

**GIRL-CHILD EDUCATION AND ITS CHALLENGES IN KAGARKO AND SABON  
GARI LOCAL GOVERNMENT AREAS OF KADUNA STATE**

**BY**

**BAKO Ann Deborah  
P13ADLG8018**

**DEPARTMENT OF LOCAL GOVERNMENT AND DEVELOPMENT STUDIES  
FACULTY OF ADMINISTRATION  
AHMADU BELLO UNIVERSITY, ZARIA  
NIGERIA**

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**A PROJECT SUBMITTED TO THE POSTGRADUATE SCHOOL AHMADU BELLO  
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**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF  
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FACULTY OF ADMINISTRATION  
AHMADU BELLO UNIVERSITY, ZARIA  
NIGERIA**

**SEPTEMBER, 2016**

## **DECLARATION**

I Bako Ann Deborah hereby declare that the work in this project entitled “Girl-Child Education and its challenges in selected Local Government Areas of Kaduna state” has been carried out by me in the Department of Local Government and Development studies under the supervision of Prof. AdejoOdoh. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree or diploma at any university

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Bako Ann Deborah

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Signature

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Date

## CERTIFICATION

This project titled “Girl-Child Education and its Challenges in Kagarko and SabonGari Local Government Areas of Kaduna State” by Bako Ann Deborah meets the regulations governing the award of the degree of Masters in Policy and Development Studies (MPDS) of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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Prof. AdejoOdohDate  
Project Supervisor

---

Dr. AdamuGamboSanusiDate  
Program Coordinator

---

Prof. Bashir JumareDate  
Head of Department

---

Prof.KabiruBalaDate  
Dean School of Postgraduate

## **DEDICATION**

This research work is dedicated to God Almighty the giver of wisdom, knowledge and understanding and also to my Parent, Rev. and Pastor (Mrs.) Emmanuel BakoEgohfor their unconditional love, care and prayers.

## **ACKNOWLEDGEMENT**

I am forever thankful and grateful to God almighty for his grace, love, mercy, wisdom, understanding and knowledge throughout my masters' programme. Indeed he deserves all the glory, praise and adoration forever and ever. Amen.

I want to express my sincere appreciation to my supervisor Prof. AdejoOdoh. Thank you for your contributions, advices, hard work and time to see that I excel in my work despite your tight schedule. I am grateful to God that you supervised me. Also my profound gratitude goes to all my lecturers who drilled and made me who I am today.

My sincere appreciation goes to the HOD and staff of the Education and Social Development department of SabonGari and Kagarko Local Governments. Thank you so much for you time and contributions towards the success of this research work. I also want to appreciate the PTA representatives from Kagarko and SabonGari Local Governments for their time and contributions.

Lastly my appreciation goes to my family and friends for their love, advices and contributions towards the success of this research work. God bless you and reward you all.

## ABSTRACT

*This study was designed to identify and examine girl-child education and its challenges in Kagarko and SabonGari Local Government Areas of Kaduna state. The main objectives of the study are: to ascertain the level of girl-child education; to evaluate the contributions of the study areas towards girl-child; to identify and discuss challenges of girl-child education in the study areas; and to make recommendations that will improve girl-child education. Two null hypotheses on girl-child education and its challenges were formulated to guide the work. The survey research design was adopted for the research work. The Steely Yamane's formula and the exponential method for population projection were adopted to arrive at the sample size. Simple random technique and the purposive sampling technique were adopted for the administration of questionnaires and interview respectively. The descriptive statistical tools such as tables and simple percentages were employed in data presentation and analysis. Also the chi square test was used to analyze the data collected using SPSS. It was found that despite the availability of schools and frequent enrolment of students in the study areas, the rate of completion is still low compare to their male counterparts. This is because of the following challenges: financial constraints, ignorance and non-challant attitude of parents and girls, hawking and house chores, early marriage and teenage pregnancy, distance of schools, poor toilet facilities and school infrastructures, ineffective government policies and programmes. Government of the study areas have tried in encouraging girl-child education but the people in the study areas still feel the government should do more in creating awareness and encouraging education in their areas. Based on the findings, it was recommended that; the government should do more by organizing seminars and campaigns on the importance of girl-child education so as to disabuse the minds of parent's and girls from their non-challant attitude towards education, more schools should be built closer to the people, early marriage should be abolished until the girl-child has attained a certain level of education, schools should be rehabilitated and equipped with the necessary facilities, teacher's welfare should be considered and opportunities for income generating activities should be given to parents by government agencies and NGOs.*

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## ABBREVIATIONS

UNICEF	United Nation International Children’s Fund
CBN	Central Bank of Nigeria
UBE	Universal Basic Education
LGEA	Local Government Education Authority
UNESCO	United Nations Educational, Scientific and Cultural Organization
EFA	Education for All
MDGs	Millennium Development Goals
NMLC	National Mass Literacy Campaign
UPE	Universal Primary Education
NPEC	National Primary Education Commission
FME	Federal Ministry of Education
UNDP	United Nations Development Programme
POWA	Police Officers Wives Association
SAGEN	Strategy for Acceleration of Girl’s Education in Nigeria
GEP	Girls Education Project
FSP	Family Support Programme
IRI	Interactive Radio Instruction
NCNE	National Commission for Nomadic Education
NGOs	Non-governmental Organizations
AGEI	African Girls Education Initiative
LDCs	Less Developed Countries
PTA	Parents Teachers Association
SUBEB	State Universal Basic Education Board
MHP	Millennium Hope Programme
SBMC	School Based Management Committee
ESSPIN	Education Sector Support Program in Nigeria
UK	United Kingdom
ESD	Education and Social Department
NCWS	National Council for Women Society
NCE	Nigeria Certificate in Education
SPSS	Statistical Package for the Social Science
HIV	Human Immuno Deficiency Virus
AIDS	Acquired Immune Deficiency Syndrome

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the Study**

The girl-child is a biological female offspring from birth to 18 years of age. During this period, the young girl is totally under the care of the adult who may be parents, guardians or elder siblings. It is also a period when the girl-child is malleable, builds and develops her personality and character. She is very dependent on others on who she models her behaviour, through observation, repetition and imitation. Her physical, mental, social, spiritual and emotional developments start and progress to get to the peak at the young adult stage (Sutherland, 2001).

The development of any society would be grossly lopsided if the girl child is not given quality education. Education in any normal society is accepted as an instrument to power, prestige, survival, greatness and advancement for men and women. The United Nations General Assembly (2001) adopted the Universal Declaration of Human Rights which stipulates that everyone has the right to education which shall be free at least in elementary and primary stages. Similarly, the National Policy on Education emphasizes among other things that there will be equal opportunities for all citizens. However, Osinulu (1994) lamented that the Girl Child is discriminated against in terms of education and given out to marriage early thereby denying the Girl-Child the required competences for community development.

Education is a basic human right and has been recognized as such since the 1948 adoption of the Universal Declaration on Human Rights. A positive correlation exists between the enrollment of girls in primary school and the gross national product and increase of life expectancy (Wikipedia, 2012). Because of this correlation, enrollment in schools represents



the largest component of the investment in human capital in any society. Rapid socio-economic development of a nation has been observed to depend on the caliber of women and their education in that country. Education bestows on women a disposition for a lifelong acquisition of knowledge, values, attitudes, competence and skills. Women in Nigeria have had various challenges in order to obtain equal education.

In recognition of the fact that in many countries, both developed and developing, the status of girls is significantly worse than that of boys, the Fourth World Conference on Women, held in Beijing in 1995, identified the persistent discrimination against the girl child and the violation of her rights as one of the 12 critical areas of concern requiring urgent attention by governments and the international community among which is the need for increasing girl-child education. Without access to education, girls are denied the knowledge and skills needed to advance their status. By educating girls, societies stand to gain economically.

In Nigeria today, the women folk have come a long way in businesses, politics, education, sports and other professions. They have made an indelible mark in their efforts to conquer the limitations of the past which have sought to place them permanently in the kitchen and bedroom. However, it is not all through a bed of roses for women and their empowerment. Majority of Nigerian women have not been fully mobilized and empowered to contribute to national development. If it had been so, we would not still be talking about good health for women, educational, economic, social, cultural and political empowerment of women. It is on this note that we will attempt to explore challenges of girl-child education in Kagarko and SabonGari Local Government Areas of Kaduna state.

## **1.2 Statement of Problem**

The girl-child, and indeed women the world over, especially in Africa and Nigeria has had their destiny sealed from birth by tradition and culture on account of their biological sex. They have been called the weaker sex in order to justify societal discrimination and oppression against them. They must remain silent hewers of wood and drawers of water, bearers of children, and toilers of arduous labour from sun-rise to sun-down. They can be seen but not to be heard in both the private and the public spaces of decision making. The girl-child by the natural status ascribed to her by male defined norms of societal conduct and behaviour remains a property to be owned and commoditized. Consequently, her rights are circumscribed by tradition, custom, and the chauvinism of male patriarchy. No community will remain undeveloped if it has the required human capital and the best instrument for developing any society is to invest in human capital (Richardson, 2009). This is because the acquired knowledge and skills will guarantee the economic and social liberation of the individual and by implication enhances their contributions to community and national development (Efe, 2001).

Essentially, the Girl-child must be educated in terms of their role in the society, whether as Producers or Reproducers; they are mainly responsible for the care and well-being of their families, they play an important role as educators of future generations, they perform economic functions and social functions (Ballara, 2002). As more and more women are educated, the health of the nation improves. With rising education among the girl child (women), there will be also a rise of women in the labour force; women education aids in the protection of the environment and also improves agricultural practices. Thus, for society to be

developed, the Girl-child must be allowed access to good and qualitative education (Ballara, 2002).

Illiteracy has been the greatest cankerworm which has eaten deeply in us and devastated the implementation of various wonderful policies of developing countries. Illiteracy has a positive relationship with poverty. Unfortunately, illiteracy is highly rated among the women than men which means illiterate mothers will raise illiterate daughters who are most likely to marry early and have no access to education if their husbands do not comply. The girl child often faces discrimination from the earliest stages of life, through childhood into adulthood. Her low status is reflected in the denial of fundamental needs and rights and in such harmful attitudes and practices as a preference for sons, early marriage, female genital mutilation, domestic abuse, incest, and sexual exploitation, discrimination, less food and less access to education. Forty per cent of Nigerian children aged 6-11 do not attend any primary school with the Northern region recording the lowest school attendance rate in the country, particularly for girls. Despite a significant increase in net enrollment rates in recent years in Nigeria, it is estimated that about 4.7 million children of primary school age are still not in school (UNICEF Report, 2005).

Issues of gender equality in education have been the subject of much debate during the past decades and have become a prominent topic of debate in all countries. In Nigeria, there are large disparities between the education that boys and girls receive. Many girls do not have access to adequate education past a certain age. The female adult literacy rate (ages 15 and above) for the country was 59.4% in comparison to the male adult literacy rate of 74.4%. It is differences in education that have led to this gap in literacy (World Bank Report, 2010).

According to the Central Bank of Nigeria the gender gap in literacy rates at the rural level between boys and girls was 18.3 percent in favour of the boys overall. However, in the age group 6–9 years (primary school ages) it was only 3.9 percent in favour of boys (CBN, 2000). This indicates that there is a gender dimension to educational attainment and development in Nigeria. According to the Examination Council of Nigeria (1994) there are still other problems, such as high drop-out rates of females students, poor performance, reluctance on the part of females students to enroll in science based courses and poor classroom participation. Across various geo-political delineations in Nigeria, a greater percentage of school-age girls are needlessly out-of-school, compared with the ratio applicable to boys of same age grouping (Adeniran, 2007).

Consequently, efforts to boost female education have been made by governments, international organizations and NGOs. However, there is still a gender disparity in education. Oke (2000) and Oladosu (2007) demonstrated that females still have low access to education, low participation and poor performance in many subjects, especially Mathematics and Science subjects. Many factors which are home, community and school based, continue to restrict developments in female education (Uremu, 2012).

It is against this background that this study will seek to identify and examine specific challenges of girl-child education in Kagarkoand SabonGari Local Government Areas of Kaduna state.

### **1.3 Research Questions**

The following research questions are raised to guide this study:

- a. What is the level of girl-child education in Kagarko and SabonGari Local Government
- b. How haveKagarko and SabonGari Local Governments contributed to the education of the girl child
- c. What are specific challenges of girl-child education in Kagarko and SabonGari Local Government
- d. How can these challenges be handled or resolved in the study areas.

#### **1.4 Aims and Objectives of the Study**

The aim of this study is to identify and examine specific challenges of girl-child education in Kagarko and SabonGari Local Government Areas of Kaduna State.

The objectives are:

- a. To ascertain the level of Girl-Child education in Kagarko and SabonGari Local Government Areas of Kaduna state;
- b. To evaluate the contributions of the Kagarko and SabonGari Local Government towardgirl-child education;
- c. To identify and discuss challenges of girl-child education in the study areas; and
- d. To make recommendations that will help to improve girl-child education in the study areas.

#### **1.5 Significance of the Study**

The girl-child is an important asset of advancement in any society. The absence of adequate girl-child education means a huge loss of human resource and potential and has costs for both men and women and also on development. Girls grow to eventually become women and they

must be included and accommodated in all forms of opportunities and resources as their male counterparts. Closing the gap in education and ensuring that more girls are educated is essential not only for building a just society, but also a pre-requisite for suitable development. Education is the right of every girl-child, and it is a key to transforming her life and making her a responsible member of the society. Without education, girls are denied the opportunity to develop their full potentials and play productive roles in the society. Although some efforts has been made to improve girl-child education in Nigeria, much still needs to be done if women must realize their potentials and fully contribute to the political, socio-economic and technological transformation of the country.

The findings of this study “Girl-child education and its Challenges” shall be of help to policymakers, Universal Basic Education (UBE), Local Government Education Authority (LEA) and the general public on how to handle and resolve those obstacles and challenges that hinders the education of the girl-child and advance their education in Kagarko and Sabon-Gari Local Government Areas, Kaduna state and Nigeria as a whole.

This study will add to existing body of knowledge on the Challenges of Girl-child education and with specific reference to Kagarko Local Government and SabonGari Local Government and in Nigeria as a whole.

The study would equally be of help to fellow students who would want to embark on similar research work. It would provide them with the rudiment/elements of research report writing as well as relevant literature, which could serve as a starting point.

## 1.6 Scope of the Study

Education is a vast area of study and an inquiry into this area could be time among other resources consuming. To this end, this study will specifically focus on girl-child education with more enquiries to be centered on its challenges. The study will also restrict its coverage to Kagarko and SabonGari Local Government of Kaduna State.

## 1.7 Hypothesis

**Ho1** There is no significant relationship between cultural beliefs of a society and the advancement of Girl-child education in Kagarko and SabonGari Local Government

**Ho2** The ability of Kagarko and SabonGari Local Governments to contribute substantially to Girl-child education is not significantly dependent on their programmes and policies

## 1.8 Definition of Key Concepts

1. **Girl-child Education:** Girl-child education is defined as a process whereby the girl-child acquires adequate and appropriate knowledge, skill, attitudes and values in order to function optimally as a citizen. It can be operationally defined as;

- i. Learning experience organized for female students under the age of 18 in order to make them useful members of the society in which they belong
- ii. Programme aimed at giving out of school girls vocational skills to help them break through economically
- iii. Literacy skills
- iv. Girls enrollment, retention and completion of school from primary to secondary

**2. Cultural beliefs:** This can be defined as set of shared values, norms, goals and practices that characterizes a group, society or community. It can be operationally defined as;

- i. Early marriage and child bearing
- ii. Household duties
- iii. Parent's perceptions
- iv. Traditional practices
- v. Religion
- vi. Hawking practices/ child labor
- vii. Low self-concept

**3. Education programmes and policies:** This can be defined as a course of action, principle, plan or decision adopted by government and other organizations to achieve specific educational goals. It can be operationally defined as;

- i. Universal Basic Education(UBE)
- ii. Millennium Hope Programme
- iii. Vocational and skill acquisition centres
- iv. Public enlightenment
- v. Structures for mobilization
- vi. Incentives for the girl-child

## **1.9 Organization of Chapters**

This research work which is on the Challenges of Girl-child education in Kagarko and SabonGari Local Government Areas will have six chapters.



Chapter one is the introduction. It comprises of the background of the study, statement of the problem, research questions, aims and objectives of the study, significance of the study, scope of the study, hypothesis and definition of terms. This chapter gives a brief history on the research topic, brings out the problem that needs to be addressed and also why the research work is important.

Chapter two is the Literature review and theoretical framework. In this chapter, different work from different scholars related to the research topic will be reviewed. It gives an overall view of what has been done in the past. A theory will also be used and applied based on the research work.

Chapter three is the Research Methodology. It has the following sub-topics: introduction, research design, population and sample size, sampling techniques, data gathering techniques, data analysis techniques and justification of the research method used. This chapter discusses all the designs and techniques that will be used to draw the sample size and generate data for the research work and why they are important.

Chapter four is the policy context and content. This chapter analyses the policies on education in Nigeria and programmes adopted by the government and non-governmental organizations on Girl-child education. It analyses the strategies used to achieve such policies and programmes and how it has affected the Girl-child.

Chapter five is Data presentation and analysis. It has the following sub-topics: introduction, data presentation, data analysis, test of hypothesis and discussion of findings. This is where

the data collected from the field through questionnaires, interview and secondary data is presented, analyzed and discussed.

Chapter six is the last chapter and it has the following sub-topics: summary, conclusion, recommendation, references and appendices. This is where the whole work is summarized, concluded and recommendations are made based on the findings in chapter five. Books, journals and materials that were used for the research work will be acknowledged here and other important information like documents, questionnaire and interview schedule is attached.

## **CHAPTER TWO**

### **LITERATURE REVIEW AND THEORETICAL FRAMEWORK**

#### **2.1 Introduction**

This chapter reviewed what some authors, scholars and or authorities said or wrote in respect to some pertinent issues surrounding topics of interest to this research work. The review was undertaken in respect to the following sub-themes: The concept of girl-child education, girl-child education in developing countries; cultural beliefs and girl-child education, programmes and policies adopted to improve girl-child education in Nigeria, relevance of girl-child education, challenges of girl-child education and empirical studies. The purpose is to identify areas of weakness and strength in the previous works from which some useful lessons can be learnt.

The study also adopted the Human capital formation and manpower planning model as its theoretical framework.

#### **2.2 Concept of Girl-Child Education**

The concept of girl-child education incorporates the necessary attitude, cultural and behavioral training which parents give to their daughters at home to enable them become useful, resourceful and respectful citizens of their countries. It also includes the functional teaching or training in skills acquisition which many girls undertake in the shades of seamstress or in computer training centres, weaving/fashion designing centres as well as catering and interior decoration centres, etc. Most importantly, the concept is over specialized and highly controlled trainings acquired in schools, colleges and other institutions of higher learning, (Chidebelu, 2009). Ejikeme (2000) captured this fact when he said that denying girl-children access to early childhood education makes them socially excluded, creating room for

them to grow up to become illiterate women in later life and be classified as disadvantaged candidates for adult education, women empowerment programmes and other women rescue remedial or support programmes that smack off underdevelopment. Unfortunately, the right of a girl-child to access quality education has been denied and there are consequences. Though some of the challenges are deeply rooted in our traditional background, they have affected the society at large. Mangvwat, (2005) agree with this when she says that operation and discrimination against women and girls have been so deeply ingrained, for so long in virtually every culture.

The Convention of the rights of child defines “child” as any one below the age of 18. Girl child education is part of the gender issues in education. Girls in developing countries particularly Nigeria live in environments, societies and cultures that are diverse. Yet, their disadvantaged situation is basically similar wherever they might live. They are more likely to be born into discrimination, be undervalued in comparison to their brothers, be exploited and considered transitory members of their families and serve as helpers to their over-burdened mothers from a very early stage (African Centre for Women, 1998). The concern about the situation of children throughout the world culminated in the convention of the rights of child in 1989. The double vulnerability and negative impact felt throughout one’s life of being female and a child led United Nation International Children and Education Fund (UNICEF) to bring more attention to the special needs and constraints on the girl-child as a separate area of concern.

The African Platform for Action for Advancement of Women (1994:4) listed four main objectives of giving special attention to the girl-child and they are:-

- i. To eliminate discrimination against girls in areas of education and training, health and nutrition among others.
- ii. To advocate for elimination of negative cultural attitudes and practices against women and girls.
- iii. To enhance the capacities and esteem of girls especially those with the needs.
- iv. To sensitize the girl-child about social, economic and political issues and problems.

Hughes, Kroehler, & Zanden (1999) define Education as a learning process that ushers in relatively permanent change in behaviour or capability that result from experience. Education is one aspect of the many-sided process of socialization by which people acquire behaviors essential for effective participation in society. In their contribution to the definition of education, Bullock & Stallybrass, Ed. (1977) are of the view that it is:

- 1) A passing on of a cultural heritage;
- 2) It is the initiation of the young into worthwhile ways of thinking and doing;
- 3) It is a fostering of the individual's growth.

Onyekwelu (2005) sees education as a tool that teaches someone how to think, what is good and what is bad, how to solve problems, to know what is fair and unfair, rational and irrational. He avers that education imbues an individual with the confidence to adapt anywhere; it builds self-esteem and self-respect, it brings out the best in you and enables you to assert yourself positively, and most importantly, education helps one to identify his/her strengths and weaknesses. In fact, education encapsulates all these definitions and benefits because the end product is the emergence of a mentally liberated individual that is free to

make decisions for him/her and shape his/her life, be self-reliant and contribute to national and community development.

All of the above seem to underscore Nigeria's National Education Policy (2004) thrust which seeks to, among other things; create and promote self realization, better human relationship, individual and national efficiency, effective citizenship, national consciousness, national unity, as well as towards social, cultural, economic, political, scientific and technological progress.

The girl-child should be made to know that education is empowerment and when she is empowered, she can fight for her rights and exercise such. Education of the girl-child therefore must be seen as a priority in the educational process of any nation. This calls for bridging the existing gender gap in education before any enduring success can be recorded. Lack of education of the girl-child denies her the knowledge and skills needed to advance her status and so she remains below the poverty level, wasting away in abject poverty worsened by illnesses and diseases. When a girl-child is educated, she is able to realize her full potentials, think, question and judge independently, develop civic sense, learn to respect her fellow human beings and be a good citizen (Girl-child campaign, government of India-[www.read-org/publication-16-10-07](http://www.read-org/publication-16-10-07)). To enable the girl-child enjoy her rights, the United Nations, Fourth World Conference on Women, Beijing (1995) formulated some strategic objectives which include the following:

- Elimination of all forms of discrimination against the girl-child
- Elimination of negative cultural practices and attitudes against girls.

- Promotion and protection of the rights of the girl-child and promotion of awareness of her needs and potentials.
- Elimination of discrimination against girls in education and skills.
- Elimination of discrimination against girls in health and nutrition.
- Promotion of the girl-child's awareness of and participation in social, economic and political life.([www.un.org/womenwatch/daw.beijing/ platform/girl.html](http://www.un.org/womenwatch/daw.beijing/platform/girl.html) accessed – 17-10-07).

If these strategic objectives are fully followed, this will result in awareness of the girl-child and she will be able to reach out for that which belongs to her after being exposed to a measure of education. Educating a girl-child therefore will free her from poverty, illness, diseases and malnutrition.

### **2.2.1 Girl-Child Education in Developing Countries**

The problem of low level girl-child educational achievement relative to boys in developing countries has been highlighted by several studies. The World Bank Technical Report: Girls and Schools in Sub-Saharan Africa (1995) notes: Female education is recognized as one of the critical pathways to promote social and economic development. Evidence from Sub-Saharan Africa indicates that although there have been improvements in female participation, girls and women access to education remains limited in several countries across the region. It is evident that, once enrolled, girls are more likely to drop out of school than boys; that their educational achievement is poorer than that of boys and that few girls for math or science-related fields of study. In this segment of this research work, we shall explore the situation in a few of the developing countries, not necessary in Africa. In Nepal as part of its, work to promote girl-

child education and the achievement of Education for All, the United Nations Educational, Scientific and Cultural Organizations (UNESCO) office in Kathmandu undertook a series of research in an effort to implement its project under the banner of “Winning Peoples Will”. A concentrated series of research activities identified many of the perceived barriers to the education of dalit girl-children:

- Parents and guardians generally illiterate, with little awareness of the importance of education, particularly for girl children
- Financial constraints including avoidance of dalit government scholarship because of the stigma attached.
- Pull factors of domestic responsibilities, coupled with ability to earn money from 13-14 years of age.
- Difficulty to reconcile situation at home with need to study, i.e. no parental support, densely populated houses with bad lighting.
- Peer pressure from non-school going friends
- Lack of aspiration as the only professional option is the traditional sweeping job.
- Parents and guardians unable to follow the school application process.
- Discrimination or the perception of discrimination, by higher caste peers and teachers at school.
- Finances drained by other sources (religious festivals and in some cases, alcohol) rather than education of children. (Bista, 2004).



Many of the causal factors affecting school enrolment were deeply entrenched social problems related to the dalit caste and associated financial and empowerment issues. These require long term, sustainable initiatives to help develop the perception of women within the community. Nepal's approach to education however, is changing and recent development towards increasing child-friendly education, and inclusive schooling are encouraging. Nepal's Tenth National Development Plan (2002–2007) focuses on the need for poverty alleviation and looks upon education as a pivotal factor in this initiative. There is very real need for such an approach in a country where 19% of school age children do not attend school. That figure jumps to 40, at secondary level (MOES school data, 2003) ([www3.unesco.org/iyep/report](http://www3.unesco.org/iyep/report))

According To Bista (2004), the Government of Nepal has been using scholarships as a means of promoting access to primary education for girls and children coming from poor households. There exist a number of Scholarship/incentive schemes such as the Primary Girl Scholarships, Dalit Scholarships, Local School Scholarships, and Upgrading Scholarships for Girls, Campus Girls' Scholarships, Martyrs 'Children Scholarships and the Scholarships for Disabled Children. In addition, two other initiatives, such as the Education Incentive Program for Girls and Education for Special Focus Groups are being implemented as pilot scholarship programmes. The provision of scholarships is believed to boost the educational participation of girls and disadvantaged children by mitigating economic barriers. Although girls' participation in primary education has steadily increased over the last two decades, a substantial proportion of all primary age girls is still outside the school system. In particular, girls living in remote and rural areas, and in the districts of the Midwest and Far West, as well as those belonging to Dalit ('untouchable') and disadvantaged communities, are excluded. The incidence of school dropout is higher for girls than for boys. There are cases in urban and

suburban areas where this incidence is higher for boys than girls because parents pull their sons out of public schools to put them in expensive, private boarding schools. The school attendance of girls is irregular owing to their involvement in domestic activities. The studies surveyed in this review seemed to confirm the national, regional and district level educational statistics that show the much lower participation of girls at all levels of education as compared to that of boys.

In Uganda, the government provides basic education free of charge through the Universal Basic Education Programme. This has led to improvements in enrolment, retention and completion rates for girls especially. But as the World Bank Technical Report (1995:16) notes; In Uganda, poorer parents are not enrolling or are withdrawing their children when financial burden become too great. Indeed, parental difficulty in paying school fees is reported to have resulted in delays in opening schools for two consecutive years. The beginning of the school year was pushed back to allow parents raise the required fees and to allow children to work to raise their fees. Schools fees are a delicate and complex issue in Uganda and almost at par with the issue of teachers' salaries. The introduction of statutory fees at the primary level, which are more than ten times greater than the previous fees has fueled the on-going debate, and also provides another excuse for thenon-participation of girls in schools. Though the introduction of the Universal Basic Education Programme in Uganda has attempted to resolve the problem of fees generally at the primary level, it remains a problem at higher levels. After primary education, most girls drop out of school because their parents and guardians cannot afford to pay for their secondary education, or some who choose to, pay for their boy children at the expense of their girl-children. In the particular case of Kanungu District, girl-child education beyond primary school is lacking. Consequently, some girls are

even forced into early marriages in order to get dowries to pay for their brother's education. The resulting situation is pathetic. Reproductive health problems as a consequence of early marriages include too early pregnancy, direct obstetric complications, and obstructed labour among others. The early marriages may not work, violence becomes the order of the day, and poverty becomes a vicious circle in the family, characterized by poor health, lack of shelter, poor access to water and sanitation, malnutrition, disease and a high infant and maternal mortality rate ([www.eldrbarry.net/ug/kdgcprog](http://www.eldrbarry.net/ug/kdgcprog)). In general, it appears that educational prospects for the girl-child in Uganda is bleak compared to the boy-child.

In a study conducted on Girls and Schools in Sub-Saharan Africa by the World Bank, the gender disparity currently existing in educational access and achievement between boys and girls was identified. "The net primary enrolment ratio for the region has declined from 68 in 1970 to 48 in 1991 (World Bank 1994), a clear indication of the large number of children who remain outside the formal education systems. Indeed, about 36 million girls are out of school in Sub-Saharan Africa region" (UNESCO/UNICEF 1993), the report states. The report goes on to state that female enrolment ratios in Niger rose from 3 percent in 1960 to 18 percent in 1980 and then 21 percent in 1990. The corresponding numbers for Somalia were 3, 14 and 7. In Sub-Saharan Africa, the gender gaps appear widest in the Sahelian countries of Chad, Burkina Faso, Niger and Mali where overall enrolments are also low by regional standards. It claims that significant gender gaps persist despite the growth in female enrolment ratios, widening as one goes up the education ladder. Girls made up 45 percent of primary students in 1990, 40 percent of secondary students and 31 percent of tertiary students. The same report asserts that an analysis of female education in Cote D'ivoire concludes that once girls have completed primary school, they are 37 percent less likely than boys to attend secondary

school. Once girls complete lower secondary school, they are 14 percent more likely than boys to proceed to upper secondary schools.

Access to primary education is only part of the problem for girls. In Ethiopia, girls' performance in all three national examinations is reported to have been poorer than that of boys and generally, more girls repeat and drop than boys. In Kenya, the report claims that a recent analysis of student performance in the primary and secondary promotion examinations indicates that except in languages, female achievement is lower than that of males. It notes that; "Particularly worrisome are the disparities in mathematics and the sciences" (Makau, 1994:14). Generally speaking in Sub-Saharan Africa, "The enrolment rate of girls remain lower than that of boys, their drop out and absentee rates higher and their achievements and performance poorer particularly in mathematics and science" (World Bank 1995).

In the particular case of Nigeria, the situation does not appear to be different. For example, in 1999 the literacy rate was estimated to be 52%. Also statistics showed that of the 21 million children of school age, only 14.1 children were enrolled in schools. The completion rate of primary school was 64%, while transition to junior secondary school was only 43.5%, matters were worse when gender and geographical correlates were taken into account (Mabi, 2005:69). Against this background, the Universal Basic Education (UBE) program was launched in 1999. Among the objectives of the program was the provision of free, Universal Basic Education for every Nigerian child of school going age. The implication of this provision will be the elimination of gender disparities in primary and secondary education by 2005, and achieving gender equality in education for girls by 2015, with a focus on ensuring full and equal access to and achievement in basic education of good quality. These latter goals are articulated by the Dakar Framework of Action (2000) of the Education for All (EFA).

These are also consistent with the Millennium Development Goals (MDGs) that the Nigerian Government has committed itself to.

### **2.3 Cultural beliefs and Girl-Child Education**

Girl-child education is a process through which the young acquires knowledge and realizes her potentials and uses them for self actualization. It enables her to be useful to herself and others. It is a means of preserving, transmitting and improving the culture of the society. In every society education connotes acquisition of something good, something worthwhile. Education is implicitly a part of culture as it is a life-long learning process that enables a person, irrespective of age; understand the relationship between the environment and his or her peculiar circumstances. Education, whether formal, informal or non-formal, helps towards the development of a complete balanced and rational personality. Consequently, the lack of education will have negative influences on the individual, family and society at large.

The girl-child in Nigeria from historical, social and economic viewpoint has unequal access to education in relation to her male-child counterpart. This inequality could be due to the early sex role of the girls, which influence the conceptualization of their later status, and occupational inclination. In most culture in Nigeria, the female-child only played as subordinate role to the male child. The female-child is neglected right from birth. According to Uyanga (1995) parents are disappointed whenever the first born to the family is a girl and worse still when all children born to the family are girls. She further observed that the father of such family feels that there will be none to propagate the family lineage or, take leadership of the family after death. This as a result makes some parents ignore the education of the girl-

child because they feel it's a waste of resources since she will be given out for marriage and that only the family the girl-child is married to will enjoy the benefits of her education.

Adamu (2005) views the neglect of female-child education as something that has to do with culture and religion, but Rufai (1996) attributes the neglect to various myths. Some of these include unfounded cultural beliefs that; educated female-child do not make submissive wives, promiscuous, are usually barren and carry attitudes that are incompatible with their traditionally expected roles as future wives and mothers. Such myths go further to say that educated women always insist on being on equal footing with their male counterparts. These beliefs are not completely true, the truth is when the girl-child is educated she has a better understanding on how to take care of her home, be submissive and respectful to her husband, can give birth and have healthy children. The educated girl-child has a greater advantage than the uneducated girl-child not just on herself but to her home and society at large.

Umar (1996), states that female-child particularly in the Northern Nigeria is made to believe that her place as a woman is in the kitchen and home and she is socialized into accepting her traditional role of bearing and rearing children and also maintaining the welfare of her family. As far as parents are concerned, there is no need for female-child to be prepared beyond attaining to such traditional roles of being mothers and wives. It can be understood that this restricted view of female-child education resulted in persistent lukewarm attitude towards exposing female-child to western education in the northern part of the country. Even though parents are now aware of the importance of education especially of the girl-child, there are still some parents who hold on to the belief that the girl-child's place is in the kitchen and should not be granted the privilege of education.

Kaita (1972), in Iheanacho (2002), is of the view that the greatest problems that present themselves in female-child education are their home background, religion, as well as social and or community sanctions. Accordingly, children are brought up right from the beginning with some feelings against western education. They are thus, indoctrinated and unwillingly forced to go to school for which they have already cultivated a traditional prejudice.

According to Gomwalk (1996), early marriage continues to play an important role in hampering girl-child's access to secondary education. This is because in many parts of Northern Nigeria, girls of school age, between 9-13 years are usually married off at the expense of their education.

Rufai (1996) in his cultural deprivation concept maintains that the sub-culture of low income group is deficient in certain important respects and these accounts for the low educational attainment of members of this group. This view, places blames on the educational failure of the child, his family, his neighborhood and indeed, the sub-culture of his social group. Such a child suffers isolation brought about by poverty, meagerness of intellectual resources, illiteracy or indifference of his elders or of the entire community.

Many Nigerian parents, especially in large families with limited resources, enroll boys in school instead of or before girls. Some parents also keep their daughters out of school due to misinterpretation of the tenets of Islamic religion. Bolaji (2007) noted that early marriage has been institutionalized in many parts of Nigeria especially in Kano, Kastina, Sokoto, Bauchi and Kaduna. It also used to be the case among the Ibos, Ibibios and Urhobos, but with Western education, the practice has abated but not completely eradicated. Girls are given out in marriage for many reasons. It is obvious that most girls married off, were still physically

immature for pregnancy. In some parts of Nigeria, it is a known fact that the input of the girl child into the family income is so high that it becomes economically unwise to allow such a child to go to school. Examples of such inputs include generating income by way of hawking food items. The girl child also helps with the household chores and look after the younger ones which relieves the parents of employing paid house helps. This therefore reduces the financial burden on the family (Ballara, 2002). In addition, poverty compels many parents to marry off their daughters to wealthy men instead of sending them to school. This is because education is so expensive that parents do not consider the returns for girls' education. Instead, parents would rather prefer the returns of marriage in terms of bride prize. Many parents believe that when girls are educated, the benefits go to their family of procreation instead of the family of orientation.

A major deterrent to female take up and follow through of educational opportunities (even when these are available) is a near universal fundamental cultural bias in favour of males. The widespread operation of patriarchal systems of social organization; of customary early marriage; of the incidence of early pregnancy (in and out of marriage); of heavier domestic and subsistence duties of females (especially in rural areas); a generally lower regard for the value of female life, all combine though differentially in each case, to adversely affect the participation of girls and women in formal education. To this list may be added problems of seclusion and security in some areas. Such long standing constraints result in a dearth of female role models that could challenge the traditional one that is clearly acquired by both sexes at a very early age. The influence of these factors can only be overcome, inter alia by a profound change of attitude on the part of influential males, and in some countries of



traditionally minded powerful females in key family positions (Amin, 2005; Nnoro, 2006; Alabi et al., 2012).

#### **2.4 Programmes and policies adopted to improve Girl-child Education in Nigeria**

Nigeria recognizes education as a fundamental human right and it is a signatory to the major conventions for the protection of the rights of children (girls and boys) and women. In 2004, the country enacted the Universal Basic Education (UBE) law to fast-track attainment of Education for All (EFA) Goals. The enabling legislation was to ensure provision compulsory free Universal Basic Education, that is, a nine-year continuous education (comprising 6 years of Primary and 3 years of Junior Secondary Education) known as basic education (UNICEF, 2010). For any nation to develop, it needs to provide education to its citizens.

Enrolment rates for girls at the primary and secondary school level have increased in some states in Nigeria due to several education programmes adopted- Universal Primary Education (UPE), National Mass Literacy Campaign (NMLC) and Universal Basic Education (UBE). These programmes were launched and implemented on the basis to educate every Nigerian and eradicate illiteracy. In September 1976, Nigeria launched the UBE scheme for all children (boys/girls) between the ages of 6 and 11 years. The education of primary school age girls was further emphasized in the National policy on education (revised 1981) which said that special efforts would be made to encourage parents to send their daughters to school. This emphasis indicates the seriousness of the federal government as per girl-child education.

The Federal Government (1988) re-echoed the theme on the “blue print” on women education. Other stated objectives in the blue print include the advancement of girls’ education especially in the areas of science, technology and mathematics and the

industrialization of measures to discourage the withdrawal of girls from various level of educational system for whatsoever reason. On 8th September 1982, National Mass Literacy was launched. The main thrust of the programme was to eliminate illiteracy through vigorous sustained two pronged campaigns to universalize primary education for children (boys/girls) and adults (men/women) on a massive scale.

Education of girls received a further boost when Nigerian government endorsed the goals of the Jomtien conference of 1990 on Education For All (EFA) by the year 2000. Subsequently, in 1993 Nigeria re-established the National Primary Education Commission (NPEC) which had dissolved in 1991 and gave it the responsibility for pursuing EFA goals at the primary level (Ohiri-Aniche, 1998). Moreover, the Family Support Programme (FSP) which was initiated in 1994 launched a programme intervention in Basic Education. The Federal Ministry of Education (FME) (1994) in blue print on Family Support Basic Education Programme which was launched in 1988 stated that one of its key areas in primary education and among its special target groups is also the girl-child.

UBE was launched on 30th September 1999. The aim of the scheme is to offer free, compulsory and qualitative education to Nigerian children in and out of school with the intention of arresting poverty and eradicating illiteracy in the country (FME, 2000). Thereafter, the Federal Government in conjunction with the donor agencies such as the British Council, UNESCO, UNDP, Fond Foundation and UNICEF have also played active roles in the promotion of female education at various categories and thus contributed to the rise of the girl-child enrolment. The Federal Government through the Universal Basic Education (UBE) programme is making effort at accelerating girl-child education. The programme has made

some progress in increasing school enrolment for girls in Northern Nigeria (Ndeokwelu, 2010). In November, 2009, the UBE commission unfolded plans to collaborate with the Police Officers Wives Association (POWA) on Girl-Child Education and children with special need (Compass, 2009).

The United Nations Children Education Fund (UNICEF) has also initiated several programmes to accelerate girl-child education in the country. The "Strategy for Acceleration of Girls' Education in Nigeria" (SAGEN) was launched by UNICEF and the Federal Ministry of Education in July, 2003. SAGEN gave rise to the Girls' Education Project (GEP) launched in December, 2004 and currently under implementation. An evaluation of GEP in March, 2006 showed that Girls' school enrolment is up by 15% and in GEP schools, actual girls attendance is up by 25% (with 12000 more girls regularly attending school than before ) and gender gaps are about two thirds of their previous levels. To date, 900 schools in Nigeria are getting direct support from UNICEF (UNICEF, 2007).

According to the former Minister of Education Chinwe Nora Obaji in the United Nations Girls' Education Initiative technical consultation Beijing (2005), "Building on existing Child Friendly School Initiative which is supported by UNICEF, Nigeria has developed the Strategy for the Acceleration of Girls' Education, which evolved into SAGEN+ and now being reinforced by the new Girls' Education Project (GEP). This is a substantial joint undertaking by the Federal Government of Nigeria, DFID and UNICEF to boost girls' schooling in Northern Nigeria and accelerate progress towards the MDGs, especially with respect to gender equity. The major objectives of the Girls' Education Project (GEP) include:

- Raising national awareness on girl-child education and increasing political and financial commitment through advocacy and sensitization of policy makers at all levels, parents, school authorities, other leaders and girls themselves.
- Developing technical capacity of schools and teachers' pedagogical skills to create girl-friendly school environments that enhance the participation of girls and improve learning outcomes.
- Establishing Child-Friendly School principles as minimum benchmarks for effective schools, linked to community empowerment and development.
- Creating school management committees with community involvement and participation.
- Building institutional capacity for promoting girls' education and the capacity of stakeholders on gender sensitivity and sexuality.
- Collaborating with Government and other stakeholders in reviewing existing curricula and teaching materials for gender sensitivity.
- Promoting the employment of more female teachers in the rural areas, where they are most needed to serve as role models and assist in the mentoring of out-of-school girls.
- Monitoring and evaluating of girls' education programmes and mobilizing and strengthening the Inspectorate's role in this process.
- Promoting synergy between girls' education and poverty alleviation programmes.
- Improving service delivery with all stakeholders, providing more girls' only schools where appropriate, and improving facilities (including access to safe water and separate toilets for girls) and instructional materials for the promotion of quality education.

A number of programs and projects have been undertaken by the Federal Ministry of Education to strengthen the GEP so as to ensure its sustainability. Some of the activity nodes include:

- The restructuring of the Federal Inspectorate Service through quality control capacity building efforts in collaboration with International Development Partners like UNESCO, World Bank, DFID, etc., to address the falling standard in teaching and low learning achievements among pupils. This is designed to enhance competences of teachers and pedagogical skills. The Inspectorate service is therefore being enhanced to develop a framework to guide quality assurance at the primary and secondary levels of education.
- The National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC) in collaboration with UNICEF, UNESCO and the Cuban Government provide support for adult literacy through education radio programmes and supportive materials. This collaborative initiative enhances the nexus between adult literacy and girls' education. The use of radio is a key strategy in providing education to nomadic populations through Interactive Radio Instruction (IRI) which is supplemented by print and audio-visual materials. The scheme, which has two components, (school-based IRI and adult education IRI), is being implemented by the National Commission for Nomadic Education (NCNE).
- The impact of HIV/AIDS has increased the number of school dropouts and reduced access to education, while increasing the number of school-age children who are out of school. The Ministry of Education's HIV/AIDS Unit, in collaboration with other development partners, have developed the Family Life HIV/AIDS curriculum and

revived the Education Sector Response to Adolescent, Sexual and Reproductive Health and Rights and has up-scaled the education sector intervention through advocacy programmes.”

This programmes and policies by the Nigerian government and other Non-governmental organizations (NGOs) or donor agencies have had significant impact on the importance of education for boys and girls. Parents are now aware of the importance of education especially girl-child education. But even with this level of awareness, there are still a number of people who do not believe in the western education of the girl-child and this pose a challenge on the programmes and policies enacted to improve girl-child education.

## **2.5 Relevance of Girl-Child Education**

It could be said that education is essential for both boys and girls, the benefits of educating Girl-Child tend to be greater. This is so because Girl-Child education has been found to have a more significant impact on poverty reduction and provision of sustainable development. Abdul (2003), referring to a UNESCO report (1991), says that the education of a girl is vital for the effective preparation of today's girls into tomorrow's responsible adult women. The female child, just like the male child is entitled to all the citizenship rights, one of which is access to compulsory basic education and opportunity for higher education depending on her ability. According to Agun (1996) education should be given to all citizens irrespective of gender, because in the history of man, education is the most significant invention that has ever been made. Education serves as the means through which the society maintains its survival and perpetuates its self. Through education society is managed, maintained and prevented from falling into chaos and decay, and man is able to live, control and adjust to changes in his environment.

Adedokunet *al.*, (2010) on the view that the Girl-Child can only claim these rights and exercise them if she understands what they mean and their implications upon her livelihood and dignity. The Girl-Child should therefore be made to know that education is empowerment and when she is empowered, she can fight for her rights and exercise such. Education of the Girl-Child therefore must be seen as a priority in the educational process of any nation. This calls for bridging the existing gender gap in education before any enduring success can be recorded. Lack of education of the Girl-Child denies her the knowledge and skills needed to advance her status and so she remains below the poverty level, wasting away in abject poverty worsened by illnesses and diseases. When a Girl-Child is educated, she is able to realize her full potentials, think, question and judge independently, develop civic sense, learn to respect her fellow human beings and be a good citizen (Abdul, 2003) in (Korode, 2008).

When the Girl-Child is educated, her knowledge base is expanded, she is able to understand and undertake socio-economic, cultural and political transformations necessary to achieve development. Education of the female child is positively related to her living standard and the only effective scheme to alleviate poverty. To achieve this, it is to expand the educational opportunities available to the girl-child (Adamu, 2005). The type of education being prescribed for the Girl-Child is one that will make her self-reliant (National Policy on Education 2004). With education, a Girl-Child is made to be aware of and fight against powerful social structures, cultural traditional practices and attitudes that may retard progress in the society.

Adedokun, &Olufunke (2010), opined that educating a Girl-Child will therefore help her socialize, reproduce knowledge and even lead her towards the production of new knowledge. Gubio (1995), in Walkibe (2003), states that the female should be sufficiently educated to be accepted, loved, respected and adored in her society. With sufficient education, she is prepared to contribute to the development of the society, socially, economically, politically, morally, intellectually and spiritually as well as technologically. Gubio was particular about female education because he argues that an educated mind can hardly be misled but the uneducated and uninformed can be bent at any moment of emotional expression. That is why Bukar (2004) argued that gender differences ought to be an irrelevant consideration in the schools, employment, the courts and legislation so that women and girls can participate in paid work on an equal footing with men. Owing to this importance of education, it should not be seen as an exclusive reserve for the male-children, but the right to education should be for all. In education, lies communal spirit in that it helps people to respect the views of others by promoting understanding, tolerance and friendship among the people of a community, races and nation (Anyanwu, 1992). To bring about all these positive changes that could result from being educated, the female - child must not be excluded. The World Declaration on Education for All (EFA, 1990), report emphasizes that learning opportunity shall be expanded for all so that every individual will participate in the process of national building. To include, everybody in the process of education therefore, suitable programmes should be provided according to the needs of the people in the curriculum.

When the girl-child is educated, she is able to further the case of social justice and is tolerant socially, politically and emotionally. For education to be effective and impactful on the female children, there is need for citizen mobilization, there is need to bring awareness to



parents on the importance of the education of the female – child and the pessimistic attitudes of people to the girl-child change. The content of education should therefore be made more relevant to the girl-child so that she will be motivated to learn. This is so, because of her reproductive tendency and the influence she exerts on the children as the first teacher. To meet the needs of the society and to have poverty reduced, education of the female – child must be made viable in the light of the fact that education is the key to personal as well as national development (Lassa, 1996). So gender equity in education should be promoted so as to create a healthy educated and productive human base. Ukeje (2000) states that education is so powerful that it can heal, kill, it can build up or tear apart; it can lift up or impoverish. Education is important in building up a sound individual with sound health for the price of illiteracy is poverty and poverty is intricately linked with health. The more a child suffers from poverty, the more prone the child is to illness, disease and malnutrition and the more the girl and parents are susceptible to health problems. Female – children who are not educated cannot have adequate access to information on how to prevent diseases and this unenlightened tendency will prevent them from having access to medical treatment and health care services in the hospitals (Adedokun, 2010).

Education has special benefits for girls, both when they are young and later as adult women. The influence on child bearing patterns is one of the most important pathways through which education affects the lives of girls and women. Educated women tend to marry later, have fewer children and are likely to understand what they must do to protect themselves and their families from many diseases. Mangvwa & Abama (1992), cited in Mangvwa (2010) observed that there is a link between educated mothers and the survival of their children. An educated mother is most likely to know that she and her children can be safe from such preventable

diseases as polio, measles, diphtheria and diarrhea through immunization. In specific terms, education can lead to many benefits, mortality, improvement of child nutrition and health, lower fertility rates, enhancement of women's domestic role and their participation in the domain of politics, improvement of economic productivity and growth and protection of girls from HIV/AIDs, abuse and exploitation. Investment in girls education most likely will yield some of the highest returns on all development investment by generating both private and social benefits that accrue to individuals, families and society at large (Idoko, 2009).

Girl-child education is as important as boy-child education. When a girl is educated, everyone around her will feel her impact starting from the home, her environment and society. She becomes a productive asset and not a liability making meaningful investments.

## **2.6 Challenges of Girl-Child Education**

Various studies have reported dwindling school enrolment of females in some parts of Nigeria especially the Northern geo-political zones. Some of the factors hindering the enrolment of females in schools include socio-cultural factor such as early marriage, ignorance, poverty, pre-marital pregnancy and religious belief. For a nation to achieve accelerated growth and development, both the male and female members of the country need to be properly educated. A nation that educates a part and leaves the other is like a bird flying with one wing. Thus, Nigeria needs to give girl-child education adequate attention and provide the resources required.

According to UNESCO (2003) as quoted by Indabawa (2004), females constitute more than 50% of the World's active population. Despite the fact that they face a number of inequitable difficulties that limit their potentials in promoting personal and collective development, they

are still known to make great contributions towards national development. Some of the factors hindering the education of the girl-child as listed by Indabawa (2004) include the following:

1. Early marriage: Girl-children are given off in marriage between the ages of ten and fourteen limiting their chances of being formally educated and with no provision for non-formal education for them in later life.
2. Hawking Practices: Girl-Children are mostly found in these practices. The male-child education is much more valued than that of the girl-child so she is to help generate income to supplement the efforts of the parents. This robs her of access to education. To worsen matters, in the process of hawking she comes across unwanted pregnancy, which if care is not taken, leaves her suffering for her lifetime.
3. The poverty level of families: most families are very poor and so they have to make a choice between girl-child's education and their male ones. Traditionally, since male-children are more valued, parents mostly resorted to making their choices to favour the education of the male child leaving the girl-child impoverished.
4. Societal attitude to girl-child: The girl-child is a weaker vessel, her place is in the kitchen, and she will use her education to benefit her husband, so why bother to send her to school? The societal attitude toward the girl-child is not in support of her education and so this makes her education to be described as dwindling as and less than equal to that of their male counterpart (Indabawa, 1998, Obanya, 2003).
5. Low Self-Concept: Another hindering factor is the girl-child's low self-concept. She sees herself as not being able to cope with the challenges of modern learning, so she begins to find excuses, like, that after schooling. There are no job opportunities so; it would be better for her to stay out of the reach of education. Solutions must be sought

to these and other impediments because girl-child education is a must if the nation is to make any appreciable progress.

Education of females has a profound effect on national development as lack of their education has been linked to low birth weight, poor health and high mortality rates in children, high fertility rates, poor family nutrition, low life expectancy, poor sanitation and high illiteracy rates. The socio-economic importance of female education can thus not be over emphasized. Consequently, efforts to boost female education have been made by governments, international organizations and NGOs. However, there is still a gender disparity in education. Oke (2000) Oladosu (2007) demonstrated that females still have low access to education, low participation and poor performance in many subjects, especially Mathematics and Science subjects. Many factors which are home, community and school based, continue to restrict developments in female education (Uremu, 2012).

Hence, research has shown that factors within the classroom are not the only cause of gender imbalances in education and that home based factors which include family size, household income, parents' education, cultural and traditional beliefs all contribute substantially to poor female enrolment in school. Girls are pulled out of school and boys left in school when the family income dictates that all children cannot be educated. Girls miss school when there are chores to be done at home or there is a sick family member to nurse. Girls are taken out of school when they mature to prepare them for marriage or to help supplement the family income by selling, farming or performing other money earning activities (Acato 2006).

The African Girls Education Initiative AGEI (2001), in Korode (2008), admits that there is apathetic low enrolment of girls in school. To them the following could be reason for low enrolment of female-children in schools especially secondary school.

- i. Poor conceptualization of the status and occupation of the women and girls by the societies. The report argues that in some cultures, the female-child only plays subordinate roles to those of the male child and is sent to school if it was convenient for parents to bear cost. The male child is given preferential treatment because of the notion that he will grow up to maintain the family identity. This trend, the report observes, has inevitably led to the low enrolment of girls in secondary schools and their high drop-out rate.
- ii. The attitude of the society to female education and occupational choice. The report opines that the society as it is today; is a male dominated one and preferences, choices and decisions are made in such a way that they favour the male gender. This attitude naturally determines the type of education women and girls are allowed to pursue.
- iii. Early marriage and unplanned pregnancies among girls have caused low female enrolment in secondary schools more especially in the Northern part of Nigeria where Islam permits girls to be married out early in life.
- iv. The school organizational pattern and location also constitutes some little factors. The report explains that in most schools, existing school set-up, instructional materials and other educational activities re-enforce the inequalities between the male and female child. Co-curricular activities in schools are more or less male dominated in nature and make no provision for the peculiar academic needs of the female child. By implication

therefore, the functioning of the school tends to portray male superiority and domination.

Acato, (2006) pointed out the factors which interplay and affect female education are limitless. Extracurricular and out of school factors play a big role in female education. Long distances from school, sexual harassment by classmates, teachers and males in the community and inefficient use of her time contribute to making attendance in school poor. Finally, the girl child drops out of school when conditions at home, in school, on the way to school and in the community prevent her from having a meaningful and conducive learning environment.

However, Nigeria, a developing country is being confronted with economic, social, political and educational challenges. The challenges led to the introduction of different reforms at different levels of the national operation. The reforms were designed to bring about developments in areas of needs through infusion of modern methods and values. Specifically, education constitutes of a major focus because it is believed that education is an instrument of national development and thus, it could be employed to achieve political, economic and social developments. The development of any nation requires the collective efforts of its citizens and all residents. More importantly, to achieve national development, both male and female members of the society need to be carried along (Alumode, 2000). The World Conference on Education for All, (EFA) held in Geneva in 1990 stressed the need for gender equity in education. The Beijing conference of 1995 and the Millennium Development Goals (MDGS) of 2005 also emphasized gender equity. In Nigeria, the National Policy on Education (2004) also acknowledges the need to equalize educational opportunities between girls and boys. Gender equity is a major issue in the on-going reform programs embarked upon by the

Federal Government of Nigeria and it is designed to address gender imbalance in education. This is because girls' access to basic education, especially in the rural areas of Nigeria has remained low (UNICEF, 2007).

From the above literatures, it is true that the girl-child faces a lot of challenges of education ranging from early marriage and teenage pregnancy, poverty level of parents, parents and girl's attitude to education, cultural and religious beliefs, learning environments and distance of schools etc. All these challenges and even more hinder the education of the girl-child.

## **2.7 Review of Empirical Studies**

A number of studies have been carried out that bears direct relationship with the problem under investigation. In this light, Jummai (2004) studied "Factors militating against the enrolment and retention of girl-child students in junior secondary schools in Kaduna state." The essence of the research is to capture the extent to which enrolment, retention and dropout exist between the male and female children. She generated most of her data through primary sources using the instrument of questionnaire to collect data on enrolment and retention rate of students of Junior Secondary Schools. The data collected was analyzed using descriptive and inferential statistics.

The study found that on the level of enrolment of the girl child in JSS schools in Kaduna state, the ratio of girls to boys' enrolment in school is almost equal, while many others believe that the enrolment of girls in school is on the decrease. On the rate of retention of the girl child in JSS in Kaduna state, details show that some girls are withdrawn from school regularly for early or forceful marriage and that most girls are withdrawn from school because their poor parents cannot pay their fees. The study also revealed that the major problem associated to

enrolment of the girl-child in Junior Secondary Schools are that of traditional belief that girl-child education is not important and also some religious factors that restrict the mixing of both sexes. Problems associated with the retention of girl child in JSS in Kaduna state include negative school environment such as safety, overcrowding with male students and conduciveness of learning. Another main problem associated with the retention of girl child in JSS in Kaduna state is the distance from home to learning environment especially in rural areas.

However, the study has failed to utilize interviews with various stakeholders to generate firsthand information which the use of questionnaires alone cannot guarantee. It is also instructive to state that the study was too generalistic in arriving at the conclusion that religious factors play a key role in reducing the rate of enrolment and retention of girl child in Junior Secondary Schools in Kaduna state. This is because; it is not all religion that discouraged girl child education or mixing of boys and girls in schools.

## **2.8 Theoretical Framework**

In order to under the issue of girl-child education and its challenges, we adopted the Human capital formation and Manpower planning model by Jhingan (2007). The model and its application are discussed below.

According to Jhingan (2007), human capital formation refers to the “process of acquiring and increasing the number of persons who have the skills, education and experience which are critical for the economic and political development of a country. Human capital formation is thus associated with investment in man and his development as a creative and productive resource.” According to Schultz, there are five ways of developing human resources: “(i)



health facilities and services, broadly conceived to include all expenditures that affect the life expectancy, strength and stamina, and the vigour and vitality of the people; (ii) on-the-job training, including old type apprenticeships organized by firms; (iii) formally organized education at the elementary, secondary and higher levels; (iv) study programme for adults that are not organized by firms, government including extension programmes notably in agriculture; (v) migration of individuals and families to adjust to changing job opportunities.”

In its wider sense, investment in human capital means expenditure on health, education and social services in general; and in its narrower sense, it implies expenditure on education and training. It has become conventional to talk about investment in human resources in its narrower sense because expenditure on education and training is capable of measurement as compared to the expenditure on social services. Now it is increasingly recognized that the growth of tangible capital formation is the “process of increasing knowledge, the skills and the capacities of all people of the country,”

Jhingan (2007) further stated that manpower planning relates to the long-range development of semi-skilled and skilled manpower requirements of the economy, and to plan educational priorities and investments in human resource development so as to enlarge employment opportunities in the future.

The general approach to manpower planning in LDCs is in threefold: first, to identify the skilled manpower shortages in each sector of the economy and reasons thereof; second, to identify the power surpluses in both the modernizing and traditional sectors and the reasons for such surpluses; and third, to lay down a strategy for manpower planning.

Harbison points towards a three-pronged strategy for human resource development to overcome the manpower shortages and surpluses in LDCs. The essential components of such a strategy are:

1. **Building of incentives:** in the LDCs, people should be encouraged to engage in such productive activities which are needed to accelerate the process of economic development. Since all skills are critically scarce, scientists, engineers, doctors, managerial and administrative personnel, etc. should be encouraged and given due status. In the majority of LDCs due recognition in the form of good salary and high social status is not given to persons possessing such critical skills. Often political pressures, caste, creed and regionalism result in a tragic waste of precious talent, low morale and undermining of efficiency. The building of incentives is crucial for both the accumulation and investment of human capital. In fact, investments in education may be wasted unless men and women have the will to prepare for and engage in those activities which are needed for accelerated growth.” Moreover, the market mechanism should be made more effective for the optimum allocation of manpower.
2. **Training of employed manpower:** the second important plank for the strategy of human resource development is to upgrade the qualifications and improving the performance of employed manpower in strategic occupations. For this purpose, efforts should be made to develop management-training programmes, supervisory-training courses, productivity centres, institutes of public administration, etc. To meet the expanding manpower needs of firms, on-the-

job training and apprenticeship programmes should be started. Universities and vocational institutes can start part-time extension and evening classes. The greatest need is for massive agricultural extension services and rural community reorganization and development programmes for the transformation of traditional agriculture and rural life. These require the training of local young men as village-level and extension workers so that the farmers are provided basic education in rural development and their skills are upgraded. But these measures are dependent upon basic programmes of land reforms.

3. **Development of formal education:** the third component of the strategy for manpower planning is the building of the system of formal education. “In planning the development of formal education, the LDCs are faced with difficult choices. Since education of all kinds is underdeveloped, it would be desirable to expand it rapidly at every level. A strong case could be made for a crash programme to extend and improve primary education. Secondary education is, of course, the most critical bottleneck in providing new additions to the desperately short supply of high-level manpower of all kinds. Expansion of higher education is indispensable if foreigners are to be replaced by local nationals.” So far as the primary education is concerned, the emphasis should be not only on increasing the number of pupils enrolled but also on improving the quality of education by employing qualified teachers.

Another element in the strategy for formal education is adult education. The programme of formal adult education should include “agricultural and

cooperative extension work, fundamental education and other organized programmes to enable men and women to participate more effectively in their country's economic development." Investment on adult education is time-saving and cost-reducing and provides more lucrative returns than any other kind of educational investment.

These three elements of manpower strategy are interdependent and progress in one is dependent upon progress in the other two. Therefore, LDCs should plan an integrated attack on all three fronts simultaneously.

### **2.8.1 Relevance of the Human Capital Formation and Manpower Planning Model to the study**

Based on this model, Girl-child education programme and policy should provide a process of increasing the number of girls who have access to skills, education and experience which are critical for their personal development as well as the economic and political development of a country. Girl-child education should therefore constitute investment made on the girl-child to make her a creative and productive resource. Improving educational opportunities for girls help them to develop skills, knowledge and competences that allow them make decisions which influence community change in key areas and foster national development.

Manpower planning will mean the development of skilled and semi-skilled manpower required in an economy through functional education. There is need to plan and invest in human resource (both girls and boys) so as to enlarge employment opportunities for them. In order to make the girl-child a resource for development, there is need to equip and train her. These can be done through government campaigns, seminars and enlightenment on

the importance of girl-child education; government enacting laws against early marriage for girls; programmes and policies to improve and encourage girl-child education; employment and training of qualified teachers; conducive learning environment that is girl-friendly; building of more boarding schools for girls and making these schools affordable and accessible by all. When these are put in place, there will be increase in girls' enrolment, retention and completion of education.

Also, government should plan and implement policies and programmes that will make available good learning environment with appropriate structures and facilities, qualified teachers and providing them with the necessary teaching aids and materials that will increase the quality of training of the girl-child. It is expected that when the girl-child is equipped with requisite skill and knowledge, she will be able to invest her own quota in the development of her society. Though there are a number of challenges hindering effective investment in girl-child education, it should however be given more priority which means increasing government spending on the girl-child education so as to increase her opportunities in the economy. Government's ability to formulate and implement policies and programmes on girl-child education will help combat the challenges facing girl-child education.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the general research strategy and procedures adopted for this research work. It includes research design; population and sample size; sampling technique; data collection and data analysis techniques and justification of the method used.

All the above will help the researcher in evaluating his findings and as well as in drawing factual conclusion.

#### **3.2 Research Design**

This is the plan of the study which serves as guide to the researcher towards finding solution or answers to research problems or research questions or test hypothesis. Asika (1991:27) defined research design as the structuring of investigation aimed at identifying variables and their relationships to one another.

For the purpose of this study “The Challenges of Girl-Child education in selected Local Government Areas of Kaduna state” the Survey research design was adopted. The survey research would enable the researcher to draw from the population a sample that would be representative of the entire population and a basis for generalization.

#### **3.3 Population and Sample Size**

Based on the 2006 population census Kagarko Local Government Area has a population size of 240,943 while Sabon-Gari Local Government has a population size of 286,871. The population of the study consists of the department of Education and social development, Local Government Education Authority, parents, teachers and community leaders and

members of both Kagarko and Sabon-Gari Local Government. The totality of these groups constitutes the population. This study will primarily focus on three (3) wards from each Local Government Area of study. From each ward, one community will be used making a total of six (6) communities to be used for the research work.

This study adopts the Stealy Yamane's formula arriving at sample size. The method is depicted as follows

$$n = \frac{N}{1 + N(e)^2}$$

Where;

n= Sample size; N= Population size; e= Level of Significance (5%)

In order to know the exact population of the three communities to be used for the research work, the exponential method for population projection was adopted. And in order to know the appropriate sample size for this research work, the proportional sample distribution was adopted. The formula for exponential method for population projection is;

$$P_t = P e^{r \cdot n}$$

Where;

P<sub>t</sub>=population in the future date; P=base year population; r=growth rate, n=number of years between P<sub>t</sub> and P; e=exponential

**Table 3.3.1: Population and Sample Size**

Local Government	Ward	Community	Projected Population	Sample size
Sabon-Gari	Samaru	Samaru	25,874	128
Sabon-Gari	UgwanGaras	DogonBauchi	15, 798	78
Sabon-Gari	Basawa	Basawa	13,314	66
Kagarko	Kagarko	Kagarko	14, 359	71
Kagarko	KurminJibri	Shadalafiya	1,192	6
Kagarko	Katugal	Kubacha	10,186	50
<b>Total</b>			80,723	399

Source: Field Survey, 2015

Therefore, the population for this study is 80723; while the sample size is 399.

An example of how the population and sample size of one of the communities on the table above was calculated is shown below;

The sample size for both Kagarko and SabonGari Local Government is calculated below using Stealy Yamane's formula:

$$n = \frac{N}{1 + N(e)^2}$$

To find N, it is the sum total of both Kagarko (240,943) and SabonGari (286,871) Local Government Areas.

$$N = 240943 + 286871$$

Therefore  $N = 527814$ .

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{527,814}{1 + 527,814 (5\%)^2}$$

$$n = \frac{527814}{1 + 527814 (0.0025)}$$

$$n = \frac{527814}{1320.535}$$

$$n = 399.697$$

To find the population size of Samaru using exponential method for population projection

$$(P_t = P_e e^{r \cdot n})$$

$P_t = 2014$ ;  $P = 12,978$ ;  $e = \text{exponential}$ ;  $r = 0.03$ ;  $n = 23$

$$2014 = 12,978 e^{0.03 \times 23}$$

$$2014 = 25,874$$



Therefore the projected population for Samaru in 2014 is 25,874.

The sample size for Samaru was calculated thus:

$$\begin{aligned} &= \frac{25,874 \times 399}{80,723} \\ &= \frac{10,323,726}{80,723} \\ &= 127.89 \end{aligned}$$

Therefore, the sample size for Samaru is approximately 128.

### **3.4 Sampling Technique**

For the purpose of this study, simple random and purposive sampling techniques will be adopted. Simple random sample is a subset of individuals (a sample) chosen from a larger set (a population). Each individual is chosen randomly and entirely by chance, such that each element has the same probability of being chosen at any stage during the sampling process. A simple random sample is an unbiased surveying technique. This technique will be used to select questionnaire respondents. Any respondent who agrees to respond to our questionnaire will make up our sample for this study; therefore given equal chances to members of the general public to contribute to this research.

A purposive sample, also commonly called a judgmental sample, is one that is selected based on the knowledge of a population and the purpose of the study. The subjects are selected because of some characteristic. This technique will be used to select respondents for interview. We will select interview respondents based on their specific knowledge of the challenges of girl-child education within the study areas.

### **3.5 Sources of Data**

For the purpose of this study, both primary and secondary data will be collected. Primary Source is data generated by the researcher through firsthand information. The primary source of data collection will be sourced through interview and Questionnaire. Interview will be conducted and such responses will serve as a vital input to this work. Furthermore, questionnaires will be administered to achieve the purpose of hypothesis testing. The questionnaires will be prepared on a close-ended format using the Likert Scale, which has a five response categorization and will also have some open-ended question.

The secondary source of data will be collected from printed works of other scholars who have written on this particular field. The data which supplemented the primary source were collected through policy implementation documents, journals, articles, newspapers and the use of internet.

### **3.6 Data Collection Method**

For the purpose of this study, the primary data to be used will be collected through interviews and questionnaires. Interview will be conducted with representatives of the Education and social department and PTA from each Local Government Areas of the study who will be purposively selected because of their knowledge on the subject matter. Also questionnaires will be distributed to members of the public who will be randomly selected to answer the questions provided within Kagarko and Sabon Gari Local Government Areas. The distribution of the questionnaires will be within three wards from each Local Government Areas of the study and from each ward, a community will be selected for the distribution. These

communities are: Kagarko, Kubacha and Shadalafiya inKagarkoLocal Government; and Samaru, Basawa and DogonBauchi in SabonGari Local Government. For the secondary data, documents on girl-child education programmes were gotten from Kagarko and SabonGari Local Governments. Documents from the State universal basic education boards(SUBEB) in Kaduna state were sourced through the use of internet.

### 3.7 Method of Data Presentation and Analysis

The data gathered from various sources will be theoretically explained, analytically discussed and will therefore be summarized in tables. The descriptive statistical tools such as tables and simple percentages will be employed in data analysis and interpretation. SPSS version 16 will be used for the analysis. The chi-square ( $X^2$ ) test will be used to interpret the result of the data collected. The use of parametric and non-parametric test for data analysis and interpretation will ensure a relatively balanced result. The formula for the chi-square ( $X^2$ ) is given as

$$X^2 = \frac{\sum[(O - E)^2]}{E}$$

E

Where,

O = observed values

E = expected values

n = number in the sample

$\Sigma$  = sigma or summation

Significant value ( $\alpha$ ) = 0.05

### **3.8 Relevance of the Research Method Used**

The survey research selects a sample from or a subset of, the population using some techniques of sampling. The survey method is always interested in some characteristics of the population or universe of which a sample is drawn which could be used for generalization. The choice of this method arose from the simple fact that this study cannot cover the entire population of the study areas.

The simple random sampling and purposive sampling techniques were adopted because they are both unbiased surveying techniques. Simple random sampling technique is easy to do and its time efficient. Purposive sampling technique is important because a specific population (parents and education and social development officials in the Local Government) are critical to my sample and cannot be ruled out.

The Questionnaire is used in order to solicit responses from the respondents as their responses will serve as a vital input into this work for analysis. In the final analysis, regression analysis is used to analyze the data. In the final analysis, the chi-square is used to interpret the data. This is because the questionnaire is structured in such a way that it uses the likert scale which will be convenient with the chi-square.

Interview will permit the researcher to obtain first hand information concerning the respondent's views, perceptions, experiences, attitude and beliefs on the research subject. This method will be used because it is particularly useful as an explanatory device to supplement existing literatures and questionnaires because data derived may fail to provide new in sight on how to approach the research problem. The explanatory interview which will be conducted

will give a wealth of details that will enrich the whole research, considering the strategic nature of these offices and experiences of the respondents. The interview is the best method since it will permit follow-up questions which will provide clarifications that the questionnaire may not allow.

## CHAPTER FOUR

### POLICY CONTENT AND CONTEXT

#### 4.1 Kaduna State Universal Basic Education (UBE) Law (No. 5, 2005)

The Kaduna State Basic Education Law, No. 5 2005 came into operation on the 2nd day of June, 2005. The law provided the legal backing for the state's participation in the nationally initiated Universal Basic Education programme of the Federal Government which was launched in 1999.

During the launch the President explained that the UBE is like the Universal Primary Education (UBE) programme in some respects: "The Universal Basic Education programme ... is almost the same as the old UPE scheme. It is 'free' and universal like before, but now in addition, it will be compulsory. But having carefully reviewed our current national needs, our administration has decided to give it broader focus. Thus, the new UBE now extends to all children from age six to age fifteen. It will accommodate them from primary school to junior secondary school. It will devote as much attention to producing trained and qualified teachers as to providing a large enough number of schools to take in all children who are eligible for enrolment in them. It embraces a comprehensive adult literacy programme. Funds will be made available for properly equipping the schools."

#### **Objectives of the Kaduna State Universal Basic Education Law**

The UBE implementation guidelines brought out the specific objectives of UBE as:

- i. Developing in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion.

- ii. Reducing drastically the incidence of drop- out from the formal school system (through improved relevance, quality and efficiency)
- iii. Catering for the learning needs of young persons who, for one reason or the other have had to interrupt their schooling through appropriate forms of complementary approaches to the provision and promotion of basic education.
- iv. Ensuring the acquisition of the ethical, moral and civic values needed for the laying of a solid foundation for lifelong learning.

### **Scope of the Programme**

In terms of scope, the programme has a far wider reach than the former UPE and encompasses the following:

- i. Programmes and initiatives for early childhood care and socialization.
- ii. Education programmes for the acquisition of functional literacy, numeracy and lifelong skills, especially for adults (persons aged 15 and above)
- iii. Special programmes for nomadic populations;
- iv. Out-of-school, non-formal programmes for updating the knowledge and skills of persons who left school before acquiring the basics needed for lifelong learning.
- v. Non-formal skills and apprenticeship training for adolescents and youth who have not had the benefit of formal education.
- vi. The formal school system from the beginning of primary education to the end of junior secondary school (Tahir, 2001: 3)

### **The functions of the Local Government Education Authority (LGEA)**

The Local Government Education Authority (LGEA) which is subject to the control of the State Universal Basic Education Board (SUBEB) has the following functions:

- a) To supervise the administration of primary schools and nomadic schools in their areas of jurisdiction and making recommendation where necessary.
- b) For the appointment, posting, transfer, promotion and discipline of staff on grade levels 01-06 in its area of jurisdiction.
- c) Making recommendations to the Education Board on promotion and discipline of teaching and non-teaching staff on grade levels 07 and above in its area of jurisdiction.
- d) Submission of annual estimates, annual accounts and monthly returns to the Board.
- e) Payment of salaries, allowances and benefits to all the teaching and nonteaching staff in its area of jurisdiction.
- f) Acquisition and distribution of materials and equipment to all primary and nomadic schools in its area of jurisdiction.
- g) Undertaking general of maintenance of primary schools and nomadic education, school buildings and infrastructure in its areas of jurisdictions.
- h) Stimulating promotion and encouraged communal participation in the running of primary schools and Nomadic education in its area of jurisdiction.
- i) Taking all reasonable steps to ensure full enrollment and attendance in all primary and nomadic schools in its area of jurisdiction.
- j) Providing regular feedback to the Education Board on people's reaction to Government measures in its area of jurisdiction.



- k) Ensuring that annual reports are rendered to the Education Board on all activities of the authority during the preceding year, especially on teaching and non-teaching staff in its area of jurisdiction.
- l) Supervising all Education Committees in its areas of jurisdiction; and
- m) Performing such other functions as may be delegated to it by the Education Board.

#### **4.2 Millennium Hope Programme in SabonGari Local Government of Kaduna State**

Millennium Hope Programme initiated in year 2000 is a non-governmental organization committed to better the lives of women, youths and children through our various programmes. The millennium hope programme is a personal initiative of the wife of the former executive governor of Kaduna state Mrs. Asma'uMakarfi. It is the embodiment of her philosophies, visions, aspirations, and plans on tackling the various problems of the target groups of children, women and the less privileged. The programme has centres in SabonGari, Rigasa, Kachia, Zaria, Makarfi, Kawo, Tudun Wada and Kafanchan. It was initiated as a three-pronged programme aimed at providing succor for women in especially difficult circumstances, girl-child education as well as rehabilitation of the Almajiris into mainstream Arabic/Western education system and creating youth employment. Two of the objectives of the Millennium Development Goals (MDGs) initiated by the United Nations is to ensure poverty reduction /alleviation by 2015. The Millennium Hope Programme's objectives tally appreciably with the Millennium Development Goals.

#### **Goal of Millennium Hope Programme**

To establish an appropriate framework for the positive mobilization and education of children in need of special protective measures including street children, children in need of special care as well as socially and economically-deprived and impoverished youths and women.

## **Aims and Objectives of Millennium Hope Programme**

1. To support national and international efforts of recognizing and enforcing the rights of every child to a standard of living adequate for the child's physical, mental and social development.
2. To reduce the menace of street children, school dropouts, and low school enrolment of girl-child, by eradicating negative social and cultural factors affecting children in the society.
3. To enhance the capacity of women and encourage them to engage in viable enterprises for positive service delivery in the society.
4. To promote and improve on the welfare of the most vulnerable members of the society, particularly women, destitute and children in need of special protective measures.
5. To pursue programme of action in respect of the immediate elimination of hazardous and exploitative child labour, including bonded labour, commercial sexual exploitation and work that hampers the child's physical, social, cognitive, emotional and moral development.
6. To publish articles, books, journals, manuscripts and periodicals which are relevant to millennium hope's goals
7. To support advocacy for promulgation of a law banning all negative tendencies against children and women.

## **The Three Components That Make Up The Millennium Hope Programme Are:**

- a. **Programme for Street Children-** this component involves child destitution rehabilitation initiative, which involves a total rehabilitation programme for the

children, aimed at reducing and subsequently eradicating street begging by providing them a comprehensive functional environment for learning and skills acquisition.

- b. **Girl-Child Education-** this component addresses the problem of young girls who hawk wares on the street. The girls are being encouraged to acquire functional education and basic trades in order to enhance their living standard and make them productive members of the society.
- c. **Economic Empowerment for Youths and Women-** this aspect concerns the sensitization of youths and the womenfolk towards economic independence.

The programme provides basic literacy in subjects such as English language, arithmetic, health education, social studies, etc. Also the programme provides its beneficiaries with free uniforms, clothing, beddings and daily feeding. Regular medical check-up and guidance and counseling are also part of the benefits they enjoy.

Within the past years the programme has done a lot to help reduce poverty, support women who had hitherto not been able to meet economic challenges and integrated the Almajiris into the Universal Basic Education Programme (UBE). All these voluntary social services, provided by the Millennium Hope Programme is as a result of the concern Hajiya Asmau has for the less privileged in the state especially those groups that are vulnerable to deviant behaviour. Luckily, through the efforts of the former First Lady, idleness by less privileged women, youth hooliganism and other serious social behaviours by target groups have been curtailed since the inception of the Millennium Hope Programme in the state. Similarly, in 2006 more than 5,500 women and girls in the eight M. H. P.centres have undergone various vocational training such as tailoring, knitting, hair dressing, tie and dye, kampala making.

Over 2,500 male youths have undergone courses in carpentry, motor/motorcycle mechanic, radio/television mechanic, bricks/block making, poultry farming and wielding etc.

In SabonGari Local Government Area, the Millennium hope programme started in all the eleven wards of the Local Government but due to financial constraints it is only operational in DogonBauchi, UngwanGarasward. The aim of this programme is to empower the girl-child/women so that she can be able to sponsor herself or her children in school. This is one of the programmes carried out by SabonGari Local Governmentto encourage girl-child education.

However, in spite of all these programmes and efforts to increase the number and standard of education among the girl-child, there are still a number of challenges standing as a barrier to their education in Kagarko and Sabon-GariLocal Government Areas, Kaduna state and Nigeria as a whole.

## **CHAPTER FIVE**

### **DATA PRESENTATION AND ANALYSIS**

#### **5.1 Introduction**

This chapter presents and analyses data collected from secondary sources and field survey in Kagarko and SabonGari Local Government Areas of Kaduna state on “Girl-child education and its challenges”. In Kagarko Local Government, one hundred and twenty seven (127) questionnaires were administered while two hundred and seventy two (272) questionnaires were administered in SabonGari Local Government, making of a total of three hundred and ninety nine (399) questionnaires administered in both Local Government which were all filled and returned. Secondary data collected from the Education Boards of Kagarko and SabonGari Local Government were presented and analyzed. Also data generated from questionnaire were collected and analyzed to determine whether it collaborate with the earlier held view or not as contain in chapter one of this work. Interview was also conducted with Local Government education department staff and PTA which would be descriptively presented.

From the responses given by respondents, data was empirically arranged below using simple tables, frequencies and percentages, chi-square and reasons for the nature of responses given respectively. The hypotheses were tested at the end of the chapter with discussions of the finding from the analyzed data and test of the hypotheses.

## 5.2 Presentation and Analysis of Secondary Data

**Table 5.2.1 Summary of Kagarko LGEA Pupils Enrolment from 2004-2014**

S/No.	Year	Male	Female	Total
1.	2004	19,873	16,898	36,771
2.	2005	17,137	16,725	33,862
3.	2006	17,974	16,129	34,103
4.	2007	19,124	15,845	34,969
5.	2008	16,918	16,362	33,280
6.	2009	17,170	15,391	32,561
7.	2010	17,579	16,460	33,989
8.	2011	18,217	20,335	38,496
9.	2012	19,607	17,899	38,552
10.	2013	22,397	19,918	42,315
11.	2014	19,300	18,440	37,740

**Source:** Kagarko Local Government Planning, Research and Statistics Department, 2015

**Table 5.2.2 Summary of SabonGari LGEA Pupils Enrolment from 2007-2013**

S/No.	Year	Male	Female	Total
1.	2007	16,202	14,025	30,227
2.	2009	17,944	15,990	33,934
3.	2010	33, 519	18, 106	51, 625
4.	2011	17, 202	16, 446	33, 648
5.	2012	23,780	22, 885	46, 665
6.	2013	24, 330	22, 964	47, 294

**Source:** SabonGari Local Government Education Board, 2015

Based on this enrolment statistics of Kagarko and SabonGari Local Governments, the number of boys has been more than that of the girls except for Kagarko Local Government where in 2011 the girls enrolled into primary schools were more than the boys. The enrolment rate of the girl-child and also that of the boy-child into primary school which is the foundation of

education has been fluctuating. Though there is an improvement in the number of girls that enroll which is as a result of the awareness on the importance of education. For SabonGari Local Government, there is a huge difference in enrolment of pupils compared to that of KagarkoLocal Government where in all cases from the period presented above boys enrolled more than the girls. From this enrolment figures, one can say that girl-child education is valued in both Kagarko and SabonGari Local Government but there are still certain things or factors which serve as the reason for the level of enrolment of the girl-child than that of the boys. Some of these reasons are the non-challant attitude of parents and girls, teenage pregnancy and early marriage, distance of schools, house chores and hawking amongst others and poverty or financial constraints.

In order to encourage the enrolment of pupils into schools, the Kaduna state government introduced the school feeding programme. These have actually worked because there was massive enrolment of pupils into schools. This programme is more like an incentive for pupils to encourage them to go to school. The truth is because of the number of pupils that enrolled into these schools, the schools facilities are overstretched where a class of 40 pupils per teacher is taking over hundred pupils per teacher which in the real sense is not ideal. As good as this programme is, the State government should have put into consideration the available facilities in these primary schools. It is not just the number of students enrolled in schools alone but the kind of impartation of knowledge they receive is also important. The learning environment goes a long way in determining if students or pupils will stay and receive the required knowledge and skill or not.

### 5.3 Presentation and Analysis of Primary Data

The data presented below was generated from the responses elicited by the questionnaires administered to members of the communities in Kagarko, Kubacha, Shadalafiya, Samaru, Basawa and DogonBauchi. The questionnaire was formulated using the Likert Scale format and had fourteen questions, two (2) open ended and two (12) close ended. Three hundred and ninety nine questionnaires were distributed and returned. Our interview is utilized qualitatively to complement the questionnaire data, which is presented in simple percentage tables and analyzed further using regression analysis. Thus, both the qualitative and quantitative method of data analysis is utilized. Below is the presentation of data collected from questionnaire responses using simple tables, frequencies and percentages.

**Table 5.3.1 Gender of respondents**

Option	Responses	Percent	Percent	Cumulative Percent
Male	212	53.1	53.1	53.1
Female	187	46.9	46.9	100.0
Total	399	100.0	100.0	

Source: Field survey, 2016

Table 5.3.1 shows that 212 representing 53.1% of the total respondents were male while 187 representing 46.9% were female. It shows that a greater percentage of the respondents in both Kagarko and Sabon Gari were male.

**Table 5.3.2 Age of respondents**

Options	Responses	Percent	Percent	Cumulative Percent
15-24	167	41.9	41.9	41.9
24-40	150	37.6	37.6	79.4
41-55	59	14.8	14.8	94.2
56 & above	23	5.8	5.8	100.0
Total	399	100.0	100.0	

Source: Field survey, 2016



Table 5.3.2 shows that majority of the respondents in both Kagarko and SabonGari Local Government Areas fall within the age group of 15-24 years representing 41.9% and 24-40 years representing 37.6% while others take lower proportions.

**Table 5.3.3 Marital Status of respondents**

	<b>Frequency</b>	<b>Percent</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Single	232	58.1	58.1	58.1
Married	153	38.3	38.3	96.5
Widow/Widower	14	3.5	3.5	100.0
Total	399	100.0	100.0	

Source: Field survey, 2016

Table 5.3.3 shows that a greater percentage of the respondents are single with 232 representing 58.1%, the married with 153 representing 38.3% and widow/widower with 14 representing 3.5%.

**Table 5.3.4 Educational qualification of respondents**

	<b>Frequency</b>	<b>Percent</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Primary school cert	43	10.8	10.8	10.8
SSCE/GCE	159	39.8	39.8	50.6
OND/ND	87	21.8	21.8	72.4
HND/First degree	84	21.1	21.1	93.5
Post graduate	26	6.5	6.5	100.0
Total	399	100.0	100.0	

Source: Field survey, 2016

Table 5.3.4 shows that 10.8% of the respondents have primary school certificate, 39.8% have SSCE/GCE, 21.8% are OND/ND holders, 21.1% are HND/ First degree holders, 6.5% are Post Graduate. A greater proportion of the respondents are SSCE/GCE holders.

**Table 5.3.5 Occupation of respondents**

	Frequency	Percent	Percent	Cumulative Percent
Civil servant	76	19.0	19.0	19.0
Student	192	48.1	48.1	67.2
Trader	50	12.5	12.5	79.7
Farmer	21	5.3	5.3	85.0
Others	60	15.0	15.0	100.0
Total	399	100.0	100.0	

Source: Field survey, 2016

Table 5.3.5 shows that 76 representing 19% of the respondents are civil servants, 192 representing 48.1% are students, 50 representing 12.5% are traders, and 21 representing 5.3% are farmers while 60 representing 15% are involved in other jobs other than the above listed occupations.

**Table 5.3.6 More boys go to school in this community than girls**

	Frequency	Percent	Percent	Cumulative Percent
Strongly agree	63	15.8	15.8	15.8
Agree	163	40.9	40.9	56.6
Undecided	36	9.0	9.0	65.7
Disagree	113	28.3	28.3	94.0
Strongly disagree	24	6.0	6.0	100.0
Total	399	100.0	100.0	

Source: Field survey, 2016

Table 5.3.6 shows that 56.7% of the respondents agreed that more boys go to school in this community than girls, 34.3% disagreed and 9% undecided. Based on this, more boys go to school than girls in both Kagarko and SabonGari Local Government Areas.

**Table 5.3.7 Girls in this community prefer to marry at an early age than go to school**

	Frequency	Percent	Percent	Cumulative Percent
Strongly agree	107	26.8	26.8	26.8
Agree	208	52.1	52.1	78.9
Undecided	17	4.3	4.3	83.2
Disagree	57	14.3	14.3	97.5
Strongly disagree	10	2.5	2.5	100.0
Total	399	100.0	100.0	

Source: Field survey, 2016

Table 5.3.7 shows that 78.9% of the respondents agreed that girls in this community prefer to marry at an early age than go to school, 16.8% disagreed and 4.3% undecided. Based on this, girls in Kagarko and SabonGari Local Government Areas prefer to marry at an early age than go to school.

**Table 5.3.8 Parents in this community prefer their girls to hawk and help with the house chores than going to school**

	Frequency	Percent	Percent	Cumulative Percent
Strongly agree	93	23.3	23.3	23.3
Agree	189	47.4	47.4	70.7
Undecided	23	5.8	5.8	76.4
Disagree	80	20.1	20.1	96.5
Strongly disagree	14	3.5	3.5	100.0
<b>Total</b>	<b>399</b>	<b>100.0</b>	<b>100.0</b>	

Source: Field survey, 2016

Table 5.3.8 shows that 70.7% of the respondents agreed that parents in this community prefer their girls to hawk and help with the house chores than going to school, 23.6% disagreed and 5.8% undecided. Based on this, parents in Kagarko and SabonGari Local Government prefer their girls to hawk and help with house chores than going to school.

**Table 5.3.9 The traditional practices in this community does not permit the education of the girl-child**

	Frequency	Percent	Percent	Cumulative Percent
Strongly agree	33	8.3	8.3	8.3
Agree	148	37.1	37.1	45.4
Undecided	53	13.3	13.3	58.6
Disagree	137	34.3	34.3	93.0
Strongly disagree	28	7.0	7.0	100.0
<b>Total</b>	<b>399</b>	<b>100.0</b>	<b>100.0</b>	

Source: Field survey, 2016

Table 5.3.9 shows that 45.4% of the respondents agreed that the traditional practices in this community do not permit the education of the girl-child, 41.3% disagreed and 13.3%

undecided. Based on this, traditional practices in Kagarko and SabonGari Local Government Areas do not permit the education of the girl-child.

**Table 5.3.10 Religion is a hindrance to girl-child education in this Community**

	Frequency	Percent	Percent	Cumulative Percent
Strongly agree	20	5.0	5.0	5.0
Agree	92	23.1	23.1	28.1
Undecided	48	12.0	12.0	40.1
Disagree	171	42.9	42.9	83.0
Strongly disagree	68	17.0	17.0	100.0
<b>Total</b>	<b>399</b>	<b>100.0</b>	<b>100.0</b>	

Source: Field survey, 2016

Table 5.3.10 shows that 59.9% of the respondents disagreed that religion is a hindrance to girl-child education in this community, 28.1% agreed and 12% undecided. Based on this, religion is not a hindrance to girl-child education in Kagarko and SabonGari Local Government Areas.

**Table 5.3.11 Parents assume that educating girls to boys is a waste of resources in this community**

	Frequency	Percent	Percent	Cumulative Percent
Strongly agree	38	9.5	9.5	9.5
Agree	141	35.3	35.3	44.9
Undecided	38	9.5	9.5	54.4
Disagree	147	36.8	36.8	91.2
Strongly disagree	35	8.8	8.8	100.0
<b>Total</b>	<b>399</b>	<b>100.0</b>	<b>100.0</b>	

Source: Field survey, 2016

Table 5.3.11 shows that 45.6% of the respondents disagreed that parents assume that educating girls to boys is a waste of resources, 44.8 agreed and 9.5% undecided. Based on this, parents do not assume that educating girls to boys is a waste of resources in Kagarko and SabonGari Local Government Areas.

**Table 5.3.12 Lack of water, health and sanitation facilities in schools hinders girl-child education in this community**

	Frequency	Percent	Percent	Cumulative Percent
Strongly agree	27	6.8	6.8	6.8
Agree	115	28.8	28.8	35.6
Undecided	61	15.3	15.3	50.9
Disagree	158	39.6	39.6	90.5
Strongly disagree	38	9.5	9.5	100.0
Total	399	100.0	100.0	

Source: Field survey, 2016

Table 5.3.12 shows that 49.1% of the respondents disagree that lack of water, health and sanitation facilities in schools hinder girl-child education, 35.6% agreed and 15.3% undecided. Based on this, lack of water, health and sanitation facilities in schools does not hinder girl-child education in Kagarko and SabonGari Local Government Areas.

**Table 5.3.13 Local Government effort to improve girl-child education in this community**

	Frequency	Percent	Percent	Cumulative Percent
Yes	239	59.9	59.9	59.9
No	160	40.1	40.1	100.0
Total	399	100.0	100.0	

Source: Field survey, 2016

Table 5.3.13 shows that 59.9% of respondents said Yes the local has done something to improve girl-child education while 40.1% said No. Based on this, Kagarko and SabonGari Local Governments have done something to improve girl-child education in their areas.

**Table 5.3.14 Effectiveness of the Local Government effort to improve girl-child education**

Options	Frequency	Percent	Percent	Cumulative Percent
Strongly agree	28	7.0	8.3	8.3
Agree	100	25.1	29.8	38.1
Undecided	74	18.5	22.0	60.1
Disagree	99	24.8	29.5	89.6
Strongly disagree	35	8.8	10.4	100.0
Total	399	100.0		

Source: Field survey, 2016

Table 5.3.14 shows that 32.1% of the respondents agreed that Local Government efforts to improve girl-child education is effective, 33.6% disagreed, 18.5% undecided while 15.8% had no response. Based on the above, Kagarko and SabonGari Local Government efforts to improve girl-child education are not effective.

**Table 5.3.15 Government has carried out public awareness, campaigns, rallies and seminars to encourage the education of girl-child in this community**

<b>Options</b>	<b>Responses</b>	<b>Percent</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Strongly agree	37	9.3	9.3	9.3
Agree	154	38.6	38.6	47.9
Undecided	78	19.5	19.5	67.4
Disagree	108	27.1	27.1	94.5
Strongly disagree	22	5.5	5.5	100.0
<b>Total</b>	<b>399</b>	<b>100.0</b>	<b>100.0</b>	

Source: Field survey, 2016

Table 5.3.15 shows that 47.9% of the respondents agreed that government has carried out public awareness, campaigns, rallies and seminars to encourage the education of the girl-child, 32.6% disagreed and 19.5% undecided. Based on this, Kagarko and Sabon-GariLocal Governments have carried out public awareness, campaigns, rallies and seminars to encourage girl-child education in their areas.

**Table 5.3.16 The UBE has done so much in encouraging equal access to basic education for both boys and girls in this community**

<b>Options</b>	<b>Responses</b>	<b>Percent</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Strongly agree	55	13.8	13.8	13.8
Agree	213	53.4	53.4	67.2
Undecided	69	17.3	17.3	84.5
Disagree	47	11.8	11.8	96.2
Strongly disagree	15	3.8	3.8	100.0
<b>Total</b>	<b>399</b>	<b>100.0</b>	<b>100.0</b>	

Source: Field survey, 2016

Table 5.3.16 shows that 67.2% agreed that the UBE has done so much in encouraging equal access to basic education for both boys and girls, 17.3% undecided and 15.6% disagreed. Based on this, the UBE has done so much in encouraging equal access to basic education for both boys and girls in Kagarko and SabonGari Local Government Areas.

**Table 5.3.17 Government only pay lip-service and lack political will to implement policies on girl-child education in this community**

<b>Option</b>	<b>Frequency</b>	<b>Percent</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Strongly agree	50	12.5	12.5	12.5
Agree	144	36.1	36.1	48.6
Undecided	90	22.6	22.6	71.2
Disagree	80	20.1	20.1	91.2
Strongly disagree	35	8.8	8.8	100.0
<b>Total</b>	<b>399</b>	<b>100.0</b>	<b>100.0</b>	

Source: Field survey, 2016

Table 5.3.17 shows that 48.6% of the respondents agreed that government only pay lip-service and lack political will to implement policies on girl-child education, 22.6% undecided and 28.9% disagreed. Based on this, government only pays lip-service and lack political will to implement policies on girl-child education in Kagarko and SabonGari Local Government Areas.

## **5.4 Data Analysis**

### **5.4.1 Testing of hypothesis**

The data generated and presented in the previous section is now tested against the hypotheses advanced. The statistical instrument utilized for this purpose is the regression analysis.

#### **Hypothesis one**

**Ho1** There is no significant relationship between cultural beliefs of a society and the advancement of girl-child education in Kagarko and SabonGari Local Government

**Table 5.4.1.1 Test Statistics**

	Girls in this community prefer to marry at an early age than go to school	Parents in this community prefer their girls to hawk and help with the house chores than going to school	The traditional practices in this community does not permit the education of the girl-child	Religion is a hindrance to girl-child education in this community	Parents assume that educating girls to boys is a waste of resources in this community	Lack of water, health and sanitation facilities in schools hinders girl-child education in this community
Chi-Square	74.535 <sup>a</sup>	76.685 <sup>b</sup>	80.126 <sup>a</sup>	91.543 <sup>a</sup>	143.118 <sup>a</sup>	83.827 <sup>a</sup>
Df	4	3	4	4	4	4
Asymp. Sig.	.000	.000	.000	.000	.000	.000

**Decision rule**

The level of significance is 0.05 while the calculated value of  $X^2$  is given as .000. This means that if the level of significance is less than the calculated value, the null hypothesis ( $H_0$ ) will be accepted and the alternate hypothesis will be rejected and if the level of significance is more than the calculated value, the null hypothesis will be rejected while the alternate hypothesis will be accepted. Since the calculated value is less than the level of significance, therefore the alternate hypothesis that said there is a relationship between cultural beliefs of a society and the advancement of girl-child education in Kagarko and SabonGari local government is accepted and the null hypothesis rejected.

**Hypothesis two**

**Ho2** The ability of Kagarko and SabonGari Local Governments to contribute substantially to girl-child education is not significantly dependent on their programmes and policies



**Table 5.4.1.2 Test Statistics**

	Has the local government done anything to improve girl-child education in this community	If yes, do you agree that the local government effort to improve girl-child education has been effective?	Government has carried out public awareness, campaigns, rallies and seminars to encourage the education of girl-child in this community	The UBE has done so much in encouraging equal access to basic education for both boys and girls in this community	Government only pay lip-service and lack political will to implement policies on girl-child education in this community
Chi-Square	15.642 <sup>a</sup>	70.042 <sup>b</sup>	249.165 <sup>c</sup>	297.604 <sup>d</sup>	89.233 <sup>d</sup>
Df	1	4	5	4	4
Asymp. Sig.	.000	.000	.000	.000	.000

**Decision rule**

The level of significance is 0.05 while the calculated value of  $X^2$  is given as .000. This means that if the level of significance is less than the calculated value, the null hypothesis ( $H_0$ ) will be accepted and the alternate hypothesis will be rejected and if the level of significance is more than the calculated value, the null hypothesis will be rejected while the alternate hypothesis will be accepted. Since the calculated value is less than the level of significance, therefore the alternate hypothesis that said The ability of Kagarko and SabonGari local governments to contribute substantially to girl-child education is dependent on their programmes and policies is accepted and the null hypothesis rejected.

## 5.5 Interview Analysis

**Table 5.5.1 Interview with the Education mobilization officer and PTA representative of KagarkoLocal Government**

<b>Questions</b>	<b>Response by ESD Staff (Mobilization Officer)</b>	<b>Response by PTA Representative</b>
1. Availability of schools in KagarkoLocal Government Area	There are a good number of schools in the Local Government.	There are about 208 primary schools, 22 junior secondary schools and 18 senior secondary schools.
2. Access to schools by both boys and girls	Schools available are accessible by both boys and girls in the Local Government.	Schools are accessible because in almost all villages in the Local Government there are primary schools but some of the secondary schools are located far from the community so students will have to trek distance to go to school.
3. Enrollment in schools	Both boys and girls enroll, and in some schools the population of the girls is higher than the boys though it depends on the environment	Students enroll but more boys enroll in schools than girls in the Local Government.
4. The rate of completion in schools	Almost 90 to 99% of the students complete school both in the primary and secondary schools.	There are a lot female dropouts and one of the reasons is that some parents withdraw their children from school while still in primary school. Some dropout of school due to unwanted pregnancy or marriage. For the boys, some of them leave school to go to the farm and after that get married. The highest percentage of dropouts is females not males.
5. Attitude of girls to girl-child education	Girls in the Local Government are a bit relaxed and they need someone to wake them up from their sleep and be pushed. They partially need	Girls' attitude to school these days is discouraging. Most girls don't value education. They just want to marry while some want

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		mobilization, guidance and encouragement.	to work. Sometimes they leave school and run home during break time or even before the end of the week.
6.	Attitude of parents towards girl-child education	It has now become a competition in the Local Government Area for parents to send their children to school. They all want their children to be educated in one way or the other to a certain level	Parents who are not educated always feel comfortable if their children leave school before closing hour and the uneducated parents sometimes send their female children off for marriage. Parents who want their children to be educated usually send their children back to school if they leave before time and some usually report to the school management about their children missing classes and will also find out why they are missing classes.
7.	Attitude of government towards girl-child education	Government has improved on the issue of girl-child education because there are innovations and interventions as regards girl-child education. The social mobilization department which was created in 2013 was created to ensure; access and equity, gender equality, and mobilization.	Government has embarked on some projects which has brought improvement in female-child education. The UBE programme is all about improving equality in education and there are policies that all the 23 Local Governments in Kaduna state are embarking upon to improve girl-child education like the establishment of boarding schools, the school feeding program, improving toilet facilities.
8.	Non-formal education programme within the Local Government	There is adult and non-formal education. The Local Government recruits volunteers or casual staff in various centres within the locality.	There is adult education where some people receive education at home while some receive where they feel it's convenient and it is very effective and that they start from primary to

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secondary level.

9. The major challenges of girl-child education in KagarkoLocal Government
- Parents' cut-off their girl's education immediately she finishes primary school or junior secondary school and take her for marriage and most of them marry at the age of 15, 17 or 18 before finishing school.
- Cultural, beliefs and tradition is not really a challenge in the community or Local Government because people are now aware that education is good and important. Though some still don't want their children to go to school because they feel it will go against their religious belief and it is only common in the Fulani community of the Local Government because they feel western education will make their girls run from rearing cattle and go to the city to marry.
- There are parents that cannot pay school fees. They can't even afford what to eat not to talk of school fees.
- Government policies like the increase in revenue, can lead to increase in school fees from N1000 to N1500 and sometimes parents cannot afford.
- Some of the schools are far from some communities and students most times will have to cross rivers to go to school, some will have to trek kilometers to go to school every day and this most times discourages them from going to school. There is also the
- Some tradition/culture/ religion in the Local Government see the education of the girl-child as a taboo and that they feel it is better for the girl to get married and help with the domestic work at home than for a girl to go to school. They also prohibit women from mingling with men and they feel education is a way of exploitation.
- There are financial constraints. Most parents are farmers and farming is seasonal. Most times if what parents produce is sold and there is enough profit, they can sponsor their children, if no profit, they can't afford the school fees of their children
- Government itself is contributing to the falling standard of education because most schools don't have teaching aids, text books, chairs, and even the teachers who are to impart knowledge to the girl-child are not being paid or motivated.
- The learning environment and also distance of schools discourages parents and children from going to school. The bad toilet facility available in schools also makes girls reluctant to going to school.
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	<p>challenge of toilets, health facilities and school infrastructures but the government is improving on them and making supply.</p>	
<p><b>10.</b> Efforts made to resolve/handle such challenges of girl-child education by Community members</p>	<p>The School Base Management Committee (SBMC) created by ESSPIN an NGO under the UK government work hand in hand with PTA. Some communities under the SBMC contribute money to build schools, provide stationeries in schools etc. within the community there is the chairman, women representative, labour/old boys, youths which comprises of the SBMC who work hand in hand with the school authority.</p>	
<p><b>11.</b> Efforts made to resolve/handle such challenges of girl-child education by government</p>	<p>The government builds schools and provides infrastructures and also payment of staff salary. The social mobilization department of the Local Government is working with each School Base Management Committee (SBMC) mobilizing people on girl-child education.</p>	
<p><b>12.</b> Efforts made to resolve/handle such challenges of girl-child education by NGO</p>	<p>The Education support sector program in Nigeria (ESSPIN) from the federal government under the sponsorship of the UK government give money to rebuild schools.</p>	
<p><b>13.</b> As a parent, if given the opportunity to educate only a child who would you prefer, the boy or the girl? Why?</p>		<p>I will choose the girl because in the society the girls are left behind. I will allow my daughter go to school because there is a need to recognize women in the society.</p>

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<p>14. What to do to encourage girl-child education in Kagarko Local Government</p>	<p>There is need for government to organize quiz, provide toilet facilities, create more boarding schools for girls, teacher's welfare package, employ more qualified teachers, provision of teaching materials and also the learning environment should be made conducive and structures be rehabilitated.</p>
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Source: Field Survey, 2015

**Table 5.5.2 Interview with Education and Social Department (ESD) Staff and the PTA/SBMC Representative of SabonGari Local Government**

<b>Questions</b>	<b>Response by ESD staff</b>	<b>Response by PTA/ SBMC Representative</b>
<p>1. Availability of schools in SabonGari Local Government</p>	<p>There are enough schools in the Local Government. There are 62 government schools and other non-governmental organization programme such as millennium hope, women centres, UNDP were girls receive education.</p>	<p>There are schools but the facilities are stressed now because of the school feeding programme of the state government.</p>
<p>2. Access to schools by both boys and girls</p>	<p>The government school and the UNDP are accessible to both girls and boys while millennium hope and women centres are accessible to only girls</p>	<p>schools are very accessible</p>
<p>3. Enrolment in schools</p>	<p>There is frequent enrolment</p>	<p>Students enroll and due to the school feeding programme going on now, it has increased the number of students in schools.</p>
<p>4. The rate of completion</p>	<p>There are 20% of female dropouts and this is due to either marriage or death.</p>	<p>The rate of completion is a big issue. One of the reasons is the poverty level of parents and financial constraints in the economy that make students not to</p>

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5. Attitude of girls to girl-child education	Girls have a positive attitude towards education in this Local Government.	complete school. Some parents don't care about the education of their wards. Girls were reluctant but now there is resurgence and in the next ten years I won't be surprised if females attend school than boys.
6. Attitude of parents to girl-child education	Parents also have a positive mindset or attitude towards girl-child education.	Parent's attitude has improved because they have gotten to know that any child that is educated has a bright future ahead.
7. Attitude of government to girl-child education	The government has initiated programme on girl-child education for development purpose	Government gives support to encourage girl-child education. UNICEF and other NGOs are working together with government to support girl-child education. They have asked for the enrollment at the primary level so that they can support them with finances, uniforms, textbooks and also allowances.
8. Policies/programmes to encourage girl-child education in SabonGari Local Government		In each district there are educational committees where students or girl-child that are indigenes who have challenges in furthering their education go to. The committee help source for means of getting scholarships either through philanthropists or they can raise money to sponsor the students in need.
9. The major challenges faced in the pursuit of girl-child education in SabonGari Local Government	Some parents still believe that girl-child education is not necessary and that the female is meant for the kitchen and should help do the domestic work at home	There is the challenge of early marriage but all other cultural beliefs on education are gone. Religion is not a challenge any more. Finance is a major issue. The government

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	<p>Parents still believe in the tradition of early marriage which is really an issue because some parents withdraw their daughter from school and give them out for marriage.</p> <p>The issue of poverty is a major challenge to girl-child education. Most parents cannot afford to feed not to talk of sponsoring their children in school. Most times girls will have to hawk either before going to school or after they are back from school so that they can help support the family.</p> <p>Because of the school feeding program carried out by the state government, the facilities are not enough to carry the number of students and pupils enrolling in these schools.</p> <p>Teaching staff is not a challenge because there are qualified staff in the Local Government.</p>	<p>discouraged parents from paying PTA levy because of financial constraints.</p> <p>There is the challenge of facilities in schools now especially with the school feeding programme. They classes are overcrowded.</p> <p>There are no challenges of teachers because there is no teacher employed that has below NCE.</p> <p>Government is renovating schools at the moment and after renovating they would also fence round</p>
<p><b>10.</b> Specific efforts have been made to resolve/handle such challenges</p>	<p>There is the National Council for Women Society (NCWS) at the community level, the Millennium Hope Programme and also a continuous programme by the wife of the Local Government chairman that is being appointed or nominated</p>	
<p><b>11.</b> As a parent, if given the opportunity to educate only a child among your children, who would you prefer sending to school, the boy or girl? Why?</p>		<p>I will educate the female because ones you educate a female child you are educating society. Even if she does not work with her qualification, at home she would pass that knowledge to her children and environment and will relate</p>

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<p><b>12.</b> Ways to handle challenges of girl-child education</p>	<p>There should be financial commitment by government and the rich in the community.</p>	<p>well with her husband. After the students acquire the 6-3-3 i.e. primary, junior and senior secondary level, and there should be programmes to encourage the girl-child after secondary school so that she can acquire extra qualification. Government can showcase 30 females who have acquired knowledge beyond secondary school; it would encourage Parents to allow the girls further their education beyond secondary school.</p>
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**Source: Field Survey, 2015**

Based on the interview analysis of the study areas, the unique similarities on the challenges of girl-child education in these areas are: early marriage, poverty or financial constraint, poor school structures, hawking and house chores, parent’s non-challant attitude, lack of teaching and learning aids or materials and ineffective government policies and programmes. These are the major challenges faced by both Kagarko and SabonGari Local Governments on girl-child education. Other challenges peculiar to Kagarko Local Government are; distance of schools from communities, non-challant attitude of the girl-child towards education and teenage pregnancy. Peculiar challenges of girl-child education to SabonGari Local Government are; hawking and house chores. These are the major challenges of girl-child education in Kagarko and SabonGari Local Government based on the interviews carried out. Even with the presence of Government policies and programmes on girl-child education, there are still a number of challenges to girl-child education.

## **5.6 Discussion of Findings**

From the analysis of the data and test of the study's hypotheses it was observed that there are challenges to girl child education. Base on the testing of hypothesis one, the alternate was accepted which states that "there is significant relationship between cultural beliefs of a society and the advancement of girl-child education in Kagarko and SabonGari Local Governments." From the result of the hypothesis its shows that the advancement of girl-child education can be attributed to the cultural beliefs of the society the girl-child lives in. This shows that there are still a number of challenges that pose a threat to the education of the girl-child.

From the interview conducted in Kagarko and Sabon-Gari Local Governments, the interviewees admitted that there are a number of challenges facing girl-child education in their areas. Despite the availability of schools in the areas and frequent enrollment, girls' rate of completion is still low compared to their male counterparts. Some of these challenges are; financial constraints, ignorance and non-challant attitude by both parents and the girls, hawking and house chores, early marriage and teenage pregnancy, distance of schools, toilet facilities and school infrastructures, government attitude and teacher's welfare. All these are the major challenges of girl-child education in Kagarko and SabonGari Local Government.

The Kaduna state government came up with the school feeding programme to encourage the enrollment and completion of pupils in schools. This is because the major issue concerning girl-child education is poverty amongst parents.

From hypothesis two, the alternate which says "The ability of Kagarko and SabonGari Local Governments to contribute substantially to girl-child education is significantly dependent on their programmes and policies" was accepted. Even though the government has done

something to encourage girl-child education, the people feel it is not very effective. There is so much that is expected from the government in the area of education. Most government schools need to be renovated, teachers need to be paid as and when due, more awareness and campaigns need to be carried out to encourage girl-child education. There are policies that have been formulated by government but they most times pay lip-service and lack the political will to implement such policies and they have the resources to implement policies and programmes on girl-child education. The person that can encourage parents and tell them the benefits of educating the girl child is the government. Others may come in to help like NGOs and philanthropists, but their gate way or main entrance is the Local Governments.

There is the need for parents to encourage their children to acquire knowledge. In both Kagarko and Sabon Gari Local Governments, parents who are uneducated and do not know the value of education are reluctant in sending their girls to school. They most times prefer them to hawk and help with the house chores. Some parents feel it's a waste of resources to educate the female since to them she will get married and end up in the kitchen as a house wife. Government and educated people need to enlighten such parents to know that the education of the girl child is important and has benefits. Educating a girl-child is like educating a nation because whatever she learns she transfers to her home and environment.

The girl-child also needs to be serious and value education. In Kagarko Local Government, some of the girls leave school before closing hours while some comes to school when they feel like. Girls need to know that their future is in their hands and if they want to become great in life they must go to school, read and excel. The school management should make sure students don't leave school before closing hours.

The learning environments should be conducive and girl friendly. Girls will stay in school if the environment is safe and if there are health and sanitary facilities in schools. Some schools in Kagarko and SabonGari Local Governments do not have chairs and textbooks which is not ideal. Government should make it a duty to provide a conducive and girl friendly learning environment in schools.

Based on the above discussion, everything boils down to the government doing their part in encouraging girl-child education. They should not relent and they should revisit the policies that are on ground. The government is trying but there is need to go the extra mile to see that there is equal access to education and scholarships should be awarded to intelligent students who cannot afford to pay their tuition fee.

## CHAPTER SIX

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 6.1 Introduction

This chapter concludes this work by presenting the summary of the research work and major findings. Conclusion and recommendations drawn from this research work are made as to how the problems highlighted in this research are to be addressed.

#### 6.2 Summary

This work was centered on Girl-child education and its challenges in Kagarko and SabonGariLocal Governments of Kaduna state.

It was discovered that even with the presence of government policies and programmes on girl-child education, there are still a number of challenges of girl-child education which are peculiar to Kagarko and SabonGariLocal Governments. One of these challenges found is ignorance and non-challant attitude of some parents and girls who feel that the education of the girl-child is not that important. Parents and some society feel that the place of the girl-child and women is in the kitchen and for domestic chores. The truth is when the girl-child is educated, she adds value to her home, environment and society in general.

Another challenge discovered is the poverty level of parents. It was found out it is one of the major issue or challenge of girl-child education in both Kagarko and SabonGariLocal Governments. Most parents in KagarkoLocal Government are farmers who depend on the profits they make from their produce to send their children to school. When there is no profit they withdraw their children especially the girl-child because they can't raise the money for their school fees. In SabonGariLocal Government parents are mostly traders while some are

without jobs. Parents feel the school fees are not affordable for them to pay for their children so they withdraw their children from school.

Another challenge discovered is early marriage and teenage pregnancy. Early marriage is more pronounced in SabonGariLocal Government while teenage pregnancy is more pronounced in KagarkoLocal Government. There are still a number of parents who still believe in the tradition of early marriage of the girl-child because they feel her education is not that important and would prefer the benefits they will get from marrying her i.e. the bride price and so on. In Kagarko, young girls get sexually involved with boys and end up pregnant. This as a result makes them leave school because they would have to become parents at a very tender age.

Also it was discovered that girls stay back at home to help with the house chores and also hawk in order to support their families. Because of the poverty level of parents, girls hawk either before or after schools hours in order to support their families financially and sometimes these girls abandon their education and become full time hawkers.

Another challenge is the learning environment. Most schools in both Kagarko and SabonGariLocal Governments especially public schools have very poor structures with no chairs or desk, textbooks, teaching and learning aids and poor toilet facilities. The absence of all these discourages the enrolment and retention of the girl-child. Also in KagarkoLocal Government where secondary schools are far from home, students will have to trek distance and cross rivers and streams before going to school every day. During the rainy season, when these streams are flooded these students stay back at home till the streams go down. The distance of such schools and also the rivers to cross discourages them from going to school.

Another challenge discovered is ineffective policies and programmes of government. Government has policies and programmes on girl-child education but the people feel it is not very effective. The government needs to do more to encourage the few people who still hold on to the belief that girl-child education is a waste of time and resources.

### **6.3 Conclusion**

This study which was on Girl-child education and its challenges in Kagarko and SabonGari Local Government Areas of Kaduna State was aimed at ascertaining the level of girl-child education, evaluating the contributions of the study areas towards girl-child education, identifying and discussing the challenges of girl-child education and also make recommendations that will help improve girl-child education in the study areas. Data was generated through the use of secondary data, questionnaires and interviews and was analyzed using descriptive statistical tools and chi-square. It was found that there are frequent enrolments of the girl-child into schools but they sometimes withdraw due to financial constraint, ignorance and non-challant attitude by parents and girls, early marriage and teenage pregnancy, poor learning environment, house chores and hawking and distance of schools. Kagarko and SabonGari Local Governments have contributed to girl-child education through Millennium Hope Programme, UBE programmes and other policies on education. This implies that even with the policies and programmes available, there is still a number of challenges of girl-child education that need to be dealt with if there should be equality in education. Education is the right of every girl everywhere and key to transforming her life and the life of her community. Although much has been done to improve the caliber and existence of girls' education in Nigeria, there is still much that needs to be done. All barriers must be

eliminated to enable all girls to development their full potential through equal access to education.

This study did not make full use of secondary data because it was difficult getting the required documents and information from the Local Governments of study. Some of the documents needed for the work could not be found or reached. Secondary source of data would have added more value to the work if it had been accessed.

#### **6.4 Recommendations**

If education must serve the society, it must produce people who carry much more than certificates. It must produce people, both normal and exceptional ones, with the right types of knowledge, ability and attitude to put them to work for the good of the society. Based on the major findings of this study, it is therefore imperative that in order to improve the educational base of the girl-child and by extension her socio-political and economic status, government, community leaders, parents, professional guidance, counselors and other stakeholders should take cognizance of the following recommendations:

1. There is a need for government and other relevant stakeholders to organize more campaigns and awareness on the importance of girl-child education and also emphasize the negative outcomes of not educating the girl-child. Programmes that promote girl-child education should be promoted in all our communities. Each educated individual should spread the message of the girl-child education and raise awareness on these issues. The people must be sensitized to the community and social benefits of educating girls. This will help to disabuse the minds of parents, girls and the society on the non-challant attitude they have towards girl-child education.



2. Government and other stakeholders should strive to create conducive enabling socio-political and economic conditions which will discourage societal preference for male children and the traditional belief that the position of the girl-child and women is in the kitchen.
3. The girl-child needs to be provided with a safe and supportive educational environment, free from abuse, with separate toilet facilities, safe drinking water, equal attention with boys and a gender sensitive curriculum. The school curriculum also needs to be revisited, to ensure gender and cultural sensitivity and to include life skills and HIV/AIDS education.
4. More schools need to be built especially secondary schools in rural areas so as to avoid distant trekking to attend classes by students. And these schools should be equipped with the necessary facilities. There should also be more girl boarding schools so that parents who do not like mixed schools can send their girls to school.
5. Parents should be given opportunities for income generating activities by both the various governmental agencies and Non-Governmental Organization (NGOs) to make funds available for the education of the girl-child.
6. Gender balanced curriculum and education policies should be established to consider the interest of the girl-child so that she is motivated to learn and also teacher's welfare should be considered.
7. Government must pass legislation that makes the education of girls mandatory for primary school, and then enforce these laws stringently, especially, in the rural communities so that the issue of house chores and hawking practices that hinders the education of the girl-child can be stopped.

8. Government need to pass laws banning the early marriage practices that keep girls out of school until the girl-child has attained a certain level of education.

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**APPENDIX I**

**QUESTIONNAIRE AND  
INTERVIEW SCHEDULE**

**Questionnaire for the members of the public in Kagarko and SabonGariLocal  
Government**

Department of Local Government and  
Development Studies,  
Faculty of Administration,  
Ahmadu Bello University, Zaria.

Dear Respondents,

**QUESTIONNAIRE ADMINISTRATION**

I am a Postgraduate student of the above named address carrying out a research in your Local Government. The Questionnaire seeks to solicit information from you for purely academic purpose relating to Challenges of girl-child education. I assure you that the information you will provide in this Questionnaire will be treated with utmost confidentiality.

Thank you for your cooperation.

Yours Faithfully,

Bako Ann Deborah



## Section A – Personal Data of Respondent

Please tick appropriately

1. Gender  
Male ( ) Female ( )
2. Age  
15-24( ) 25- 40 ( ) 41-55 ( ) 56 and above ( )
3. Marital status  
Single ( ) Married ( ) widow/widower ( )
4. Educational qualification
  - a. Primary School Certificate ( ) b. SSCE/GCE ( ) c. OND/ND ( )
  - d. HND/First Degree ( ) e. Post Graduate ( )
- a. Occupation
  - a. Civil servant ( ) b. Student ( ) c. Trader ( ) d. Farmer ( )
  - e. Others ( ) specify\_\_\_\_\_

## Section B- Girl-child Education and its Challenges

Please tick appropriately and also answer question 13 and 14

1. More boys go to school in this community than girls  
(a) Strongly agree [ ] (b) Agree [ ] (c) Undecided [ ] (d) Disagree [ ] (e) Strongly disagree [ ]
2. Girls in this community prefer to marry at an early age than going to school  
(a) Strongly agree [ ] (b) Agree [ ] (c) Undecided [ ] (d) Disagree [ ] (e) Strongly disagree [ ]
3. Parents in this community prefer their girls to hawk and help with the house chores than going to school  
(a) Strongly agree [ ] (b) Agree [ ] (c) Undecided [ ] (d) Disagree [ ] (e) Strongly disagree [ ]
4. The traditional practices in this community does not permit the education of the girl-child  
(a) Strongly agree [ ] (b) Agree [ ] (c) Undecided [ ] (d) Disagree [ ] (e) Strongly disagree [ ]

5. Religion is a hindrance to girl-child education in this community  
 (a) Strongly agree [ ] (b) Agree [ ] (c) Undecided [ ] (d) Disagree [ ] (e) Strongly disagree [ ]
6. Parents assume that educating girls to boys is a waste of resources in this community  
 (a) Strongly agree [ ] (b) Agree [ ] (c) Undecided [ ] (d) Disagree [ ] (e) Strongly disagree [ ]
7. Lack of water, health and sanitation facilities in schools hinders girl-child education in this community  
 (a) Strongly agree [ ] (b) Agree [ ] (c) Undecided [ ] (d) Disagree [ ] (e) Strongly disagree [ ]
8. Has the Local Government done anything to improve girl-child education in this community?  
 (a) Yes [ ] (b) No [ ]
9. If yes, do you agree that the Local Government effort to improve girl-child has been effective?  
 (a) Strongly agree [ ] (b) Agree [ ] (c) Undecided [ ] (d) Disagree [ ] (e) Strongly disagree [ ]
10. Government has carried out public awareness, campaigns, rallies and seminars to encourage the education of girl-child in this community  
 (a) Strongly agree [ ] (b) Agree [ ] (c) Undecided [ ] (d) Disagree [ ] (e) Strongly disagree [ ]
11. The UBE has done so much in encouraging equal access to basic education for both boys and girls in this community  
 (a) Strongly agree [ ] (b) Agree [ ] (c) Undecided [ ] (d) Disagree [ ] (e) Strongly disagree [ ]
12. Government only pay lip-service and lack political will to implement policies on girl-child education in this community  
 (a) Strongly agree [ ] (b) Agree [ ] (c) Undecided [ ] (d) Disagree [ ] (e) Strongly disagree [ ]
13. In your own view, what are the challenges of girl-child education in this community?

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14. What do you think should be done to handle such challenges?

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**Interview Schedule for Education and Social Department Staff**

1. What do you understand by girl-child education?
2. Are there schools in this Local Government?
3. Are these schools accessible by both boys and girls?
4. Do students and pupils enroll into these schools?
5. What is the rate of completion?
6. What is the attitude of girls to girl-child education in this Local Government?
7. What is the attitude of parents to girl-child education in this Local Government?
8. What is the attitude of government towards girl-child education?
9. What are the major challenges faced in the pursuit of girl-child education, especially in the following aspects:
  - a. Social
  - b. Cultural
  - c. Economic
  - d. Government
  - e. Political
  - f. Environment
  - g. Staff
10. What specific efforts have been made to resolve/handle such challenges
  - a. By community members
  - b. Government
  - c. NGOs

### **Interview schedule for PTA representative**

1. What do you understand by girl-child education?
2. Are there available schools in this Local Government?
3. Are these schools accessible by both boys and girls?
4. Do students and pupils enroll into these schools?
5. What is the rate of completion?
6. Are there policies/programmes to encourage girl-child education in this Local Government? How effective is this policy?
7. What is the attitude of girls to girl-child education in this Local Government?
8. What is the attitude of parents to girl-child education in this Local Government?
9. What is the attitude of government to girl-child education?
10. As a parent, if given the opportunity to educate only a child among your children, who would you prefer sending to school, the boy or girl? Why?
11. How do the following factors hinder the girl-child from being educated in this Local Government:
  - a. Culture, beliefs and tradition
  - b. Religion
  - c. Finance
  - d. Learning environment
  - e. Government policies
12. What do you think should be done to encourage girl-child education in this Local Government?

**APPENDIX II**

**PRIMARY SCHOOLS  
ENROLMENT FIGURES OF  
KAGARKO AND SABON  
GARILOCAL GOVERNMENTS**

**KAGARKOLOCAL GOVERNMENT  
ENROLMENT FIGURES FROM 2004  
TO 2014**

**SABON GARILOCAL**  
**GOVERNMENT ENROLMENT FIGURES**  
**FROM 2007 TO 2013**