping out(Spilt, Koomen, and Jak 2012). However, some extant studies shown that the quality of teacher pupil relationship is measured by assessing teacher testimony on the closeness and conflict dependency variables. It is observed that close relationship is often associated with warmth, trust and open communication which foster pupils motivation for school attendance and predictive gains in academic achievement (Hughes et al., 2008; Koomen, Spilt, & Oort, 2011). On the contrary, when there a conflict relationship between teacher and pupil in the school, it breeds discordance and mistrust, which has a grave consequences on pupils participation and achievement in school (Stipek & Miles, 2008). Conflict relationship is noted to exacerbate the risk of girls dropping out.

Research has shown that teacher qualification and experience appears to matter on pupils' achievement and school attendance. Numerous studies (Adesina, 2011; Adeyemi and Adu 2012; Kipkulei, et al., 2012; Kwari 2007) has shown that teacher qualification is another important predictor to girls participation in school. As Kwari (2007) has reported that

teachers' qualification has great impact of pupils' academic performance. The rate at which girls are promoted, repeat grade level or drop out of school is usually associated to the teacher qualification. Adeyemi and Adu (2012) observed that teachers' qualification was the best predictor of internal efficiency in schools.

Likewise, Rawal and Jamil (2013) bolstered that teachers experience enhanced teacher effectiveness especially in their subject of specialisation. He argued further that number of years a teacher has taught specific subject matters on pupils' achievement and school outcome. This corroborates research by Metzler and Woessman (2010) found out that increase in teacher achievement increases student achievement. Research on primary school quality and wastage has shown that waste rates are lower when teachers are recruited from the local school district from pupil are enrolled. It is observed that there is the likelihood that teachers would be knowledgeable of socio-cultural environment and needs (Werdeline, 1982).

2.2.7 Empirical Studies

Amuche and Kukwi (2013) sampled 720 respondents comprises of 60 Head teachers, 120 parents, 120 teachers and, 360 learners and found that the major factor militating against effective implementation of the UBE program in North Central Zone of Nigeria are overcrowded classroom, inadequate funding and dilapidated buildings. They further pointed out that implementation of the UBE program in the North Central Zone of the Country (Nigeria) is not satisfactory. Others findings were also noted and recommendation in the light of provision of funds, recruitment and renovation of classroom facilities among other were put forward. However, Amuche and Kukwi (2013) skipped to consider the impact of UBE program on the girl's education which is one of the fundamental issue or agenda or basis for UBE without which the target for universal basic education will not be achieved satisfactory.

A study conducted by Adeyemi and Adu (2010) examined the extent to which the provision of physical facilities matches the enrolment growth rate of pupils in the schools under the Universal Basic Education (UBE) programme in Ekiti State Nigeria. They employed descriptive survey. The population and sample comprised of all the 748 primary and 182 junior secondary schools in the State. The study relied on secondary data. Data collected were analysed using frequencies, percentages and ratio. Adeyemi and Adu (2010) found out that there was a rise in enrolment growth rate in UBE schools but the physical facilities were inadequate. However, the scope of Adeyemi and Adu (2010) study was limited as it did not investigate the adequacy of teachers on the enrolment of pupils. They failed to utilized interview or questionnaire in carryout their investigation. More so, the study was purely quantitative and skipped to employ any inferential instrument to substantiate their findings. Therefore, this present study will carry out similar investigation to fill the identified gaps and will focus on girl-child retention in public primary schools.

Another similar study by Asiabaka and Mbakwem (2007) assessed the assessed the facility needs of government primary schools in Imo State of Nigeria. 135 schools were used for the study. Asiabaka and Mbakwem (2008) employed a survey method- systematic observation and simple percentages for data analysis. It was discoursed that there is an acute shortage of instructional facilities in most of the schools. They also noted that laboratories, libraries, water supply, toilet facilities were practically not available in all the schools. Asiabaka and Mbakwem (2007) added that primary school were dilapidated, lack doors and windows and far from household. They concluded that there were inadequate facilities to ensure effective teaching and learning in the primary schools in the State. Just like the study of Adeyemi and Adu(2010), they failed to utilised any statistical tools for data analysis. Asiabaka and Mbakwem (2007) failed to sample the opinion of teachers and parents of pupils

in primary education in the course of their investigation. The researcher is convinced that response from such research will add substantially to literature.

Ajayi and Adeyemi (2011) assessed the adequacy facilities provision at primary schools in Ogun state under the UBE programme. The study sampled all the primary school in the 1o local government areas of Ogun state. Data were collected from secondary sources and revealed that inadequate classrooms and low level of fund utilization affect the actualization of Educational for All target by the 2015 in Ogun state. This study tends to carry out investigation in similar line of reasoning but differ slightly on the methodology the shortcoming of Ajayi and Adeyemi (2011) studies.

Naz et. al., (2013) study set out to investigates the physical and infrastructural impediments that hamper women's education in Pakistan. The survey tradition was adopted and data was collected from 250 respondents using purposive sampling technique. Data was analysed using table and percentage. Naz et. al., (2013) found out that lack of library, classrooms, drinking water, blackboards and books as major infrastructural obstacles to women education. They observed that proximity of household to school, lack of female teacher and single schools as the major physical impediment to women education. The study focus on the how the provision of infrastructural facilities has enhanced girl child education in primary education under the UBE prorgamme.

Another study by Miji and Khumalo (2014) explored the impact of poor infrastructure on learning and teaching in rural South Africa schools. The authors used interview and purposeful sampling to collect data from 7 teachers. They found out that lack of infrastructural and instructional materials and teacher were the major problems affecting the provision of quality education in rural schools. In contrast to this present study, questionnaire will be administered to UBE official and PTA executive in order to have a deepen knowledge

how such has enhanced girl-child education in Igabi and Sabon-Gari Local Government of Nigeria.

Ogundele and Moronfoye (2013) examined the relationship between infrastructural development and academic goals achievement of Kwara State tertiary Institutions in Nigeria. They adopted a correlation design type and stratified random sampling technique was used to select 300 respondents comprising of heads of department, director of works, directors of physical planning units, and director of academic units, registrars, and students' representatives. They found out that infrastructural facilities development variables like buildings; transport, recreation and instructional facilities have significant relationship with the variables of academic goals achievement.

A study carried out by Dreibelbis et al., (2013) using cross-sectional research design examined the influence of school and household water, sanitation, and hygiene (WASH) conditions on recent primary school absence in light of other individual, household, and school characteristics in Kenya. The study findings suggest the quality of school sanitation may be more important than quantity in terms of improving school attendance. They conclude that interventions to improve attendance must consider existing differentials attributable to gender, socio-economic status, and other household characteristics.While Dreibelbis et al., (2013) study has attempted to assess the importance of school water and hygiene facilities, they skipped to discuss how the provision of water for sanitary purposes will influence attendance especially girls participation in primary education. This present study seeks to investigate the relationship between the provision of water and sanitary facilities over the years and the influence it has over girls' education outcome among public primary schools in Igabi and Sabon-Gari LGAs of Kaduna State.

Furthermore, Habiba (2014) study assessed the adequacy of instructional and infrastructural facilities provided for effective implementation of the UBE program in Nigeria

concluded that infrastructure and instructional materials were inadequate for pupils especially in rural areas. Habiba argued that staff offices, toilets, waters and textbooks for teachers and pupils are largely not available. Haiba study was limited; it did not cover the implication of inadequacy of these school physical facilities to girls' attendance in school. More so, the study only opted to seek the opinion of UBEC/SUBEB officials, Local Government Education secretaries, School heads and their assistant on the adequacy of school physical facilities for UBE program. This present study tends to extend the sample population to include the teachers and parent in consideration on how infrastructural and instructional materials will enhance girls' retention and completion of primary education.

Huisman et al., (2010) investigate how socio-economic, cultural factors and of characteristics of the educational infrastructure on primary school enrolment using data for 70,000 children living in 439 districts of 26 states of India. On school characteristics and pupil participation in primary education in rural and urban areas, they discovered that school quality has effect on household decision to send girls to schools in rural areas than urban. They concluded that investment in school inputs and teachers has positive effect on in terms of participation of girls in primary education in rural areas. However, the study by Huisman et al., (2010) relied heavily on secondary data only.

Similarly, Kebbi and Adediran (2013) from South West Nigeria examined the how equipment and teachers influences the implementation of universal Basic Educational system at secondary school level. He adopted simple random technique to select 30 school heads, that is; principals and vice principals from 10 secondary schools in Odeda Local Government Area of Ogun State. Using chi-square statistical methods to analyze data collected and result of analysis from the findings among others showed that, the equipment and trained personnel need for effective implementation of the UBE program were grossly inadequately. One would wonder why Kebbi and Adediran (2013) scope focus on secondary schools when they

ought to understand that UBE program terminate at junior secondary school level. This raises questions on the study population in relation to results of the study. Is the reported inadequacy of equipment and trained personnel related to junior secondary school level or extends to senior secondary schools? Secondary, the sample population ought to have been extended to include teachers and the parents who are key stakeholders to the successful implementation of UBE programme. The researcher considers this present study to focus on primary schools especially looking how the UBE programme can enhance girls' participation in primary education.

Leon and Valdivia (2015) examined the importance of school material and human resources as determinants of school achievement and the associated inequalities in Peru. The investigation was carried using survey method and sampled for 10,592 fourth graders from 625 schools. Data was analysed regression statistical tools. They argued that the paucity of classrooms significantly affects children attendance in Peruvian public schools. Leon and Valdivia (2015) elaborated that schools equipped with qualified teachers, infrastructural and instructional materials were more advantageous to girls than boys. They concluded that the enhancement of gender parity in education can significantly be achieved with the availability of school resources.

A study from Netherland conducted by Split et al., (2012) studied gender match between teacher and student in primary school in order to determine the quality of teacher pupil relationship. Using Teacher- Student Relationship Scale measured teacher and pupils' testimony on the closeness, dependency and conflict variables discovered that female teachers has more close, less conflict and less dependent with students that male teacher. They concluded that female teachers appear to share the most favourable relationship with girls in terms of closeness and low conflict thereby fostering warmth, trust and open communication. One weakness of Split et al., (2012) is that their investigation failed to

confirm how such positive teacher-pupil relation contribute to school attendance and gains in academic achievement.

A similarly study by Kipkulei et al., (2012) but from Kenya set out to establish the factors affecting girls' participation in primary schools in Kenya. Employing a survey design, they discovered that teacher pupil relationship, learning materials and adequacy of sitting furniture played significant role toward the enhancement of girls' attendance in school. Kipkulei et al., (2012) concluded that schools exist for interpersonal functioning not only for academic learning. However, Kipkulei et al., (2012) did not explicitly test any hypothesis to determine how such relationship influence girls retention and completion of basic education. The research by both Split et al., (2012) and Kipkulei et al., (2012) could not confirm the positive effect of teacher- pupil interaction on pupil's retention and educational attainment. This study leads investigation in this direction by developing hypothesis to test whether the presumed student-teacher interpersonal functioning adds significantly towards girl retention and completion of primary education.

The empirical publication by Manduku and Koech (2014) applied the production function theory and chi-square statistics to analysed factors that force girls to drop out of school or repeat grades. They concluded that school examination regulations and socio factors like provision of sanitary towels affect girls participation in school. The scope of Manduku and Koech focuses on girls in secondary school. This study would be looking at girls in primary school, especially examining how school related variables such as quality of physical facilities and materials, teachers and pupils characteristics determine girl's improved accessibility, retention and completion of primary school in Kaduna State.

A study from Kenya (Nicholas, et. al 2013) used survey method and sample 50 head teachers in primary school to examined how household and school related factors influence decision to enrol and withdraw children from school. The study indicated that children

participation or progress in schooling is affected more by school based factors than household related factors. They argued that while household related factors deters children from schooling, school related factors is a major enhancer that positively influences household decision to allow children complete basic education. The study concluded if school improvement is vigorously pursued; household would be willing to have children complete primary education. The study by Nicholas, et al (2013) seems too general, has it failed to specify the gender of the children under discussion. Even though they adopted the survey method, tools like observation and questionnaire were not explored. The limitation of the sample to only the head teacher, questions whether the conclusions reach can be in agreement when other stakeholders like parents and teachers were sample. Lastly, the study conclusion will be difficult to accept because no empirical testing or statistical test was conducted, therefore generalizing the finding of the study will be considered inappropriate in social science research. Unlike Nicholas, et al (2013) another study conducted in Malawi by Kunje, at al (2009) focus on the relationship between school quality and pupils achievement in key subjects.

Kunje, et al. (2009) who adopted a cross-sectional method by sampling 88 rural and 12 urban primary and junior secondary schools. The Beta weight using SPSS statistical package was employed to predict that TPR seems to exert strong influence on pupil performance in primary education, especially for mathematics and English subjects while school location and TPR impact on pupil performance in schools at junior secondary level. They concluded that urban and rural schools have different effect on enhancing achievement especially on junior secondary schools and that with adequate structure and trained teacher should be deployed for basic education to with its objective. Kunje, at al (2009) seems to focus how school quality predictors determine pupil achievements. He skipped discussing how such variables will enhance pupils participation in school.

Likewise, the study by Santhya, et al (2015) from India focuses on school quality and academic competencies of boys and girls in secondary schools. Using both questionnaire and observations and sampling 3985 schools, 242 drop out an 108 teacher and principals they discovered that teacher attitudes particularly, non-discriminatory treatment, expression of gender equalitarian attitude and non-perpetration of harassment were found to be associated with academic performer of both boys and girls. Unlike other studies that has found about the association between school infrastructure and student outcome, the study by Santhya, et al (2013) seems to have focus on how school social policy especial teacher pupil interaction influence boys and girls education attainment. Such study, should report some informant opinion about their experience with teachers while in classroom and how it affect their performance.

Marshal (2011) examined school signals and attendance in rural Guatemala using secondary source of data, found out that language instruction, teacher qualification and ethnicity, proximity of junior secondary to household has impact on girls attendance in schooling. He argued that household responsiveness to features of schools varies significantly when considering child gender and family ethnicity. He concluded that policy makers identify certain school features that attract household especially poor to send children to schools. For such a study Marshall (2011), replicating the research using both qualitative techniques will be imperative literature.

Wambugu and Kyalo (2014) examined the level of adequacy of sanitary facilities for girls in primary education in Nakuru Municipality in Nakuru County, Kenya. A descriptive survey design was used. TThe study targeted the 59 public primary schools in Nakuru Municipality comprising of 1100 girls, 59 Head teachers and 271 female teachers. Simple random sampling was used to select the 18 Schools and purposive sampling to get a sample size of 428 respondents comprising of 330 girls and 80 female Teachers. The Main research

instruments used in this study were questionnaires, interview schedules and an observation check list. The study found out that although the primary schools in Nakuru municipality own variety of sanitation facilities they are highly inadequate and greatly affect girls' participation in education. Most of the schools lacks toilets, disposal bins, and sanitary towels. They concluded that girls fails to participate in school because the toilets available were not enough, clean and safe for the girls to use especially during their menses.

A study conducted by Otieno (2013) investigate the influence of head teachers' administrative quality on girls completion rates in public primary schools in Uriri division, Migori County Kenya concluded that none of the head teachers showed anyone particular administrative quality such as visionary, collaborative, informative and initiative quality used in the study. He argued that this may be the reasons why most of the respondent cited lack of parental involvement in school management resulting into the lower level of girls' completion rates compared to their male counterparts in public primary schools in Uriri division, Migori County Kenya. Otieno work examined only head teachers characteristic as a factor that determine the outcome of girls education, he failed to investigates teacher quality.

One major teacher quality often emphasised in literature is gender, more importantly; the role teacher's gender plays enhancing educational attainment of students. Empirical studies by Dee (2007); Cho, (2012) and Paredes (2014) provide mixed results concerning the effect of teacher's gender on educational outcomes. Dee (2007) has argued that teacher's gender influence student behavior. There are two perspectives explaining the effect of teacher gender on student behaviour in school. First, it is possible for the pupil to be reacting to the teacher gender. This occurs when pupils identify teacher's that they are of same gender as role model. Second, teacher may be reacting to the gender of the pupils - in this case, male and female teacher attitudes differ towards pupils. Dee concluded that teacher gender influence assessment of student performance.

Paredes (2014) further confirmed Dee's argument when he sought to determine the impact of same gender teachers on academic achievement for a large sample of 8th grades students in Chile, discovered that girls benefits from been assigned to female teachers, therefore the perception that female teacher are role model has a positive effect influence on girls academic achievement. Paredes (2014) concluded that female teachers are likely to organize classroom to support girls learning.

Contrary to Dee (2007) and Paredes (2014) findings, Cho, (2012) from South Korea who sought to assess the impact of teacher – student gender matching on academic achievements across fifteen OECD countries used secondary data that provides test scores and teacher quality. His study did not favor the argument that there is relationship between teachers – student gender matching on academic achievement but rather contented that teacher level of education and experience (teacher subject mastering) influence student academic achievement.

The studies by Dee (2007); Cho, (2012) and Paredes (2014) reviewed seems to focus on effect of teacher's gender on student academic performance. Although the studies seem to have the same directional focus with this work, the studies mostly rely on secondary data about student test scores and teacher demographic quality. Also, none of the studies was able to interviewed informant in order to have a deep understanding of the issue under study. Therefore, there is the need to have a study that will be more expansive in terms of data collection using questionnaire and interview to present evidence regarding the effect of teacher gender on girls' retention and completion of primary education. Moreover, this study seeks to obtain the opinion of PTA and education officer on the issue being study.

Study conducted by Fehintola (2014) and Olaleye (2011), all laid claim to teachers level of education and experience as a major determinant for student academic outcome, while Kosgei1 *et al.,* (2013) finding confirm a contrary position. Fehintola (2014) examined

relationship between teachers characteristic on academic performance of secondary school students in Saki-west local government area of Oyo State. He adopted descriptive research design of correlational type and multiage sampling technique selection of the 718 teachers used. By using a correlation and multiple regression tools of analysis, he found out those teacher quality accounts for 54.6% student academic performance. He concluded that findings teacher's content knowledge and teachers' instructional quality could be regarded as adequate teachers' quality for student's brilliant academic performance.

Olaleye (2011) study from Osun State investigated the perceptions of students on teachers quality in relation to students academic performance. Using a population of 1600 SSS III students from 16 rural and urban schools and analysed the survey result using simple percentage, Pearson Product Moment Correlation and chi-square to test the hypotheses generated in the study. He found out that there was a significant relationship between teachers knowledge of subject matter, teachers attitude to work and teachers teaching skills on students academic performance. He concluded employing unqualified teachers in the school system can affect academic performance of student. However, empirical evidence from Kenya by Kosgei1 *et al.*, (2013) strongly disagreed with the argument put forward by Fehintola (2014) and Olaleye (2011).

Kosgei1 *et al.*, (2013) investigated the relationship between teacher quality and students' academic achievement. 26 teachers in public secondary schools were sampled and applying causal comparative research design. Data was analyzed using descriptive and inferential statistical techniques. They found out that there was no significant relationship between teacher qualification and student academic achievement. Kosgei1 *et al.*, (2013) concluded that teaching experience is major factor that influence student academic outcome. Kosgei1 *et al.*, (2013) narrowed their investigation only to teacher qualification and teacher experience as predictor of student academic outcome. This study intends to add teacher's

gender and teachers' attitude to investigate girl's retention and completion of primary education.

While Kosgei1 *et al.,* (2013) study has confirms teacher experience as a predictor of student academic achievement. Kimani *et al.,* (2013) argued that the teacher's job itself (pedagogy) is a major determinant for student academic performance. Kenya by Kimani *et al.,* (2013) examined the relationship between teachers demographic quality and student academic performance in secondary schools used ex post facto research design and multistage stratified sampling to sample 153 teachers. He adopted both linear regression and one –way Anova to anlaysed his data and found out that teacher age, gender and professional qualification and teaching experience had no relationship with pupils academic performance but rather discovered that the teacher job itself like teacher weekly workload, classroom management, supportive attitude and timely completion of syllabus affect student academic achievement. He concluded that the frequency of teaching issuing assignment, ensuring student complete assignment and timely marking of assignment affected student academic achievement. This study will be looking at teacher age, but will add teacher attitude as major indicator of girl's retention and completion of basic education.

However, the varieties of research on effect of teacher's age, gender, education and experience on student educational outcome focus on academic performance of student in secondary schools. There is therefore the need to undertake further study in this area to uncover how some other necessary teacher quality indicators like teacher attitude/teacher-pupil relationship particularly influence girls' educational outcome such as retention and completion of primary education

A study from Netherland conducted by Split *et al.,* (2012) studied gender match between teacher and student in primary school in order to determine the quality of teacher pupil relationship. Using Teacher- Student Relationship Scale measured teacher and pupils'

testimony on the closeness, dependency and conflict variables discovered that female teachers has more close, less conflict and less dependent with students that male teacher. They concluded that female teachers appear to share the most favourable relationship with girls in terms of closeness and low conflict thereby fostering warmth, trust and open communication. One weakness of Split *et al.,* (2012) is that their investigation failed to confirm how such positive teacher-pupil relation contribute to school attendance and gains in academic achievement.

A similarly study by Kipkulei *et al.,* (2012) but from Kenya set out to establish the factors affecting girls' participation in primary schools in Kenya. Employing a survey design, they discovered that 98% of the girls agreed that the level of teacher-pupil interaction plays significant role in their school attendance. Kipkulei *et al.,* (2012) concluded that schools exist for interpersonal functioning not only for academic learning. However, Kipkulei *et al.,* (2012) did not explicitly test any hypothesis to determine how such relationship influence girls retention and completion of basic education.

The research by both Split *et al.,* (2012) and Kipkulei *et al.,* (2012) could not confirm the positive effect of teacher- pupil interaction on pupil's retention and educational attainment. This study leads investigation in this direction by developing hypothesis to test whether the presumed student-teacher interpersonal functioning adds significantly towards girl retention and completion of primary education.

From the empirical literature reviewed on school quality and girls education, it shows that not much study has been carried in Nigeria on the impact of school quality on household decision to allow girls participation in primary education school. Majority of the studies reviewed were not within the context of Nigeria, a replication of such research will add significantly to the body of literature. On the other hand, some the finding from these studies reviewed may not generalized has they failed to report any hypothesis testing (Nicholas, et al

2013; Kunje et al 2009) and where such is done, the outcome of the studies predict rather how school quality determine pupil academic performance (Santhya, et al 2015; Kunje et al 2000). It was only the studies of Marshall (2011) that significantly focus on how school quality variables impact on children attendance in school. Moreover, none of the study reviewed focus on school quality factors that affect girl participation in primary education using the three key survey tools of questionnaire, interview and observation.

In sum, majority of the research reviewed on teachers' characteristic focus on student academic performance in secondary school. As such there is scarcity of literature to present evidence regarding how teacher characteristic enhances girl retention and completion of primary education. Also, none of the study was able to interviewed informant in order to have a deep understanding of the issue under study; they mostly relied on secondary data on student test scores and teacher demographic characteristics. Finally, none of the study reviewed seek to obtain the opinion of PTA and education officer on the issue being study.

2.3 Theoretical framework

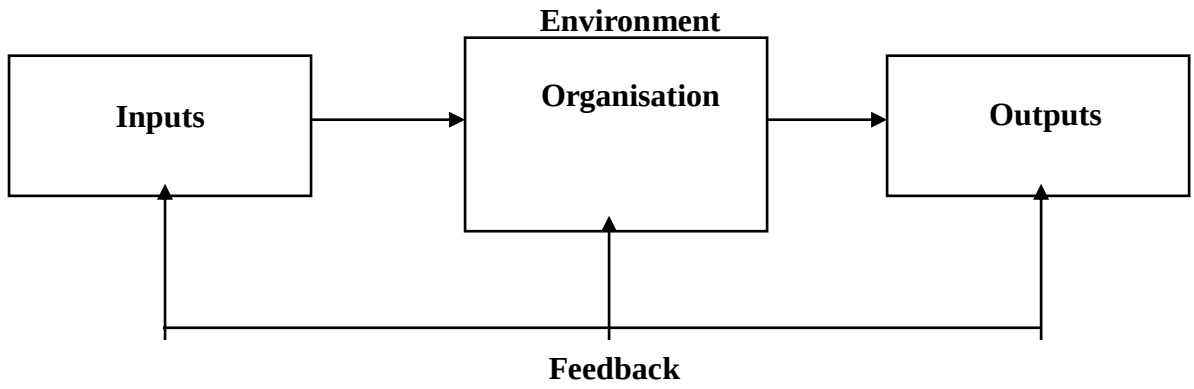
In order to provide a better understanding and explanation of the study been conducted, the research proponent adopted the systems theory as the theoretical framework. The systems theory came into existence following the intellectual leaps of Ludwig Von Bertalanffy in 1948. The system's thinking has been advanced further by other others in their respective empirical studies and discipline. For example David Easton (Anifowase and Enemuo, 1999) has applied the systems theory to explain political systems, where policy is seen as an output of the political activity. Lunenburg (2010) and Oyebade (2010) have used the systems theory in the field of education. Bertalanffy (1968) argued that "systems are complexes of elements standing in interaction". Senge, (2006) got it right when he argued that a system is an interrelated set of elements functioning as an operating unit. It implies that a system is an

arranged, interrelated and interconnected parts working as a whole to accomplish an overall goal or objective.

The open systems theory stresses the dependence of any organisation upon its environment. As show in Figure 1, the open system consists of the following five basic elements; inputs, transformation process, outputs, feedback and the environment (Lunenburg 2010).

The inputs are resources received from the environment. It includes both tangible and intangible resources. Some of these resources are human resources, financial resource, physical resources and information resource (Lunenburg 2010).

Figure I: Diagrammatic Representation of Open System



Source: Open System. Adapted from Lunenburg (2010)**.** Schools as Open Systems. Schooling. Sam Houston State University. Vol. 1(1).

The transformation process is the processing unit of the inputs to attain the predetermine objective of the organisation. It may comprise of various sub-units depending on the organisation, that is; a reflection of the internal operation and system of management of the organisation (Lunenburg 2010). At this stage emphasis is made on human resource competence and its interaction with other available resources within the organization that will determine the quality and quantity of the outputs.

The outputs are the final products from the systems. It is the finish product of the transformation process. Therefore outputs are the realisation of the objective of the organisation, which is determine by the environment and made known to the organisation through the feedback mechanism.

The performance of the final output constitutes the feedback for necessary adjustment. The feedback is essential to the survival of the organisation. Unfavourable feedback will be used to address the challenges in the transformation process or the inputs or both which in turn will have effect on the quality and quantity future outputs

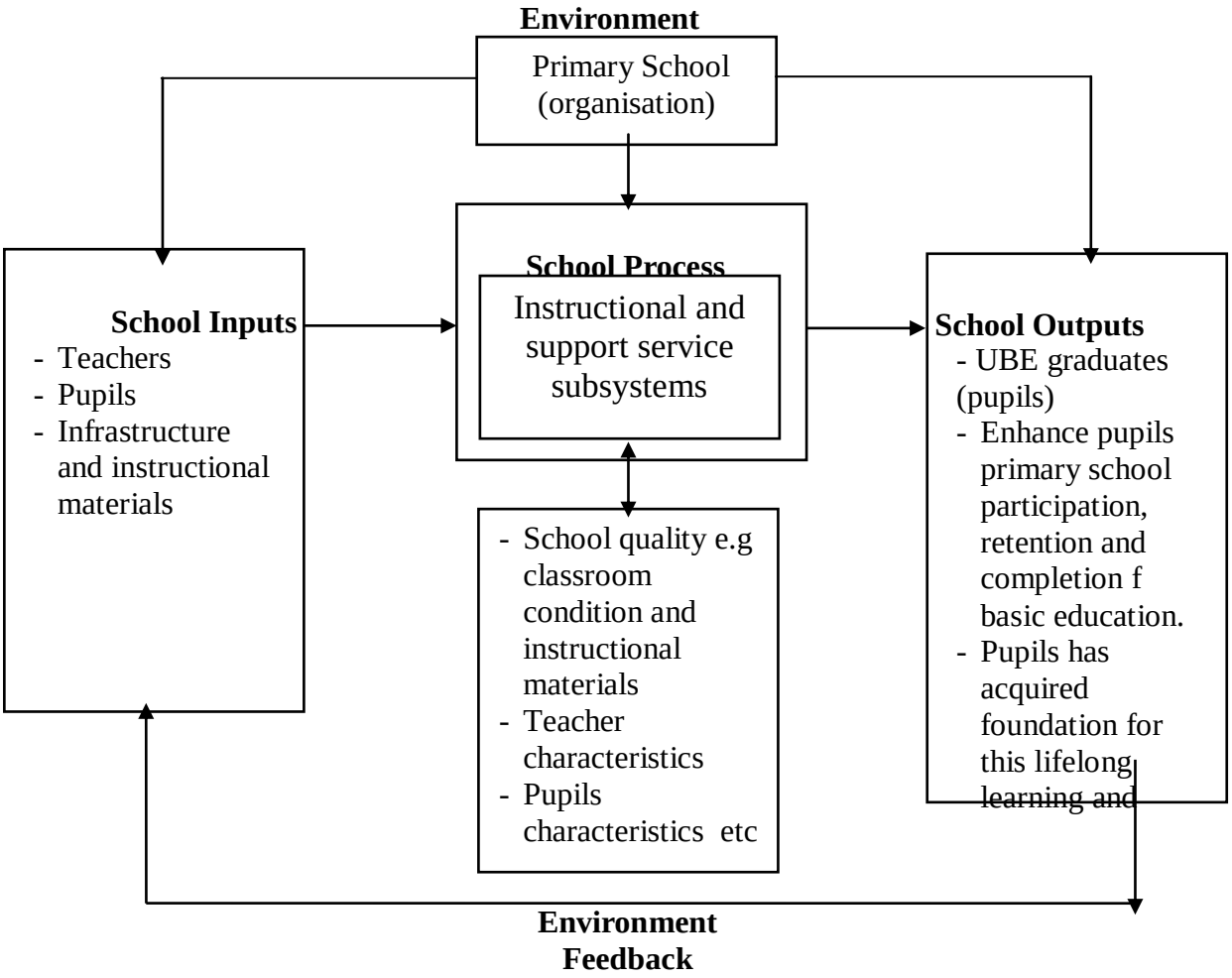
The environment influences what happens within the organization and vice versa. The environment consists of political, social, cultural and economic factors that may influence the internal capacity of the organisation. So the organisation must constantly strive to adapt to the environment for its survival. The open systems shows that all components of an organisation are interrelated and that changing any element might impact many others. An organisation, from this perspective, is seen to continually interact with their environment. Therefore the environment is made up of various subsystems that are interdependent and interrelated.

The same is true of a school system under study. Figure II presents the major components of the school system. The school system components are represented by the Input-Process-Output-Feedback Model associated with the systems theory. These components interact together for the school system to get the nation's educational (UBE) objectives realised.

The systems theory serves the purpose of locating the source of any educational problem and, no doubt, helps to suggest ways of tackling such. As Oyebade (2010) adds that the application of the system theory in education makes it easy for the researchers to locate the problem, source of the problem in the organisation and search for appropriate solutions. Therefore issues regarding the problem in educational policies, gender inequality, the falling

standard, inadequate resources, programme and evaluation can easily identified by systematic analysis content, functions and operation of the major components of education.

Figure II: Diagrammatic Representation of School System



Source: Researcher 2015

Primary schools like many other social organisation is a productive system that has output. The schooling outputs signifying the quality of the supporting inputs that flows into the school in order to achieve the objective of the school system. The process of producing such outputs can best be represented in an Input-Process-Output-Feedback Model components associated with the systems theory. Thus, the school system has some inputs such as infrastructure facilities, instructional materials infrastructure, teachers, pupils, UBE

programmme etc. The teacher is an indisputable input in the school system affecting the quality and quantity of the schooling output. This because teachers are known to possesses the ability to inspired students' educational attainment. Other teachers who are unable to do these things made school a negative and unproductive experience for students (Harsleft *et al.,* 2000). Therefore, the processing subsystem or unit of the school system is a reflection of teaching and learning experience which relies on teacher's competence and its constant interaction with pupil the other available inputs within the school system that will determine the quality and quantity of the outputs. The effectiveness of the teacher to use these other inputs to enhance pupils attendance or educational attainment represent a key schooling quality process that can best be based on certain "personal and experimental characteristics" (Ashton, 1996) of the teacher. These characteristics include but not limited to teacher age, gender, educational qualification, pedagogy, years of service/experience, knowledge of curriculum, attitude, pupil-teacher-relationship determine the outputs. The outputs shows how the interaction, interdependency or combination of the input-process-output component determines the extent the objective of school system is achieved (Adeyemi, 2008; Oyebade, 2010) – improved girls retention and completion of basic primary education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research methodology of the empirical research study. The research methodology is presented in the following sub-headings.

3.2 Research Design

The research design adopted for this study is the descriptive survey. The survey method was chosen because it is the most feasible and cost-effective way of canvassing the opinion from a representative sample upon which inference will be drawn (Osuala, 1987). This will enable the researcher use the survey instrument of questionnaire and interview (Creswell 2003; Ngu 2008) to collate, summarize, analyse and interpret the opinion of the respondents to determine the impact of universal basic education (UBE) programme on the enhancement of Girls' Education in Igabi and Sabon-Gari Local Government Areas of Kaduna State.

3.3 Population of the Study

The population of the study is 9,226. It consists of all head teachers, teachers, Parent Teacher Association (PTA) executives in public primary schools and Staff of Local Government Education Area (LGEA) in Igabi and Sabon Gari Local Government Areas of Kaduna State (KSMoE, 2014).

The total head teacher in the study areas is 350. Out of this, 288 are from Igabi LGEA and 62 from Sabon Gari LGEA. On the other hand, the population of the teachers is 3,537, out of which 2,097 are from Igabi LGEA and 1,440 from Sabon Gari LGEA. The total PTA executive in the study areas is 4,944, out of which 4,200 is from Igabi LGEA and 744 from Sabon-Gari LGEA. Lastly, the LGEA Staff (Non-teaching staff) in both LGEA amount to 395, comprises of 242 from Igabi LGEA and 152 from Sabon-Gari LGEA. The distribution of the population is shown in the figure below.

Figure 3.1Distribution of Study Population

Respondents	Local Government Education Areas		
	Igabi	Sabon-Gari	Total
Head Teacher	288	62	350
Teacher	2,097	1,440	3,537
*PTA Executive	4,200	744	395
LGEA Staff(Non teaching)	242	153	4,944
Total	6,827	2,399	9,226

Source: Kaduna State Ministry of Education (2014).
*PTA: The figure reflects the multiplication of 12 PTA executive per school by the number of the public primary school in the each LGA

3.4 Sample and Sampling Procedure

The sample size of this study is 369. The study adopted Krejcie and Morgan (1970) formula arriving at the sample size. The method depicts as follows:

$$s = x^2NP(1-P) \div d^2(N-1) + x^2P(1-P)$$

where:

s = required sample size

x^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841).

N = the population size

P = the population proportion (assumed to be .50 since this would provide the maximum sample size)

d = the degree of accuracy expressed as a proportion (.05)

$$\therefore 3.841 \times 9{,}226 \times .50\ (1 - .50) \div .05^2(9226 - 1) + 3.841 \times .50\ (1 - 0.5)$$

$$1{,}7718.533 \times (.50) \div 0.0025(9225) + 1.9205\ (0.5)$$

$$8{,}859.2665 \div 24.02275$$

$$s = 369$$

The multistage sampling technique was adopted in the study. The 344 public primary schools within both LGEAs were clustered into 15 education districts. Sabo-Gari LGEA had 8 education districts with 62 public primary schools while Igabi LGEA had 7 education districts with 281 public primary schools. Simple random sampling using ballot technique

with replacement was adopted to select one (1) public primary each from the 15 education districts. This is because the technique is devoid of researcher biasness. Thus 15 public primary schools were used to conduct the study. Purposive sampling for primary school head teachers was done to select 15 head teachers from the sample schools. This was so because the target population was small which is in line with the recommendation made by Mugenda and Mugenda (1999) that taking the whole population in such cases was advisable. Proportional and simple random sampling technique was employed to distribute the remaining sample size to LGEAs staff, teachers and PTA executive as shown in figure 3.2. This is because the proportional sample is capable of presenting fair and adequate representation of the population.

Figure 3.2Distribution of the Sampled Population of the Study

Respondents	**Local Government Education Areas**		
	Igabi	**Sabon-Gari**	**Total**
Head Teachers	8	7	15
Teachers	84	57	141
*PTA Executives	167	30	197
LGEA Staff(Non teaching)	10	6	16
Total	269	100	369

Source: Research, Survey 2015.

Thus a total number of the 369 respondents were issued with the research instrument. Out of which 269 and 100 questionnaires were issue to the respondents in Igabi and Sabon Gari Local Government Areas respectively.

3.5 Instrumentation

A questionnaire titled "UBE Programme and Girl's Education Enhancement Questionnaire (UPGEEQ) was the main instrument used for data collection. It contains 35 items, structure into four sections, A, B, C and D which sought information on general background of the respondents, infrastructural facilities, instructional materials and teachers

quality. The questionnaire was structured on a five point Likert scale of Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D) and Strongly Disagree (SD) was adopted in line with Ndiyo (2005) and Sambo (2005) recommendation that rating scale allows respondents to indicate the existence or non-existence of the items on the questionnaire. This is presented below:

Section B, C and D					
Options	SA	A	U	D	SD
Points	5	4	3	2	1

3.5.1 Validity of the Instrument

The study instrument was validated by the two researcher supervisors approved for this study and consultation with experts in the field of educational evaluation and management from the Department of Education, Ahmadu Bello University Zaria who scrutinised the research instrument. The revision suggested by the validators led to a slight modification of some of the items in the questionnaire.

3.5.2 Pilot Study

The instrument were pilot tested in three public primary schools in Sabon Gari LGEA namely Model Primary School, G.R.A Zaria, LEA Mayakana and LEA Dogarawa in order to get the perspectives of the respondents on the items. In this study a total of 37 respondents from three public primary schools were used for the pilot study, since the total sample population is 369. This is in line with the recommendation made by Gall and Borg (1996) that 10% of the sample population is a reliable and adequate representative for the number of respondent for any pilot study. Thus the pilot study helped the researcher identify the difficulty the respondents and researcher may face while administering the questionnaire.

3.5.3 Reliability of the instrument

To establish the reliability of the instrument in this study, the Cronbach's Alpha method was adopted. The coefficient alpha of the instrument was 0.972. This value was 0.272 points above the recommended threshold of 0.7 (Fraenkel and Wallen, 2000). Therefore, the instrument was considered acceptable and highly reliable for use.

3.6 Data Collection Procedure

The following procedure was adopted for study for data collection. It entails several personal visits to Kaduna State Universal Basic Education Board (KASUBEB), Sabon Gari and Igabi Local Government Education Authority and 15 sampled public primary schools seeking permission to commence the field work and source for relevant government publications. However, data collected were categorised under primary and secondary data.

The primary data was directly generated through the processes of observation, interview and the use of a questionnaire. While the secondary data entail intensive reviewing of relevant literature from published books, journals, official statistics, and magazine in both print and electronic dimension.The interview and questionnaire are however, treated below.

3.6.2 Interview

This research has opted for the semi-structured type of interview. This is to avoid the rigidity of the highly structured scheduled interview. It brings together the use of an interview guide specifying topics related to the research hypothesis and the free response (or spontaneity) associated with the non-directive interview experience. Key informants interviewed were the head teacher, teachers, PTA executive and LGEA officials. They are generally to be interview individually. All the interviews took place face-to-face with the researcher taking notes as the interviews proceed. Confidentiality, tape recording and note taking were therefore three critical issues that were cleared to pave way for the interview proper. The purposive sampling technique was used to identify all the respondents that participated in the various interviews. However, the head teachers guided the researcher to

use their knowledge of the study area and the school to choose the some participants especially the PTA executive. The interviewee's permission was obtained on whether or not they want their contributions recorded on tape or hand notes. Most of the Local Education Areas (LEA) officers refused our request for the interview session to be recorded on tape. They were given assurances that they will not be identified or described in person or in any way that will reveal their identity or compromise their status. The informants were also clarified regarding the research. The interview session lasted between 15 minutes to 20 minutes, depending on the interest shown by each interviewee especially that of the head teachers lasted beyond 20 minutes. Transcripts of the interview sessions were taken by the researcher.

However, a total of 15 interviews were conducted. The interviewees were purposively selected from the (5) head teachers, (4) LGEA official and (6) PTA executive from both local governments. The information generated from was basically the same as the ones from the questionnaires. The researcher spent the period of two month for both questionnaire administration and interview

3.6.2 Questionnaire Administration

The research instrument was administered by the researcher and with the assistance of head teachers of the 15 sampled schools who were used as research assistants. The assistance of the head teacher enable the researcher get substantial rate of questionnaire duly filled and returned for the purpose of data presentation and analysis. The questionnaire forwarded to the respondents reflected the category of respondents as indicated earlier in figure 3.2.

3.7 Method of Data Analysis

Data was analysed within the ambit of descriptive and inferential statistics. For descriptive data, frequency and percentage tables were generated and analyzed to answer

research questions. While the inferential statistics data were coded and keyed into computer for analysis with the help of Statistical Package for Social Scientists (SPSS) using the Person Regression statistic tool. The hypotheses were tested at 5% critical value.

CHAPTER FOUR

AN OVERVIEW OF UNIVERSAL BASIC EDUCATION PROGRAMME

4.1 Evolution of Universal Basic Education in Nigeria

Basic education is the foundation of Nigeria education system.The evolution of basic education as carried out in contemporary Nigeria has its roots in the political philosophy of Late Sir Obafemi Awolowo. It was under his tutelage in 1955 that the western regional government introduced 'comprehensive education laws' (Eddy and Akpan 2009) that provided for free tuition primary education popularly referred to as the Universal Primary Education (UPE). The actual planning for programme started in 1952 when the region embarked on teachers training and construction of school buildings. The subsequent abolishment of tuition fees by UPE programme lifted a major barrier to primary school accessibility. During these period primary schools in the western region witnessed massive attendance of pupils. In the first year of the introduction of UPE there was 56% explosion of pupils attending free paying schools than former enrolment in the paid primary schools. There was also planned expansion of the education budget provision for the region (Labo-Popoola*et. al* 2009).

However, the success recorded in UPE in the Western Region lured Sir Nnamdi Azikiwe to moot the adoption for the Eastern region in 1957. The UPE programme in the Eastern Region was noted to be haphazardly implemented. Unlike the western experiences, the programme was launched without adequate planning or provision for planned pupils' explosion. There was shortage of fund and massive recruitment of untrained teachers (Labo-Popoola*et. al* 2009). Literature (Eddy and Akpan 2009; Nakpodia 2011; Ajayi and Adeyemi 2011) attributed the seemingly failure of the programme in the south east to the fire-bridge style at which the programme took-off.

Moreover, the provision of basic education programme was not limited to the Eastern and Western regions of the Nigeria. The Islamic form of education has been widely practiced in the Northern region. It was introduced earlier before the advent of western education systemto Nigeria. Unlike in the Western and Eastern region, the content of UPE was not been

prioritised in the Northern region (Oni 2008) because of the different form of education practiced within this period. From all indications, the foregoing has shown that the early attempt for universalisation of primary education in the country can best be described as a regional programme. The regional experiences of primary education seemed to have contributed to the unequal accessibility to education and level of literacy witnessed across the Nigeria in post-independence.

It was in post-independence Nigeria that the process of making primary education a national programme started. The idea demonstrated Nigeria commitment to the international treaty and conventions on one hand. And on the other hand, there was a dire need for a domestic education policy to bridge the educational divide between the Northern and Southern regions of Nigeria. In affirmation of these glaring realities that Nigeria devoted its resources to UNESCO (1961) conference of African Ministers of Education in Addis Ababa on the development of education. The outcome of the conference triggered the promotion tuition free primary education. Therefore in 1976 the federal government adopted UPE programme. The content of the UPE programme was modified to reflect the philosophy of the country education system which emphasizes the "development of the individual into a sound and effective citizen, the full integration of the individual into the community and the provision of equal access to educational opportunities across the country (National Policy on Education 2004).

It was expected that the UPE would provide the bedrock for the elimination of all inequalities in the nation's education system. In contrast, the post independence UPE programme suffered setbacks in its implementation;just like the defunct regional experiences. Though the actual implementation started in 1982, the implementation was piecemeal occasioned by staggering budget provisions and military coups. The incessant juntas abandoned the programme. They articulated and pursued other version of education policy

programme during their successive regimes. Policy somersault was the order. This resulted into inadequate provisions of schools physical facilities and poor motivation of teachers required for qualitative education that resulted into the decay and low standard of education (Ajayi and Adeyemi 2011) in Nigeria.

4.2 Universal Basic Education Programme

Universal Basic Education (UBE) programme assumed national and global significant upon Nigeria return to civil rule in 1999. More apparently, the adoption of the 1999 Constitution gave impetus to the introduction of Universal Basic Education. Section 18(1) of the Constitution enshrines that "Government shall direct its policy towards ensuring that there are equal and adequate education opportunities at all levels". Section 18(3) of the 1999 constitution stipulates that government should and when practicable provide "a free, compulsory and universal education". The intent of the framers of the constitution may not be far fetch from the antecedents decline in education across the country due to the failure past attempt and the need to conform to democratic tenants for "gender equity and eradication of illiteracy" (Babalola 2009). Consequently, President Olusegun Obasanjo formally launched the UBE in Nigeria on 30th September, 1999.

The UBE is the Federal governmentled intervention for uniform access to basic education in Nigeria. It is also a bold step towards implementation of the child's right to free universal basic education in the country. The launching of UBE at the time and subsequent attention to the programmeme served as an evidence of Nigeria acceptance and commitment to the world declaration on Education for All at Jomtian in 1990, Dakar in 2000 and MDGs (2) target. The UBE initiative also demonstrates Nigeria commitment to the AU Decade of education in Africa which requires all African States to broaden access to quality basic education as a foundation for sustainable socio-economic development in the continent.

The UBE Act 2004 provides for the establishment of the Universal Basic Education Commission (UBEC) which formally commences operation on 7th October 2004 to coordinate the UBE programmeme. The major scope UBEC operation revolve around development of programmemes and initiative for the Nine (9) year basic education programme for free and compulsory early childhood education, six year primary education and three year junior secondary education. The UBEC is expected to work in close collaboration with relevant Federal agencies and the State Universal Basic Education Board (SUBEBs) established by each of the 36 states and the Federal Capital Territory as well as the Local Government Education Authorities (LEGAs) in each of the 774 Local Government Areas of the Nigerian Federation(Ejieh, 2009).

The mission of the UBE programme is to serve as a prime energizer of national movement for the actualization of the nation's Universal Basic Education (UBE) vision, working in concert with all stakeholders thus mobilizing the nations energies treasure that Education for all becomes the responsibility of all.

The objectives of the UBE programmeme, as outlined in the guidelines of the Federal Ministry of Education (Nigerian Federal Ministry of Education, 2000), are as follows:

(i) developing in the entire citizenry strong consciousness for education and a strong commitment to its vigorous promotion.

(ii) the provision of free, universal basic education for Nigerian child of school going age.

(iii) reducing drastically the incidence of drop out from the formal school system (through improved relevance, quality and efficiency.

(iv) catering for young person who, for one reason or another, have had to interrupt their schooling as well as other out of school children, adolescences, through approaches to the provision and promotion of basic education.

(v) ensuring the acquisition of appropriate level of literacy, numeracy, manipulative and life skills as well as the ethical moral and civic values needed for laying a solid foundation for lifelong learning.

4.3 Implementation of the Universal Basic Education programme in Nigeria

In order to implement the above mention objectives, the Nigerian government made it clear in the National Policy on Education (2004) that education is an instrument par-excellence for effecting national development. It will suffice to state here again that the implement of the UBE Programme in Nigeria had been developed within the purview of the existing international, regional and national education programmeme. Similarly, the goal of provision of universal basic education is in line with the Millennium Development Goal number two (2) and is incorporated in the Nigerian government's national development plan entitled National Economic Empowerment and Development Strategy (NEEDS). It is based on the recognition that education is a vital transformational tool and a formidable instrument for socio-economic empowerment (National Planning Commission, 2005). The NEEDs document was prepared to domesticate the MDGS goals. According to Ejieh (2009):

> "NEEDS document set some goals for education including improving the quality of education at all levels including teacher education…. in recognition of the role of education in the empowerment of children who constitute about half of the Nigerian population (National Planning Commission, 2005)…in the drive toward the attainment of the MDGs…imparting knowledge of various types to pupils, increasing their acquisition of useful life skills, and imparting healthful habits to them, among other things…. to meet the requirements for the universal basic education scheme (which will ultimately lead to the attainment of the second MDG i.e. the universal primary education)".

As earlier started the UBE programme was launched in 1999, it was not until 2004 when the UBE bill was finally passed and signed into law. The law was accented to by the president on 26th May 2004, giving birth to the UBE act, cited as "the compulsory Free UBE act, 2004 and other related matters" (Federal Ministry of Education 2005). Tahir (2005)

bolstered that UBE Act (2004) makes primary and junior secondary education free and compulsory for all children within the target population and also guarantees regular funding from the Federal government for the programmeme.

With the national UBE Law in place, all other State House of Assemblies was directed to enact there State UBE Laws establishing SUBEB and defining the educational functions of the LGEAs. Consequently, many States including Kaduna State enacted their UBE laws in 2005 and established SUBEB to implement the UBE programmemes. The strategy adopted by the Federal Government in the implementation of UBE programme is acclaimed to that of "building partnership for educational development" (Amuche and Kukwi 2013) through intervention and assistance to States and LGEAs. The UBE interventions are in three areas namely (a) provision of infrastructure, (b) provision of instructional materials and (c) building capacity of teachers for the purpose of promoting accessibility, gender equity and quality in basic education delivery.

The UBE programmeme has five (5) sponsoring bodies for its implementation. The World Bank provides the infrastructures; the Department for International Development Provides training and capacity building. The Federal Government of Nigeria and the State Governments provide matching funds. In actual sense, the Federal Government Grant of not <2% of its consolidated revenue fund; funds or contributions in the form of federal guaranteed credits and local or international donor grants while both the State and the Local Governments can only benefit from the Federal Government block grant meant for the implementation of the UBE if it can contribute at least 50% of the total cost of the project. This is to ensure the state's commitment towards the project. In addition, sanctions is to be imposed on persons, societies or institutions that prevent children, adolescents and youth from benefiting from the programmeme, (Nigerian Federal Ministry of Education, 2000). This harsh posture of the Federal Government in ensuring compliance with the UBE

programmeme by all citizens is very laudable. It gives hope of bridging the wide gender disparity in educational attainment of children in Nigeria in the near future.

4.4 Problems associated with Girl-Child Education in UBE Programme

There are numerous factors that influence girls' participation in primary education under the UBE programme. These factors may be subsumed in historical, religious, or socio-cultural, socio-economic and school-based factors. However, specific reference will be made in this study to classified these problems to include government factor, teacher factor, parental factor, pupil factors and societal or community factors.

a. **Government factor**: In spite of the fact that the UBE programme has been celebrated to have championed a shared responsibility in the financing basic education among the three tiers of government and other relevant stakeholders, funding gap has seriously remained a challenge in providing qualitative education for the girl-child. This is because, in a nation like Nigeria, where corruption has painted every gamut of public life, fund utilization and accountability becomes endangered. The frequent lack of adherents to lay-down procurement engagement has made matter worse. This has led to wasteful spending and incompletion of many UBE projects across the federation. Another government factor is the ineffective inter-governmental relationships (UBEC at the federal level, SUBEBs in the 36 states level and LEGAs at the 774 local governments and the Federal capital territory) in the coordination, communication and compliance to the UBE guidelines for funding. The seemingly continuous snub by some states government to allocate matching grant for assessing the counter funding for UBEC projects in their state has posed a serious threat to both the programme and the quality of basic education for girl-child. In some cases, these relevant agencies at the three tiers government saddled with the implementation of UBE programme operates within conflicting roles and responsibilities.

Similarly, the agencies are usually staffed with unqualified personnel thereby stiffing the institutional and organisational capacity to implement the UBE programme (Ejere 2011).

b. **Teachers' factor:** The indisputable role of the teacher in both the educational attainment of girl-child and implementation of UBE programme cannot be ignored. Teacher has a lot of influence on girl's participation in teaching and learning process. Unfortunately, the shortfall in the number of trained qualified and trained teachers in public primary schools across the federation has perhaps raise doubts concerning the planning of the UBE programme. The provision of teacher for the UBE programme seems not to have been rigorously pursued to match with the ever growing pupils' population. Therefore teachers' availability and deployment becomes major constraints to girl-child education. More so, the lukewarm attitude of most states agencies to fully participate in the Federal Teachers Scheme (FTS) initiated by the federal government in addressing the acute shortage of teachers in public schools has relegated the quality of education being delivered for the girl child.

c. **Parental factor:** The size and synthesis of the familyassumes a basic part in how families, particularly those with low financial status react to get education for the girl child. The national normal family unit size is 4.7 persons with families ordinarily bigger in the North than in the South. The states have the accompanying normal family measure; 6.7 persons (Jigawa – the most elevated in Nigeria); 5.8 persons (Kano); 6.2 persons (Kaduna); 3.9 persons (Kwara) and 4.5 persons (Lagos State) (ILO/ SIMPOC, 2000). In expansive polygamous families, it is far-fetched that all children will be taught. Power relations inside the family assume a vital part in choice making (Sibbons et al., 2006 in Theobald et al., 2007).

Moreover, Socio-Economic Status (SES) of families influences educating accessibility as far as educating expenses and opportunity expenses of girls going to

school. There are abnormal amounts of poverty in numerous rural areas of Nigeria, particularly in the north. (ActionAid Nigeria, 2011). Frequently it is girls that pass up a great opportunity for educating in poorer family units (Theobald et al., 2007). Sibbons *et al.*, (2006), refered to in Theobald *et al.*, (2007) expresses that "economic reasons were more prone to impact the possibility of a girl going to school as opposed to impression of their guardians or social standards". In most cases, children are expected to help family by getting extra pay, completing family tasks or caring for their siblings. Numerous girls don't go to school in light of the fact that family obligations exceed the apparent profits of educating. This identifies with the nature of education delivery and how families see the profits.

Parent's gender is another major variable which impact school participation in Nigeria, by contemplating Child Labor Survey insights from 2000-2001. They found that found children from female-headed family units are more inclined to go to school, when contrasted with children from families where the female is not display. Also is the fact that the education levels of fathers to be barely more critical regarding education access, than mothers. In any case, the education of mothers has a stronger impact on school participation by girls education. Moreover education level of parents impacts instructive get to more in the north than the south of Nigeria. It strengthens the significance of sexual orientation and parental level of education, particularly the mother's, as vital determinants of enhancing girls' education.

d. **Pupil's factor:** Age of the girl-child is additionally imperative, as children become more seasoned their apparent financial worth increments and they are more prone to leave to work or perhaps to wed (Hunt, 2008). Theobald *et al.*, (2007) suggest that girls often enrol late in Nigeria and that entry in school is delayed until they are physically developed to cope with the large classes in many schools. Late enrolers, research has

shown, are more likely than learners who enrol at the correct age, to drop out (Hunt, 2008; Lewin, 2007), meaning access to education is further restricted.

In the north and rural areas in particular, gender ratios in terms of access tend to favour boys. Rufa'i (2006) states at every stage of the education cycle girls are missing out, particularly in Hausa communities. In line with MDG and EFA goals gender disparities will need to be addressed; the FMoE indicate the scale of the challenge with gender gaps of about 18-20% in 2000 and 2001 (FMoE 2003). In many cases it is the girls who are more likely to miss out on a full basic education.

e. **Community/Societal Factor:** One of the most crucial steps to improve the quality of education at primary level is to ascertain level of community participation in the education system. Community participation in education is being imagined as a proficient method to attain numerous goals, including expanding the importance and nature of education, enhancing access and scope, distinguishing issues reflecting community needs and creating relevant educational curriculum and learning materials, enhancing ownership, responsibility and responsiveness, guaranteeing supportability, mobilising of resource and building institutional capacity. The backing of all portions of the community helps in accomplishing quality educational outcome of girls.

Community helps to attract and keep more children in school by providing effective management and development of schools (Panigrahi, 2013). Empirical publication by Amasht and Rath (1995); Barpanda, (1997); Pailwar and Mahajan (2005)observed that community participation ensure increases enrollment, retention and achievement of student in primary schools. The studies by Kumar et al. (1998), Rao (1998) had identified community participation to include school management committee and its formation, financial support to schools. Other type of community participation has been identified in literature.

The Nigerian National Policy on Education 2004, administration of Nigeria invites community participation in education as a method for achieving change in education. In Nigeria, studies by Egboka (2001), Ojogebe and Egboka (2003) and Okoye, (2004), demonstrated that the level of community participation in education is low between 1998-2002 in Anambra state in ranges, for example; infrastructural offices advancement. Emelone (2002) reported that community participation adversely meddled with school organization by infringing on school land and forcing antagonistic laws in schools which were inconvenient to education improvement in the zone and added to absence of assets for schools in Anambra state.

Bekoe and Quartey (2013) argues that girls are denial education because of lower household income; the need for child labour, poor school facilities, parents' low awareness of education and cultural barriers. In the north of Nigeria and rural areas in particular, gender ratios in terms of access tend to favour boys. Rufa'i (2006) states at every stage of the education cycle girls are missing out, particularly in Hausa communities. In line with MDG and EFA goals gender disparities will need to be addressed; the FMoE indicate the scale of the challenge with gender gaps of about 18-20% in 2000 and 2001 (FMoE 2003). In many cases it is the girls who are more likely to miss out on a full basic education. There are various reasons both from interest and supply side, for proceeding with unequal access as far as sexual orientation.

Empirical publications shows that social state of mind (community perception) towards girls in a few sections of Nigeria, especially the north, prompts numerous girls having less access to educating (FMoE, 2003, Rufa'i, 2006). To unpack this more, Rufa'i depicts a Hausa girl as "a girl from conception, on the off chance that she survives, may be viewed as an immoderate visitor in her own particular home. Her educating is prone to be viewed as an exercise in futility and cash and she is perseveringly prepared to be home

as a bearer of numerous children and a free wellspring of work (Rufa'i, 2006). Rufa'i (2006) recommends that numerous communities are more agreeable with girls being out of school, than in school. In the past Muslim communities opposed the presentation of western-sort education as it included Christian religious education. Numerous children, both girls and boys, kept on being taught in Qur'anic schools (Indabawa 2004).

CHAPTER FIVE

DATA PRESENTATION AND ANALYSIS

5.1 Introduction

This research sets out to determine the effect of universal basic education programme on the enhancement of girl's education in pubic primary school in Igabi and Sabon-Gari Local Government Areas. In this chapter relevant data were presented followed by analysis

and discussion of major findings. Each hypothesis was tested based on data generated and derived from primary and secondary sources. The sequence of presentation commenced with the determination of rates of return / response, followed by respondent's profile, test of hypothesis and then conclusion, discussion and findings.

5.2 Data Presentation

Table 5.1 Determination Rates of Return / Response

	Frequency	Percent
Number of Questionnaire Administered	369	100%
Number of Questionnaire Retrieved	347	94%
Number of Questionnaire duly completed	314	85%

Source: Research, Survey 2015.

From the above table the Rates of Return and Response were computed as follows:

$$\text{Rate of Return} = \frac{\text{Total Number of Questionnaire Retrieved}}{\text{Total Number of Questionnaire Administered}} \times \frac{100}{1}$$

$$= \frac{347}{369} \times \frac{100}{1} = 94\%$$

$$\text{Response Rate} = \frac{\text{Total Number of Completed Questionnaire}}{\text{Total Number of Questionnaire Administered}} \times \frac{100}{1}$$

$$= \frac{314}{369} \times \frac{100}{1} = 85\%$$

Table 5.1 summarized the entire picture and computation of the rates of return and response. It gives population and sample of each category. As demonstrated in figure 3.2, the section on population and sample size in chapter three, the population for this study numbered 9,226, while the sample size amounts to 369. Hence 369questionnaires were administered. This covered the entire 15 public primary schools selected for the study. In all, 347questionnaires were retrieved. This puts the rate of return at 94% percent. On the other hand, the response rate was slightly lower, as 33 of the 347 retrieved questionnaires were partially completed. That makes the response rate figure 314 (that is, 85%). This was

considered a sufficient representative sample of the study universe - adequate for both analysis and some degree of generalization.

Table 5.2 Sex Distribution of the Respondents

Sex	Frequency	Percent
Male	145	46%
Female	169	54%
Total	314	(100%)

Source: Research, Survey 2015.

Each category of respondents was asked to indicate their sex. This is aim to determine the sex representation of the sample population. Table 5.2 shows, out of a total of 314 (100%) sampled respondents, 169(54%) of the respondents were females, whilst only 145(46%) were males.

Table 5.3 Age Distribution of Respondents

Age Range	Frequency	Percent
20 - 35 years	31	9.9%
26 – 30	57	18%
31 – 35 years	90	28.7%
36 – 40 years	77	24.5%
45 years above	59	18.8%
Total	314	100%

Source: Research, Survey 2015.

In terms of age, table 5.3 shows that there is a greater tilt in favour of the 31-55 (29%) age range; just as it is in the case of the 36–40(24%) range. In other words, 53% of the respondents fall within the age bracket of 31 – 40. A slightly smaller number, 50 and 57, were within the 45 years and above and 26 – 30 years age range respectively. A far smaller number, 9.9%%, are between 20 – 25 years.

Table 5.4 Educational Backgroundsof Respondents

Level of Education	Frequency	Percent
O/LEVELS	67(21%)	21
NCE/Diploma	174(56%)*	56

First Degree	73(23%)	23
Master's Degree	-	-
Total	314(100%)	100

Source: Research, Survey 2015.
*Rounded figure(s)

Table 5.4 shows that majority of the respondents' posses the NCE/Diploma. This accounts for 174(56%) out of the 314(100%) respondents whereas 73(23%) of the respondents held First Degree rather than NCE. More so, a slightly lower percentage of 67(21%) corresponds to the respondents who posses O/Level has there qualification. None of the four categories of respondent posses any master degree qualification. As can be observed from Table 4.3, the main qualification held by all cases of respondent is NCE. The practice in the Nigerian education system favours the use of Nigerian Certificate in Education (NCE) as the expected minimum teaching qualification requirement for teacher at the primary school level. However, it can be concluded that majority of the respondent has some expected level of literacy to elicit reliable response for the study.

Table 5.5Length of Service of Respondents (Head Teachers,Teachers and LGEA Staff)

Length of Service	Frequency	Percent
1 – 3	9	5
4- 6	36	21
7 – 9	57	33
10 – 12	26	15
12 years or more	44	26
Total	172	100

Source: Research, Survey 2015.

Table 5.5 shows the length of service of three categories of the respondents. It shows that there is a greater tilt in favour of the respondents who have work for 7 – 9 years representing 57(33%) of the respondents, just as it is in the case of the respondents who had worked over 12 years represented by 44(26%). It can also be notice that 36 respondents representing 21% had 4 – 6 years experience working as head teacher, teacher and UBE

LGEA official while 26 respondents representing 15% of the respondents had stayed for about 10 – 12 in service. Only 9 respondents representing 5% of the respondent had worked for between 1 – 3 years. Considering the fact implementation of UBE programme in itself started about 10 years ago in Igabi and Sabon-Gari LGEAs, respondents will be a reservoir for knowledge about the programme since they also are were actors in the implementation of the programme.

Table 5.6 Number of Pupils in the Classroom (Head Teachers, Teachers and)

No. of Pupils	Frequency	Percent
20 – 25	15	10
26 – 30	15	10
31 – 40	26	16
41 – 45	19	12
46 – 50	33	21
50 and above	48	31
Total	156	100

Source: Research, Survey 2015.

Table 5.6 sought to find out the average number of pupils in the classroom. In response to this question, 15(10%) of the respondents indicated that the number of pupils in the classroom is within the range of 20 – 30 and 26(16%) of the respondents indicated the range of 31 – 40 while 19(12%) of the respondents indicated the range of 41 – 45. Others respondent, 33(21%) indicated the range of 46 – 50 and majority of the respondents 48(31%) indicated that there are over 50 number of pupils in the classroom. This shows that majority of the classrooms are overcrowded.

Table 5.7 The introduction of UBE programme has enhanced girl-child retention and completion of primary education.

		Frequency	Percent	Valid Percent
Valid	No	163	51.9	51.9
	Yes	151	48.1	48.1
	Total	314	100.0	100.0

Source: Research, Survey 2015.

Table 5.7 sought to find out from the respondents whether the UBE programme has enhanced girls' retention and completion of primary education in the study areas. In response to this, 163(51.9%) respondents indicted No. However, 151(48.1%) of respondents were disagreed to the earlier position of the other respondents, therefore indicated Yes. This shows slight majority of the respondents were of the opinion that girl-child retention and completion of primary education under the programme has not been enhanced.

Table 5.8 Opinion of the respondents regarding the impact of classrooms construction, rehabilitation and renovation on the enhancement of girl-child retention and completion of primary education

		Frequency	Percent	Valid Percent
Valid	Strongly Agree	63	20.1	20.1
	Agree	121	38.5	38.5
	Uncertain	11	3.5	3.5
	Disagree	71	22.6	22.6
	Strongly Disagree	48	15.3	15.3
	Total	314	100.0	100.0

Source: Research, Survey 2015

Classrooms construction, rehabilitation and renovationare indicatorto the provisionof infrastructure facilities in public primary school under the UBE programme. As evident from Table 5.8, the data shows 63 respondents representing 32.1% strongly agreed, just as 121 respondents representing 38.5% agreed with the statement. It also reveals that 48 respondents representing 15.3% strongly disagree while 71 respondent representing 22.6% disagree. However, 11 respondents representing just 3.5% of the respondents were indifference.

Evidence obtained from an informant (head teacher, Mallama Aisha) during interview session on 24 April, 2015; revealed that since the renovations of the about 8 blocks of classrooms in the school, the school has witnessed massive in pupils enrolment, especially the girl-child. She stated that households within the community are now more willing to send their girls to the school. In contrary to the above date, data from secondary source on the

condition of classrooms in public primaryschools in the study areas revealed an environment for breeding illiteracy. This is shown in table 5.9.

Table 5.9 Analysis of schools/ classrooms condition in public primary schools in Igabi and Sabon Gari Local Government Areas from 2008 – 2013

	Primary School Conditions		Classrooms Conditions		
Year	**Total No. of schools**	**No. of Sch. where classes are held outside**	**Total No. of C/rooms**	**Usable C/rooms**	**Unusable C/rooms**
2008	298	-	1,919	1,136	783 (41%)
2009	305	-	1,874	1,241	633 (34%)
2010	325	99 (30.4%)	1,458	1,039	419 (29%)
2011	339	63 (18.5%)	1,547	1,078	469 (30%)
2012	245	69 (28%)	1,717	1,295	422 (25%)
2013	350	70 (20%)	1,734	1,292	443(26%)

Source: Kaduna State school census reports 2008 – 2013 (see Appendix 4.1)

Table 5.9 presents information from secondary data on the condition of classrooms in the study areas. The table indicated that as at 2010, there were about 325 public primary schools in the study areas, out of which 99(30.4%) schools held classes outside. In 2011, the number of public primary schools increased to 339 which also saw a reduction in the number of schools that held classes outside to 63(19.5%). However, despite the fact that there was a reduction in number of primary schools to 245 in 2012, there was a rise in the number of primary schools where classes where held outside to (28%). The situation is slightly the same in 2013 were out of the 350 public primary schools in the study areas, about 70(20%) schools held classes outside. This shows that pupils, especially girls receive instruction in an unconducive environment.

Similarly, Table 5.9 shows the condition of available classrooms in the study. From the total number of 1,919 classrooms in the study areas in 2008, about 783(41%) where considered unusable. As at 2010, we witnessed a sharp declined in the number of available classrooms 1,458, out of which 419(29%) were unusable for teaching and learning. However, in 2013, the table shows rise in the number of classrooms to 1,734, out of which 433(26%)

were unusable. Although there has been a slight increase of about 156 useable classrooms, less than half of the unusable classrooms has been renovated or rehabilitated under the period of study. It would be noticed that when the gross number of classrooms in 2008 is compared with 2013, about 185 classrooms has become unusable. This reveals that there is largely inadequate number of classrooms available for teaching and learning, especially when comparing with the increasing number of enrolment. This will result to overcrowded classroom and constitute negative incentive toward girls' retention and quality of primary education.

Table 5.10 Opinion of the respondents regarding the impact of school furniture on the enhancement of girl-child retention and completion primary education.

		Frequency	Percent	Valid Percent
Valid	Strongly Agree	43	13.7	13.7
	Agree	70	22.3	22.3
	Uncertain	21	6.7	6.7
	Disagree	113	36.0	36.0
	Strongly Disagree	67	21.3	21.3
	Total	314	100.0	100.0

Source: Research, Survey 2015

From the data assembled on Table 5.10, sought to find out whether the provision of school furniture under the UBE programme has enhanced girls' retention and completionof primary education in Igabi and Sabon-Gari LGAs. It revealed that 43(13.7%)strongly agreed as against 67(21.3%) of the respondents who strongly disagreed with the statement. This is further clarity with the 70(22.3%) of the respondents that agreed and 113(36%) respondents that strongly disagreed. However, 21(6.7%) were uncertain whether the provision of school furniture has enhanced girls retention and completionof primary education. The result revealed that the provision of school furniture under the UBE programme has failed to enhanced girls' retention and completionof primary education in Igabi and Sabon-Gari LGAs.

We can construe that there is inadequacy in the provision of school furniture to enhanced girls retention and completion primary education.

Evidence obtained from informants during an interview session on 16, June 2015 shed more light on the influence of school furniture on girls' retention and completion of primary education. The Head teacher, Mallam Magaji Sani;informed the researcher that effort has been made to provide desks and chairs in primary school recently, but they were grossly inadequate because of the explosion in pupil enrolment. This has serious implication on manner at which student receive lessons, especially girls who might find it unhygienicto seat on the bare floor. Information from secondary source below revealed the adequacy of school furniture, especially seating provision in the classrooms in the study areas.

Table 5.11 Analysis of the adequacy of school furniture in public primary school classrooms in both Igabi and Sabon-Gari Local Government Areas of Kaduna State from 2010 – 2013

Year	Total No. of Usable Classrooms	Usable classrooms with insufficient seating provision	
		No.	Percent
2010	1,039	706	70
2011	1,078	781	72
2012	1,295	849	66
2013	1,354	894	66

Source: Kaduna State school census reports 2010 – 2013 (See Appendix 4.2)

Table 5.11 revealed there is inadequate school furniture in majority of the usable classrooms in the study areas. From the table, in 2010 about 70% (706) of the usable classrooms had insufficient seating provision, it 2011 it increase to 72% (280). However, in 2013 there was a sharp decreased in the number of usable classrooms with insufficient furniture to 66% (849). The percentage for the usable classrooms with insufficient furniture remained 66% in 2013. This evidence supports the opinion of the respondents that the UBE

programme has not provided adequate school furniture for the enhancement of girl-child retention and completion of primary education.

Table 5.12: Opinion of the respondents on impact of safe water provision on the enhancement of girl-child retention and completionof primary education.

		Frequency	Percent	Valid Percent
Valid	Strongly Agree	29	9.2	9.2
	Agree	98	31.2	31.2
	Uncertain	13	4.1	4.1
	Disagree	111	35.4	35.4
	Strongly Disagree	63	20.1	20.1
	Total	314	100.0	100.0

Source: Research, Survey 2015

As evident in Table 5.12, a slightly majority of the respondent 111(35.4%) disagreed that the UBE programme has provided adequate drinking water facility in schools capable to enhanced girls retention and completion of primary education, just as 98(32.2%) of respondents agreed. This is better clarity by the 63(20.1%) of the respondent who strongly disagreed and the 29(9.2%) respondents who stronglyagreed that the provision of portable has enhanced girls retention and completionof primary school.However, 12(4.1%) decided to be stand neutral. This revealed that girls retention and completionof primary education is been hindered by inadequate provision of safe water in public primary schools in the study areas. This was further collaborated with information from secondary source as shown below.

Table 5.13 Analysis of the adequacy of safe water provision in both Igabi and Sabon-Gari Local Government Areas of Kaduna State from 2009 – 2013

		Schools without provision of safe water facility	
Year	**Total No. Schools**	**No.**	**Percent**
2009	304	167	55
2010	325	221	68
2011	-	-	-
2012	345	238	69
2013	350	261	75

Source: Kaduna State school census reports 2010 – 2013 (See Appendix 4.3)

Furthering the analyzing of date in Table 5.12, that above table revealed that since 2009 there has been a yearly increase in the number of public primary schools without safe water provision. In 2009, out of the total number of 304 primary schools in the study areas, about 163(53%) were without safe water. This increased to 221(68%) from the 325 schools in 2010. Also, in 2012, the number of schools without safe water provision slightly increased to 238(69%) out of the 345 schools. However, by 2013, schools without water facility increased to 261(75%) from the total number of 350 public primary schools in the study areas. This revealed that as at 2013, only 25% of the public primary schools had provision for safe water facility like piped water, borehole or wells. This therefore concurred with the earlier opinion of the respondents that inadequate provision for safe water facility is a major constraint to the enhancement of girl-child retention and completion of primary education in the study areas.

Table 5.14: Opinion of the respondents on the impact toilets facilities provision on the enhancement of girl-child retention and completionof primary education

		Frequency	Percent	Valid Percent
Valid	Strongly Agree	50	15.9	15.9
	Agree	56	17.8	17.8
	Uncertain	14	4.5	4.5
	Disagree	117	37.3	37.3
	Strongly Disagree	77	24.5	24.5
	Total	314	100.0	100.0

Source: Research, Survey 2015

As part of the analysis for responses on infrastructural facilities, Table5.14 reveals influence of toilet and sanitary facilities on girls' retention and completion ofprimary education. It vividly indicated that 50 respondents representing 15.9% strongly agreed that there is provision of water and sanitary facilities, 56 respondents representing 17.8% agreed while majority 117 respondents representing 37.3% disagreed and 77 respondents representing another 24.5% strongly disagreed. 14 respondent represented by 4.5% decided to be neutral. This revealed that toilet and sanitary facilities are grossly inadequate to enhance

girl's retention and completion of primary education. It is clear from our secondary data below that most public primary school lack toilets and sanitary facilities.

5.14 Analysis of the adequacy of toilets facilities in public primary school in Igabi and Sabon Gair Local Government Areas from 2009 – 2013

		Schools without toilet facilities	
Year	**Total No. Schools**	**No.**	**Percent**
2009	304	270	89
2010	325	248	76
2011	339	274	81
2012	345	320	93
2013	350	281	80

Source: Kaduna State school census reports 2009 – 2013 (see Appendix 4.4)

Table 5.14 revealed that there is a gross inadequate provision of toilets facility in the study areas. The statistics vividly revealed that 2009 about 270(89%) of the number school 304(100%) were without toilets facility. This decreased to 248(76%) by 2010. But between 2011 and 2012 there was an unprecedented increase in the number of primary schools without toilet facility in Igabi and Sabon Gari LGAs. The number was 274(81%) in 2011 and 320(93%) in 2012. However, there were a slight decreased in number of primary schools without toilets facility in 2013 to 281(80%). In sum, toilets provision as a component of infrastructural development under the UBE programme constitutes a major concern to the enhancement of girl-child retention and completion of primary education in the study areas.

Table 5.15: Opinion of the respondent on the proximity of UBE schools to household on the enhancement of girl-child retention and completion of primary education

		Frequency	Percent	Valid Percent
Valid	Strongly Agree	86	27.4	27.4
	Agree	106	33.8	33.8
	Uncertain	30	9.6	9.6
	Disagree	48	15.3	15.3
	Strongly Disagree	44	14.0	14.0
	Total	314	100.0	100.0

Source: Research, Survey 2015

The location or primary school distance to girls household is another indicator that determines girl's participation in primary education. The outcome from Table 5.15 depicts that majority of the respondents agreed that primary schools are located at close range to the girl-child residence, that is, girls participate in school because they less likely to travelled far. This view is represented by 106 and 86 respondents corresponding to 33.8% strongly agree and 27.4 % that agree respectively. 44 of the respondent representing 14% strongly disagreed while 48 representing 14.3% disagreed, and believe that most girls travelled far from household to access school. However, 30 of the respondents representing 9.6% neither agreed nor disagreed on the outcome about the distance girls travelled to school from home. Inference from the above data shows that primary schools are located at proximate range to girl's households.

Table 5.16: Opinion of the respondents on the impact of provision of instructional materials on the enhancement of girl-child retention and completionof primary education.

		Frequency	Percent	Valid Percent
Valid	Strongly Agree	62	19.7	19.7
`	Agree	73	23.2	23.2
	Uncertain	17	5.4	5.4
	Disagree	110	35.0	35.0
	Strongly Disagree	52	16.6	16.6
	Total	314	100.0	100.0

Source: Research, Survey 2015

Importation observations derived from Table 5.16, shows about 62(19.7%) of the respondents strongly agreed that the provision of instructional materials has positively influencedgirls retention and completion of primary education, 73(23.2%) respondent also agreed. However, majority of the respondents, 110(35%) disagreed that the provision of instructional materials has enhanced girls and completion of primary. This position was further reiterated by the 52(16.6%) of the respondents who strongly disagreed with the statement. The others 17(5.4%) of the respondent were uncertain.

A particular head teacher named Mallam Magaji during one of the interview session on 5th June 2015shared his experience on this subject matter. He agreed that they do receive the supplied of textbooks, exercise books, biros and pencils, lessonand teacher modules from UBEC and SUSBEB. He said that the textbook are shared during lesson session only in the classroom. Pupils are not allowed to go home with any textbooks. He informed the researcher that last year he was allocated 10 textbooks. In all cases, the central argument is that there is inadequate provision of instructional materials to enhanced girls retention and completion of primary education in the study areas.

Table 5.17 Opinion of the respondent on the impact of utilization of instructional materials by the teacher on girl-child retention and completion of primary education.

		Frequency	Percent	Valid Percent
Valid	Strongly Agree	68	21.7	21.7
	Agree	43	13.7	13.7
	Uncertain	22	7.0	7.0
	Disagree	119	37.9	37.9
	Strongly Disagree	62	19.7	19.7
	Total	314	100.0	100.0

Source: Research, Survey 2015

From the total 314 responses in Table 5.17, 68(21.7%)strongly agreedwhile 43(13.7%) of agreed to the opinion the teacher uses instructional during teaching. However, majority of respondents 119(37.9%) disagreed that the provided instructional materials did not enhanced girl child retention and education. 62 (19.7%) strongly disagreed with the earlier respondents position. Nevertheless, about 22(7%) of the respondents were indifference. This revealed that the provided instructional materials are adequately used by teachers for teaching and learning thereby enhancing girls' retention and completion of primary education.

Table 5.18:Retention and completion of primary education has been enhanced because the instructional materials provided are relevant to the needs of the girl-child.

		Frequency	Percent	Valid Percent
Valid	Strongly Agree	35	18.8	18.8
	Agree	69	22.0	22.0
	Uncertain	18	5.7	5.7
	Disagree	121	30.9	30.9
	Strongly Disagree	71	22.6	22.6
	Total	314	100.0	100.0

Source: Research, Survey 2015.

Out of the 314 responses on relevant of instructional materials to the needs of the girl-child, 59 (18.8%) of the respondents strongly agreed and 69(22%) agreedthat the provided instructional materials are relevant to the needs of the girls hence the improvement in retention and completion of primary education. However, 97 (30.9%) of the respondent disagreed while 71(22.6%) respondent strongly disagreed. Yet, 18 (5.7%) of the respondents were uncertain. Table 5.18 indicated that retention and completion of primary education is constraint because the instructional materials provided are irrelevant to the needs of the girl child.

Table 5.19: The adequate provision of teachersunder the UBE Progamme has enhanced girls' retention and completion of primary education.

		Frequency	Percent	Valid Percent
Valid	Strongly Agree	47	15.0	15.0
	Agree	99	31.5	31.5
	Uncertain	15	4.8	4.8
	Disagree	38	12.1	12.1
	Strongly Disagree	115	36.6	36.6
	Total	314	100.0	100.0

Source: Research, Survey 2015

Table 5.19presented the adequacy of teachers in primary as a major indicator of teacher completion It shows that 47 respondents representing 15% strongly agreed girls' retention and completion of primary education has been enhanced because of the schools are provided with adequate teacher under the UBE Programme in the study areas. This position was further affirmed by 99 respondents representing 31.5% who strongly agreed. On the other hand, 38 respondent representing 12.1% disagreed and 115 respondents representing 36.6% strongly disagree. Only 15 respondents representing 4.8% abstain for taking side in the opinion. This result indicated that a slight majority of the respondent were of the opinion that there are inadequate numbers of teacherin public primary school in the study areas. This tends to affect rate of girls retention and completion of primary education in the study areas.

Table 5.20: Girls' retention and completion of primary education is enhanced because the teachers recruited are qualified.

		Frequency	Percent	Valid Percent
Valid	Strongly Agree	42	13.4	13.4
	Agree	119	37.9	37.9
	Uncertain	13	4.1	4.1
	Disagree	64	20.4	20.4
	Strongly Disagree	76	24.2	24.2
	Total	314	100.0	100.0

Source: Research, Survey 2015

Evidence from Table 5.20 shows that, 42 (13.4%) and 118 (37.9%) of the respondents agreed and strongly agreed respectively that the UBE programme has provided qualified teachers that has led to the enhancement of girls retention and completion of primary education in the study areas. On the other hand, 64(20.4%) disagreed. Also, 76 (24.2%) strongly disagreed that teachers qualification attracted girls participation in primary education. However, only 13 respondents representing 4.1% stand neutral about the subject on teacher qualification. Inference from this results shows that teacher level of qualification in the study areas has enhanced girls' retention and completion of primary education.

Table 5.21 **The availability of female teacher in primary school influence household's decision to allow girls participate in primary education.**

		Frequency	Percent	Valid Percent
Valid	Strongly Agree	80	25.5	25.5
	Agree	134	42.7	42.7
	Uncertain	19	6.1	6.1
	Disagree	40	12.7	12.7
	Strongly Disagree	41	13.1	13.1
	Total	314	100.0	100.0

Source: Research, Survey 2015

Evidence from Table 5.21 shows that 134 (42.7%) of the respondents agreed that recruitment of female teachers in primary schools did enhances girls retention and completionof primary education. Forty (i.e 12.7%) disagreed with this opinion. Also, 80 (25.5%) of the respondent strongly agreed that female teachers enhance girls participation in primary education while 41 (31.1%) respondent strongly disagreed. Yet 19 (6.1%) of the respondents was uncertain that the recruitment of female teachers in primary schools did enhances girls retention and completionof primary education.

The researcher wanted to know how the female teachers enhanced girls' retention and completion of primary education from an informant. Based on the interviewed session on 8th June, 2015, MallamKabir (Head teacher of one of primary school sampled for study), observed female teachers carried out periodic visitations and sensitization exercise on the benefit of girl-child education to girls household. They educate the parents on the dangers of early marriage and child labour. He observed that such campaigns by female teachers have influence households decision to allow girlscomplete primary education.

Table 5:22 Teachers' subject specialization (mathematics, English and Science) has enhanced girls' retention and completion of primary education.

		Frequency	Percent	Valid Percent
Valid	Strongly Agree	71	22.6	22.6
	Agree	135	43.0	43.0
	Uncertain	16	5.1	5.1
	Disagree	52	16.6	16.6
	Strongly Disagree	40	12.7	12.7
	Total	314	100.0	100.0

Source: Research, Survey 2015

Table 5.22 shows the preponderance of opinion 135(43%) among the respondent agreed that teachers teaching mathematics, English and Science subjects influences girls' retention and completion of primary education. Just as 52(16.6%) disagreed. On the other hand, 71(22.6%) of the respondent do strongly agreed. 40 respondents representing 12.7% strongly disagreed with this opinion. Only 5.1% representing 16 responses did not take side on the opinion. This shows that teacher subject mastering of Mathematics, English and Sciences is a crucial factor that has enhanced girls' retention and completion of primary education in the study areas. However, we further wanted to know the gender of such teacher from one of our informant. A head teacher fondly called Mallam B, noted that girls are willing to attendance school when subjects like mathematics, English and science are being taught by female teachers.

Table 5.23: Opinion of the respondents on the influence of teacher experience on girl-child retention and completion of primary education.

		Frequency	Percent	Valid Percent
Valid	Strongly Agree	66	21.0	21.0
	Agree	124	39.5	39.5
	Uncertain	17	5.4	5.4
	Disagree	66	21.0	21.0
	Strongly Disagree	41	13.1	13.1
	Total	314	100.0	100.0

Source: Research, Survey 2015

Furthering the analysing on table 5.23, a significant number of the respondent 124(39.5%) with the opinion that teacher experienced enhanced girls retention and completionofprimary education.Likewise 66 (21%) strongly support the position that teachers experience enhances girls retention and completionprimary education in the study areas. Contrary, 66(21%) disagreed to this opinion while 41(13.1%) strongly disagreed. Yet 17(5.4%) of the respondents were uncertain whether teacher experience can be link to improving girls education. This revealed that teachers experience in the study areas has enhanced girls' retention and completion of primary education.

Table 5.24: Girls' retention and completion of primary education is enhanced because the training and retaining teachers has improved teacher-pupil relationship

		Frequency	Percent	Valid Percent
Valid	Strongly Agree	101	32.2	32.2
	Agree	150	47.8	47.8
	Uncertain	15	4.8	4.8

Disagree	20	6.4	6.4
Strongly Disagree	28	8.9	8.9
Total	314	100.0	100.0

Source: Research, Survey 2015

The data assembled on table 5.24 revealed that overwhelming majority of the respondents that is; 150(47.8%) agreed and 101(32.2%) strongly agreed that teacher-pupil relationship boost girls attendance in primary school. While 15(4.8%) maintain an indifferent attitude, the remaining respondent numbering about 20(16.4%) and 28(8.9%) disagreed and strongly disagreed respectively. This revealed that improve teacher-pupil relationship has enhanced girl retention and completion of primary education.

5.3 Test of Hypotheses

5.3.1 Hypothesis one

H_0 Provision of Infrastructural facilities has no significant relationship on girls' retention and completion of primary education under the UBE programme in both Igabi and Sabon-Gari Local Government Areas of Kaduna State.

Table 5.25 Summary of Regression Analysis of the combined prediction of girl's retention and completion of primary education by the six independentvariables

Variables	B	Std. Error	Beta	T	Sig.
(Constant)	.689	.069		10.034	.000
Provision of classrooms	.002	.050	.005	.034	.973
Provision of school furniture	-.007	.061	-.019	-.112	.911
Provision of safe water	.129	.129	.343	7.161	.000
Provision of toilets facilities	.188	.188	.536	3.071	.002
Distance of school to household	-.001	-.001	-.003	-.023	.983

(R = .743; Adjusted R^2 = .552; F = 75.901; Sig. 0.00; df = 5)

The table also shows a coefficient of multiple correlations (R) of 0.743 and a multiple adjusted R square of 0.552. This means that 55% of the variance in girls' retention and completion of primary education is accounted for by all the six UBE infrastructural facilities predictor variables, when taken together.

The joint contribution of the independent variables to the dependent variables was significant (F = 75.901; df = 5; 308: $p<0.05$) and that other variables not included in this model may have accounted for the remaining variance. The study therefore rejected the null hypotheses and concluded that there is a significant relationship between the provision of infrastructural facilities and and girls' retention and completion of primary education under the UBE programme in both Igabi and Sabon-Gari Local Government Areas of Kaduna State.

Furthermore, table 5.25 reveals the relative contribution of the five independent variables to the dependent variable, expressed as Beta weights. Provision of toilets facility made the most significant relative contribution to the prediction of girls retention and completion of primary education (B=.536, t=3.071, $p<0.05$). This was followed by provision of safe water facility (B=.343, t=7161, $p<0.05$) and provision of school furniture (B= -.019, t= -.112, $p>0.05$). Furthermore, provision of classrooms (B= .034, t= .973, $p<0.05$) and

distance of school to household made the least significant relative contribution to the prediction of girls retention and completion (B=-.003, t=-.023, p>0.05) respectively. However, our study could not established statistical significant for contributions made in three independent variables, that is; provision of classrooms, school furniture and distance of school to household.

5.3.2 Hypothesis II

HO_1: Provision of instructional materials has no significant relationship on girl-child retention and completion of primary education in Sabon-Gari and Igabi Local Government Areas of Kaduna State

Table 5.26: Summary of Regression Analysis of the combined prediction of girl's retention and completion of primary education by the four independent variables

Variables	B	Std. Error	Beta	T	Sig.
(Constant)	.792	.044		19.072	.000
Adequacy of instructional materials	.057	.064	.163	.894	.372
Utilization of instructional materials	-.091	.051	-.266	-1.797	.073
Relevant of instructional materials	.287	.068	.844	4.228	.000

(R = .750; Adjusted R^2 = .562; F 132.559; Sig. 0.00; df = 3)

Table 5.26 showed that the prediction of all the three independent variables to the dependent variable. That is, girl retention and quality of primary education correlated positively with the three predictor variables.

The table also shows a coefficient of multiple correlations (R) of 0.750 and a multiple adjusted R square of 0.562. This means that 56.2% of the variance in girls' retention and completion of primary education is accounted for by provision of instructional materials when all the four predictor variables, when taken together. The joint contribution of the independent variables to the dependent variables was significant (F = 132.559; df = 3; 310: p<0.05) and that other variables not included in this model may have accounted for the remaining variance. The study therefore rejected the null hypotheses and concluded that the

provision of instructional materials has significant relationship on girl-child retention and completion of primary education in Sabon-Gari and Igabi Local Government Areas of Kaduna State.

Furthermore, Table 5.26 reveals the relative contribution of the four independent variables to the dependent variable, expressed as Beta weights. Relevant instructional materials made the most significant relative contribution to the prediction of girl-child retention and completion of primary education (B= .844, t=42.28, p<0.05). This was followed by Teacher utilization of materials (B=-266, t= -17.97, p<0.05) and adequacy of instructional materials (B=.163, t=8.94, p<0.05). However, our study could not established statistical significant forcontribution of adequacy of instructional materials and materials of instructional materials on girl-child retention and completion of primary education.

5.3.3 Hypothesis three

HO_1: Teacher quality has no significant impact on girls' retention and completion of primary education in Sabon-Gari and Igabi Local Government Areas of Kaduna State.

Table 5.27: Summary of Regression Analysis of the combined prediction of girl's retention and completion of primary education by the four independent variables

Variables	B	Std. Error	Beta	T	Sig.
(Constant)	1.275	.056		22.741	.000
Adequacy of teachers	.541	.038	1.694	14.308	.000

Qualified teachers	-.119	0.47	-.343	- 2.515	0.12
Teachers gender (Female)	-.015	.061	-.041	-.249	.803
Teacher experience	- .106	.027	-.289	-3.914	.000
Teacher pupil interaction	-.002	.027	-.004	-.057	.955
Teacher specialization	-.140	.056	-.376	- 2.494	.013

(R = .844; Adjusted R^2 = .712; F 126.694; Sig. 0.00; df = 6)

The joint contribution of the independent variables to the dependent variables was significant (F = 126,694; df = 6; 307: p<0.05) and that other variables not included in this model may have accounted for the remaining variance. The study therefore rejected the null hypotheses and concluded that teacher quality has significant relationship on girls' retention and completion of primary education in Sabon-Gari and Igabi Local Government Areas of Kaduna State.

The table also shows a coefficient of multiple correlations (R) of 0.844 and a multiple adjusted R square of .712 This means that 71.2% of the variance in girls' retention and completion of primary education is accounted for by teacher quality when all the six predictor variables, when taken together.

Furthermore, Table 5.26 reveals the relative contribution of the six independent variables to the dependent variable, expressed as Beta weights. The adequacy of the teachers made the most significant relative contribution to the prediction of girls retention and completion of primary education (B=1.694, t=14.308, p<0.05). This was followed by female teacher (B=.041, t= -249, p>0.05) and teacher qualification (B=-.343, t= -2.515, p>0.05). The next is teacher subject specialization (B= -.376, t=-2.494, p<0.05), teacher experience (B= -.289, t= - 3.914, p<0.05) and teacher pupil interaction (B=-.004, t=-.057, p<0.05).However, our study only established statistical significant for contribution of adequacy of teachers and teacher experience on girl-child retention and completion of primary education.

5.4 Discussion of Findings

The research set out to determine the impact of UBE programme on the enhancement of girl-child retention and completion of primary education in Igabi and Sabon-Gari LGAs of Kaduna State. From the analysis of the data and test of the hypothesis one, the result shows that provision of infrastructural facilities under the UBE programme failed to play a significant role on the enhancement of girl-child retention and completion of primary education in Igabi and Sabon-Gari LGAs. Although the in Table 5.8, about 59% of the respondent expressed a positive opinion that construction, renovation and rehabilitation of classrooms had enhanced girl-child retention and completion of primary education. The opinion was contrary to the analysis from our secondary data where it was observed in Table 5.8 that out of a total number of 350 public primary schools in 2013, 70(20%) schools held classes outside. Likewise from in total number 1,292 usable classrooms, about 446(26%) were labeled unusable for teaching and learning. This reveals that there is largely inadequate number of classrooms available for teaching and learning. The consequences of such situation will be overcrowded classrooms thereby constitute a major disincentive toward the enhancement of girl-child retention and completion of primary education. This finding corroborated findings of Adepoju and Fabiyi 2009; Kipkulei, B. et al., 2012) classrooms are overcrowded.

The findings in Table 5.10 shows that 180(57%) of the respondent were of the negative opinion that the provision of school furniture under the UBE programme hadenhanced girls' retention and completion of primary education in Igabi and Sabon-Gari LGAs. This was further confirmed by the analysis of secondary data on Table 5.11 which shows that as at 2013, 66% of classrooms in public primary schools in the study areas had insufficient seating. This indicated that most girl-child have to seat on floor while receiving instruction. Table 5.12 indicated similar findings.

Table 5.12 revealed the enhancement of girl-child retention and completion of primary education in the study is restraint by gross inadequate of safe water facility in public primary school. In sum, about 178 (54%) of the respondents fail to support the statement that the provision of safe water in schools had led to the enhancement of girl-child education.Furthering the analyzing of data in Table 5.12, findings from table 5.13, revealed that as at 2013, 75% of public primary schools in the study were without safe water facility.

In addition, to determine the effect of infrastructural facilities on girl-child retention and completion of primary education, Table 5.14 generated information on the influence of provision of toilets. It find out that majority of the respondents disagreed that the UBE programme had provided adequate toilets facilities capable to enhance girl-child education. The opinion of the respondent was not surprising, because the findings in Table 5.15 shows that only 20% of public primary schools in the study areas were provided with toilets facilities as at 2013. This project a likely doom for the UBE programme whose aim is significantly reduced dropout in formal schools through improved relevance, efficiency and quality in primary education. This findings on hypothesis one collaborated the surveys by Habiba (2012); Santhya et al., 2015; Adeyemi and Adu 2010 and Ajaji and Adeyemi 2011). Habiba (2002) concluded classrooms, toilets, water were grossly inadequate in public primary schools.

Lastly, inferences from Table 5.15 indicated that primary schools are located at proximate range to girl's households. Therefore distance was not a barrier for the girl-child accessing primary education in the study areas. This can be supported with Table 5.9 that revealed that there has been increased in the number of public primary schools in the study areas from 298 in 2008 to 350 in 2013. The result reveals that the location or distance of school to household is not a hindrance for girls participation in primary school. Majority of the primary schools in Sabon-Gari and Igabi LGEA were located within the neighborhood

where the girls reside or less 2km from their household. The contradict research findings by (Lincove, 2009; Holmes, 2003; Barbara, Mingat and Malala 2003) that transportation and travel time increases the cost of schooling thereby hinder girls participation in primary education.

Hypothesis II tested for significant relationshipof instructional materials on girl-child retention and completion of primary education in Sabon-Gari and Igabi Local Government Areas of Kaduna State. Findings from Table 5.16 revealed that the majority of the respondents, that is; 162(52%) respondents were of the opinion that the provided instructional material did not enhanced girl-child education in the study areas. Likewise in Table 5.17 shows about 181(57%) of the respondent observed the provided instructional materials are not adequately used by teachers for teaching and learning.Table 5.18 indicated that retention and completion of primary education is constraint because the instructional materials provided are irrelevant to the needs of the girl child. The findings of the study indicated that is a gross inadequacy of instructional materials in the study areas

Hypothesis III tested whether teacher quality has significant impact on girls' retention and completion of primary education in Sabon-Gari and Igabi Local Government Areas of Kaduna State. In this study data from respondents has been used to test the relationship and significant impact of selected teacher quality and girls participation in primary education in Sabon-Gari and Igabi LGAs of Kaduna State. The study confirms that teacher quality (female teacher, teacher educational qualification, teacher teaching experience and teacher-pupil relationship) have positive relationship towards girls' retention and quality of primary education in Sabon Gari and Igabi local Government areas. Also from Table 4.23, certain teacher characteristic(s) has significant impact on girls' retention and completion of primary education in the study areas. That is, the study confirms that female teacher, teacher educational qualification, and teacher-pupil relationship has significant impact on girls

retention and quality of primary education in the study areas. Only teacher experience had no statistical significant on girl's education in the study areas at 5% critical. This are further explain below. The evidence reported in the study suggests teacher's educational qualification made the most significant relative contribution of 45.9% to the prediction of girls retention and quality of primary education. The evidence support and confirms study conducted by Fehintola (2014) and Olaleye (2011) who laid claim to teacher's level of education as a major determinant for student academic outcome.

However, the result differ in Kosgei1 *et al.,* (2013) and Kimani *et al.,* (2013) findings that observed that there was no significant relationship between teacher qualification and student academic achievement. Secondly, the hypothesis also confirms that female teacher has a significant impact (22.7%) on girl retention and quality of primary education in the study areas. The result confirms the findings by Dee (2007) role model hypothesis and Paredes (2014). In contrary, the result differs in Cho, (2012), who concluded that teacher pedagogy improve student academic outcome. Thirdly, the study confirms that teacher-pupil-relationship made the least significant impact of 11.4% on girl's retention and quality of primary school. This finding corroborate Split *et al.,* (2012) and Kipkulei *et al.,* (2012) who discovered that positive teacher-pupil relation contribute to school attendance and gains in academic achievement. Lastly, our study found no evidence that teacher teaching experience made significant contribution to girls' retention and quality of basic education. This contradicts Kosgei1 *et al.,* (2013) and Kimani *et al.,* (2013) whose study found out that teacher experience as a predictor of student academic outcome.

5.5 Major findings

The research conducted on the impact of UBE programme on the enhancement of girl-child education in Igabi and Sabon-Gari LGAs came with the following as major findings.

a. It was obvious that the infrastructural facilities provided by the UBE programme had increased girl-child enrolment in primary schools but were grossly inadequate to significantly enhanced girls' retention and completion of primary education in the study areas due to overcrowded classrooms, lack of furniture, toilets and safe water facility.

b. The study indicated that instructional materials were largely unavailable to meet the needs of the girl-child. Majority of the girl child were not provided with exercise books and textbooks for instruction.

c. The availability of qualified teacher in primary school in the study areas has enhanced girl-child retention and completion of primary education. However, the study also discovered that the teachers wereinadequate and largely inexperienced especially in the rural areas in the study areas.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATION

6.1 Introduction

This chapter brings together the principal features of this study. It outlines the summary, conclusion and recommendation of the investigation into the impact of UBE programme on the enhancement of girl-child education in Igabi and Sabon-Gari LGAs.

6.1 Summary

This research set out to determine the impact of UBE programme on the enhancement of girl-child retention and completion of primary education in Igabi and Sabon-Gari LGAs of Kaduna State. Universal Basic Education has been the prime focus of governments around the world since the dawn of the new millennium. This was anchored through the instrumentality of Education for All (EFA) and Millennium Development Goals (MDGs) which provided the universal time bound targets subscribed to by developing countries. One of targets concurred at Dakar World Education Conference in 2000 seeks to ensure that by 2015 all children particularly girls have access to and complete free and compulsory primary education of good quality and achieving gender equality in education.

In Sub-Sahara Africa, of which Nigeria is included, the federal government prioritised education as an instrument per-excellence for effecting national development. This is being that education is conceived to be the most effective vehicle for eradicating the vicious circle of illiteracy, ignorance, poverty and discrimination that has polarized the teeming population. Enhanced accessibility to basic education for the girl child will yield tremendous benefits by taking care of the issues related to maternal health, child mortality, household nutrition and human capital for economic development. Cognizance of this fact, the federal government launched the Universal Basic Education (UBE) programme in 1999. Basic education is the foundation for lifelong learning and human capital development.The UBE programme made basic education compulsory for all children of school age in Nigeria in order to make should every child acquire skills in arithmetic, writing and reading necessary for lifelong learning in the 21st century.

Its subsequent revision and implementation in 2004 signaled the commitment of the government in providing quality basic education to all school aged going children irrespective of gender, ethnicity, affluence and residential location. The UBE programme is

noted to have puts in place institutional arrangement for the management of basic education which is hoped would strengthen the provision of infrastructural facilities, instructional materials and teacher development in all public primary schools across the federation. It was believed that such efforts would improve quality of primary education thereby promoting equity and widening participation in education.

Yet, Nigeria is the nation furthest far from the objectives of UBE programme. In outright terms, the quantity of out of school children surpassed the 6.9 million in 2000, up to 10 million in 2011, of which 84% representing North East and North West regions Nigeria, whereas 80% of these out of school children are said to be girls. Kaduna state in the North-West region has an average primary attendance ratio of 69%with substantial variations in the 23 local government areas is Kaduna state. This is not unusual because girls education particularly in northern Nigeria are known to be restrained by certain out-of-school factors that pull girls out of school and in-school factors that push girls out of school. The out-of-school factors is not only an aftereffect of expanding populace, but poverty, cultural practices, religion misconception, parental level of education and residential location. On the other hand, the in-school factors relate to the concerns of standard of education which has continued to fall short the expectations of both parents and the societal thereby constituting reasons why households withdraw or retain girl child in primary schools in Igabi and Sabon Gari Local Government Areas. Primary schools are largely characterized by dilapidated and overcrowded classrooms, lack of chairs and desk, inadequate furniture and unusable chalkboard, lack of teachers making it virtually impossible for conducive teaching and learning atmosphere.

The forgoing has led to the inability of the public primary school systems to retain pupils until they complete primary education in the study areas. Obanya (2002a) bolstered that accessibility to basic education is not all; retaining children in school for the successful

completion of quality basic education cycle is the ultimate goal of UBE programme. Ajayi and Adeyemi (2011) posit that possibility of any success in primary education system in Nigeria will require the provision of infrastructural facilities, instructional materials and quality teachers. The study laid more emphasis on the in-school-factors that influenced girl child retention and completion of primary education in the study areas.

To this end, the systems theory guided the researcher to carry out the investigation. The justification to the used of systems theory is because primary schools like many other social organisation is a productive system that has output. The schooling outputs signifying the quality of the supporting inputs that flows into the school in order to achieve the objective of the school system. The process of producing such outputs can best be represented in an Input-Process-Output-Feedback Model components associated with the systems theory. Thus, the school system has some inputs such as infrastructure facilities, instructional materials infrastructure, teachers, pupils, UBE programmme etc. In fact, the quality of primary schools system is a major predictor on girls schooling accessibility and retention.It implies that time to learn, material inputs and effective teaching can influence on girls educational attainment. The quality of any education programme directed to the girl child must be capable of influencing household decision to enroll and retain children in school. The availability and quality of educational resources provided to the learners will facilitate school participation and learning outcome. This ranges from the provision of infrastructural facilities, instructional materials and teachers. These are succinctly discussed subsequent paragraph.

Infrastructural facilities are prerequisite facilities necessary for the establishment and survival of the primary school system. It refers to school facilities that make learning environment conducive for effective teaching and learning and retention of girl child. It includes classroom, blackboard, furniture, toilets and water facilities. They serve as the

support for effective teaching and learning. Therefore, the quality and quantity of school facilities determines educational outcome, particularly for girls.

Instructional materials have varied nomenclatures in literature. It refers to carefully selected print and non-print materials used by the teacher during teaching and learning process in order to engage the pupils in a series of questions, experiments, and demonstration. The real essence of the instructional material is to make teaching more appealing to the learners and relevant to the needs of the leaner. It should be noted that instructional materials don't facilitate learning on their own. It depends on the teacher effectiveness to utilise them for teaching and learning.

The possibilities of improving the quality of education are strongly influenced by the competence or the human services that local school system can employ (Anderson 1973). The person and position of the teacher plays key role in the ensuring that education system succeeds. This will include the quality and quantity of the teachers available to carry out instruction. Teacher quality relates to those attribute that can be identified and used in the initial hiring of teachers to increase girls participation in primary education. These characteristics include qualities of teachers' gender, educational background, previous teaching experience and the like.

From the empirical literature reviewed on school quality and girls education, it shows that not much study has been carried in Nigeria on the impact of school quality on household decision to allow girls participation in primary education school. Majority of the studies reviewed were not within the context of Nigeria, a replication of such research will add significantly to the body of literature. On the other hand, some the finding from these studies reviewed may not generalized has they failed to report any hypothesis testing (Nicholas, et al 2013; Kunje et al 2009) and where such is done, the outcome of the studies predict rather how school quality determine pupil academic performance (Santhya, et al

2015; Kunje et al 2000). It was only the studies of Marshall (2011) that significantly focus on how school quality variables impact on children attendance in school. Moreover, none of the study reviewed focus on school quality factors that affect girl participation in primary education using the three key survey tools of questionnaire, interview and observation. In sum, majority of the research reviewed on teachers' quality focus on student academic performance in secondary school. As such there is scarcity of literature to present evidence regarding how teacher characteristic enhances girl retention and completion of primary education. Also, none of the study was able to interviewed informant in order to have a deep understanding of the issue under study; they mostly relied on secondary data on student test scores and teacher demographic characteristics. Finally, none of the study reviewed seek to obtain the opinion of PTA and education officer on the issue being study.

Majority of the research reviewed on teachers' quality focus on student academic performance in secondary school. As such there is scarcity of literature to present evidence regarding how teacher quality enhances girl retention and completion of primary education in the study areas. Also, none of the study was able to interviewed informant in order to have a deep understanding of the issue under study; they mostly relied on secondary data on student test scores and teacher demographic characteristics. Finally, none of the study reviewed seek to obtain the opinion of PTA and education officer on the issue being study.

In order to carry the investigation, a structure questionnaire was designed by the researcher and was validated by expert before administered to 369 respondents, made up of head teachers, teachers, PTA executive and UBE officials in Igabi and Sabon-Gari LGAs through a multistage sampling techniques. The variables investigated were the influence of infrastructural facilities, instructional materials and teacher quality on girl child retention and completion of primary education.

The result from the test of hypothesis and the analysis of the respondent opinion on the variables revealed that (a) the provision of infrastructural facilities has significant impact on girl-child enrolment, but inadequate to guarantee girl-child retention and completion of primary education because of lack of classroom, furniture, toilets and safe water facility in public primary school in the study areas, (b) instructional materials were not provided for majority of the pupils. Although teacher modules were sufficiently available, majority of the teacher do not utilised them in teaching and learning process. This became a major disincentive in enhancing girl-child retention and completion of primary education. (c) the quality of qualified teachers in public primary had led to the enhancement of girl child retention and completion of primary education. Unfortunately, in terms of the number, there is an acute shortage of teacher in public primary schools.

6.3 Conclusion

The study concluded that enhancement of girl child education in Igabi and Sabon-Gari will ultimately depend on level of provided infrastructural facilities, instructional materials and teachers quality. The study provided evidence that provision of infrastructural facilities like classrooms, furniture, toilets and safe water facilities will led to the enhancement of the girl-child retention and completion of primary education in Igabi and Sabon-Gari LGAs. Also, the scanty provision of instructional materials is major disincentive to girl-child education. Although the majority of teachers in primary school in the study areas posses the minimum qualification, they are grossly inadequate when compare with the number pupils. The study reported strong evidence to support that adequacy of teachers and years of experience will had significant impact on girls' retention and completion of basis education in the study areas.

6.4 Recommendations

Based on the finding of the study, the researcher recommend as follows:

a. There should be adequate provision of infrastructural facilities especially furniture, toilets and safe water in public primary school to enhance girl child education in the study areas.

b. Kaduna State Universal Basic Education Board (KSBUEB) and Local GovernmentEducation Authority (LGEA) should ensure that instructional materials are adequately provided and utilized in public primary schools in order to enhance the girl-child education.

c. Recruitment exercise for teachers should be urgently conducted into public primary schools especially for rural schools in the study areas. The Kaduna state government may grant approval to Kaduna State Teachers Service Board toestablish a rural teacher volunteer scheme in order to boast the supply of teachers in public primary schools in Igabi and Sabon Gari Local Government Areas. Special effort should be made that the teachers recruited through such avenue posses some years of teaching experience and granted special allowance.

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APPENDIX I

School of Post Graduate Studies,
Department of Public Administration,
Faculty of Administration,
Ahmadu Bello University,
P.M.B. 1013, Zaria.

25th May, 2015.

Dear Respondents,

RESEARCH QUESTIONNAIRE

I am a student of the above-named institution pursuing M.Sc Degree in Public Administration. As part of the requirements for the award of the degree, I am conducting a research titled **Impact of Universal Basic Education Programme on the enhancement of girl-child education in Igabi and Sabon-Gari Local Government Areas of Kaduna State.**

It would be appreciated if you would be kind enough to complete the questionnaire as conscientiously as possible. Please note that the abbreviations on the right hand side of section B, C and D stands for the following: SA = Strongly Agree, A = Agree, U = Undecided, D = Disagree, SD = Strongly Disagree

I assure you that all answers would be treated in strict confidence and will be used purely for this research work.

Thanks for your anticipated co-operation.

Yours faithfully,

Ogunwale Oluwamayowa
M.Sc/Admin/43227/12-13

APPENDIX II

UBE Programme and Girls' Education Enhancement Questionnaire (UPGEEQ)

Instruction: Please tick [✔] the appropriate box to specify your answer. All answers supplied will be treated with utmost confidentiality.

Section A: General Information

i. Sex: **a.** Female [ ] b. Male [ ]

ii. Age Range:

a. 20 – 25years [ ] b. 25 - 30 years [ ]

b. 30 – 35years [ ] d. 40 – 45 years [ ]

e. 45 years above [ ]

iii. Educational Qualification:

a. WASSC/NECO/GCE OL [ ] b. TC II [ ]

c. Diploma/ OND [ ] d. NCE [ ]

e. HND/Advance Diploma [ ] f. BSc/BA [ ]

g. B.Ed/BA/BSc +PDGE [ ] h. M.Ed/MScMA+PDGE [ ]

i. Others (Specify)…….

iv. For how long have you been teaching (if applicable)?

a. 1 – 5 years [ ] b. 6 – 10 years [ ]

c. 11 – 15years [ ] d. 16 – 20 years [ ]

e. Over 20 years [ ]

v. What is your area of specialization (if applicable)?

a. Mathematics [ ] b. English [ ]

e. Social studies [ ] d. Religious Education [ ]

f. Sciences [ ]

vi. How many pupils do you have in your class (if applicable)?

a. 20 - 25 pupils [ ] b. 26 - 30 pupils [ ]

b. 31- 40 pupils [ ] d. 41 - 45 pupils [ ]

e. 46 - 50 pupils [ ] f. Over 50 pupils [ ]

vii. The average Teacher- Pupil ratio (class size) in you class (if applicable)?

a. 1:30 [ ] b. 1:40 [ ]

c. 1:50 [ ] d. 1:60 [ ]

e. 1:70 or more [ ]

viii. Do girls complete basic education than boys in your school?

a. Yes [ ] b. No [ ]

Section B Influence of infrastructural facilities on girls' retention and completion of primary education						
S/N	Statement	**Rating**				
		SA	**A**	**U**	**D**	**SD**
1.	Girls' retention and completion of primary education is enhanced due to the construction, rehabilitation and					

	renovation of classrooms under the UBE programme.					
2.	Girls' retention and completion of primary education has been enhanced because the UBE programme has provided adequate furniture in classrooms.					
3.	Girls' retention and completion of primary education has been enhanced because of the availability of portable water in schools under the UBE programme.					
4.	The adequate provision of toilets has led to the enhancement of girls' retention and completion of primary education under the UBE programme.					
5.	The proximity of primary school to household has enhanced girls' retention and completion of primary education under the UBE programme.					

Section C Influence of instructional materials on girls' retention and completion of primary education						
S/N	Statement	**Rating**				
		SA	**A**	**U**	**D**	**SD**
8.	The adequate provision of instructional materials under the UBE programme has enhanced girls' retention and completion of primary education.					
9.	Girls' retention and completion of primary education has been enhanced because the instructional materials provided are adequately utilized by the teacher.					
10.	Girls' retention and completion of primary education has been enhanced because the instructional materials provided are relevant to the curriculum.					
11.	Girls' retention and completion of primary education has been enhanced because priority is given to the girl child in the distribution of such instructional materials.					

Section D Influence of teachers quality on girls' retention and completion of primary education						
S/N	Statement	**Rating**				
		SA	**A**	**U**	**D**	**SD**
12.	Girls' retention and completion of primary education has been enhanced because there is adequate provision of					

	teachers in primary school under the UBE programme.					
13	Girls' retention and completion of primary education is enhanced because there is adequate recruitment and deployment of female teacher to primary schools.					
14	Girls' retention and completion of primary education is enhanced because the teachers recruited are qualified.					
15	Teachers' subject specialization enhances girls' retention and completion of primary education.					
16	Teacher's years of teaching experience enhances girls' retention and completion of primary education.					
18.	Girls' retention and completion of primary education is enhanced because the teachers provide guidance and counseling to girls.					

APPENDIX III

Interview Schedule

TOPIC: Impact of UBE programme on the enhancement of girl-child education in Igabi and Sabon-Gari Local Government Areas of Kaduna State.

1. Date of the interview:……..
2. Place of interview:……

3. Duration of the Interview:……
4. Gender of the interviewee: …….
5. Age (range) of the interviewee: ……...
6. Profession: …….
7. Department: …….....…
8. Rank: ……
9. Highest Academic Qualification: ……..…
10. Nature of Interview: a. Verbal ..... b. Non- Verbal
11. Could you describe your job for me?
12. Are you aware that most girls repeat or fail to complete primary school than boys?
13. What do you think is the reasons why girls repeat or drop out school than boys?
14. Do you think the adequacy of infrastructural facilities has enhanced girls' retention in primary school?
15. Do you think it is the provision instructional materials have enhanced girls' retention and quality of primary school?
16. Do you think it is the teacher quality has enhanced girls attendance in primary school?
17. What has the UBE programme put in place to enhance girls' retention and completion of primary school?