IMPACT OF UNIVERSAL BASIC EDUCATION PROGRAMME ON GIRL–CHILD EDUCATION IN JIGAWA STATE (1999-2010)

BY

HABIBA B. AWWALU (MRS)
M.Ed/EDUC/00576/2008-2009

A THESIS SUBMITTED TO THE SCHOOL OF POST GRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTERS IN EDUCATION (M.ED) IN EDUCATIONAL ADMINISTRATION AND PLANNING

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DECLARATION

This is to declare that this thesis entitled" the impact of Universal Basic Education progamme on Girl Education in Jigawa State (UBE),"was carried out and written by me. The information derived from the literature has been duly acknowledged in the text and a list of reference provided. No part of this thesis was previously presented for another degree or diploma at any university.

_____	_____	_____
Habiba B Awwalu	**Signature**	**Date**

CERTIFICATION

This entitled “the impact of universal basic education program on girl child education in Jigawa state (UBE)” by Mrs Habiba B Awwalu meets the regulation governing the award of degree in master of Education (M.Ed) in Educational administration and planning of Ahmadu Bello University (ABU) Zaria and approval for its contribution to knowledge and literary presentation

_____ _____

Dr. B.A. Maina **Date**
Chairman supervising committee

_____ _____

Dr .A. A. Igunnu **Date**
Member supervising committee

_____ _____

Dr. B.A. Maina **Date**
Head of Department

_____ _____

Prof .A .A Joshua **Date**
Dean postgraduate school

DEDICATION

This research work is dedicated to the memory of my father in-law; Alh Hussaini Custom, for the love, he bestowed upon me. May his soul rest in peace. Amin

ACKNOWLEDGMENT

Alhamdulillah; All praise be to Almighty Allah for the immeasurable assistance in my life and for making this work a reality.

I want to appreciate the tireless efforts and patience of my supervisors. Dr. A.A Igunnu and Dr. B.A Maina, who had been most significant in guiding me throughout the research work. I really do appreciate your effort and remain grateful.

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ABSTRACT

The study is to assess the impact of Universal Basic Education (UBE) programme on Girl Child Education in Jigawa State. The population of the study consists of 1085 primary schools, 195 junior secondary schools with a total of 8298 teachers for both levels. The study is designed to achieve the following objectives: examine the impact of UBE program on enrolment, retention and transition, evaluate the effectiveness of the policy framework for delivery of Basic Education; examine the role of school as it affects Girl-Child Education; efforts of UBE in minimizing gender disparity in education, and assess the quality of basic education. Descriptive research method was employed; stratified sampling technique was used in selection of the sample size in line with Krejcie and Morgan (1970).a total of 783 copies of structured questionnaire were used for data collection. Respondents comprised teachers, parents, and principals. Data were analyzed along the study objectives and research questions. Items were scored in frequency and percentage with mean score computed on five point interval scale used for the test of hypotheses and P>0.5 was used i.e. any f-value that is below 0.5 was rejected. Scheffe test was used to compare the mean scores by the different groups. Out of the eight hypotheses, two were accepted and four rejected. The research study discovered that the role of the school environment was adequate but parents did not agree with this opinion, finance for UBE programme for the Girl-Child was not transparent, institutional capacity to deliver Girl Child Education in the state was adequate, policies for the implementation of the Girl-Child Education in the state were found effective, UBE had significant impact on the enrolment and retention of the Girl Child in school. The researcher recommended direct intervention by government at all levels in the supervision of the programme to enhance teaching and learning and also some checks and balances should be instituted in the respective agencies responsible for implementation of UBE program.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The re-introduction of Universal Primary Education (UPE) in 1976 was the first major initiative that was aimed at universalizing access to Basic Education in Nigeria. The scope of Basic Education was expanded in 1992 to include pre-primary, primary, and junior secondary school, mass literacy for adolescents, Adults, and Women Education.

The present universal Basic Education scheme can be said to be the product of earlier Educational scheme, programmes and Educational decisions, which could be said to have been bedeviled by problems which the current scheme is expected to address. The National Policy on Education provides the framework within which planned programmes and activities for Basic Education are implemented, Since the enunciation of the policy in 1992, there have been few attempts either at the federal or state level to focus on the implication of 100% transition from primary to junior secondary.

Education is the basis for full promotion and improvement of the status of women. It is the Basic tool that should be given to women in order to fulfill their role as full members of society (Nairobi Forward 1985). Universal Basic Education (UBE) was introduced in order to reform the entire system of Education by providing access and also improving the quality and efficiency of Education in the country.

The UBE programme is to conform to the Millennium Development Goals (MDGs) which will provide free compulsory and continuous 9 years Education in two levels i.e. 6 years of primary and 3 years of junior secondary school Education for all school aged children in Nigeria. Education in Nigeria is generally assumed to be

facing problems that cut across all aspects of its realization in which Girl-Child Education is no exception.

In the North, parents are more willing to send the boy-child to school than the Girl-Child with the assumption that the girls if educated will later be married out of the family. In spite of the battering of the indigenous system of Education by the people's acceptance of western Education or modern Education, traditional Education remains part of Nigeria's educational experience and cannot lose out completely in Nigerian educational character. To achieve Education for All (EFA), particularly in the northern states, Qur'anic and Islamiyya schools had been integrated into the western-style education; many children who are left out of enrolment statistics are enrolled into Qur'an and Islamiyya schools in which 60% of the pupils are girls UNICEF 2007).

In Nigeria since independence; there has been increase in the enrolment rates at all levels of education. Drop-out rates have fallen and there have been efforts by the successive governments to improve the quality of education. Despite all these, Girl-Child Education still lags behind; female enrolment rates at all levels of Education remain below those of male, dropout rates are also higher in the Girl-Child Education. In indigenous or traditional Education in Nigeria, women were given the type of Education relevant and appropriate to their roles in the society. The boys received vigorous training on the farm under the institution of their fathers while the girls undertook training at home under the supervision of their mothers. Inadequate

Absenteeism and dropouts of girls are serious problems in Basic Education in Jigawa state mostly in the rural areas. School attendance is affected by agricultural activities, farming, hawking, domestic chores which are child-labour intensive. The National Policy on Education (Revised 1981) which said that special effort would be

made to encourage parents to send their daughters to school. This was re-echoed in the blue print on women education produced by the Federal Ministry of Education in 1985. Goal 5 of EFA wishes to eliminate gender disparities in primary and secondary schools by 2005 and achieving gender equality in education by 2015 with focus on ensuring girls full and equal access to achievement in Basic Education and of good quality.

Gender factor remains operative in gross enrolment and teacher recruitment. Gender disparity in access to education for girls leads to low female teacher availability, in which Jigawa state has a ratio of 1:16 (UNICEF 1997).If female teacher recruitment is to improve so that women can serve as good role model and encourage girls participation, there is need for higher initial enrolment of girls into schools. Adequate funding of education is the root of advancement of any nation. Any nation that wants progress of its people must sufficiently fund the Educational System. If education is sufficiently funded, most of the problems if not all associated with Girl-Child Education will be solved.

1.2 Statement of The Problem

Education is the foremost among the "irreducible minimums" that constitute the "social charter" component of the state socio-economic empowerment and development strategy. This is because at all times studies have indicated that there is a casual relationship between education and socio-economic development of any society. Despite efforts by government and international organizations to boost female education, there is still gender disparity, poor enrolment and transition in education of the Girl child in Jigawa state. Interaction with community members (parents), school heads, and teachers disclosed that the girls drop out of school when

conditions in schools prevent them from having meaningful and conducive learning environment.

The 2009 education for all(EFA) monitoring report indicated that there is still a long way to go in reducing gender disparities as only 59 out of 176 countries have achieved gender parity in both primary and secondary education. Concerted efforts by government to address the issue of gender disparity in an effort to achieve the MDGs and EFA goals necessitate expanding the frontier of Girl Child Education. Studies by UNICEF (funded by Department for International Development (DFID)) in 2006 covering the 'D' field office have shown that girls education at the Basic level is beset by poor enrolment, retention and completion particularly in the North West Zone. Jigawa State situation in Girl Child Education delivery is excavated with high incidence of poor enrolment, transition, retention, school environment, gender disparity, institutional capacity and general apathy to the education of the girl child.

1.3 Objectives of The Study

This study is set to achieve the following objectives:

i. examine the impact of UBE on enrolment of the Basic Education of the Girl Child in Jigawa State;

ii. examine the impact of UBE on retention of Basic Education of the Girl Child in Jigawa State;

iii. examine the impact of UBE on transition of the Basic Education of the Girl Child in Jigawa State;

iv. evaluate the effectiveness or otherwise of the policy framework for the delivery of Basic Education to the Girl-Child in Jigawa State;

v. examine institutional capacity to deliver Girl-Child Education in Jigawa State;

vi. examine the role of school environment as it affects Girl-Child Education in Jigawa State;

vii. identify efforts of Universal Basic Education Programme in minimizing gender disparity in Basic Education in Jigawa State;

viii. assess the quality of Basic Education of the Girl Child in Jigawa State.

1.4 Research Questions

The following research questions were posed for the study:

i. What is the impact of UBE programme on enrolment of Basic Education for the girl child in Jigawa State?

ii. What is the impact of UBE programme on retention of Basic Education of the Girl Child in Jigawa State?

iii. What is the impact of UBE programme on transition of Basic Education of the Girl Child in Jigawa State?

iv. What is the effectiveness of the policy framework on Girl-Child Education in Jigawa State?

v. What are the strategies employed in delivering Girl Child Education in Jigawa State?

vi. Is school environment contributing positively to Girl-Child Education in Jigawa State?

vii. In what ways have the government minimized gender disparity in Basic Education of the girl child in Jigawa state?

viii. What is the quality of Basic Education of the girl child in Jigawa state?

1.5 Hypotheses

The following null hypotheses were formulated for the study:

i. There is no significant difference in the opinions of teachers, principals and parents on the impact of UBE programme on the Girl Child enrolment educational system of Jigawa State;

ii. There is no significant difference in the opinions of teachers, principals and parents on the impact of UBE programme on the girl child retention in the educational system of Jigawa State;

iii. There is no significant difference in the opinions of teachers, principals and parents on the impact of UBE programme on the Girl Child transition in the educational system of Jigawa State;

iv. There is no significant difference in the opinions of teachers, principals and parents on the effectiveness of policy framework for Girl-Child Education in Jigawa state;

v. There is no significant difference in the opinions of teachers, principals and parents on the UBE's institutional capacity to deliver Girl-Child Education in Jigawa state;

vi. There is no significant difference in the opinions of teachers, principals and parents on the impact of UBE on organizational climate for the Girl-Child Education in Jigawa state;

vii. There is no significant difference in the opinions of teachers, principals and parents on the efforts of UBE programme in minimizing gender disparity for the attainment of the Girl Child Education in Jigawa state; and

viii. There is no significant difference in the opinions of teachers, principals and parents on the quality of Basic Education delivered to the girl child by the UBE in Jigawa state.

1.6 Basic Assumptions

The study was in the assumption that:

i. frequent changes in policies for the acceleration of Girl-Child Education have impeded the achievement of Basic Education;

ii. inadequate policies that will engage the informal sector (traditional institutions, religions institutions, etc.) have been rather insufficient to address the challenges of Girl-Child Education;

iii. religious and cultural values such as early marriages have contributed negatively towards enrolment, retention and completion of Girl-Child Education;

iv. lack of incentives and opportunities to the Girl-Child have contributed immensely towards widening gender gap in Basic Education;

v. the school environment is rather a dis-incentive to Girl-Child as it does not provide enabling environment for the delivery of quality Education;

vi. weaknesses in institutions as manifest by appointment of coordinators instead of directors at the SUBEB level and HOS at LEA level have attributed to relegation of Girl-Child Education;

vii. inadequate funding to education has necessitated the involvement of donor agencies to bridge the funding gap.

1.7 Significance of The Study

The following are the significance of the study identified:

The study will enlighten parents on the importance of the Girl-Child Education and their responsibilities towards Girl-Child Education. It will also help the Girl Child to develop civic sense, make her think and judge independently. Findings will provide adequate information on the state of the Girl-Child Education in Jigawa state to the government, parents, and stakeholders in Education for necessary actions.

It will help to draw the attention of government for proper funding of educational programme, and employing people to go to the grassroots for massive sensitization on enrolment, retention, transition and completion of the Basic Education of the Girl Child. It is hoped that the research will enhance the Girl-Child Education, which will lead to the development of herself, husband, home, siblings, Jigawa State and the nation.

The study will determine if the policy frame work for delivery of the girl-child Education is effective and the role of school environment as it affects girl child Education and also to draw attention of the government on conditions of the school in respect of teaching and learning activities. It will decrease domestic and sexual violence amongst women as a result of sensitization and campaign on the importance of Girl Child Education and the need to enroll the girl child in school.

1.8 Scope and Delimitation

This study covered the whole of Jigawa state comprising 27 local government areas. The scope of this study is on the impact of UBE programme on Girl-Child Education in Jigawa State which is delimited to public primary and Junior Secondary Education schools.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This study assessed the impact of Universal Basic Education programme on Girl Child Education in Jigawa state. Thus, the review of literature covers the following areas:

1. Conceptual Framework;
2. Overview of UBE Programme;
3. Girl Child Education in Africa;
4. Girl Child Education in Jigawa State;
5. Problems affecting Girl Child Education in Jigawa State;
6. Challenges of UBE Programme as it affects Girl Child Education;
7. Concept of Organization Climate;
8. Conventions and Declarations on UBE;
9. Projects Initiated for the Improvement of the Girl-Child Education;
10. Barriers to Girl-Child Education;
11. Empirical studies; and
12. Summary

2.2 Conceptual Framework

Education is a Basic human right, vital for personal and societal development and well-being and all children deserve a quality education founded on a rights-based approach and rooted in the concept of gender equality (UNICEF, 2006). Education is believed to change an individual's capacity to contribute to his/her society's advancement. Therefore, the girl child should be educated in order to perform.

Educating a girl child is very important because there is an adage which says that when a woman is educated, a whole nation is also educated.

Educating the girl child is sound development policy that has immediate benefit for re-investment at the family, community, and the country. Nations of the world had put machinery in place to encourage Girl Child Education. Various programmes for the acceleration of the girl child Education had been initiated. Notable among them is the United Nations Girls Education Initiative (UNGEI), which is a concomitant of the Millennium Development Goals (MDG's) and Education for All (EFA).

2.3 Overview of UBE Programme

The universal Basic education (UBE) programme is a 9 year Basic Education Programme, launched in 1999 by President Olusegun Obasanjo in Sokoto, to eradicate illiteracy, ignorance, and poverty as well as stimulate and accelerate national development, political consciousness, and national integration.

The programme could not commence immediately until 2004, as it did not have the legal backing before 2004. However, implementation process of the programme has been on since 1999, activities were carried out in the areas of social mobilization, infrastructural development, provision of instructional materials, etc.

The UBE Act was signed into law on 26th may 2004, following its passage by the National Assembly. As contained in the official reference of the Federal Republic of Nigeria (Gazette, 2004), the act provides for compulsory Universal Basic Education for all school aged children and also stipulates penalties for parents who fail to comply with the provision.

The UBE Act (2004) makes provision for Basic Education comprising Early Child Care Education (ECCE) Primary and Junior Secondary Education. The Act also provides for the establishment of UBEC to coordinate the implementation of the programme at the state and local government through the State Universal Basic Education board (SUBEB) of each state and Local Government Education Authorities (LGEAs). The Universal Basic Education Commission was formally established on 7th October, 2004.

The UBE programme is to be executed in 3 components:

i. Early Childhood Care and Development Education (ECCDE) 3-5 years.

ii. 6 years primary Education 6 – 11+ years

iii. 3 years Junior Secondary Education 12- 14+ years

Funding of Primary Basic Education is the responsibility of the state and local governments. However, the federal government has intervened in the provision of 2% of its consolidated revenue fund.

Mission Statement

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

Objectives and Scope of UBE

The objectives of UBE are as follows:

- ensure unfettered access to 9 years of formal Basic Education;
- provision of free, Universal Basic Education for every Nigerian child of school going age;
- reduce drastically the incidences of dropout from the formal school system, through improved relevance, quality and efficiency of Basic Education; and
- ensure the acquisition of appropriate levels of literacy, numeracy, manipulative and communicative life skills as well as the ethical, moral, and civic values needed for laying a solid foundation for life-long learning.

2.4 Girl-Child Education in Africa

As posited by Grace C. (2009), many girls in Africa are prevented from getting the education entitled to them because families often send their daughters out to work at a young age, so that they can get the additional income they may need to exist beyond subsistence level, and finance the education of the male children. Additional reasons why girls do not have adequate access to education in Africa include the fact that many have to stay home to nurse relatives with HIV/AIDs. That their mothers were not educated is another reason that makes them feel that their daughters do not need education. Furthermore, some families do not believe in education of girls.

In Kenya, Girl-Child Education is elusive; according to Grace (2009) a combination of poverty, disease and backward cultural practices continued to deny the Girl-Child her right to education. Even with the introduction of Free Primary

Education, access to education is still remaining a wide dream to many Kenyan children. Despite the introduction of free primary education in the country, which accounted for an increase in enrolment, a sizeable number of children, especially girls, still find themselves out of school owing to a number of reasons. These reasons are: demands for their labour in the homes such as assisting in looking after their young siblings; child marriage, doing house chores, death of mother, and looking after the sick member of the family.

The right to education, which is a fundamental human right, is frequently denied to girls in some African countries, when families have to make a choice, due to limited resources of educating a girl or a boy child, it is always the boy that is chosen to attend school. Since liberation from the Apartheid, South Africa has changed its curriculum to be responsive to the demands of the nation. The curriculum is child – centered, no more the talk and chalk approach.

In Kenya, all hope is not lost. The government has however taken some initiatives in the promotion of children's education by estabilishing this right in the Children's Act, 2001. The Act also created a department for children to deal with their rights and welfare. Application of such laws as, imprisonment of any person who is found guilty of negligence in this case, knowingly and willfully causing a child to become in need of care and protection has helped towards the promotion of the children's right to education. According to Section 127 of the Children's Act 2001, "any person found guilty of negligence is liable for a maximum of five years' imprisonment or a fine of sum not exceeding KES 200000 or both fine and imprisonment".

2.5 Girl Child Education in Jigawa

Any nation that fails to provide equal Education/opportunities to its male and female citizens will not attain any rapid development. The level of Education of any nation determines to a great extent the level of development of that nation. In the past, education in Jigawa state had faced serious problems ranging from poor condition of infrastructure and facilities, weak system of monitoring, inadequate funding, poor enrolment, attendance and retention of pupils especially the girl child.

Tremendous efforts were made by the past and present governments in Jigawa state to boost Girl-Child Education. Considering the value of EFA goal '5' that is to eliminate gender disparity in primary and secondary schools by 2005 and achieve gender equality in Education by 2015 with a focus of ensuring girl's full and equal access to achievement in Basic Education and of good quality. Jigawa state was the first to have signed the UBE law in September 2003 a year earlier than that of the federal government. In an effort by the government of Jigawa state to accelerate Girls' Education, it evolved several initiatives through the State Basic Education Board.

Jigawa State Development Strategy Document (J-SDSD) launched in Dutse, the state capital, the state government made education compulsory for all eligible school children throughout the state. This is a strategy for comprehensive success towards raising the enrolment figures in both primary and junior secondary schools before 2007. The State blue print designed to give focus and ready answers to socio economic problems bedeviling the state indicates that emphasis will be laid on the enrolment and retention of the Girl-Child. The policy target is to raise school enrolment from current level of 30% and 8% for primary and secondary schools to 50% and 35% for primary and secondary, respectively by 2007 with particular emphasis on the enrolment and retention of the Girl-Child. Jigawa State girls'

enrolment drive was launched in Jigawa state in September, 2005 to accelerate enrolment, attendance and retention of girls in schools. This led to substantial increase in the enrolment of girls and improvement in attendance and retention of Girls in Schools.

2.6 Problems affecting Girl Child Education in Jigawa State

1. **Cultural practices:** Western Education has not been a priority to the girl child due to cultural belief, which shows that educating the girl child is not part of the culture. Thus, she is not allowed to choose Western Education and neither is she encouraged to go to school. Girls hawk to contribute some token amount towards their marriage which parents view as a commendable act by the brides. This is a practice that is most prevalent in the communities populated by the Fulanis.
2. **Desert encroachment:** owing to the location of Jjigawa State, the peril of desert encroachment is leading to lost of fertility by farm lands. This necessitates the shift from agricultural sector which accounts for 75% of the economic activities of the people to trading and other economic activities. This change in vocation brings along with it movement from rural to urban centers, which affects the Education of the Girl Child
3. **Early marriage:** girls are denied their right to education to prevent them from bringing shame to the family through early pregnancy. Some believe that if the girl has the same level of education as the men, she will not be married to the members of the community but to foreigners. Thus, parents believe early marriage is the solution and also a way to preserve their tradition.

4. **Inadequate female role models:** population of female teachers is very low in Jigawa State, and most of the female teachers are found in urban areas, leaving few or no female teachers in the rural areas to serve as role models.

5. **Post harvest scavenging (kwarto):** mostly in the rural areas, the girl child goes from farm to farm to scavenge for food crops that remain uncared for in the farm after harvest. This affects the education of the girl child, as they leave school to go and scavenge for food crops**.**

6. **Seasonal migration**: majority of the people in the rural areas depend on farming. After the harvest of crops parents migrate to other places to look for greener pasture, since they are left with nothing to do. This movement affects the Education of the Girl Child, as some of the girls are sent to serve as house girls

2.7 Challenges of UBE Programme Affecting Girl-Child Education

1. **Access to Education**: This implies the opportunity given to the girl child to acquire education. According to UNICEF, Nigeria is among the West African countries that have highest number of girls who do not have access to school. Even with the introduction of Universal Basic Education program. in some parts of Nigeria, access to Basic Education is still a problem to the Girl-Child because many children, especially girls, are still out of school for a number of reasons. It was claimed worldwide that 76 million more boys are enrolled in primary and secondary schools than girls (Christian children's fund 2007)

UNICEF (1993) opined that of all the discrimination and denial of opportunities that the girl-child suffered, perhaps the most damaging is the denial of the right and opportunity to education. Education for All (EFA) is

now the largest and most recent effort to encourage universal access to education, which is in alliance with the millennium development goals (MDGs). The MDGs for Universal Education is similar to the goal of EFA i.e. to ensure by 2015 boys and girls will be able to complete primary school (UNESCO 2007)

Education for all promotes the belief that all students have access to education and it places particular emphasis on the Girl Child Education. Despite steady progress in primary school enrollment, 19% of its primary school aged children-more than half of which are girls are not enrolled in school (UNICEF 2007)

The purpose of Universal Basic Education is to grant children a free access to education, providing the child with Basic skills in reading, writing and numerical skills within the first nine years of schooling which will expose the child for positive learning experience that will help him earn a living after junior secondary school. According to World Bank (2003) more than 350 million people, over half of which are Africans population live below the poverty line of one dollar a day. This poverty affects access to Basic Education of the girl-child. They are sent to hawk or for child labour to assist their parents financially.

Ogunjuyigbe, Ojufeitimi and Akilo (2006) opined that female enrolment rates at all levels of formal education remain below those of males and girls have a higher dropout rate. Rates of girls' participation are lower in the northern areas of Nigeria. Jigawa state government focuses its policy at ensuring universal access to Basic Education, increased enrollment of pupils most especially girls and ensuring equal educational opportunities are given to

both boys and girls. The girl child in Jigawa state is given free education from pre-primary to tertiary levels of education by the state government so as to boost girl-child enrolment in the educational system and also encourage them into schooling. Enrolment of pupils can be identified in several ways such as enrolment ratio, sex ratio, entry ratio and pupil-teacher ratio.

Akinwumi (1991) defined enrolment ratio as the ratio of the number of pupils of a given age enrolled in school to the size of the population in that age group. Sex-ratio is the number of boys to the entry number of girls in a population, Babalola (2003). Entry rate can be said to be the stream of children of school age into each level of educational system. As a result of the intervention of UBE programme in Nigeria, more schools have been established resulting to easy access to nearby school. Even with this progress enrolment of the girl-child is still low.

UNICEF in collaboration with SUBEB had done a significant amount of work to improve the enrolment, retention, transition and completion of the Basic Education of the girl-child in focused LGA's in Jigawa state by conducting Girls Education project. The project intervened in 6 LGAs that are the most backward in Basic Education. It focused on a total of 120 schools in the state. Jigawa State replicated Girls Education Project in the remaining LGAs in the state not intervened by the project (GEP)

Various programmes/efforts were put in place by GEP to boost/accelerate Girl—Child Education in the state such as creating awareness about the importance of girls education by sensitizing the community, through Radio phone in programme, paying visits to legislature, traditional and religious leaders, increased community participation, support and school

ownership, provision of jingles in Hausa language to portray the importance of Girl Child Education.

2. **Equity:** is the process of being fair to boys and girls, i.e. equal treatment in terms of rights, benefits, obligations and opportunity. Gender equity in education has been one of the main goals targeted by Nigeria since 1990 world conference on Education For All (EFA) in Jomiteen, Thailand. This commitment has been renewed in several international fora. The universal Basic Education Programme focuses on gender disparity (with girls and women at the disadvantage) with the aim of reducing gender disparity in education to the least minimum. Women are given fewer educational opportunities than men in Nigeria, as reflected in the lower literacy rates for adult female population compared to men.

   Gender attitudes and norms are learnt at a young age such as those around the roles and responsibilities of women and men. Even with the steady improvement of gender equity in primary and junior secondary schools, gender gap still exists and remains a serious concern most, especially in northern part of Nigeria, where girls still lag behind boys on enrolment, sex discrimination, sex bias, and sex stereotyping having powerful influence on the girl-child.

   In Nigeria, there exists national gender disparity in Basic Education enrolment, retention, completion and transition into junior secondary schools against the girls. Also there are regional variations in gender disparity in education with girls and women from northern and rural communities at a disadvantage.

According to the findings of Aghenta's (2001), in Nigeria only 16.8 million pupils were enrolled in primary schools in 2000, and that out of the 140million children of secondary school age, only 15million children i.e. 10.17% were enrolled in junior secondary schools. So much effort had been in place by government, developmental partners, parents and teachers to create a better environment for girls in the education system but gender inequality still exists.

According to Ogunjuyigbe, Ojufeitemi and Akalo(2006) despite the effort of the government, non-governmental organizations and international organizations, female education, however, still lags behind that of males in many respects. In Nigerian educational sector, there exists a wide disparity between males and females, even with the increase in enrolment of females in primary and junior secondary schools.

Jigawa state government introduced the policy of 100% transition from primary to junior secondary schools with a view to reducing the disturbing gender disparity in education.

Equality of access: this implies that girls and boys are offered equitable opportunities to access formal, non-formal or alternative approach to Basic Education. Access encompasses initial enrolment, persistence, attendance and retention in an educational system. Gender equity frame work by USAID 2008 explained equity in the following ways.

Equality of the learning process: refers to pedagogic processes and the school environment, both of which have a significant impact on how and what students learn. Girls and boys should receive equitable treatment and attention and have equal opportunities to learn. This means that all students ought to be

exposed to the same curricula, although the same curricular may be taught differently to accommodate the different learning styles of boys and girls. In addition all learners should experience teaching methods and materials free of stereotypes and gender bias and have the same freedom to learn, explore and develop skills in all academic and extra-curricular settings.

Equality in Educational outcomes: means that girls and boys enjoy equal opportunities and outcomes are based on their individual talents and efforts. Length of school careers and academic qualification should not differ based on gender to ensure fair chances mechanism for assessing/evaluating, individual achievement should also be free of any gender bias.

Equality of external results: this is achieved when the status of men and women, their access to goods and services, and their ability to contribute participate in and benefit from economic, social, cultural and political activities are equal. This implies that career opportunities, the time needed to secure employment after leaving full time education and the earnings of men and women with similar qualifications and experience are equal. While there is no guarantee that outcomes will be the same for those with the same level of education, ideally equality in the education process "unlocks equal opportunities for men and women post-schooling" (UNESCO 2005). The achievement of equality on the broader society will influence which children are able to access school and how gender norms are manifested in the classroom likewise the achievement of equality in education acts as a catalyst

and contributes to the realization of equality for men and women in other aspects of life.

3. **Quality:** Quality within the educational system is the responsibility of the Federal Ministry of Education and it also encourages initiates innovations and to ensures that schools maintain minimum standard of acceptable education practice. Since independence in Nigeria, there has been steady progress in education of girls and women, enrolment rates have risen, dropout rates have fallen and there is continuous effort by the government to improve the quality of education. According to survey conducted in 1997 by Federal Government of Nigeria in partnership with UNICEF and UNESCO, confirmed that the quality of education offered at the primary school level was low. UBEC (2003) conducted survey which showed that boys have a higher mean score in the Mathematics and Social Science while girls had a higher score in English language and Primary Science. The achievement of both groups was poor from the mean scores, which implies the foundation is weak.

Equality of education offered is generally believed to be low and standard has dropped. These beliefs are based on lack of adherence to acceptable educational practice. EFA goal launched in Jomitien conference of 1990 aimed at getting children into schools and also to ensure access to and improve quality of education of girls and women. Quality education was not almost how well a child was performing in school but a number of factors that enriches the well-being of a child in a school. The conference cited the issue of administration of discipline, corporal punishment, sexual harassment, child abuse and child labour as some of the things that lead to exclusion of groups

of students from access quality education. Teacher qualification also impacts directly on quality. Various attempts have been made to improve the level of qualifications amongst teachers. Grade II qualification had been phased out as a minimum requirement for teaching. There is now increase in the number of teachers with NCE and the country is moving towards achieving a goal of having NCE as a minimum qualification for teaching in primary schools.

Poor quality is also compounded by lack of instruction/learning materials for effective teaching/learning. According to World Bank() less than 1% of primary school has access to text books and that in general textbooks availability in schools is 10% of what should be. Some of the factors that influence quality education include proper monitoring and supervision. Infrastructure, involvement of parents and community members, low morale of teachers, lack of adequate professional support for teachers, availability of instructional/learning materials, school facilities and learner child friendly environment.

2.8 Concept of school environment

School assigns functions to each member so as to achieve the set goals and objectives. In order to facilitate the achievement of the set target, it should produce a conducive climate. Organizational climate comprises all the behaviors that permit cordial inter personal relationship among all members of an organization.

Idogho (2000) said organizational climate depends on some external and internal factors, External factors include location, size, student population, educational policies, and socio-economic changes. While, internal factors include interactive behaviors between school head and staff members, amongst staff

themselves between staff and students. However, within the context of the school, the school head should reinforce positive interactive behavior, effective leadership, motivation and communication which will help to accelerate the accomplishment of goals. Also activities that will help in uniting the students should be organized such as games competition, debate and quiz to increase interaction among students. Thus positive school environment will lead to positive significant impact on the entire school and this enhances satisfaction, loyalty, and commitment of all members of the school. There should be cordial relationship between the school head, staff, students where they can interact to accomplish common goals.

2.9 Conventions and Declarations on Universal Basic Education Programmes/Policies.

Education is the Basic requirement for human development and right to education is a fundamental human right which is recognized by Nigerian constitution, various international conventions and declaration. Nigerian educational system has witnessed series of changes in policies and progammes, which brought about uncertainty in its policies and progammes.

The Universal Basic Education programme was as a result of the 1948 universal declaration of human rights to education. UNESCO (2008), it stipulated the right of every citizen in the world to education. All member nations of the United Nations are Signatories to this declaration. Several national conferences with curriculum experts, professional bodies and government representatives were conducted to review old national goals for Nigerian Education with consideration be given to the youths and adults in the task of nation building and national reconstruction for social and economic well being of the individual and the society.

Nigeria is a signatory to a number of international educational agreements on Basic Education which includes the following:

- the 1990 Jomtien declaration and framework for action on Basic Education for all;
- the 1991 Delhi declaration on the R-9 countries (i.e. the nine-countries with the highest concentration of illiterates);
- the January 2000 Racife in Brazil, on a massive reduction of illiteracy in R-9 countries;
- 1995 Amman re-affirmation calling for the implementation of the Jorntien recommendation;
- 1995 Beijing conference of women;
- 1998 Durban statement of the commitment on promotion of Education for all and the African Union decade of education in Africa (1997-2006);
- 1992 Ouagadougou Pan-African declaration on the Education of girls and women; and
- 2004, Universal Basic Education law, aimed at providing 9years Free Basic Education.

Nigeria is also a signatory to the major convention for the protection of the right of children and women like:

- convention on the Elimination of all forms of Discrimination Against Women (CEDAW);
- 1960 United Nations Educational Scientific and Cultural Organization (UNESCO) convention against discrimination;
- 1985 United Nations Nairobi forward looking strategies for advancement of women;

- 1976 Mexico conference on the status of women; and
- Convention on the child right act which was passed into law in 2003, in order to aid in the realization and perfection of the rights of all children.

2.10 Projects Initiated for the Improvement of Girl-Child in Nigeria

Education and school attendance of the girl-child in almost all developing nation lags behind boys. In an effort to boost Girl-Child Education and accelerate progress towards Millennium Development Goals (MDGs) and Education For All (EFA) achievement, various interventions have been undertaken by federal government, state government, development partners and civil society organizations as well as communities to promote education of the girl-child in Nigeria. UNICEF has been working with the federal governments of Nigeria since 1997 through national mass literacy commission and with other agencies to (improve Girl-Child Education) provides three forms of non-formal education programme, which targeted out-of-school children, youths, and adolescents between ages 8-18 who are unable to complete formal primary education. These programmes are:

i. non-formal primary Education Girls' Education;
ii. non-formal Education out of school boys; and
iii. non-formal Qur'anic Education

African Girls' Education Initiative (AGEI) from 2001-2003 was implemented by UNICEF in partnership with federal and state governments, which was funded by the Norwegian government.

The programme was focused in 22 primary schools; it recorded remarkable progress in terms of enrolment and retention. Evaluation report revealed 28% increase in Girls' Education Retention (GER), and 80% decrease in drop-out rates for girls

(UNICEF, 2003). The programme ensured that community assumed ownership of schools; abolish harmful traditional practices, tracking out of school pupils, and advocacy for HIV/AIDS prevention.

African Girls' Education Initiative (AGEI) led the formulation for the development of Strategy for Acceleration of Girls' Education in Nigeria (SAGEN) and then to SAGEN PLUS, launched in July 2003 by UNICEF and federal ministry of Education. In support of the programme, Kano state promulgated edict to the promotion of girls education by prohibiting the collection of all forms of school fees in girls' secondary schools while Gombe state promulgated an edict against withdrawal of girls from school.

The Nigerian Girls' Education Initiative (NGEI) is an affiliation of Millennium Development Goals (MDGs). It draws its constitution by 13 UN entities. The programme is an off shoot of the United Nations girls' Education Initiative (UNGEI) launched in April 2000 at the world education forum in Dakar by the United Nations. The Nigerian Girls' Education Initiative (NGEI) programme charges all national and international actors to work in line with programme to obtain universal primary education and as well bridge the gender gap by 2015 encountered in primary and secondary schools. United Nations Girls' Education Initiative was a collaborative initiative of the Ministry of Education and development partners to co-ordinate efforts at improving Girls' Education in Nigeria.

Girls' Education Project (GEP) is a major partnership between Federal Ministry of Education, UNICEF, and DFID to support girls' education in regions where gender gaps are highest which was launched in December, 2004, to eliminate gender disparity in education and further improve the quality of life of girls in Nigeria through a collaborative approach to girls' education. The project was aimed at

increasing net enrolment, attendance, transition rates to junior secondary schools by 10% and 20%, respectively and learning outcomes by 30% in focus schools and center and reduction of national primary gender gap from 17% to 12%. The Girls Education Project was able to achieve 2% improvement in enrolment and completion for 3-5yrs old in Pre-primary education, 5% increase in gross enrolment and completion rates in primary schools and non-formal Education centers including integrated Qur'anic schools in focus LGAs and Gender Gap was reduced by 4% in GEP focus schools and 2% in GEP focus LGAs. (UNICEF, 2007)

2.11 Barriers to Girl-Child Education

1. **Parents Educational Background:** This has influence on the schooling of the children. If parents are highly educated; their children have greater chance of attending and completing school.
2. **Social Infrastructures**: Labor, school curriculum, school building and healthcare. These are main infrastructures related to education process and have impact on the Girl-Child Education. The girl-child is sent by the parents to hawk to contribute to the family income which in the process she has to forgo schooling. Thus the labour of the girl-child influences her opportunity of attending school. Lack of portable drinking water, good hygiene and good medical facilities affects the health of the children and makes them unavoidably absent from school. Also long distance and difficult terrain can prevent the girl-child from attending school. The school curriculum is mostly determined by the men and they dictate the time at the school. Stereotypical presentation of gender roles can discourage the girl child from going to school.

How the girl child is represented in the curriculum positively can influence her school attendance.

3. **Social belief:** There is the belief that there is no reason to send the girl child to school, as the girl is to get married. Some parents believe educating the female child makes it difficult for her to find a husband.

4. **Myths**: in some parts of Africa these have influence on the education of the girl-child and it has done so much damage to their existence. Myths are traditional tales containing stories to do with imaginary gods. They are not actually true but assumed to be true. In the traditional societies, in the olden days the girl-child is believed to be destined as a sacrifice to traditional gods.

5. **Preference**: The girl-child is viewed as a lesser/weaker child in the society (in some part of African). This gives a strong desire and preference to the male child, who is seen as independent, brave, self-confident and hardworking. Parents in essence prefer to send the male child to school.

6. **Stereotype notions:** The girl-child is seen as a liability while the boy-child is seen as a bread winner and source of income to the family. The girl-child is believed to be at home dealing with domestic chores. The common notion that men are better than women in the society also negatively influences the girl-child education.

7. **Early Marriage**: In the north, girls are given out for marriage in their teens, because of fear of pre-marital sex after puberty, which affects their schooling. Due to increase in awareness and enlightenment of the importance of education and increase in income leading to better way of life as well as importance in status. This factor is declining in the urban areas.

8. **Role Model**: Lack/Inadequate role model is a factor that attributes to the education of the girl- child. In rural communities, there are no female teachers and health workers. This makes some parents reluctant in sending their children to school.

9. **Poverty:** 70% of the Nigerian population lives below the poverty line, as a result of this, girls are sent to generate income for the family by domestic help, hawking, and other child labor.

10. **Culture and Religion**: Misinterpretation of the Islamic religion by some parents prevents them from enrolling the girl-child in school, or parents enroll boys before girls. Parents perceive western education as incompatible with traditional/cultural belief and practices; this affects the enrolment of the girl-child into school.

2.12 Empirical Studies

In a study by Ahmed (2002) titled, "Attitudes of Parents towards Girl-Child Education in Yobe State" the objective was to examine if significant difference existed in the opinions of parents and teachers on whether girls attending western system of education would respond positively when given all sorts of motivation and encouragement .Another objective was to determine ways of enhancing the academic performance of girls. Researcher's findings revealed that parents are not against sending their daughters to school but against few aspects they learn in school and how they become as a result of late marriage. It also revealed parents objection to the clothes the school going girls generally wear and the way the girls dress in school and outside the school is not recommended by the community people. An aggregate total

of 240 subjects were used for the study i.e 120 parents and 120 teachers. The researcher made use of descriptive survey method in the research study.

Another study by Sani (2003) titled "Girls Education in Kano State" has objective which examined if there was any significant difference between the opinion of parents and teachers on the importance of girls education and also if there was enough girls' enrolment in school. Major findings of the research revealed that there is slight improvement in girls' enrolment in education. The finding also revealed that parents and teachers believed education of the Girl-Child is important. The research used two mixed (boys and girls) primary schools, one girl's junior secondary school and two girls' senior secondary schools as sample size of the study population. The descriptive survey method was used by the researcher in the study.

The four research works above are related because they all focus on importance of Girl Child Education. The study of Umma (2004) titled "A study of the strategies for improving Girl-Child access to Education in Kano State examine if there were differences in the opinions of parents and community members on factors hindering Girl-Child access to Primary education and also the perception of parents and community members on the importance of Girl-Child Education. Findings revealed by the study are; no deliberate programmes to encourage the Girl-Child to stay and complete primary education. It also revealed that educational infrastructure and facilities were poorly maintained due to poor funding. The researcher used the descriptive survey method for the study.

A sample size of 20 primary schools, 20 teachers, 20 head teachers, 40 parents, 2 Educational Administrators and 2 Chairmen was used in the study. In a research study by Bilkisu (2008) titled "An assessment of parents attitudes towards Girl-Child Education in Kaduna State was set to determine if there was any significant difference

between the opinion of parents, head teachers and girl-child towards Girl-Child Education and the role of government toward Girl-Child Education. Findings of the research revealed that government's contribution towards Girl-Child Education in Kaduna State was inadequate. It also revealed that parents, teachers and girl-child believe that education of the girl-child is of paramount importance. The researcher used a sample size of 40 secondary schools, 280 girl-children, 40 Principals, 30 Primary School Heads and 250 Parents/Guardians. Descriptive survey method was used in the research work.

2.13 Summary

Reviews of related studies were made in this chapter. Four studies were reviewed and all revealed there is slight improvement in enrolment, attendance, retention and completion of Basic Education of the girl-child. The review also identified parents' interest in Girl-Child Education.

Inadequate government commitment/funding to Education was also identified from the four study reviewed as one of the major problem hindering Girl-Child Education. Girl-Child Education in Africa, Nigeria and Jigawa State was reviewed in the study. Universal Basic Education Programme was reviewed and challenges of UBE Programmes affecting Girl-Child Education were identified such as Access to Education, Equity and Quality. Other issues reviewed included organization climate, which if it is conducive can lead to achievement of set objectives but if otherwise the opposite, is achieved. Conventions/declarations on UBE programes/policies were reviewed in which Nigeria is a signatory to a number of International Educational agreement on Basic Education.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter contains the methods used in the selection of the samples for the study. Among others, it presents the designed instrument used for the data collection, its validation and method of collecting the data from the respondents. The result of the pilot study which helped to establish the reliability of the instrument as well as the procedures used in the statistical analysis of the data are all presented in the chapter.

3.2 Research Design

The research design used the survey method to find out the perception of phenomenon among the populace concerned towards establishing facts from existing conditions and proposing solutions. It is purely a descriptive approach since the possibility of experimentation would not be feasible. The main instrument of the study therefore, is the questionnaire which was designed by the researcher.

3.3 Population

The population for this study consisted of all Primary and Junior Secondary Schools teachers, head-teachers, Parents-Teachers-Association members and the Jigawa State Universal Basic Education Officials. Table 3.1, shows the population of the study.

Table 3.1: Population of the study

SN	Zonal Education Area	LGA	Number of primary schools	No of Junior secondary	Total no of teachers
1	Kazaure	Kazaure	38	12	1060
		Yankwashi	30	11	368
		Roni	33	11	389
		Gwiwa	42	10	241
2	Dutse	Dutse	144	25	877
		Kiyawa	50	14	345
3	Jahun	Jahun	79	17	468
		Miga	44	8	239
		Gumel	47	6	537
		Gagarawa	53	7	294
4	Gumel	S/Tankarkar	116	12	660
		Maigatari	87	11	422
		Ringim	75	14	725
		Taura	60	12	405
5	Ringim	Garki	100	13	549
		Babura	87	12	719
Total			**1085**	**195**	**8298**

In all, 1085 primary schools and 195 junior secondary schools with a total of 8298 teachers for both levels constituted the entire population from which the sampled subjects were selected.

3.4 Sampling procedure

The Stratified random sampling procedure was used in the selection of the sample size used in the study in line with the Krejcie and Morgan (1970). The Entire educational zones were divided into sub-groups out of which some schools were selected. A total of 10% of the total sample was then taken. Teachers, PTA and

education officials of the zones of the selected schools then constituted the sample population. Table 3.2 shows the sample size by educational zone and number of schools.

Table 3.2: Sample size from the selected schools

SN	Educational Zone	Number of Primary and Junior secondary schools	Total Number of teachers	Total Administered instrument	Total Returned
1	Kazuare	187	2058	206	201
2	Dutse	233	1222	102	98
3	Jahun	261	1538	154	142
4	Gumel	387	2212	221	218
5	Ringim	212	1268	127	124
Total		**1280**	**8298**	**830**	**783**

A total of 830 copies of questionnaire were, therefore, administered to the selected respondents. Instruments were duly filled and returned and were, therefore, used for the study.

3.5 Instrumentation

A structured questionnaire was developed and designed by the researcher for the data collection. The questionnaire was divided into sections. The first part of the questionnaire consisted of questions on the respondents demographic characteristics. In the other subsequent sections, the opinions of the respondents on the impact of Universal Basic Education programme on the Girl-Child in Jigawa State were sought on a five point rating scale. The scale was arranged on a 5 to 1 where Strongly agree

(SA) = 5, Agree (A) = 4, Undecided (U) = 3, Disagree (D) = 2 and Strongly Disagree (SD) =1.

3.6 Result of pilot study and Reliability of the instrument

A pilot study was carried out with the designed instrument in one of the Primary schools and a Junior Secondary school in Dutse. These schools were excluded from the main study. The main objective was towards determining its reliability and internal consistency for the item within the instrument. A total of 90 copies of the instrument were administered out of which 85copies were observed to have been successfully filled. It was these 85 that were used for the pilot study. To carry out the statistical analysis, the Statistical Package for the Social Sciences (version 17) was used. The data coded from the instruments were subjected to reliability test within the statistical package. The split half option along with the Cronbach Alpha and the Spearman Brown Equal length options were selected for the reliability index. A summary of the result from the test is presented in Table 3.3. Below the table the items used for the test are indicated

Table 3.3: Result of the reliability test for the instrument

Cronbach's Alpha	Part 1	Value	.795
		N of Items	8(a)
	Part 2	Value	.760
		N of Items	8(b)
	Total N of Items		16
Correlation Between Forms			.658
Spearman-Brown Coefficient	Equal Length		.794
	Unequal Length		.794
Guttman Split-Half Coefficient			.793

The result of the test indicated that the selected options for establishing the reliability coefficient for the instrument all yielded positive indexes. The Split half procedure for the test indicated that the reliability index for the instrument is 0.793. This implies that the instrument could said to be reliable at 80%. This agrees with Ananstasi (1980) where an index of 60% and above was said to be adequate for a survey instrument of this nature. With an internal consistency of 0.862 obtained for the items within the instrument as indicated in Table 3.3, the instrument could be considered reliable and internally consistent for the study. A complete result of the output for the test is attached as Appendix II.

3.7 Administration of instrument

The administration of the instrument was done with the aid of research assistants who were personally trained by the researcher. Some assistance was obtained from some of the head teachers in the schools as well as the zonal education

officials. The researcher administered a total of 830 copies of questionnaires to the selected respondents but the return rate was not as expected since some of the respondents could not fill the questionnaire with the required information successfully. Table 3.4 shows the return rate of the questionnaire that were used for the study.

Table 3.4: Rate of return of questionnaire

SN	Educational Zone	Total Administered	Total Returned	% of Propose size
1	Kazuare	206	201	98.0
2	Dutse	102	98	96.1
3	Jahun	154	142	92.2
4	Gumel	221	218	98.6
5	Ringim	127	124	97.6
Total		**830**	**783**	**94.3**

A total of 830 respondents were proposed for the study but as indicated in table 3.4, some of the respondents could not completely fill in the required information. Such copies were, therefore, discarded. This gives a total of 783 which were considered valid for the study as indicated in the table.

3.8 Statistical techniques

The data collected were subjected to statistical analysis using simple frequencies and percentages for the demographic variables of the respondents. Means and standard deviations were used in the analysis of main variables on the impact of UBE on the Girl-child Basic Education in the state. The study's hypotheses were tested with the analysis of variance because of the multiple numbers of the

independent variables (Teachers, principals and parents) whose opinions on the impact of the UBE were compared as they relate to the Girl-Child Education. All the hypotheses were tested at 0.05 level of significance.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

Data collected from teachers, principals and parents in the selected Local Government Areas (LGA) on the impact of the Universal Basic Education (UBE) programme on the Girl-Child Education in Jigawa State were statistically analyzed in this chapter. The selected demographic characteristics of the respondents presented in tables using frequencies and percentages in the first part of the chapter. For the analysis of the impact of the UBE on the Girl-Child Education in the state, eight variables were investigated. These are the enrolment, retention, transition, effectiveness of the enabling policies, the institutional capacity in place, efforts at minimizing gender disparity in education, the organizational climate and the quality of education delivered for the girl-child in the state. Each of these variables was analyzed along the study's objectives and research questions.

The items are presented in weighted mean scores along the three groups of respondents (Parents, teachers and principals) involved in the study. The frequencies and percentages distributions for each of the three groups are presented independently in Appendix II. In the course of the discussion of the items the weighted mean scores were used. Decisions were, therefore, based on the magnitude of the scores for each of the items, mean score of 3.5 and above are for agreement while scores 3.4 and below are for disagreement since the five point interval score was used in the measurement. The study's hypotheses were tested within the proceeding section of the chapter. The findings from the data analysis and tests of the study's hypotheses are then discussed at the end of the chapter.

4.2 Presentation of demographic variables of the respondents

Seven hundred and eighty three (783) respondents made up of teachers, principals and parents were involved in the study. These are presented in table 4.1 of frequencies and percentages below:

Table 4.1 Classification of the respondents by their gender

	Parents		**Teachers**		**Principals**		**Total**	
Gender	**Freq**	**%**	**Freq**	**%**	**Freq**	**%**	**Freq**	**%**
Male	20	66.7	593	86.3	56	84.8	669	85.4
Female	10	33.3	94	13.7	10	15.2	114	14.6
Total	**30**	**100.0**	**687**	**100.0**	**66**	**100.0**	**783**	**100.0**

In Table 4.1, a total of 30 parents made up of 20 or 66.7% males and 10 or 33.3% females were involved in the study. Teachers were 687, consisting of 593 or 86.3% males and 94 or 13.7% females. Principals were 66 and were made up of 56 or 84.8%males and 10 or 15.2% females. In all, the males were 669 or 85.4% while the females were 114 or 14.6% of the total respondents. This disparity is not unconnected with the gender bias imposed by factors outside the scope of this study. This unequal representation of the males and females in the educational sector of the state is thus reflected in the population used for the study. It is, however, certain that both males and females were involved in the study. Therefore, any gender bias is thus eliminated from the study especially since weighted mean score would be used even where such factor may constitute the independent variable.

In Table 4.2, the respondents are classified by their Local government areas. The table shows each of the groups (Parents, teachers and principals) by their respective local government location.

Table 4.2: Classification of the respondents by their local government areas

LGA	Parents		Teachers		Principals		Total	
	Freq	**%**	**Freq**	**%**	**Freq**	**%**	**Freq**	**%**
Babura	2	4.4	37	82.2	6	13.3	45	100.0
Dutse	4	4.4	78	85.7	9	9.9	91	100.0
Gagarawa	2	5.0	34	85.0	4	10.0	40	100.0
Garki	2	2.7	69	92.0	4	5.3	75	100.0
Gwiwa	2	2.5	74	91.4	5	6.2	81	100.0
Hadejia	2	4.5	36	81.8	6	13.6	44	100.0
Kazaure	2	4.2	42	87.5	4	8.3	48	100.0
Kiyawa	2	4.5	36	81.8	6	13.6	44	100.0
Kwaita	2	4.8	36	85.7	4	9.5	42	100.0
Maigatari	2	4.0	45	90.0	3	6.0	50	100.0
Ringim	3	3.3	82	90.1	6	6.6	91	100.0
Roni	2	3.0	61	92.4	3	4.5	66	100.0
Taura	3	4.5	57	86.4	6	9.1	66	100.0
Total	**30**	**3.8**	**687**	**87.7**	**66**	**8.4**	**783**	**100.0**

Table 4.2 revealed that the selection of parents was basically on equal basis except in Dutse, Ringim and Taura where the number was more than two. For teachers and principals, a random proportional selection was made. This was to ensure that most local government areas of the state were presented in the study. From the distribution, it could be said that the table covered most of the local government areas of the state.

4.3 Impact of UBE on Girl-Child School Enrolment and Retention and Transition in the state

Three objectives were involved in this assessment. These are concerned with the impact of the Universal Basic Education on the enrolment figures of the girl child in terms of increasing or decreasing, the impact on retaining them in the educational system and the impact on their ability to transit from one level to another within the state educational system. Each of these three objectives was addressed with three independent research questions respectively.

Research question 1: What is the impact of UBE programme on enrolment into the Basic Education by the girl child Jigawa State? To provide the solution to this question, the opinions of the three groups of respondents (Principals, Teachers and Parents) on the enrolment of the girl-child into the Basic educational system in the state were assessed on a mean scale of five points. Decisions on the items were based on mean score of 3.5 and above for agreement and 3.4 and below for disagreement with the suggested notion of the item respectively. The mean scores of the perceived impact of the UBE programme on the girl-child enrolment are presented in weighted mean scores with the corresponding standard deviation for the respective groups on each of the items in Table 4.3.

Table 4.3: Opinions of the respondents on the impact of UBE programme on the Girl-Child School Enrolment in Jigawa State.

Enrolment into school	Principals		Teachers		Parents	
	Mean	S D	Mean	S D	Mean	S D
Rate of enrolment of the girl-child is higher than in the nineties	4.71	0.519	4.58	0.813	2.97	1.377
More girls now enroll in the primary schools than in the early nineties	4.73	0.513	4.58	0.744	3.30	1.418
More girls come to school than in the early nineties	4.55	0.612	4.48	0.672	3.17	1.464

Teachers and principals were generally of the opinion that the UBE has tremendously increased the girl child enrolment into the state primary and secondary schools. In the response to the first item of the table, teachers and principals agreed that the rate of enrolment of the girl-child is higher with the advent of the UBE than before its introduction in the state. The only divergent view going by the mean scores for the item is from the parents who did not share the optimism of teachers and principals. In item 2, teachers and principals agreed that more girls enroll in the primary schools during the UBE tenure than was previously recorded. And in the third item of the table teachers and principals were of the view that more girls generally come to school under the UBE than was obtained before the programme. The only exception to this general optimism is from the parents who may not be so much knowledgeable about such enrolment. Thus, parents did not have that positive view of the UBE in relation to the girl-child enrolment in the state schools. Since teachers and principals have the vintage positions to have knowledge of the girl-child enrolment, it could be concluded that the UBE increased such enrolment.

Research question 2: What is the impact of UBE programme on the retention in the Basic Education system by the girl child in Jigawa State? The opinions of the three groups of respondents (Principals, Teachers and Parents) on the perceived impact of

the UBEprogramme on the retention of the girl child in the Basic educational system of the state are scored in means and standard deviations for the respective items in Table 4.4.

Table 4.4: Opinion of the respondents on the impact of UBE on the Retention of Girl-Child in Jigawa State

	Retention of the girl child in the school	Principals		Teachers		Parents	
		Mean	S D	Mean	S D	Mean	S D
1	Retention of girl-child in schools significantly increased as a result of UBE intervention	4.64	0.715	4.63	0.670	2.70	1.489
2	Dropout rate on the female student has greatly reduced	4.59	0.701	4.51	0.889	2.90	1.561
3	UBE intervention has brought about improvement in progression from primary-junior secondary school	4.65	0.690	4.60	0.767	2.87	1.432
4	There is marked increased in completion rate as a result of UBE intervention	4.42	0.725	4.46	0.802	2.97	1.377
5	More girls are retained in schools than in the early nineties	4.47	0.561	4.39	0.872	3.13	1.456
6	More girls are now punctual in school than in the early nineties	4.12	0.734	4.31	0.735	3.27	1.388

There is no doubting the impact of the UBE on the girl child retention in the state schools as exemplified by the response of teachers and principals in table 4.4. In response to item one in the table, teachers and principals were unanimous in their agreement on the retention of the girl-child in the state schools which they said was significantly increased as a result of UBE intervention. In concordance with this retention, they were of the view that the dropout rate of the female students has greatly reduced and that the UBE intervention has brought about improvement in progression from primary school level to the junior secondary school level by the girl child in the state.

As such they agreed that there was marked increased in school completion rate as a result of the UBE intervention. These are indicated in items 3 and 4 in the table by teachers and principals with high mean scores. But parents did not share this optimism brought about by the UBE. They disagreed with the suggestions made in the four respective items in the table. This disagreement is conspicuously indicated in items 1 to 4 in their mean scores. In item 5, teachers and principals agreed that more girls are retained in schools than in the early nineties and in item 6 they were of the opinion that more girls are now punctual in school than in the early nineties before the intervention of the UBE. But the parents did not really agree with these suggestions in the table though their rate was relatively higher than was observed in the four previous items.

Research question 3: What is the impact of UBE programme on the transition of the girl child in the Basic Educational System in Jigawa State? The impact on transitions was assessed on the basis of the girl child's ability to move from one level of the educational system to another from the primary school system to the secondary school level. The opinions of the three groups of respondents (Principals, Teachers and Parents) on the transition of the girl child within the educational system as impacted by the Universal Basic Education programme are scored in means and standard deviation on the five point scale in Table 4.5.

Table 4.5: Opinions of respondents on the impact of UBE on Transition of the Girl-Child in Jigawa State.

	Transition of the girl child in school	Principals		Teachers		Parents	
		Mean	S D	Mean	S D	Mean	S D
1	More girls pass their examination better than the early nineties	3.94	0.892	4.00	0.914	3.13	1.432
2	More girls are now interested in completing their primary schools than in the early nineties	4.41	0.554	4.23	0.662	2.87	1.525
3	More girls now complete the primary schools than in the early nineties	4.11	0.726	4.18	0.662	3.07	1.552
4	More girls proceed to JSS 1-3 than in the early nineties	4.39	0.551	4.30	0.690	3.00	1.597
5	More girls complete the JSS 1-3 than in the early nineties	4.33	0.709	4.32	0.675	2.80	1.400
6	More girls proceed to senior secondary schools than in the early nineties	4.30	0.723	4.23	0.684	3.03	1.402

Only teachers and principals agreed that more girls pass their examination better and this ensures their transition from one level to another in the era of the UBE than was obtained before the programme. The parents did not agree with this opinion. Their mean score (3.13) for the item is below 3.5. For item 2, teachers and principals agreed with the suggestion that more girls were now interested in completing their primary schools than in the early nineties when the UBE was not in vogue. The parents did not agree with this opinion. In item 3, the same trend of responses was observed with teachers and principals agreeing with the notion that girls complete their primary schools than the early nineties.

Teachers and principals agreed that the girl child progression from primary school to Junior Secondary Schools is higher with the UBE intervention in Jigawa state than was previously observed. This is clearly demonstrated in their mean score on item 4 in the table. In item 5, they agreed that more girls complete the JSS 1-3 in the era of the UBE intervention than was obtainable in the early nineties. This same

optimism is extended to the transition from junior secondary school to the senior secondary school level by the girl child in the state as indicated with the mean scores of teachers and principals on item 6 in table 4.5. However, the parents did not agree that the UBE plays these positive improvements on transition of the girl child within the state educational system. But going by the expressed opinions of teachers and principals, it could be concluded that the UBE has really improved the enrolment, retention and transition of the girl child in the educational system of the state.

4.4 Assessment of the effectiveness of the policy framework for the delivery of Basic Education to the Girl-Child in Jigawa State

Among the objectives of this study is the evaluation of the effectiveness or otherwise of the policy framework for the delivery of Basic Education to the Girl-Childwithin the state's school system. The related research question for the study is:

How effective is thepolicy framework on Girl-Child Education in Jigawa State? To provide the answer to this question, a number of issues were raised and responses scored in means and standard deviations (S D) in Table 4.6. The assessment here is on the nature and effectiveness of the state's educational policies in relation to the Girl-Child Education in the state. The mean scores were computed on the five point rating scale and are presented for each of the three groups (teachers, principals and parents).

Table 4.6: Opinions of the respondents on the impact of UBE on the effectiveness of policies towards the Girl-Child Basic Education in Jigawa State

	Effectiveness of policy implementation	Principals		Teachers		Parents	
		Mean	S D	Mean	S D	Mean	S D
1	Policies to achieve UBE are designed to boost good child education	4.24	0.634	4.11	0.684	3.47	1.402
2	Policies are regularly reviewed and strengthened to achieve EFA goal in girl child education	3.39	0.802	3.56	0.755	2.80	1.186
3	SUBEB policies are interlinked with local and international law/convention	3.71	0.855	3.79	0.759	2.63	1.008
4	There is a sound policy framework for girl child education	3.85	0.769	3.70	0.883	3.10	1.398
5	The policy has helped the school to attract girl child to be enrolled in school successfully	3.65	0.868	3.63	0.919	3.00	1.114
6	The policy has helped the school to retain the girl child in school	3.80	0.728	3.62	0.902	2.80	1.186
7	The policy has helped the parents to release their girl child to come to school	3.79	0.851	3.75	0.820	3.00	1.232
8	The policy has made all that will make girl child learn in school available	3.58	0.962	3.50	0.946	3.20	1.215
9	The policy has helped the girl child to see reason why she should be in school from Monday to Friday	3.44	0.947	3.43	0.993	3.07	1.285
10	The policy has made schooling for girl child education cheaper for parent	3.85	0.749	3.85	0.808	3.00	1.462
11	Through public enlightenment of UBE programme ,parents now understand the importance of girl child education better	3.92	0.847	4.10	0.855	3.03	1.129
12	The UBE policy on girl child has made girl child to believe that education is also as important as marriage	3.91	0.907	3.90	1.023	3.10	1.348

The respondents all agreed on item 1 that the UBE policies were designed to boost girl child education. Even the parents who tended to be very pessimistic in their

approach to the girl child education as observed so far did not contradict this suggestion as observed by their mean score (3.47). However, this seems to be their only positive opinion about the policies as could be seen from their successive responses on other items in the table. In the second item, only teachers and principals agreed that the policies were regularly reviewed and strengthened to achieve the EFA goal on the girl child education. The parents did not agree with such regular review of the policies. In item 3, principals and teachers were of the opinion that the SUBEB policies were interlinked with local and international laws and conventions but the parent did not agree. This disagreement on the part of the parents may be attributable to their lack of awareness on the policy contents and the fact that the socio-cultural dispositions in the society does not necessarily agree with the principles of the educational policies.

The respondents agreed that there were sound policy framework for girl child education in the state. The parents did not agree with this opinion. But they did not disagree or agree with the suggestion that the policies have helped the schools to attract the girl child to be enrolled in successfully and to be retained in the school. Teachers and principals were of the opinion that the policy has helped the parents to release their girl child to come to school and that the policy has made all that will make girl child learn in school. These are indicated in items 6, 7 and 8 in the table.

At the level of the girl child, teachers and principals were of the opinion that the policies have helped them to see reason why she should be in school from Monday to Friday on a regular basis. The parents did not really agree with this perception as indicated with their mean score of 3.07 in the table. In terms of cost, principals and teachers were of the opinion that the UBE policies made schooling for the girl child education to be cheaper for parents in the state.

Teachers and principals were of the opinion that the public enlightenment by UBE programme made the parents to understand the importance of girl child education better than when this programme was not in place in the state. The parents on their part did not really agree with this position of teachers and principals. Principals and teachers were of the view that the UBE policy on girl child has made girl child to believe that education is also as important as marriage. Though the parents did not agree with this, to some extent. From the expressed opinions of the respondents, it could be concluded that the UBE has effective policy framework on Girl-Child Education in the state.

4.5 Examination of the UBE Institutional Capacity to deliver Girl-Child Education in Jigawa State

The fifth objective of the study is the examination of the UBE institutional capacity to deliver Girl-Child Education in the state's school system. The related research question assists in the investigation of the objective is research question 5 and it asks, what is the level of institutional capability for the delivering Girl Child Education (SUBEB) in Jigawa State? The examination of the institutional capacity of the UBE to provide the solution to this question took into consideration the institutional capability of the various agencies responsible for the implementation of the UBE programme towards the girl-child education in the state. Among issues examined here were facilities in the schools, the structure of the programme, funding, and general supervision of the entire programme. The opinion of principals, teachers and parents on these issues are presented in weighted mean scores along their corresponding standard deviations in Table 4.7. The mean scores were computed on the five point interval scale and are presented for each of the three groups (teachers,

principals and parents) and decision is based on midpoint of 3.5 and above for agreement.

Table 4.7: Opinions of the respondents on the Institutional Capability of the UBE Programme for the Girl-Child Basic Education in Jigawa State

		Principals		Teachers		Parents	
	Institutional capability	**Mean**	**S D**	**Mean**	**S D**	**Mean**	**S D**
1	SUBEB has the structure to achieve girl child education	3.98	0.794	4.12	0.739	3.00	1.390
2	SUBEB has the personnel to achieve girl child education	3.98	0.832	3.95	0.843	2.83	1.289
3	Enough funds are allocated to SUBEB for the promotions of the girl child enrolment into school, retention, transition and completion of Basic education	3.45	1.055	3.37	0.996	3.90	1.322
4	Funds are allocated to LGAs by SUBEB for promotions of Basic education of the girls child are transparently disbursed	3.02	1.060	3.11	0.833	2.83	1.206
5	SUBEB sensitizes and mobilizes communities to actively participate in enrolment drive, retention and completion of Basic education of the girl child	3.74	0.966	3.89	0.745	3.63	1.167
6	Programme on girl child is adequately monitored by SUBEB	3.70	0.859	3.81	0.870	2.2	1.157
7	Training on girl child education is monitored by SUBEB regularly by the officials of the state education board	3.29	1.134	3.43	1.144	2.50	1.462
8	The UBE has a well organizedprogramme for girl child education	3.42	1.009	3.66	1.002	3.03	1.245
9	The UBEC girl child programme works in collaboration with the SUBEB office of girl child education	3.68	0.807	3.77	0.736	2.83	1.416

Principals and teachers were of the view that the State Universal Basic Education Board (SUBEB) has the structure to achieve the girl child education. Though the parents did not agree with this capability but their disagreement could be

associated with the fact that they were not directly involved in the implementation of the policies as they relate to the structures required for the girl child education. Though teachers and principals were of the view that the SUBEB has the personnel to achieve girl child education but the parents did not agree.

In relation to funding, all the respondents (teachers, principals and parents) agreed that enough funds were allocated to the SUBEB for the promotions of the girl child enrolment into school, retention, transition and completion of Basic education. On this issue of funding, there was no divergent opinion. In the same vein, the three groups were unanimous on the shrouded secrecy associated with the administration of the allocated funds for the programme. In item 4, they all disagreed that the funds allocated to respective local government education authorities by SUBEB for the promotions of Basic education of the girl child were transparently disbursed. This implies that mismanagement of such funds is envisaged by the respondents.

All the respondents (parents, teachers and principals) agreed that SUBEB sensitizes and mobilizes communities to actively participate in the enrolment drive, retention and completion of Basic education of the girl child in the state. This is indicated in item 5 of the table. On the monitoring of UBE programme, teachers and principals agreed that it was adequately monitored by the SUBEB but the parents did not agree with this opinion. The teachers and principals however, towed the opinion of the parents on the monitoring of the programme in item 7 where they also disagreed with the suggestion that training of girl child education is monitored by SUBEB regularly by the officials of state education board.

The three groups differed in their opinion in item 8 where it was suggested that the UBE has a well organized programme for girl child education. Only teachers agreed with the suggestion. Principals and the parents did not agree but even between

principals and the parents, there was variability in their opinions as indicated by the mean scores of the groups on item 8 in the table. However, teachers and principals agreed that the UBEC girl child programme in the state works in collaboration with the SUBEB office of girl child education. From the examination of the respondents' view of the UBE programmes, it could be said that they were of the opinion that UBE had adequate institutional capability to deliver of girl child Education in the state.

4.6 Examination of the impact of the UBE on the Organizational Climate for the Girl-Child Education in Jigawa State

The sixth objective of the study is the examination of the impact of the UBE on the organizational climate for the Girl-Child Education in the state. The research question 6accompanies this objective and it asks;

in what ways has the UBE impacted on the organizational climate for theGirl-Child Education in Jigawa State? The examination here considered organizational environment, equality and friendly motivated atmosphere for the girl-child combined with the necessary structures for effective and conducive learning environment. The opinions of the respondents on the items used in the examination are presented in weighted mean scores and their corresponding standard deviations (S D) given in Table 4.8.

Table 4.8: Opinions of the respondents on the Organizational Climate Institutional created by the UBE programme for the Girl-Child Basic Education in Jigawa State

		Principals		Teachers		Parents	
	Organizational climate	**Mean**	**S D**	**Mean**	**S D**	**Mean**	**S D**
1	The policy has made the school attractive environment to girl child so that she now moves from one level of education to the other	3.20	1.180	3.20	1.064	3.03	1.299
2	Adequate classrooms and other structures are available and textbooks are provided	3.03	1.228	3.08	1.351	2.83	1.440
3	Equipped libraries are in place	2.39	1.175	2.18	1.175	2.27	1.230
4	Clinic/health care are provided in school	1.92	1.057	2.08	1.142	2.33	1.269
5	Proper and adequate playground facilities are provided	2.14	1.201	2.65	1.375	2.43	1.501

There was not much to write home about the impact of UBE on organizational climate as it relates to the girl child education in the state. This is clearly demonstrated by the respondents in the table 4.8. In item 1, for example, all the respondents (teachers, principals and parents) disagreed with the notion that UBE policy has made the schools to become attractive environment to the girl child so that she now moves from one level of education to the other. In the same vein, the respondents did not agree that there were adequate classrooms and available structures for the girl child and such other learning materials like textbooks.

As for facilities, the UBE did not create any enabling environment either. This is clearly demonstrated in the responses of the groups on item 3 in the table where they disagreed with the suggestion that the UBE has made it possible to have equipped libraries are in place. This same negative opinion goes for welfare where the respondents completely disagreed on item 4 that the UBE programmes made provision for the establishment of clinic and health care system in schools. In line with these inadequacies, the respondents disagreed that UBE made provision for

proper and adequate playground facilities in the schools for the students. From these opinions, it could, therefore, be concluded that the UBE did not positively impacted on the organizational climates of the schools towards attracting the girl child in the state.

4.7 Examination of the efforts of Universal Basic Education Programme in the minimization of Gender Disparity of the State Basic Education for the girl child

The seventh objective of the study is the identification of the efforts of the Universal Basic Education Programme in minimizing gender disparity in the state Basic education for the Girl-Child in Jigawa state. The research question 7 was used to investigate this objective is and it asks,

in what ways have the government minimized gender disparity in Basic Education of the girl child in Jigawa State? The aim here is to identify the extent to which the UBE programme has overcome the constraint of gender discrimination in pursuance of the achievement of the Basic education for the girl-child in the state. Issues considered here included the presence of female teachers to serve as role models to prospective girl-child students, friendly programmes and opportunities for the girl-child in the schools. The opinions of respondents on the selected item used for the assessment are indicated in weighted mean scores and standard deviations in Table 4.9.

Table 4.9: Opinions of the respondents on the minimization of gender disparity towards the Girl -Child Education in Jigawa State

	Minimization of gender disparity in schools	Principals		Teachers		Parents	
		Mean	S D	Mean	S D	Mean	S D
1	SUBEB encourages recruitment of female teachers to serve as role models	4.02	0.712	4.10	0.839	2.70	1.236
2	Gender friendly programmes are created and encouraged at school level	3.92	0.751	3.83	0.904	2.90	1.423
3	Girls are encouraged to express their acceptance or otherwise of any programme	3.36	0.922	3.29	1.068	3.53	1.224
4	Teachers and instructors accord priority to the boy child in preference to the girl child	3.11	1.165	2.89	1.209	2.43	1.278
5	Healthy competitions in academic and extra moral activities are encouraged between male and female students	3.67	0.829	3.75	0.935	2.93	1.413
6	The SUBEB makes the education of girl child free	4.11	0.585	4.04	0.727	3.07	1.413
7	The girl child is given mattress free of charge apart from free tuition	3.71	1.004	3.68	0.996	2.90	1.398
8	The SUBEB gives girl child the same opportunity as the child deciding whether to go for boarding schooling or not	3.55	0.898	3.48	1.088	2.83	1.234
9	The SUBEB has put up structures in school closer to the girl child home	3.47	1.041	3.57	0.937	2.83	1.315

The opinions of teachers and principals on table 4.9 clearly demonstrated an effort on the part of the state government to reduce gender disparity in the Basic education programme of the state. In item 1, for example, they agree that State Universal Basic Education Board (SUBEB) encourages recruitment of female teachers to serve as role models to the prospective students. But the parents did not agree with this opinion. In the same vein, principals and teachers agreed that gender friendly programmeswere created and encouraged at school levels to attract the girl child but the parents did not agree with the opinion.

A further effort at bridging the gender disparity in the Basic education programme of the state is demonstrated in item 3 of the table where the respondents unanimously disagreed with the view that girls are encouraged to express their acceptance or otherwise of any programme. Only parents agreed with this view. In item 4, the respondents all disagreed with the suggestion that teachers and instructors accord priority to the boy child in preference to the girl child. Thus teachers and principals agreed that healthy competitions in academic and extra moral activities were encouraged between male and female students in all levels of the schools. But the parents did not agree with this opinion.

In terms of motivational approaches towards encouraging the girl child in the schools, principals and teachers were of the opinion that SUBEB makes the education of girl child free but the parents did not agree with this opinion. In line with this incentive driven motive of the UBE policy, teachers and principals agreed that the girl child is given mattress free of charge apart from free tuition. The parents did not agree with this opinion.

On equality of the sexes in the educational system of the state, teachers and principals were of the view that the SUBEB gives girl child the same opportunity as the male child when deciding whether to go for boarding schooling or not and they agree that the SUBEB has put up structures that make the schools to be closer to the girl child home than was formerly obtained. The expressed opinions of the respondents clearly showed that the State Universal Basic Education Board has put in place measures to reduce perceived gender disparity in the state.

4.8 Assessment of the quality of Basic Education of the girl child in the State

The last objective of the study is the assessment of the quality of Basic education of the girl child in the state. To attain this objective the research question 8 was used to guide the investigation and it asks,

what is the quality of Basic Education of the girl child in Jigawa State? In this assessment of the quality of the girl child education, issues considered were the quality of teachers, implementation of the UBE programme, the adequacy of the resources available for the programme, the inspection and other related factors that would help to determine the quality of the Basic education for the girl-child in the state. The opinions of respondents on the selected items presented in weighted mean scores and standard deviations for the respective groups in Table 4.10.

Table 4.10: Opinions of the respondents on the impact of UBE on the quality of Basic Education of the Girl-Child in Jigawa State

		Principals		Teachers		Parents	
	Quality of Basic education	**Mean**	**S D**	**Mean**	**S D**	**Mean**	**S D**
1	Qualified teachers are equipped by SUBEB	3.70	0.744	3.64	0.984	3.00	1.438
2	Competent and committed teachers teach in SUBEB	3.30	1.022	3.55	1.022	3.00	1.203
3	Qualified/competent teachers are employed by SUBEB	3.45	1.126	3.66	1.113	2.67	1.295
4	Adequate instructional/learning materials are available in schools	2.79	1.330	3.20	1.296	2.70	1.489
5	Regular training and re-training of teachers are organized	3.64	1.132	3.91	1.053	2.57	1.357
6	Monitoring and inspection are conducted regularly	3.68	1.025	3.86	1.031	2.90	1.470
7	Incentives and motivational packages are given to motivate teachers	2.05	1.169	2.09	1.229	2.27	1.285

The teachers and principals' opinions in table 4.10 as indicated by their mean scores on item 1 clearly imply a positive opinion on the personnel required for the implementation of the Basic education for the girl child in the state. As indicated in the item, they agreed that qualified teachers were equipped by SUBEB to teach in the Basic education programme. This is further collaborated with their response on item 2 where they agreed that competent and committed teachers taught in SUBEB programme. But the parents did not agree with any of the views.

In terms of the adequacy of necessary material resources, the respondents did not agree that such were adequate for the effective implementation of the UBE for the required quality of the girl child education. This is reflected in the respondents opinion on item 4 in the table where all of them disagreed with the view that adequate instructional materials for teaching and learning were made available in the schools. The teachers and principals, however, agreed that regular training and re-training of teachers were organized for the programme and that monitoring or supervision and inspection are conducted regularly. But all the respondents (teachers, principals and parents) disagreed that incentives and motivational packages were given to motivate teachers in the programme. From the above observation, it could be said that the quality of the Basic education could not be said to be adequate.

4.9 Hypotheses Testing

Hypotheses were raised in line with the research questions and objectives of this study. They were aimed at establishing possible significant differences in the opinions of the respondents on the investigated variables. The hypotheses were tested as follows:

Hypothesis I: There is no significant difference in the opinions of teachers, principals and parents on the impact of UBE programme on the girl child enrolment in Jigawa state educational system.

Three variables were involved in this test. These were the girl child enrolment, retention and transition in the Basic education system. The opinions of the three groups on the impact of Universal Basic Education programme on the girl child enrolment are computed using One Way Analysis of Variance (ANOVA). The use of the analysis of variance procedure is based on the three groups (teachers, principals and parents) involved in the independent variable used in the test and the fact that the measurement of the variables was based on weighted mean scores. In Table 4.11, a summary of the ANOVA model is presented.

Table 4.11: Summary of Analysis of Variance on the opinion of respondents on girl child enrolment into Jigawa State Basic Education System

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	58.316	2	29.158	70.595	.000
Within Groups	322.162	780	.413		
Total	**380.477**	**782**			

(F-critical=3.00, $P < 0.05$)

The result of the test revealed that the respondents differed significantly in their opinions on the girl child enrolment transition and retention in the State Basic Education System. The observed F-value for the variable in the test is 70.595 for girl child enrolment into the state educational system. The critical value for the degree of freedom and at the fixed probability level of significance is 3.00. The observed level of significance (P) for the test is lower than 0.05 ($P < 0.05$). This means that the

respondents differed significantly in their opinions on the impact of the UBE programme on the girl child enrolment into the state educational system. Therefore, the null hypothesis which states that there is no significant difference in the opinions of teachers, principals and parents on the impact of the UBE programme on the girl child enrolment into the state educational system of the state is thus rejected. Table 4.12 presents the mean scores of the respondents to show the extent of the differences.

Table 4.12: Mean scores of the respondents by status on the Girl Child Enrolment into the State Educational System.

Groups	N	Mean	Std. Deviation	Std. Error
Parents	30	3.1437	1.00059	.18268
Teachers	687	4.5452	.63697	.02430
Principals	66	4.6615	.47715	.05873
Total	**783**	**4.5013**	**.69753**	**.02493**

The mean scores in the table tended to differ by each of the groups. The highest score as shown in the table for the girl child retention is that by the principals while the parents had the least. For the girl child enrolment and transition, principals had the highest score with the parents having the least. However, a post hoc test was performed on the mean scores to determine the group that were significantly different from others in their opinion on the girl child enrolment into the state educational system. The Scheffe procedure was used for this purpose as summarized in Table 4.13.

Table 4.13: Different groups result of Scheffe procedure on the mean scores

(I) status	(J) status	Mean Difference (I-J)	Std. Error	Sig.
Parents	Teachers	-1.40157(*)	.11987	.000
	Principals	-1.51785(*)	.14151	.000
Teachers	Parents	1.40157(*)	.11987	.000
	Principals	-.11627	.08282	.374
Principals	Parents	1.51785(*)	.14151	.000
	Teachers	.11627	.08282	.374

* The mean difference is significant at the .05 level.

The table revealed that parents were significantly different from teachers and principals on the girl child retention in the Basic education system. Between teachers and principals, no significant difference was observed. On enrolment, the parents' were significantly different in their opinion from that of principals and teachers. But between teachers and principals, no significant difference of opinion was observed. On the girl child transition, principals and teachers were significantly different from the parents in their opinion. No significant difference was observed in the opinions of teachers and that of principals. This is generally expected since the parents may not know when there increase in enrolment into the schools. Principals and teachers are in positions to have adequate information about enrolment of pupils and therefore, may not necessarily have difference of opinion in such issues regarding the girl child enrolment.

Hypothesis II: There is no significant difference in the opinions of teachers, principals and parents on the impact of UBE programme on the girl child retention in the state educational system.

The opinions of the three groups of respondents, Principals, Teachers and Parents on the UBE programme's impact on the girl child's retention in the state Basic educational system were computed using one way analysis of variance as summarized in Tables 4.14

Table 4.14: Summary Analysis of Variance on the opinion of respondents on Girl Child Retention in Jigawa State Basic Education System

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	65.903	2	32.952	97.546	.000
Within Groups	263.487	780	.338		
Total	**329.390**	**782**			

(F-critical=3.00, $P < 0.05$)

Result of the test revealed that the respondents differed significantly in their opinions on the girl child enrolment transition and retention in the state Basic education system. The observed F-values for the three variables in the tests are 97.546 for girl child retention within the state educational system respectively. The critical value for the degree of freedom and at the fixed probability level of significance is 3.00. The observed levels of significance (P) for the test are all lower than 0.05 ($P < 0.05$). This means that the respondents differed significantly in their opinions by their statutes on the girl child retention in the state educational system. Therefore, the null hypothesis which states that there is no significant difference in the opinions of teachers, principals and parents on the impact of UBE programme on the girl child

retention in the state educational system is thus rejected. Table 4.15 presents the mean scores of the respondents

Table 4.15: Mean scores of the respondents on the girl child retention in the state educational system.

Groups	N	Mean	Std. Deviation	Std. Error
Parents	30	2.9720	.85458	.15602
Teachers	687	4.4835	.57623	.02198
Principals	66	4.4824	.47278	.05820
Total	**783**	**4.4255**	**.64901**	**.02319**

The mean scores in the table tended to differ by each of the groups. The highest score as shown in the table for the girl child retention is that by the teachers while parents had the least. For the girl child enrolment and transition, principals had the highest score with the parents having the least. However, a post hoc test was performed on the mean score to determine the group that were significantly different from others in their opinion on the girl child retention in the state educational system. The Scheffe procedure was used for this purpose as summarized in Table 4.16.

Table 4.16: Different groups result of Scheffe procedure on the mean scores

(I) status	(J) status	Mean Difference (I-J)	Std. Error	Sig.
Parents	Teachers	-1.51148(*)	.10841	.000
	Principals	-1.51042(*)	.12798	.000
Teachers	Parents	1.51148(*)	.10841	.000
	Principals	.00105	.07490	1.000
Principals	Parents	1.51042(*)	.12798	.000
	Teachers	-.00105	.07490	1.000

* The mean difference is significant at the .05 level.

Table 4.16 revealed that the parents were significantly different from teachers and principals on the girl child retention in the Basic education system. Between mean scores of teachers and principals, no significant difference was observed. This observation is Basically expected since the parents do not really know much about the general situation of the schools. The parents' opinion is restricted mostly to their children and those within their immediate environment whereas teachers and principals are the ones concerned with the records and general observation of such pupils.

Hypothesis III: There is no significant difference in the opinions of teachers, principals and parents on the impact of UBE programme on the girl child transition in the state educational system.

Opinions of the respondents on the impact of the UBE on the transition were assessed. To test this hypothesis, the three groups' opinions were computed. Result of the one way analysis of variance (ANOVA) was used to test for significance of variability observed in the opinions of the three groups on the girl child transition in the state educational system and summarized in Table 4.17.

Table 4.17: Analysis of variance on Girl Child Transition in Jigawa State Basic Education System

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	43.795	2	21.897	66.920	.000
Within Groups	255.227	780	.327		
Total	**299.021**	**782**			

(F-critical=3.00, $P < 0.05$)

Result of the test revealed that the respondents differed significantly in their opinions on the girl child enrolment transition and retention in the State Basic Education System. The observed F-values for the variable in the test is 66.920 for girl transition within the state educational system. The critical value for the degree of freedom and at the fixed probability level of significance is 3.00. The observed levels of significance (P) for the tests are all lower than 0.05 ($P < 0.05$). This means that the respondents differed significantly in their opinions on the girl child transition in the state educational system. Therefore, the null hypothesis which states that there is no significant difference in the opinions of teachers, principals and parents on the impact of UBE programme on the girl child transition in the state educational system is thus rejected. Table 4.18 presents the mean scores of the respondents .

Table 4.18: Mean scores of the respondents by status on the girl child transition in the state educational system.

Groups	N	Mean	Std. Deviation	Std. Error
Parents	30	2.9833	.96722	.17659
Teachers	687	4.2111	.55360	.02112
Principals	66	4.2473	.52416	.06452
Total	**783**	**4.1671**	**.61837**	**.02210**

The mean scores in table 4.18 tended to differ by each of the groups. The highest score as shown in the table for the girl child retention is that by the teachers and principals of the schools. The parents had the least score. The result of the post hoc test performed on the mean score to determine the groups that were significantly different from others on the girl child transition in the state educational system is presented in Table 4.19. The Scheffe procedure was used for the test.

Table 4.19: Different groups result of Scheffe procedure on the mean scores

(I) status	(J) status	Mean Difference (I-J)	Std. Error	Sig.
Parents	Teachers	-1.22779(*)	.10669	.000
	Principals	-1.26394(*)	.12596	.000
Teachers	Parents	1.22779(*)	.10669	.000
	Principals	-.03615	.07372	.887
Principals	Parents	1.26394(*)	.12596	.000
	Teachers	.03615	.07372	.887

* The mean difference is significant at the .05 level.

Table 4.19 revealed that the parents were significantly different from teachers and principals on the girl child transition within the State Basic Education System. Between teachers and principals, no significant difference was observed. This would imply that the parents may not be aware of the overall development of transition of the girl child in the state educational system, because they may not be following the general pattern that does not involve their children directly. On the other hand, principals and teachers have the vintage position to be informed of such development in the educational system.

Hypothesis IV: There is no significant difference in the opinions of teachers, principals and parents on the effectiveness of the policy framework for Girl-Child Education in Jigawa state.

This hypothesis was tested with the one way analysis of variance because of the multiple levels of the independent variables (Status of respondents) involved in the test. The rating of the respondents on the effectiveness of the policy framework on Girl-Child Education in the state was used as the dependent variable. A summary of the analysis of variance model on the variable is presented in Table 4.14.

Table 4.20: Summary of one way analysis of variance on the opinion of respondents on effectiveness of the policy framework for the Girl-Child Education in Jigawa state.

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	13.230	2	6.615	20.801	.000
Within Groups	248.047	780	.318		
Total	**261.277**	**782**			

(F-critical=3.00, $P < 0.05$)

The result of the test as indicated in the table revealed that the groups differed significantly in their opinions on the effectiveness of the policy framework for the Girl-Child Education in the state. This is deduced from the observed F-values of 20.801 and an observed level of significance (P) of 0.000 ($P < 0.05$). By these observations, the null hypothesis which states that there is no significant difference in the opinions of teachers, principals and parents on the effectiveness of the policy framework for the Girl-Child Education in Jigawa state is therefore rejected. Table 4.21 presents the mean scores of the respondents on their opinions on the effectiveness of policy framework on Girl-Child Education in Jigawa state.

Table 4.21: Mean scores of the respondents on the effectiveness of the policy framework for the Girl-Child Education in Jigawa state.

Status	N	Mean	Std. Deviation	Std. Error
Parents	30	3.0063	.70712	.12910
Teachers	687	3.6777	.55762	.02127
Principals	66	3.7170	.55809	.06870
Total	**783**	**3.6553**	**.57803**	**.02066**

Table 4.21 showed that principals had the highest mean score followed by teachers. The mean scores indicated that teachers and principals agreed that the UBE had the effective policy framework for the girl child education in the state but the

parents did not agree with this opinion. The post hoc test conducted on the mean scores using the Scheffe procedure to determine the groups, that were significantly different from others is summarized in Table 4.22

Table 4.22: Different groups result of Scheffe procedure on the mean scores

(I) status	(J) status	Mean Difference (I-J)	Std. Error	Sig.
Parents	Teachers	-.67135(*)	.10518	.000
	Principals	-.71064(*)	.12417	.000
Teachers	Parents	.67135(*)	.10518	.000
	Principals	-.03928	.07267	.864
Principals	Parents	.71064(*)	.12417	.000
	Teachers	.03928	.07267	.864

* The mean difference is significant at the .05 level.

The result revealed that the observed significant difference in the rating was between the parents and teachers on one hand, and on the other, between the parents and principals. But between principals and teachers, no significant difference was observed. This observation here could be associated with the fact that teachers and principals are both in the schools and therefore, more aware of such development than the parents.

Hypothesis V: There is no significant difference in the opinions of teachers, principals and parents on the UBE's institutional capacity to deliver Girl-Child Education in Jigawa state.

The perceived institutional capacity to deliver Girl-Child Education by the UBE programme of the state was assessed in Table 4.23. In the test of this hypothesis, the opinion of principals, teachers and parents on the institutional capacity were tested for possible significant differences using the one way analysis of variance (ANOVA).

The ANOVA procedure was adopted because of the multiple levels of the independent variable (status of respondents) used in the test. The result of the test is summarized in Table 4.23.

Table 4.23: Summary of One way analysis of variance on opinions of respondents on the UBE institutional capacity for delivering of Basic education for the girl child in Jigawa State.

Source	**Sum of Squares**	**DF**	**Mean Square**	**F**	**Sig.**
Between Groups	14.623	2	7.311	28.437	.000
Within Groups	200.543	780	.257		
Total	**215.166**	**782**			

(F-critical=3.000, $P < 0.05$)

Result in table 4.23 reveal that the groups differ significantly on the institutional capacity of the UBE to effectively deliver the girl child education in the state. The observed F-value (28.437) is higher than the critical value of 3.00 at the same degree of freedom. The observed level of significance (0.000) for the test is lower than 0.05 ($P < 0.05$). This means the null hypothesis which states that there is no significant difference in the opinions of teachers, principals and parents on the institutional capacity to deliver Girl-Child Education is, therefore, rejected. The mean scores of the individual groups on the institutional capacity of the UBE are presented in Table 4.18.

Table 4.24: Mean Scores of the respondents on the institutional capacity of the UBE to effectively deliver the Girl Child Education in Jigawa State.

Status	N	Mean	Std. Deviation	Std. Error
Parents	30	2.9733	.76937	.14047
Teachers	687	3.6803	.49843	.01902
Principals	66	3.5859	.44635	.05494
Total	**783**	**3.6453**	**.52455**	**.01875**

Teachers have the highest perception of the UBE institutional capacity to deliver the girl child Basic education in the state. On this perception, they were followed by principals. The parents had the least perception and they did not agree that the UBE had the necessary institutional capacity for the girl child Basic education in the state. The Scheffe post hoc test procedure was used to determine the group's means that were significantly different from others in their rating of the institutional capacity of the UBE programe in the state. The result is summarized in Table 4.25.

Table 4.25: Different groups result of Scheffe procedure on the mean scores.

(I) status	(J) status	Mean Difference (I-J)	Std. Error	Sig.
Parents	Teachers	-.70702(*)	.09458	.000
	Principals	-.61258(*)	.11165	.000
Teachers	Parents	.70702(*)	.09458	.000
	Principals	.09444	.06534	.352
Principals	Parents	.61258(*)	.11165	.000
	Teachers	-.09444	.06534	.352

* The mean difference is significant at the .05 level.

The result reveals that only parents were significantly different in their rating of the UBE institutional capacity to deliver the girl child Basic education in the state. Between teachers and principals, no significant difference in their opinions was observed.

Hypothesis VI: There is no significant difference in the opinions of teachers, principals and parents on the impact of UBE on the organizational climate for the Girl-Child Education in Jigawa State.

The respondents' opinions on the organizational climate as it affects the girl child Basic education in the educational system of the state was assessed in table 4.26. In the test of this hypothesis, the analysis of variance was used to determine significant difference in the opinions of the three groups on the expression of the organizational climate for the Girl-Child Education in Jigawa state. The use of the ANOVA was informed by the more than two groups of the independent variable (status of respondents) involved in the test

Table 4.26: Summary of One way analysis of variance on the opinions of respondents on the UBE organizational climate for the delivery of Basic Education for the Girl Child in Jigawa State.

Source	**Sum of Squares**	**DF**	**Mean Square**	**F**	**Sig.**
Between Groups	4.312	2	2.156	6.370	.002
Within Groups	263.978	780	.338		
Total	**268.290**	**782**			

(F-critical=3.00, $P < 0.05$)

The observed F-values (6.370) for the individual variables in the table is more than the critical value of 3.00 at the same degree of freedom. The observed levels of significance (P) for the test is lower than 0.05 ($P < 0.05$). This means that the respondents differed significantly in their opinions on the UBE organizational climate for the Girl-Child Basic Education in the state. Therefore the null hypothesis that there is no significant difference in the opinions of teachers, principals and parents on

the impact of the UBE on the organizational climate for the Girl-Child Education in Jigawa state is thus rejected. Table 4.27 presents the mean scores of the respondents on UBE organizational climate for the Girl-Child Education in the state.

Table 4.27: Different groups Mean scores on UBE organizational climate for the Girl-Child Education

Status	**N**	**Mean**	**Std. Deviation**	**Std. Error**
Parents	30	2.7542	.76949	.14049
Teachers	687	3.1288	.58510	.02232
Principals	66	3.0455	.42891	.05279
Total	**783**	**3.1074**	**.58573**	**.02093**

Table 4.27 shows that the mean scores were generally on the negative side of the scale which means that the three groups did not agree that the UBE had the necessary organizational climate for the effective implementation of the Basic education programme for the girl child in Jigawa State. However, there were variability in the scores, a post hoc test was, therefore, performed on the mean score to determine the groups that were significantly different from others. The Scheffe procedure for mean separation was used for the test as summarized in Table 4.28.

Table 4.28: Different groups result of Scheffe procedure on the mean scores

(I) status	(J) status	Mean Difference (I-J)	Std. Error	Sig.
Parents	Teachers	-.37465(*)	.10851	.003
	Principals	-.29129	.12810	.076
Teachers	Parents	.37465(*)	.10851	.003
	Principals	.08337	.07497	.539
Principals	Parents	.29129	.12810	.076
	Teachers	-.08337	.07497	.539

* The mean difference is significant at the .05 level.

Result reveals that the observed significant difference in the test was between teachers and the parents. Between teachers and principals no significant difference was observed and between principals and the parents no significant difference was also observed.

Hypothesis VII: There is no significant difference in the opinions of teachers, principals and parents on the efforts of UBE programme in minimizing gender disparity for the attainment of the girl child education in Jigawa state.

This hypothesis was tested using one way analysis of variance because of the multiple levels of the independent variable (status of respondents) involved. The opinion of the respondents on UBE's programme of minimizing gender disparity in the educational system of the state was assessed in Table 4.29. A summary of the analysis of variance model on the variable is presented in Table 4.29.

Table 4.29: Summary of One way analysis of variance on the opinions of the respondents on the UBE minimization of gender disparity for the delivery of Basic Education to the Girl Child in Jigawa state.

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	15.253	2	7.626	37.108	.000
Within Groups	160.305	780	.206		
Total	175.558	782			

(F-critical=3.00, $P < 0.05$)

The test reveals that the groups differed significantly in their opinions on the UBE minimization of gender disparity in education towards, the attainment of the girl child Basic education in the state. The observed F-value (37.108) for the test is higher than the critical value of 3.00 at the same degree of freedom. The observed levels of significance (P) for the test is lower than 0.05 ($P < 0.05$). The null hypothesis which states that there is no significant difference in the opinions of teachers, principals and parents on the efforts of UBE programme in minimizing gender disparity for the attainment of the girl child education in Jigawa state is, therefore, rejected. Table 4.30 presents the overall mean scores of the respondents by their statuses.

Table 4.30: Different groups Mean scores on UBE minimization of gender disparity in education towards the attainment of the Girl Child Basic Education in Jigawa state.

Status	N	Mean	Std. Deviation	Std. Error
Parents	30	2.9040	.75436	.13773
Teachers	687	3.6273	.44017	.01679
Principals	66	3.6565	.40934	.05039
Total	**783**	**3.6021**	**.47381**	**.01693**

Table 4.30 shows not much variability between teachers and principals in their mean scores on the UBE minimization of gender disparity in education towards the attainment of the girl child Basic education in the state. The parents did not agree with

the two groups on the minimization of the gender disparity by the UBE. However, a post hoc test was performed on the mean scores to determine the groups that were significantly different from the others. The Scheffe procedure was used for the test as summarized in Table 4.31.

Table 4.31: Different groups result of Scheffe procedure on the mean scores

(I) status	(J) status	Mean Difference (I-J)	Std. Error	Sig.
Parents	Teachers	-.72332(*)	.08456	.000
	Principals	-.75252(*)	.09982	.000
Teachers	Parents	.72332(*)	.08456	.000
	Principals	-.02919	.05842	.883
Principals	Parents	.75252(*)	.09982	.000
	Teachers	.02919	.05842	.883

* The mean difference is significant at the .05 level.

Result reveals that the parents were significantly different in their opinion on the UBE minimization of gender disparity in education towards the attainment of the girl child Basic education in the state from principals and teachers. Between principals and teachers, no significant difference was observed.

Hypothesis VIII: There is no significant difference in the opinions of teachers, principals and parents on the quality of Basic Education delivered to the girl child by the UBE in Jigawa state

The quality of the Basic education to the girl child in the state was assessed in Table 4.32. In the test of this hypothesis, opinions of parents, teachers and principals was compared with the aid of the analysis of variance procedure because of the multiple levels of the independent variable (status of respondents). A summary of the analysis of variance model is presented in Table 4.32.

Table 4.32: Summary of One way analysis of variance on the opinions of respondents on the Basic Education delivered to the Girl Child by the UBE in Jigawa state.

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	17.165	2	8.583	15.447	.000
Within Groups	433.369	780	.556		
Total	**450.534**	**782**			

(F-critical=3.00, $P < 0.05$)

There was significant difference between groups on the quality of the Basic education delivered to the girl child by the UBE in the state. The table 4.32, the observed F-values for the test is 15.447 and it is higher than the critical value of 3.00 at the same degree of freedom. The observed level of significance (0.000) for the test is lower than 0.05 ($P < 0.05$). This means that the null hypothesis which states that there no significant differences in the opinions of teachers, principals and parents on the quality of Basic Education delivered to the girl child by the UBE in Jigawa State is, therefore, rejected. Table 4.33 presents the mean scores by the individual groups of respondents on the quality of the Basic education delivered to the girl child by the UBE in Jigawa State.

Table 4.33: Mean scores of the different groups on the quality of the Basic Education delivered to the Girl Child by UBE inJigawa state.

Status	N	Mean	Std. Deviation	Std. Error
Parents	30	2.6200	.70925	.12949
Teachers	687	3.3418	.74536	.02844
Principals	66	3.1212	.76128	.09371
Total	**783**	**3.2955**	**.75903**	**.02713**

The variability in the mean scores by the three groups indicates the quality of the Basic education delivered to the girl child in the state by the UBE is adequate. Groups of respondents believe that the UBE have delivered Basic quality of education to the girl child in the state. However, a post hoc test was performed on the mean scores to determine the groups that were significantly different from others. The Scheffe procedure was used for the test as summarized in Table 4.34.

Table 4.34: Result of Scheffe procedure on the mean scores by the different groups

(I) status	(I) status	Mean Difference (I-J)	Std. Error	Sig.
Parents	Teachers	-.72178(*)	.13903	.000
	Principals	-.50121(*)	.16413	.010
Teachers	Parents	.72178(*)	.13903	.000
	Principals	.22056	.09606	.072
Principals	Parents	.50121(*)	.16413	.010
	Teachers	-.22056	.09606	.072

* The mean difference is significant at the .05 level.

Result reveals that the observed significant variability in the test was between the parents and the other two groups (teachers and principals). Between principals and teachers, no significant difference was observed in their opinion on the quality of education delivered to the girl child by the UBE in the state. This observed difference could be associated with the problems of policy formulation and implementation which on the part of principals could just be passed to teachers for execution. The execution stage of the policies is generally different from the stage of implementation because of the constraints usually encountered by executors of such policies.

4.10 Summary of Hypotheses Testing

A summary of the tested hypotheses in the study is presented in table 4.35.

Table 4.35: Summary of Hypotheses Testing

SN	Hypotheses	Statistic	Observed P	Decision
Ho1	There is no significant difference in the opinions of teachers, principals and parents on the impact of UBE programme on the girl child enrolment, in Jigawa state educational system.	ANOVA	0.000 ($P < 0.05$)	Significant, Ho rejected
Ho2	There is no significant difference in the opinions of teachers, principals and parents on the impact of UBE programme on the girl child retention in Jigawa state educational system.	ANOVA	0.000 ($P < 0.05$)	Significant, Ho rejected
Ho3	There is no significant difference in the opinions of teachers, principals and parents on the impact of UBE programme on the girl child transition in Jigawa state educational system.	ANOVA	0.000 ($P < 0.05$)	Significant, Ho rejected
Ho4	There is no significant difference in the opinions of teachers, principals and parents on the effectiveness of the policy framework for Girl-Child Education in Jigawa state.	ANOVA	0.000 ($P < 0.05$)	Not significant, Ho Accepted
HO5	There is no significant difference in the opinions of teachers, principals and parents on the UBE's institutional capacity to deliver Girl-Child Education in Jigawa state	ANOVA	0.000 ($P < 0.05$)	Significant, Ho rejected
Ho6	There is no significant difference in the opinions of teachers, principals and parents on the impact of the UBE on the organizational climate for the Girl-Child Education in Jigawa state	ANOVA	0.002 ($P < 0.05$)	Significant, Ho rejected
Ho7	There is no significant difference in the opinions of teachers, principals and parents on the efforts of UBE programme in minimizing gender disparity for the attainment of the girl child education in Jigawa state.	ANOVA	0.000 ($P < 0.05$)	Not significant, Ho Accepted
Ho8	There is no significant difference in the opinions of teachers, principals and parents on the quality of Basic Education delivered to the girl child by the UBE in Jigawa state	ANOVA	0.000 ($P < 0.05$)	Significant, Ho rejected

4.11 Discussions of Findings

The impact of the Universal Basic Education programme on the girl-child education in Jigawa state was investigated on this study. In the first hypothesis, significant difference in the opinions of teachers, principals and parents on the impact of UBE programme on the girl child enrolment, retention and transition in the state educational system was tested. The result revealed a significant difference between the opinion of the parents and that of teachers and principals. The parents did not agree that the UBE had significant impact on the girl child's Basic education in the state; a complete divergent opinion from teachers and principals on the three variables (girl child enrolment, retention and transition) tested in the hypothesis. This hypothesis, was therefore, rejected. One of the observations from the test was that principals and teachers were in some vintage position to have better knowledge of the girl child enrolment into the schools, their retention and transition from one level to another within the educational system. This vintage position could be associated with the significant variability in the rating of the parents on the three variables in the test.

In consonance with this observation, teachers and principals were of the opinion that that apart from increase in enrolment, the girl-child now stays in the school longer than what was obtained before the advent of the programme. Teachers and principals were of the opinion that the dropout rate on the girl child was greatly reduced and the movements from one class to another and from primary school to the Junior Secondary school were significantly improved. They were of the opinion that more female students were found to have moved to higher and Senior Secondary Schools in the state than was observed before the UBE programme. This all implies that the UBE programme had a significant impact on the enrolment, transition and retention of the girl-child in the schools within the state. This finding agrees with Sani (2003) where it was reported that enrolment of the girl-child was increased in Kano

state as a result of the UBE. The finding is consistent with UBE Act (2004) where it was posited that provision of Basic education is the main objective of the programme.

Hypothesis II tested for significant difference in the opinion of teachers, principals and parents on the effectiveness of the policy framework for Girl-Child Education in the state. The analysis of variance procedure was used for the test. The test revealed that the parents were significantly different from teachers and principals in their perceptions on the effectiveness of the policy of the UBE for the delivery of the Basic education to the girl child in the state. Principals and teachers agreed that the policy framework was effective. The difference of opinion by the parents is attributable to their non-involvement in the implementation of the policies since their judgment could be said to be based on mere observation. Teachers and principals agreed that the policies were designed to boost girl child education and that they were regularly reviewed and strengthened to achieve EFA goal in girl child education of the state. Apart from these, the policies were said to have been linked with local and international laws and convention. The two groups were, therefore, of the opinion that the effectiveness of the policies is demonstrated by the increased enrolment and retention of the girl-child in the schools within the state. Thus the UBE could be said to have effective policy framework for the delivery of the Basic education to the girl child in the state.

Hypothesis III tested for significant difference in the opinions of teachers, principals and parents on the UBE's institutional capacity to deliver Girl-Child Education in Jigawa state. In the test that was conducted with the analysis of variance, the result showed that the parents did not agree that the UBE had the necessary institutional capability to effectively deliver Basic education to the girl child in the state. But principals and teachers were of the affirmative on the capability of UBE

programme. The significant difference between the groups lies in support of teachers and principals and expressed opinion on the different agencies saddled with the responsibility of implementing the UBE Basic education programmes were said to be in place by the two groups. This is clearly an acceptable fact since they were the ones responsible for the implementation of the UBE in the state educational system.

In the test of the fourth hypothesis of the study, there was significant difference between the parents, principals and teachers on the impact of the UBE programme on the organizational climate for the Basic education of the girl-child in the state. Though the parents, teachers and principals did not agree that the organizational climate could be said to be conducive for effective delivery of the Basic education to the girl child in the state but even within their disagreement there was significant variability. Thus the observed significant difference was more of the rate or level at which the parents and principals viewed the organizational climate. Though, they were of the opinion that it allows for competition between male and female students and that all the necessary factors to encourage the girl-child education were in place within the state. This position opposed by parents and did not agree that it could be said to be conducive for the effective implementation of the girl child education in the state. This finding agrees with Deborah (1999), Idogho (2000) and Burton (2004) where organizational climate was said to have comprised among others, the atmosphere, the size of the people and socio-economic changes within the organization. The finding is related to the finding of Ahmed (2002), where it was reported that parents objected to the uniforms worn by girls and their general behaviour within and outside the schools.

Hypothesis V tested for significant difference in the opinions of teachers, principals and parents on the efforts of UBE programme in minimizing gender

disparity for the attainment of the girl child Basic education in the state. The one way analysis of variance was used for the test. The result revealed that the parents were significantly different in their opinion on the minimization of gender disparity by the UBE for the attainment of girl child education in the state. Gender disparity is an area which was observed to have constraint because of the gender orientation of the society. While teachers and principals were of the opinion that gender disparity has to be minimized enough by UBE to encourage the girl child education in the state, the parents on the other hand did not agree with this opinion. This difference could be associated with gender orientation which the parents did not see as fully addressed in the UBE programme for the girl-child education in the state. This finding agrees with Bilkisu (2008), where it was revealed that the contribution of government towards the girl-child was not considered adequate.

In the test of the sixth hypothesis of the study, significant difference in the opinions of teachers, principals and parents on the quality of Basic Education delivered to the girl child by the UBE in the state was tested. The one way analysis of variance was used for the test. The result revealed that all the respondents did not agree that the quality of the girl child Basic education in the state could be said to be adequate. There was, however, significant variability in the expressed opinion by the different groups. This perception of the poor quality of the Basic education of the girl child was associated to poor implementation of the programme and the inadequacies which the respondents were of the view were associated with the UBE programme provisions of infrastructures and material resources required for the effectiveness of the implementation. Such provisions included classroom buildings and instructional materials for teaching and learning. This finding agrees with the report of Umma

(2004) where it was revealed that educational infrastructure and facilities were poorly maintained.

4.12 Summary of major findings

From the analysis of the data collected for this study, the major observations made are summarized below:

1. That the UBE had significant impact on the enrolment of girl child in schools in Jigawa state.
2. That the UBE had significant impact on retention of girl-child in schools of Jigawa state.
3. That the UBE had significant impact on transition of girl-child in schools of Jigawa state.
4. That the policy framework for the implementation of the girl-child education in the state was considered effective by principals and teachers in the school system.
5. That teachers and principals agreed that the institutional capacity to deliver the programmes of the UBE's girl-child education in the state was adequate.
6. That the administration of the finances for the UBE programme for the girl-child was not transparent and this was associated with the poor organizational climate and the outcome of the Basic education of the girl child in the state.
7. Though teachers and principals were of the opinion that the UBE has reduced gender inequality in the educational system but the parents involved in the study did not agree with this opinion.

8. That all the respondents were of the opinion that the quality of the girl child education in the state cannot be described to be good enough or up to some required standard.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents the summary, conclusions and recommendations of the investigation into the impact of the universal Basic education programme on the girl-child education in Jigawa state.

5.2 Summary

Education is the most critical determinant of how well people and societies progress economically, technologically and scientifically. Poverty begins whenever a child is denied the right to qualitative education. Before the introduction of the UBE, girl-child education was very poor in terms of enrolment figure and retention rate in Jigawa state. This was coupled with the poor condition of infrastructure and facilities, weak system of monitoring, inadequate funding of the girl child education. There was also the problem of gender disparity in the educational system. The UBE programme was set up to address these problems towards improved girl-child education in the state. This study, therefore, investigated the impact of the UBE programme on the Basic education of the girl-child in Jigawa state.

To effectively investigate the impact of the UBE programme on the Basic education of the girl-child in the state, a structured questionnaire was designed by the researcher and was validated and administered to 783 respondents made up of teachers, principals and parents selected across 9 local government areas of the state through a stratified random sampling procedure. Variables investigated were girl-child enrolment, retention in the school, effectiveness of the enabling policies, the

organizational climate and institutional capacity to deliver the girl-child educational objective in the state, efforts at minimizing gender disparity and the quality of the Basic education programme for the girl-child in the state.

The study was structured into five chapters. Chapter one gave the background of the study, statement of the problem, the objectives, research questions, and the study's hypotheses. The scope and limitation of the study were also given within the chapter. Chapter two consisted of the review of the related literatures to the study. Chapter three gave the methodology used in study. The statistical analysis and interpretation of the findings from the analyzed data were presented in chapter four. The chapter is made up of the description of the demographic variables of the respondents, their opinion on the variables investigated in relation to the impact of the UBE programme on the girl child education.

Results from the test of the hypotheses and the analysis of the respondents' opinions on the variables revealed that the parents were not generally satisfied with the impact UBE on the Basic education programme for the girl child in the state. Though teachers and principals also agreed with the parents that the impact on the organizational climate as well as the quality of the Basic education for the gird child were generally poor but there were some significant difference in their opinions. In emphasizing the impact of the UBE on the girl child education, teachers and principals were of the view that the policy created increases in the girl child enrolment into the schools, promoted their retention and enhances their transition from one level to the another on a progressive basis with the educational system of the state. They were of the view that the policies for implementing the programme were effective and that the agencies responsible for the programme have the required capabilities. There was, however, some disagreement between teachers and principals on one hand and

parents on the other on adequacy of the organization climate for the girl child education in the state and the effort of the respective agencies in minimizing gender disparity towards the attainment of the girl-child educational objective. The parents did not agree with teachers that the UBE has put in place effective measures to reduce gender associated problem towards the achievement of the girl-child Basic education in the state. The poor organizational climate and the outcome of the Basic education of the girl child which was considered poor were attributable to lack of sincerity and mismanagement of funds allocated to the programme implementation in the state.

5.3 Conclusions

1. The UBE could be said to have significantly impacted on the girl-child education in the state.
2. There is the perceived increase in the enrolment figure of the girl-child in the state
3. Retention in terms of the movement from one level to another is enhanced
4. General improvement was observed in the completion of the Basic Education of the girl child
5. The parents had some restrictions in terms of the organizational climate
6. Parents also had some restrictions on gender oriented problems as far as the girl-child education in the state was concerned
7. The quality of the Basic education was generally perceived to be poor.
8. There was no unanimous agreement on the effectiveness of the policy of the Girl Child Education, the parents had some restrictions

5.4 Recommendations

Based on the findings of the study, the researcher recommends as follows:

1. education of the girl child should be free so as to increase enrolment, retention and completion of the Basic Education of the girl child;
2. school environment should be made child friendly and more funds to be allocated to UBE program to effectively tackle the problem of Girl Child Education;
3. gender disparity in Basic Education should be minimized if not erased and both the girls and boys should be given equal right;
4. institutional capacity to deliver Girl Child Education should be adequate and up to standard;
5. there should be massive and aggressive sensitization on the importance of girl child education in order to encourage retention in the state;
6. policies for Girl Child Education should be enacted and made to favor the girl child;
7. there should be employment of qualified teachers as well as training and re-training of teachers for better quality of the Girl Child Education;

5.5 Suggestions for Further Studies:

1. Research should be conducted on the extent to which the UBE Programme is free in Jigawa State
2. Effectiveness of the policy on Girl Child Education in Jigawa State
3. Impact of gender disparity in education of the girl child

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APPENDIX I

QUESTIONNAIRE

Sex Male/ / Female/ /

School ----------

LGA ----------

Respondents Parent/ / Teacher/ / Principals/ /

Below is a list of questions on the impact of UBE on the girl child education in the state. Please tick the level to which you think best express your feeling on each of the items (SA = strongly agree, A = agree, U=undecided, D = disagree and SD = Strongly disagree)

Item description	SA	A	U	D	SD
Enrolment into school					
Rate of enrolment of the girl-child is higher than in the nineties					
More girls now enroll in the primary schools than in the early nineties					
More girls come to school than in the early nineties					
Retention					
Retention of girl-child in schools significantly increased as a result of UBE intervention					
Dropout rate on the female student has greatly reduced					
UBE intervention has brought about improvement in progression from primary-junior secondary school					
There is marked increased in completion rate as a result of UBE intervention					
More girls are retained in schools than in the early nineties					
More girls are now punctual in school than in the early nineties					
Transition of the girl child in school					
More girls pass their examination better than the early nineties					
More girls are now interested in completing their primary school than in the early nineties					
More girls now complete the primary schools than in the early nineties					
More girls proceed to JSS 1-3 than in the early nineties					
More girls complete the JSS 1-3 than in the early					

nineties					
More girls proceed to senior secondary than in the early nineties					
Effectiveness of policy implementation					
Policies to achieve UBE are designed to boost good child education					
Policies are regularly reviewed and strengthen to achieve EFA goal in girl child education					
SUBEB policies are interlinked with local and international law/convention					
There is a sound policy framework for girl child education					
The policy has helped the school to attract girl child to be enrolled in school successfully					
The policy has helped the school to retain the girl child in school					
The policy has help the parents to release their girl child to come to school					
The policy has made all that will make girl child learn in school available					
The policy has helped the girl child to see reason why she should be in school from Monday to Friday					
The policy has made schooling for girl child education cheaper for parent					
Through public enlightenment of UBE programme ,parents now understand the importance of girl child education better					
The UBE policy on girl child has made girl child to be believe that education is also as important as marriage					
Institutional capability					
SUBEB has the structure to achieve girl child education					
SUBEB has the personnel to achieved girl child education					
Enough funds are allocated to SUBEB for the promotions of the girl child enrolment into school, retention, transition and completion of Basic education					
Funds are allocated to LGA's by SUBEB for promotions of Basic education of the girls child are transparently disbursed					
SUBEB sensitizes and mobilizes communities to actively participate in enrolment drive, retention and completion of Basic education of the girl child					
Programme on girl child is adequately monitored by SUBEB					

Training on girl child education is monitored by SUBEB regularly by the officials of the state education board					
The UBE has a well organized programme for girl child education					
The UBEC girl child programme works in collaboration with the SUBEB office of girl child education					
Organizational climate					
The policy has made the school attractive environment to girl child so that she now moves from one level of education to the other					
Adequate classrooms and other structures are available and textbooks are provided					
Equipped libraries are in place					
Clinic/health care are provided in school					
Proper and adequate playground facilities are provided					
Minimization of gender disparity in schools					
SUBEB encourage recruitment of female teachers to serve as role models					
Gender friendly programmes are created and encouraged at school level					
Girls are encourage to express their acceptance or otherwise of any programme					
Teachers and instructors accord priority to the boy child in preference to the girl child					
Healthy competitions in academic and extra moral activities are encourages between male and female students					
The SUBEB makes the education of girl child free					
The girl child is given mattress free of charge apart from free tuition					
The SUBEB gives girl child the same opportunity as the child deciding whether to go for boarding schooling or not					
The SUBEB has put up structures that the school closer to the girl child home					
Quality of Basic education					
Qualified teachers are equipped by SUBEB					
Competent and committed teachers teach in SUBEB					
Qualified/competent teachers are employed by SUBEB					
Adequate instructional/learning materials are available in schools					
Regular training and re-training of teachers are					

organized					
Monitoring and inspection are conducted regularly					
Incentives and motivational packages are given to motivate teachers					

APPENDIX II

FREQUENCIES AND PERCENTAGES OF THE DIFFERENT GROUPS

STATUS = PARENTS

RETENTION OF GIRL-CHILD IN SCHOOLS SIGNIFICANTLY INCREASED AS A RESULT OF UBE INTERVATION(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	8	26.7	26.7	26.7
	DISAGREE	8	26.7	26.7	53.3
	UNDECIDED	5	16.7	16.7	70.0
	AGREE	3	10.0	10.0	80.0
	STRONGLY AGREE	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

RATE OF ENROLMENT OF THE GIRL-CHILD IS HIGHER THAN IN THE NINETIES(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	5	16.7	16.7	16.7
	DISAGREE	8	26.7	26.7	43.3
	UNDECIDED	5	16.7	16.7	60.0
	AGREE	7	23.3	23.3	83.3
	STRONGLY AGREE	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

DROPOUT RATE ON THE FEMALE STUDENT HAS GREATLY REDUCED(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	9	30.0	30.0	30.0
	DISAGREE	4	13.3	13.3	43.3
	UNDECIDED	4	13.3	13.3	56.7
	AGREE	7	23.3	23.3	80.0
	STRONGLY AGREE	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

UBE INTERVENTION HAS BROUGHT ABOUT IMPROVEMENT IN TRANSITION FROM PRIMARY-JUNIOR SECONDARY SCHOOL(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	6	20.0	20.0	20.0
	DISAGREE	9	30.0	30.0	50.0
	UNDECIDED	3	10.0	10.0	60.0
	AGREE	7	23.3	23.3	83.3
	STRONGLY AGREE	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

THERE IS MARKED INCREASED IN COMPLETION RATE AS A RESULT OF UBE INTERVENTION(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	6	20.0	20.0	20.0
	DISAGREE	5	16.7	16.7	36.7
	UNDECIDED	8	26.7	26.7	63.3
	AGREE	6	20.0	20.0	83.3
	STRONGLY AGREE	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

MORE GIRLS NOW ENROLL IN THE PRIMARY SCHOOLS THAN IN THE EARLY NINETIES(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	5	16.7	16.7	16.7
	DISAGREE	4	13.3	13.3	30.0
	UNDECIDED	5	16.7	16.7	46.7
	AGREE	9	30.0	30.0	76.7
	STRONGLY AGREE	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

MORE GIRLS ARE RETAINED IN SCHOOLS THAN IN THE EARLY NINETIES(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	4	13.3	13.3	13.3
	DISAGREE	10	33.3	33.3	46.7
	UNDECIDED	1	3.3	3.3	50.0
	AGREE	8	26.7	26.7	76.7
	STRONGLY AGREE	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

MORE GIRLS COME TO SCHOOL THAN IN THE EARLY NINETIES(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	5	16.7	16.7	16.7
	DISAGREE	7	23.3	23.3	40.0
	UNDECIDED	3	10.0	10.0	50.0
	AGREE	8	26.7	26.7	76.7
	STRONGLY AGREE	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

MORE GIRLS ARE NOW PUNCTUAL IN SCHOOL THAN IN THE EARLY NINETIES(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	4	13.3	13.3	13.3
	DISAGREE	6	20.0	20.0	33.3
	UNDECIDED	5	16.7	16.7	50.0
	AGREE	8	26.7	26.7	76.7
	STRONGLY AGREE	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

MORE GIRLS PASS THEIR EXAMINATION BETTER THAN THE EARLY NINETIES(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	7	23.3	23.3	23.3
	DISAGREE	2	6.7	6.7	30.0
	UNDECIDED	6	20.0	20.0	50.0
	AGREE	10	33.3	33.3	83.3
	STRONGLY AGREE	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

MORE GIRLS ARE NOW INTERESTED IN COMPLETING THEIR PRIMARY SCHOOL THAN IN THE EARLY NINETIES(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	8	26.7	26.7	26.7
	DISAGREE	7	23.3	23.3	50.0
	UNDECIDED	1	3.3	3.3	53.3
	AGREE	9	30.0	30.0	83.3
	STRONGLY AGREE	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

MORE GIRLS NOW COMPLETE THE PRIMARY SCHOOLS THAN IN THE EARLY NINETIES(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	7	23.3	23.3	23.3
	DISAGREE	6	20.0	20.0	43.3
	UNDECIDED	2	6.7	6.7	50.0
	AGREE	8	26.7	26.7	76.7
	STRONGLY AGREE	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

MORE GIRLS PROCCED TO JSS 1-3 THAN IN THE EARLY NINETIES(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	8	26.7	26.7	26.7
	DISAGREE	6	20.0	20.0	46.7
	UNDECIDED	1	3.3	3.3	50.0
	AGREE	8	26.7	26.7	76.7
	STRONGLY AGREE	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

MORE GIRLS COMPLETE THE JSS 1-3 THAN IN THE EARLY NINETIES(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	7	23.3	23.3	23.3
	DISAGREE	8	26.7	26.7	50.0
	UNDECIDED	2	6.7	6.7	56.7
	AGREE	10	33.3	33.3	90.0
	STRONGLY AGREE	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

MORE GIRLS PROCEED TO SENIOR SECONDARY THAN IN THE EARLY NINETIES(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	6	20.0	20.0	20.0
	DISAGREE	6	20.0	20.0	40.0
	UNDECIDED	3	10.0	10.0	50.0
	AGREE	11	36.7	36.7	86.7
	STRONGLY AGREE	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

POLICIES TO ACHIEVE UBE ARE DESIGNED TO BOOST GOOD CHILD EDUCATION(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	10	33.3	33.3	33.3
	DISAGREE	4	13.3	13.3	46.7
	UNDECIDED	5	16.7	16.7	63.3
	AGREE	9	30.0	30.0	93.3
	STRONGLY AGREE	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

POLICIES ARE REGULARLY REVIEWED AND STRENGTHEN TO ACHIEVE EFA GOAL IN GIRL CHILD EDUCATION(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	6	20.0	20.0	20.0
	DISAGREE	4	13.3	13.3	33.3
	UNDECIDED	12	40.0	40.0	73.3
	AGREE	6	20.0	20.0	93.3
	STRONGLY AGREE	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

SUBEB POLICIES ARE INTERLINKED WITH LOCAL AND INTERNATIONAL LAW/CONVENTION(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	2	6.7	6.7	6.7
	DISAGREE	3	10.0	10.0	16.7
	UNDECIDED	6	20.0	20.0	36.7
	AGREE	17	56.7	56.7	93.3
	STRONGLY AGREE	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

THERE IS A SOUND POLICY FRAMEWORK FOR GIRL CHILD EDUCATION(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	6	20.0	20.0	20.0
	DISAGREE	4	13.3	13.3	33.3
	UNDECIDED	6	20.0	20.0	53.3
	AGREE	9	30.0	30.0	83.3
	STRONGLY AGREE	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

THE POLICY HAS HELPED THE SCHOOL TO ATTRACT GIRL CHILD TO BE ENROLLED IN SCHOOL SUCCESSFULLY(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	5	16.7	16.7	16.7
	DISAGREE	2	6.7	6.7	23.3
	UNDECIDED	12	40.0	40.0	63.3
	AGREE	10	33.3	33.3	96.7
	STRONGLY AGREE	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

THE POLICY HAS HELPED THE SCHOOL TO RETAIN THE GIRL CHILD IN SCHOOL(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	7	23.3	23.3	23.3
	DISAGREE	3	10.0	10.0	33.3
	UNDECIDED	9	30.0	30.0	63.3
	AGREE	11	36.7	36.7	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

THE POLICY HAS HELP THE PARENTS TO RELEASE THEIR GIRL CHILD TO COME TO SCHOOL(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	5	16.7	16.7	16.7
	DISAGREE	5	16.7	16.7	33.3
	UNDECIDED	7	23.3	23.3	56.7
	AGREE	11	36.7	36.7	93.3
	STRONGLY AGREE	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

THE POLICY HAS MADE ALL THAT WILL MAKE GIRL CHILD LEARN IN SCHOOL AVAILABLE(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	4	13.3	13.3	13.3
	DISAGREE	3	10.0	10.0	23.3
	UNDECIDED	10	33.3	33.3	56.7
	AGREE	9	30.0	30.0	86.7
	STRONGLY AGREE	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

THE POLICY HAS HELPED THE GIRL CHILD TO SEE REASON WHY SHE SHOULD BE IN SCHOOL FROM MONDAY TO FRIDAY(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	6	20.0	20.0	20.0
	DISAGREE	2	6.7	6.7	26.7
	UNDECIDED	9	30.0	30.0	56.7
	AGREE	10	33.3	33.3	90.0
	STRONGLY AGREE	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

THE POLICY HAS MADE THE SCHOOL ATTRACTIVE ENVIRONMENT TO GIRL CHILD SO THAT SHE NOW MOVES FROM ONE LEVEL OF EDUCATION TO THE OTHER(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	6	20.0	20.0	20.0
	DISAGREE	3	10.0	10.0	30.0
	UNDECIDED	8	26.7	26.7	56.7
	AGREE	10	33.3	33.3	90.0
	STRONGLY AGREE	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

THE POLICY HAS MADE SCHOOLING FOR GIRL CHILD EDUCATION CHEAPER FOR PARENT(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	8	26.7	26.7	26.7
	DISAGREE	2	6.7	6.7	33.3
	UNDECIDED	7	23.3	23.3	56.7
	AGREE	8	26.7	26.7	83.3
	STRONGLY AGREE	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

THROUGH PUBLIC ENLIGHTENMENT OF UBE PROGRAMME, PARENTS NOW UNDERSTAND THE IMPORTANCE OF GIRL CHILD EDUCATION BETTER(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	3	10.0	10.0	10.0
	DISAGREE	8	26.7	26.7	36.7
	UNDECIDED	5	16.7	16.7	53.3
	AGREE	13	43.3	43.3	96.7
	STRONGLY AGREE	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

THE UBE POLICY ON GIRL CHILD HAS MADE GIRL CHILD TO BE BELIEVE THAT EDUCATION IS ALSO AS IMPORTANT AS MARRIAGE(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	6	20.0	20.0	20.0
	DISAGREE	4	13.3	13.3	33.3
	UNDECIDED	4	13.3	13.3	46.7
	AGREE	13	43.3	43.3	90.0
	STRONGLY AGREE	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

SUBEB HAS THE STRUCTURE TO ACHIEVE GIRL CHILD EDUCATION(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	7	23.3	23.3	23.3
	DISAGREE	3	10.0	10.0	33.3
	UNDECIDED	7	23.3	23.3	56.7
	AGREE	9	30.0	30.0	86.7
	STRONGLY AGREE	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

SUBED HAS THE PERSONNEL TO ACHIEVED GIRL CHILD EDUCATION(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	7	23.3	23.3	23.3
	DISAGREE	5	16.7	16.7	40.0
	UNDECIDED	5	16.7	16.7	56.7
	AGREE	12	40.0	40.0	96.7
	STRONGLY AGREE	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

ENOUGH FUNDS ARE ALLOCATED TO SUBEB FOR THE PROMOTIONS OF BASIC EDUCATION RETENTION TRANSITION AND COMPLETION OF BASIC EDUCATION OF THE GIRL CHILD(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	8	26.7	26.7	26.7
	DISAGREE	2	6.7	6.7	33.3
	UNDECIDED	6	20.0	20.0	53.3
	AGREE	13	43.3	43.3	96.7
	STRONGLY AGREE	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

FUNDS ARE ALLOCATED TO LGA's BY SUBEB FOR PROMOTIONS OF BASIC EDUCATION OF THE GIRLS CHILD ARE TRANSPARENTLY DISBURSED(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	7	23.3	23.3	23.3
	DISAGREE	2	6.7	6.7	30.0
	UNDECIDED	11	36.7	36.7	66.7
	AGREE	9	30.0	30.0	96.7
	STRONGLY AGREE	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

SUBEB SENSITIZES AND MOBILIZES COMMUNITIES TO ACTIVELY PARTICIPATE IN ENROLMENT DRIVE RETENTION, AND COMPLETION OF BASIC EDUCATION OF THE GIRL CHILD(a)

	Frequency	Percent	Valid	Cumulative

				Percent	Percent
Valid	STRONGLY DISAGREE	4	13.3	13.3	13.3
	DISAGREE	4	13.3	13.3	26.7
	UNDECIDED	8	26.7	26.7	53.3
	AGREE	12	40.0	40.0	93.3
	STRONGLY AGREE	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

PROGRAMME ON GIRL CHILD IS ADEQUATELY MONITORED BY SUBEB(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	4	13.3	13.3	13.3
	DISAGREE	4	13.3	13.3	26.7
	UNDECIDED	5	16.7	16.7	43.3
	AGREE	16	53.3	53.3	96.7
	STRONGLY AGREE	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

TRAINING ON GIRL CHILD EDUCATION IS MONITORED BY SUBEB REGULARLY FOR TEACHERS(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	8	26.7	26.7	26.7
	DISAGREE	3	10.0	10.0	36.7
	UNDECIDED	4	13.3	13.3	50.0
	AGREE	11	36.7	36.7	86.7
	STRONGLY AGREE	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

THE UBEC HAS A WELL ORGANIZED PROGRAMME FOR GIRL CHILD EDUCATION(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	6	20.0	20.0	20.0
	DISAGREE	3	10.0	10.0	30.0
	UNDECIDED	6	20.0	20.0	50.0
	AGREE	14	46.7	46.7	96.7
	STRONGLY AGREE	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

THE UBEC GRIL CHILD PROGRAMME WORKS IN COLLABORATION WITH THE SUBEB OFFICE OF GIRL CHILD EDUCATION(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	9	30.0	30.0	30.0
	DISAGREE	3	10.0	10.0	40.0
	UNDECIDED	4	13.3	13.3	53.3
	AGREE	12	40.0	40.0	93.3
	STRONGLY AGREE	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

SUBEB ENCOURAGE RECRUITMENT OF FEMALE TEACHERS TO SERVE AS ROLE MODELS(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	7	23.3	23.3	23.3
	DISAGREE	6	20.0	20.0	43.3
	UNDECIDED	7	23.3	23.3	66.7
	AGREE	9	30.0	30.0	96.7
	STRONGLY AGREE	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

GENDER FRIENDLY PROGRAMMES ARE CREATED AND ENCOURAGED AT SCHOOL LEVEL(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	9	30.0	30.0	30.0
	DISAGREE	2	6.7	6.7	36.7
	UNDECIDED	4	13.3	13.3	50.0
	AGREE	13	43.3	43.3	93.3
	STRONGLY AGREE	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

GIRLS ARE ENCOURAGE TO EXPRESS THEIR ACCEPTANCE OR OTHERWISE OF ANY PROGRAMME(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	4	13.3	13.3	13.3
	UNDECIDED	8	26.7	26.7	40.0
	AGREE	12	40.0	40.0	80.0
	STRONGLY AGREE	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

TEACHERS AND INSTRUCTORS ACCORD PRIORITY TO THE BOY CHILD IN PREFERENCE TO THE GIRL CHILD(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	11	36.7	36.7	36.7
	DISAGREE	4	13.3	13.3	50.0
	UNDECIDED	6	20.0	20.0	70.0
	AGREE	9	30.0	30.0	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

HEALTHY COMPETITIONS IN ACADEMIC AND EXTRA MORAL ACTIVITIES ARE ENCOURAGES BETWEEN MALE AND FEMALE STUDENTS(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	9	30.0	30.0	30.0
	DISAGREE	1	3.3	3.3	33.3
	UNDECIDED	5	16.7	16.7	50.0
	AGREE	13	43.3	43.3	93.3
	STRONGLY AGREE	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

THE SUBEB MAKES THE EDUCATION OF GIRL CHILD FREE(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	7	23.3	23.3	23.3
	DISAGREE	4	13.3	13.3	36.7
	UNDECIDED	2	6.7	6.7	43.3
	AGREE	14	46.7	46.7	90.0
	STRONGLY AGREE	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

THE GIRL CHILD IS GIVEN MATTRESS FREE OF CHARGE APART FROM FREE TUITION(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	8	26.7	26.7	26.7
	DISAGREE	3	10.0	10.0	36.7
	UNDECIDED	6	20.0	20.0	56.7
	AGREE	10	33.3	33.3	90.0
	STRONGLY AGREE	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

THE SUBEB GIVES GIRL CHILD THE SAME OPPORTUNITY AS THE CHILD DECIDING WHETHER TO GO FOR BOARDING SCHOOLING OR NOT(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	7	23.3	23.3	23.3
	DISAGREE	3	10.0	10.0	33.3
	UNDECIDED	9	30.0	30.0	63.3
	AGREE	10	33.3	33.3	96.7
	STRONGLY AGREE	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

THE SUBEB HAS PUT UP STRUCTURES THAT THE SCHOOL CLOSER TO THE GIRL CHILD HOME(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	8	26.7	26.7	26.7
	DISAGREE	3	10.0	10.0	36.7
	UNDECIDED	6	20.0	20.0	56.7
	AGREE	12	40.0	40.0	96.7
	STRONGLY AGREE	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

QUALIFIED TEACHERS ARE EQUIPPED BY SUBEB(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	7	23.3	23.3	23.3
	DISAGREE	4	13.3	13.3	36.7
	UNDECIDED	6	20.0	20.0	56.7
	AGREE	8	26.7	26.7	83.3
	STRONGLY AGREE	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

COMPETENT AND COMMITTED TEACHERS TEACH IN SUBEB(a)

	Frequency	Percent	Valid	Cumulative

				Percent	Percent
Valid	STRONGLY DISAGREE	5	16.7	16.7	16.7
	DISAGREE	5	16.7	16.7	33.3
	UNDECIDED	6	20.0	20.0	53.3
	AGREE	13	43.3	43.3	96.7
	STRONGLY AGREE	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

ADEQUATE CLASSROOMS AND OTHER STRUCTURES ARE AVAILABLE AND TEXTBOOKS ARE PROVIDED(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	10	33.3	33.3	33.3
	DISAGREE	2	6.7	6.7	40.0
	UNDECIDED	2	6.7	6.7	46.7
	AGREE	15	50.0	50.0	96.7
	STRONGLY AGREE	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

EQUIPPED LIBRARIES ARE IN PLACE(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	12	40.0	40.0	40.0
	DISAGREE	5	16.7	16.7	56.7
	UNDECIDED	6	20.0	20.0	76.7
	AGREE	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

CLINIC/HEALTH CARE ARE PROVIDED IN SCHOOL(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	11	36.7	36.7	36.7
	DISAGREE	6	20.0	20.0	56.7
	UNDECIDED	6	20.0	20.0	76.7
	AGREE	6	20.0	20.0	96.7
	STRONGLY AGREE	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

PROPER AND ADEQUATE PLAYGROUND FACILITIES ARE PROVIDED(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	14	46.7	46.7	46.7
	DISAGREE	1	3.3	3.3	50.0
	UNDECIDED	6	20.0	20.0	70.0
	AGREE	6	20.0	20.0	90.0
	STRONGLY AGREE	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

QUALIFIED/COMPETENT TEACHERS ARE EMPLOYED BY SUBEB(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	9	30.0	30.0	30.0
	DISAGREE	4	13.3	13.3	43.3
	UNDECIDED	5	16.7	16.7	60.0
	AGREE	12	40.0	40.0	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

ADEQUATE INSTRUCTIONAL/LEARNING MATERIALS ARE AVAILABLE IN SCHOOLS(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	12	40.0	40.0	40.0
	UNDECIDED	5	16.7	16.7	56.7
	AGREE	11	36.7	36.7	93.3
	STRONGLY AGREE	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

REGULAR TRAINING AND RE-TRAINING OF TEACHERS ARE ORGANIZED(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	9	30.0	30.0	30.0
	DISAGREE	7	23.3	23.3	53.3
	UNDECIDED	4	13.3	13.3	66.7
	AGREE	8	26.7	26.7	93.3
	STRONGLY AGREE	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

MONITORING AND INSPECTION ARE CONDUCTED REGULARLY(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	9	30.0	30.0	30.0
	DISAGREE	3	10.0	10.0	40.0
	UNDECIDED	3	10.0	10.0	50.0
	AGREE	12	40.0	40.0	90.0
	STRONGLY AGREE	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

INCENTIVES AND MOTIVATIONAL PACKAGES ARE GIVEN TO MOTIVATE TEACHERS(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	11	36.7	36.7	36.7
	DISAGREE	8	26.7	26.7	63.3
	UNDECIDED	5	16.7	16.7	80.0
	AGREE	4	13.3	13.3	93.3
	STRONGLY AGREE	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

a. STATUS = PARENTS

STATUS = TEACHERS

RETENTION OF GIRL-CHILD IN SCHOOLS SIGNIFICANTLY INCREASED AS A RESULT OF UBE INTERVATION(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	7	1.0	1.0	1.0
	DISAGREE	6	0.9	0.9	1.9
	UNDECIDED	14	2.0	2.0	3.9
	AGREE	181	26.3	26.3	30.3
	STRONGLY AGREE	479	69.7	69.7	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

RATE OF ENROLMENT OF THE GIRL-CHILD IS HIGHER THAN IN THE NINETIES(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	19	2.8	2.8	2.8
	DISAGREE	6	0.9	0.9	3.6
	UNDECIDED	11	1.6	1.6	5.2
	AGREE	174	25.3	25.3	30.6
	STRONGLY AGREE	477	69.4	69.4	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

DROPOUT RATE ON THE FEMALE STUDENT HAS GREATLY REDUCED(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	22	3.2	3.2	3.2
	DISAGREE	13	1.9	1.9	5.1
	UNDECIDED	14	2.0	2.0	7.1
	AGREE	180	26.2	26.2	33.3
	STRONGLY AGREE	458	66.7	66.7	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

UBE INTERVENTION HAS BROUGHT ABOUT IMPROVEMENT IN TRANSITION FROM PRIMARY-JUNIOR SECONDARY SCHOOL(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	14	2.0	2.0	2.0
	DISAGREE	8	1.2	1.2	3.2
	UNDECIDED	11	1.6	1.6	4.8
	AGREE	174	25.3	25.3	30.1
	STRONGLY AGREE	480	69.9	69.9	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

THERE IS MARKED INCREASED IN COMPLETION RATE AS A RESULT OF UBE INTERVENTION(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	14	2.0	2.0	2.0
	DISAGREE	8	1.2	1.2	3.2
	UNDECIDED	27	3.9	3.9	7.1
	AGREE	236	34.4	34.4	41.5
	STRONGLY AGREE	402	58.5	58.5	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

MORE GIRLS NOW ENROLL IN THE PRIMARY SCHOOLS THAN IN THE EARLY NINETIES(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	13	1.9	1.9	1.9
	DISAGREE	7	1.0	1.0	2.9
	UNDECIDED	7	1.0	1.0	3.9
	AGREE	204	29.7	29.7	33.6
	STRONGLY AGREE	456	66.4	66.4	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

MORE GIRLS ARE RETAINED IN SCHOOLS THAN IN THE EARLY NINETIES(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	21	3.1	3.1	3.1
	DISAGREE	12	1.7	1.7	4.8
	UNDECIDED	17	2.5	2.5	7.3
	AGREE	266	38.7	38.7	46.0
	STRONGLY AGREE	371	54.0	54.0	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

MORE GIRLS COME TO SCHOOL THAN IN THE EARLY NINETIES(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	5	0.7	0.7	0.7
	DISAGREE	8	1.2	1.2	1.9
	UNDECIDED	15	2.2	2.2	4.1
	AGREE	282	41.0	41.0	45.1
	STRONGLY AGREE	377	54.9	54.9	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

MORE GIRLS ARE NOW PUNCTUAL IN SCHOOL THAN IN THE EARLY NINETIES(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	7	1.0	1.0	1.0
	DISAGREE	6	0.9	0.9	1.9
	UNDECIDED	52	7.6	7.6	9.5
	AGREE	324	47.2	47.2	56.6
	STRONGLY AGREE	298	43.4	43.4	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

MORE GIRLS PASS THEIR EXAMINATION BETTER THAN THE EARLY NINETIES(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	10	1.5	1.5	1.5
	DISAGREE	10	1.5	1.5	2.9
	UNDECIDED	196	28.5	28.5	31.4
	AGREE	224	32.6	32.6	64.0
	STRONGLY AGREE	247	36.0	36.0	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

MORE GIRLS ARE NOW INTERESTED IN COMPLETING THEIR PRIMARY SCHOOL THAN IN THE EARLY NINETIES(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	5	0.7	0.7	0.7
	DISAGREE	5	0.7	0.7	1.5
	UNDECIDED	45	6.6	6.6	8.0
	AGREE	406	59.1	59.1	67.1
	STRONGLY AGREE	226	32.9	32.9	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

MORE GIRLS NOW COMPLETE THE PRIMARY SCHOOLS THAN IN THE EARLY NINETIES(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	7	1.0	1.0	1.0
	DISAGREE	5	0.7	0.7	1.7
	UNDECIDED	42	6.1	6.1	7.9
	AGREE	434	63.2	63.2	71.0
	STRONGLY AGREE	199	29.0	29.0	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

MORE GIRLS PROCEED TO JSS 1-3 THAN IN THE EARLY NINETIES(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	9	1.3	1.3	1.3
	DISAGREE	6	0.9	0.9	2.2
	UNDECIDED	19	2.8	2.8	4.9
	AGREE	388	56.5	56.5	61.4
	STRONGLY AGREE	265	38.6	38.6	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

MORE GIRLS COMPLETE THE JSS 1-3 THAN IN THE EARLY NINETIES(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	8	1.2	1.2	1.2
	DISAGREE	5	0.7	0.7	1.9
	UNDECIDED	18	2.6	2.6	4.5
	AGREE	381	55.5	55.5	60.0
	STRONGLY AGREE	275	40.0	40.0	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

MORE GIRLS PROCEED TO SENIOR SECONDARY THAN IN THE EARLY NINETIES(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	9	1.3	1.3	1.3
	DISAGREE	6	0.9	0.9	2.2
	UNDECIDED	27	3.9	3.9	6.1
	AGREE	418	60.8	60.8	67.0
	STRONGLY AGREE	227	33.0	33.0	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

POLICIES TO ACHIEVE UBE ARE DESIGNED TO BOOST GOOD CHILD EDUCATION(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	8	1.2	1.2	1.2
	DISAGREE	7	1.0	1.0	2.2
	UNDECIDED	58	8.4	8.4	10.6
	AGREE	443	64.5	64.5	75.1
	STRONGLY AGREE	171	24.9	24.9	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

POLICIES ARE REGULARLY REVIEWED AND STRENGTHEN TO ACHIEVE EFA GOAL IN GIRL CHILD EDUCATION(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	12	1.7	1.7	1.7
	DISAGREE	10	1.5	1.5	3.2
	UNDECIDED	311	45.3	45.3	48.5
	AGREE	289	42.1	42.1	90.5
	STRONGLY AGREE	65	9.5	9.5	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

SUBEB POLICIES ARE INTERLINKED WITH LOCAL AND INTERNATIONAL LAW/CONVENTION(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	18	2.6	2.6	2.6
	DISAGREE	8	1.2	1.2	3.8
	UNDECIDED	154	22.4	22.4	26.2
	AGREE	429	62.4	62.4	88.6
	STRONGLY AGREE	78	11.4	11.4	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

THERE IS A SOUND POLICY FRAMEWORK FOR GIRL CHILD EDUCATION(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	30	4.4	4.4	4.4
	DISAGREE	17	2.5	2.5	6.8
	UNDECIDED	168	24.5	24.5	31.3
	AGREE	383	55.7	55.7	87.0
	STRONGLY AGREE	89	13.0	13.0	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

THE POLICY HAS HELPED THE SCHOOL TO ATTRACT GIRL CHILD TO BE ENROLLED IN SCHOOL SUCCESSFULLY(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	28	4.1	4.1	4.1
	DISAGREE	17	2.5	2.5	6.6
	UNDECIDED	244	35.5	35.5	42.1
	AGREE	289	42.1	42.1	84.1
	STRONGLY AGREE	109	15.9	15.9	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

THE POLICY HAS HELPED THE SCHOOL TO RETAIN THE GIRL CHILD IN SCHOOL(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	31	4.5	4.5	4.5
	DISAGREE	12	1.7	1.7	6.3
	UNDECIDED	237	34.5	34.5	40.8
	AGREE	314	45.7	45.7	86.5
	STRONGLY AGREE	93	13.5	13.5	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

THE POLICY HAS HELP THE PARENTS TO RELEASE THEIR GIRL CHILD TO COME TO SCHOOL(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	20	2.9	2.9	2.9
	DISAGREE	13	1.9	1.9	4.8
	UNDECIDED	177	25.8	25.8	30.6
	AGREE	383	55.7	55.7	86.3
	STRONGLY AGREE	94	13.7	13.7	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

THE POLICY HAS MADE ALL THAT WILL MAKE GIRL CHILD LEARN IN SCHOOL AVAILABLE(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	28	4.1	4.1	4.1
	DISAGREE	51	7.4	7.4	11.5
	UNDECIDED	244	35.5	35.5	47.0
	AGREE	278	40.5	40.5	87.5
	STRONGLY AGREE	86	12.5	12.5	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

THE POLICY HAS HELPED THE GIRL CHILD TO SEE REASON WHY SHE SHOULD BE IN SCHOOL FROM MONDAY TO FRIDAY(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	47	6.8	6.8	6.8
	DISAGREE	19	2.8	2.8	9.6
	UNDECIDED	305	44.4	44.4	54.0
	AGREE	222	32.3	32.3	86.3
	STRONGLY AGREE	94	13.7	13.7	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

THE POLICY HAS MADE THE SCHOOL ATTRACTIVE ENVIRONMENT TO GIRL CHILD SO THAT SHE NOW MOVES FROM ONE LEVEL OF EDUCATION TO THE OTHER(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	77	11.2	11.2	11.2
	DISAGREE	40	5.8	5.8	17.0
	UNDECIDED	304	44.3	44.3	61.3
	AGREE	203	29.5	29.5	90.8
	STRONGLY AGREE	63	9.2	9.2	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

THE POLICY HAS MADE SCHOOLING FOR GIRL CHILD EDUCATION CHEAPER FOR PARENT(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	15	2.2	2.2	2.2
	DISAGREE	11	1.6	1.6	3.8
	UNDECIDED	159	23.1	23.1	26.9
	AGREE	377	54.9	54.9	81.8
	STRONGLY AGREE	125	18.2	18.2	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

THROUGH PUBLIC ENLIGHTENMENT OF UBE PROGRAMME, PARENTS NOW UNDERSTAND THE IMPORTANCE OF GIRL CHILD EDUCATION BETTER(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	24	3.5	3.5	3.5
	DISAGREE	11	1.6	1.6	5.1
	UNDECIDED	44	6.4	6.4	11.5
	AGREE	404	58.8	58.8	70.3
	STRONGLY AGREE	204	29.7	29.7	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

THE UBE POLICY ON GIRL CHILD HAS MADE GIRL CHILD TO BE BELIEVE THAT EDUCATION IS ALSO AS IMPORTANT AS MARRIAGE(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	45	6.6	6.6	6.6
	DISAGREE	18	2.6	2.6	9.2
	UNDECIDED	73	10.6	10.6	19.8
	AGREE	376	54.7	54.7	74.5
	STRONGLY AGREE	175	25.5	25.5	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

SUBEB HAS THE STRUCTURE TO ACHIEVE GIRL CHILD EDUCATION(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	3	0.4	0.4	0.4
	DISAGREE	8	1.2	1.2	1.6
	UNDECIDED	108	15.7	15.7	17.3
	AGREE	350	50.9	50.9	68.3
	STRONGLY AGREE	218	31.7	31.7	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

SUBED HAS THE PERSONNEL TO ACHIVED GIRL CHILD EDUCATION(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	21	3.1	3.1	3.1
	DISAGREE	12	1.7	1.7	4.8
	UNDECIDED	100	14.6	14.6	19.4
	AGREE	402	58.5	58.5	77.9
	STRONGLY AGREE	152	22.1	22.1	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

ENOUGH FUNDS ARE ALLOCATED TO SUBEB FOR THE PROMOTIONS OF BASIC EDUCATION RETENTION TRANSITION AND COMPLETION OF BASIC EDUCATION OF THE GIRL CHILD(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	64	9.3	9.3	9.3
	DISAGREE	12	1.7	1.7	11.1
	UNDECIDED	270	39.3	39.3	50.4
	AGREE	285	41.5	41.5	91.8
	STRONGLY AGREE	56	8.2	8.2	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

FUNDS ARE ALLOCATED TO LGA's BY SUBEB FOR PROMOTIONS OF BASIC EDUCATION OF THE GIRLS CHILD ARE TRANSPARENTLY DISBURSED(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	48	7.0	7.0	7.0
	DISAGREE	23	3.3	3.3	10.3
	UNDECIDED	458	66.7	66.7	77.0
	AGREE	121	17.6	17.6	94.6
	STRONGLY AGREE	37	5.4	5.4	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

SUBEB SENSITIZES AND MOBILIZES COMMUNITIES TO ACTIVELY PARTICIPATE IN ENROLMENT DRIVE RETENTION, AND COMPLETION OF BASIC EDUCATION OF THE GIRL CHILD(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	11	1.6	1.6	1.6
	DISAGREE	13	1.9	1.9	3.5
	UNDECIDED	126	18.3	18.3	21.8
	AGREE	425	61.9	61.9	83.7
	STRONGLY AGREE	112	16.3	16.3	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

PROGRAMME ON GIRL CHILD IS ADEQUATELY MONITORED BY SUBEB(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	22	3.2	3.2	3.2
	DISAGREE	17	2.5	2.5	5.7
	UNDECIDED	153	22.3	22.3	27.9
	AGREE	371	54.0	54.0	82.0
	STRONGLY AGREE	124	18.0	18.0	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

TRAINING ON GIRL CHILD EDUCATION IS MONITORED BY SUBEB REGULARLY FOR TEACHERS(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	83	12.1	12.1	12.1
	DISAGREE	40	5.8	5.8	17.9
	UNDECIDED	141	20.5	20.5	38.4
	AGREE	347	50.5	50.5	88.9
	STRONGLY AGREE	76	11.1	11.1	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

THE UBEC HAS A WELL ORGANIZED PROGRAMME FOR GIRL CHILD EDUCATION(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	50	7.3	7.3	7.3
	DISAGREE	34	4.9	4.9	12.2
	UNDECIDED	102	14.8	14.8	27.1
	AGREE	418	60.8	60.8	87.9
	STRONGLY AGREE	83	12.1	12.1	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

THE UBEC GIRL CHILD PROGRAMME WORKS IN COLLABORATION WITH THE SUBEB OFFICE OF GIRL CHILD EDUCATION(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	9	1.3	1.3	1.3
	DISAGREE	27	3.9	3.9	5.2
	UNDECIDED	146	21.3	21.3	26.5
	AGREE	433	63.0	63.0	89.5
	STRONGLY AGREE	72	10.5	10.5	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

SUBEB ENCOURAGE RECRUITMENT OF FEMALE TEACHERS TO SERVE AS ROLE MODELS(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	16	2.3	2.3	2.3
	DISAGREE	8	1.2	1.2	3.5
	UNDECIDED	90	13.1	13.1	16.6
	AGREE	349	50.8	50.8	67.4
	STRONGLY AGREE	224	32.6	32.6	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

GENDER FRIENDLY PROGRAMMES ARE CREATED AND ENCOURAGED AT SCHOOL LEVEL(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	34	4.9	4.9	4.9
	DISAGREE	10	1.5	1.5	6.4
	UNDECIDED	114	16.6	16.6	23.0
	AGREE	409	59.5	59.5	82.5
	STRONGLY AGREE	120	17.5	17.5	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

GIRLS ARE ENCOURAGE TO EXPRESS THEIR ACCEPTANCE OR OTHERWISE OF ANY PROGRAMME(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	82	11.9	11.9	11.9
	DISAGREE	23	3.3	3.3	15.3
	UNDECIDED	244	35.5	35.5	50.8
	AGREE	287	41.8	41.8	92.6
	STRONGLY AGREE	51	7.4	7.4	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

TEACHERS AND INSTRUCTORS ACCORD PRIORITY TO THE BOY CHILD IN PREFERENCE TO THE GIRL CHILD(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	105	15.3	15.3	15.3
	DISAGREE	182	26.5	26.5	41.8
	UNDECIDED	127	18.5	18.5	60.3
	AGREE	228	33.2	33.2	93.4
	STRONGLY AGREE	45	6.6	6.6	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

HEALTHY COMPETITIONS IN ACADEMIC AND EXTRA MORAL ACTIVITIES ARE ENCOURAGES BETWEEN MALE AND FEMALE STUDENTS(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	52	7.6	7.6	7.6
	DISAGREE	12	1.7	1.7	9.3
	UNDECIDED	58	8.4	8.4	17.8
	AGREE	497	72.3	72.3	90.1
	STRONGLY AGREE	68	9.9	9.9	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

THE SUBEB MAKES THE EDUCATION OF GIRL CHILD FREE(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	15	2.2	2.2	2.2
	DISAGREE	7	1.0	1.0	3.2
	UNDECIDED	58	8.4	8.4	11.6
	AGREE	465	67.7	67.7	79.3
	STRONGLY AGREE	142	20.7	20.7	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

THE GIRL CHILD IS GIVEN MATTRESS FREE OF CHARGE APART FROM FREE TUITION(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	43	6.3	6.3	6.3
	DISAGREE	25	3.6	3.6	9.9
	UNDECIDED	152	22.1	22.1	32.0
	AGREE	355	51.7	51.7	83.7
	STRONGLY AGREE	112	16.3	16.3	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

THE SUBEB GIVES GIRL CHILD THE SAME OPPORTUNITY AS THE CHILD DECIDING WHETHER TO GO FOR BOARDING SCHOOLING OR NOT(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	69	10.0	10.0	10.0
	DISAGREE	24	3.5	3.5	13.5
	UNDECIDED	192	27.9	27.9	41.5
	AGREE	313	45.6	45.6	87.0
	STRONGLY AGREE	89	13.0	13.0	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

THE SUBEB HAS PUT UP STRUCTURES THAT THE SCHOOL CLOSER TO THE GIRL CHILD HOME(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	45	6.6	6.6	6.6
	DISAGREE	13	1.9	1.9	8.4
	UNDECIDED	201	29.3	29.3	37.7
	AGREE	359	52.3	52.3	90.0
	STRONGLY AGREE	69	10.0	10.0	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

QUALIFIED TEACHERS ARE EQUIPPED BY SUBEB(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	48	7.0	7.0	7.0
	DISAGREE	31	4.5	4.5	11.5
	UNDECIDED	119	17.3	17.3	28.8
	AGREE	411	59.8	59.8	88.6
	STRONGLY AGREE	78	11.4	11.4	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

COMPETENT AND COMMITTED TEACHERS TEACH IN SUBEB(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	48	7.0	7.0	7.0
	DISAGREE	67	9.8	9.8	16.7
	UNDECIDED	94	13.7	13.7	30.4
	AGREE	416	60.6	60.6	91.0
	STRONGLY AGREE	62	9.0	9.0	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

ADEQUATE CLASSROOMS AND OTHER STRUCTURES ARE AVAILABLE AND TEXTBOOKS ARE PROVIDED(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	173	25.2	25.2	25.2
	DISAGREE	29	4.2	4.2	29.4
	UNDECIDED	112	16.3	16.3	45.7
	AGREE	319	46.4	46.4	92.1
	STRONGLY AGREE	54	7.9	7.9	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

EQUIPPED LIBRARIES ARE IN PLACE(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	246	35.8	35.8	35.8
	DISAGREE	219	31.9	31.9	67.7
	UNDECIDED	110	16.0	16.0	83.7
	AGREE	79	11.5	11.5	95.2
	STRONGLY AGREE	33	4.8	4.8	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

CLINIC/HEALTH CARE ARE PROVIDED IN SCHOOL(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	266	38.7	38.7	38.7
	DISAGREE	224	32.6	32.6	71.3
	UNDECIDED	105	15.3	15.3	86.6
	AGREE	60	8.7	8.7	95.3
	STRONGLY AGREE	32	4.7	4.7	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

PROPER AND ADEQUATE PLAYGROUND FACILITIES ARE PROVIDED(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	226	32.9	32.9	32.9
	DISAGREE	88	12.8	12.8	45.7
	UNDECIDED	114	16.6	16.6	62.3
	AGREE	216	31.4	31.4	93.7
	STRONGLY AGREE	43	6.3	6.3	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

QUALIFIED/COMPETENT TEACHERS ARE EMPLOYED BY SUBEB(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	81	11.8	11.8	11.8
	DISAGREE	17	2.5	2.5	14.3
	UNDECIDED	47	6.8	6.8	21.1
	AGREE	455	66.2	66.2	87.3
	STRONGLY AGREE	87	12.7	12.7	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

ADEQUATE INSTRUCTIONAL/LEARNING MATERIALS ARE AVAILABLE IN SCHOOLS(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	148	21.5	21.5	21.5
	DISAGREE	29	4.2	4.2	25.8
	UNDECIDED	98	14.3	14.3	40.0
	AGREE	363	52.8	52.8	92.9
	STRONGLY AGREE	49	7.1	7.1	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

REGULAR TRAINING AND RE-TRAINING OF TEACHERS ARE ORGANIZED(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	55	8.0	8.0	8.0
	DISAGREE	9	1.3	1.3	9.3
	UNDECIDED	57	8.3	8.3	17.6
	AGREE	388	56.5	56.5	74.1
	STRONGLY AGREE	178	25.9	25.9	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

MONITORING AND INSPECTION ARE CONDUCTED REGULARLY(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	42	6.1	6.1	6.1
	DISAGREE	35	5.1	5.1	11.2
	UNDECIDED	63	9.2	9.2	20.4
	AGREE	385	56.0	56.0	76.4
	STRONGLY AGREE	162	23.6	23.6	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

INCENTIVES AND MOTIVATIONAL PACKAGES ARE GIVEN TO MOTIVATE TEACHERS(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	299	43.5	43.5	43.5
	DISAGREE	177	25.8	25.8	69.3
	UNDECIDED	107	15.6	15.6	84.9
	AGREE	60	8.7	8.7	93.6
	STRONGLY AGREE	44	6.4	6.4	100.0
	Total	687	100.0	100.0	

a. STATUS = TEACHERS

STATUS = PRINCIPALS

RETENTION OF GIRL-CHILD IN SCHOOLS SIGNIFICANTLY INCREASED AS A RESULT OF UBE INTERVENTION(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	1	1.5	1.5	1.5
	UNDECIDED	3	4.5	4.5	6.1
	AGREE	14	21.2	21.2	27.3
	STRONGLY AGREE	48	72.7	72.7	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

RATE OF ENROLMENT OF THE GIRL-CHILD IS HIGHER THAN IN THE NINETIES(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	UNDECIDED	2	3.0	3.0	3.0
	AGREE	15	22.7	22.7	25.8
	STRONGLY AGREE	49	74.2	74.2	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

DROPOUT RATE ON THE FEMALE STUDENT HAS GREATLY REDUCED(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	1	1.5	1.5	1.5
	UNDECIDED	2	3.0	3.0	4.5
	AGREE	19	28.8	28.8	33.3
	STRONGLY AGREE	44	66.7	66.7	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

UBE INTERVENTION HAS BROUGHT ABOUT IMPROVEMENT IN TRANSITION FROM PRIMARY-JUNIOR SECONDARY SCHOOL(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	1	1.5	1.5	1.5
	UNDECIDED	2	3.0	3.0	4.5
	AGREE	15	22.7	22.7	27.3
	STRONGLY AGREE	48	72.7	72.7	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

THERE IS MARKED INCREASED IN COMPLETION RATE AS A RESULT OF UBE INTERVENTION(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	1	1.5	1.5	1.5
	UNDECIDED	3	4.5	4.5	6.1
	AGREE	28	42.4	42.4	48.5
	STRONGLY AGREE	34	51.5	51.5	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

MORE GIRLS NOW ENROLL IN THE PRIMARY SCHOOLS THAN IN THE EARLY NINETIES(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	UNDECIDED	2	3.0	3.0	3.0
	AGREE	14	21.2	21.2	24.2
	STRONGLY AGREE	50	75.8	75.8	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

MORE GIRLS ARE RETAINED IN SCHOOLS THAN IN THE EARLY NINETIES(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	UNDECIDED	2	3.0	3.0	3.0
	AGREE	31	47.0	47.0	50.0
	STRONGLY AGREE	33	50.0	50.0	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

MORE GIRLS COME TO SCHOOL THAN IN THE EARLY NINETIES(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	UNDECIDED	4	6.1	6.1	6.1
	AGREE	22	33.3	33.3	39.4
	STRONGLY AGREE	40	60.6	60.6	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

MORE GIRLS ARE NOW PUNCTUAL IN SCHOOL THAN IN THE EARLY NINETIES(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	1	1.5	1.5	1.5
	UNDECIDED	8	12.1	12.1	13.6
	AGREE	38	57.6	57.6	71.2
	STRONGLY AGREE	19	28.8	28.8	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

MORE GIRLS PASS THEIR EXAMINATION BETTER THAN THE EARLY NINETIES(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DISAGREE	1	1.5	1.5	1.5
	UNDECIDED	25	37.9	37.9	39.4
	AGREE	17	25.8	25.8	65.2
	STRONGLY AGREE	23	34.8	34.8	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

MORE GIRLS ARE NOW INTERESTED IN COMPLETING THEIR PRIMARY SCHOOL THAN IN THE EARLY NINETIES(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	UNDECIDED	2	3.0	3.0	3.0
	AGREE	35	53.0	53.0	56.1
	STRONGLY AGREE	29	43.9	43.9	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

MORE GIRLS NOW COMPLETE THE PRIMARY SCHOOLS THAN IN THE EARLY NINETIES(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	UNDECIDED	14	21.2	21.2	21.2
	AGREE	31	47.0	47.0	68.2
	STRONGLY AGREE	21	31.8	31.8	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

MORE GIRLS PROCEED TO JSS 1-3 THAN IN THE EARLY NINETIES(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	UNDECIDED	2	3.0	3.0	3.0
	AGREE	36	54.5	54.5	57.6
	STRONGLY AGREE	28	42.4	42.4	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

MORE GIRLS COMPLETE THE JSS 1-3 THAN IN THE EARLY NINETIES(a)

	Frequency	Percent	Valid	Cumulative

				Percent	**Percent**
Valid	STRONGLY DISAGREE	1	1.5	1.5	1.5
	UNDECIDED	3	4.5	4.5	6.1
	AGREE	34	51.5	51.5	57.6
	STRONGLY AGREE	28	42.4	42.4	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

MORE GIRLS PROCEED TO SENIOR SECONDARY THAN IN THE EARLY NINETIES(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	1	1.5	1.5	1.5
	UNDECIDED	4	6.1	6.1	7.6
	AGREE	34	51.5	51.5	59.1
	STRONGLY AGREE	27	40.9	40.9	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

POLICIES TO ACHIEVE UBE ARE DESIGNED TO BOOST GOOD CHILD EDUCATION(a)

		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	UNDECIDED	7	10.6	10.6	10.6
	AGREE	36	54.5	54.5	65.2
	STRONGLY AGREE	23	34.8	34.8	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

POLICIES ARE REGULARLY REVIEWED AND STRENGTHEN TO ACHIEVE EFA GOAL IN GIRL CHILD EDUCATION(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	2	3.0	3.0	3.0
	UNDECIDED	41	62.1	62.1	65.2
	AGREE	16	24.2	24.2	89.4
	STRONGLY AGREE	7	10.6	10.6	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

SUBEB POLICIES ARE INTERLINKED WITH LOCAL AND INTERNATIONAL LAW/CONVENTION(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	2	3.0	3.0	3.0
	DISAGREE	3	4.5	4.5	7.6
	UNDECIDED	15	22.7	22.7	30.3
	AGREE	38	57.6	57.6	87.9
	STRONGLY AGREE	8	12.1	12.1	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

THERE IS A SOUND POLICY FRAMEWORK FOR GIRL CHILD EDUCATION(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	1	1.5	1.5	1.5
	DISAGREE	1	1.5	1.5	3.0
	UNDECIDED	16	24.2	24.2	27.3
	AGREE	37	56.1	56.1	83.3
	STRONGLY AGREE	11	16.7	16.7	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

THE POLICY HAS HELPED THE SCHOOL TO ATTRACT GIRL CHILD TO BE ENROLLED IN SCHOOL SUCCESSFULLY(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	1	1.5	1.5	1.5
	DISAGREE	2	3.0	3.0	4.5
	UNDECIDED	28	42.4	42.4	47.0
	AGREE	23	34.8	34.8	81.8
	STRONGLY AGREE	12	18.2	18.2	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

THE POLICY HAS HELPED THE SCHOOL TO RETAIN THE GIRL CHILD IN SCHOOL(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	UNDECIDED	25	37.9	37.9	37.9
	AGREE	29	43.9	43.9	81.8
	STRONGLY AGREE	12	18.2	18.2	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

THE POLICY HAS HELP THE PARENTS TO RELEASE THEIR GIRL CHILD TO COME TO SCHOOL(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	2	3.0	3.0	3.0
	UNDECIDED	20	30.3	30.3	33.3
	AGREE	32	48.5	48.5	81.8
	STRONGLY AGREE	12	18.2	18.2	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

THE POLICY HAS MADE ALL THAT WILL MAKE GIRL CHILD LEARN IN SCHOOL AVAILABLE(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	2	3.0	3.0	3.0
	DISAGREE	2	3.0	3.0	6.1
	UNDECIDED	32	48.5	48.5	54.5
	AGREE	16	24.2	24.2	78.8
	STRONGLY AGREE	14	21.2	21.2	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

THE POLICY HAS HELPED THE GIRL CHILD TO SEE REASON WHY SHE SHOULD BE IN SCHOOL FROM MONDAY TO FRIDAY(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	3	4.5	4.5	4.5
	DISAGREE	2	3.0	3.0	7.6
	UNDECIDED	34	51.5	51.5	59.1
	AGREE	17	25.8	25.8	84.8
	STRONGLY AGREE	10	15.2	15.2	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

THE POLICY HAS MADE THE SCHOOL ATTRACTIVE ENVIRONMENT TO GIRL CHILD SO THAT SHE NOW MOVES FROM ONE LEVEL OF EDUCATION TO THE OTHER(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	10	15.2	15.2	15.2
	DISAGREE	2	3.0	3.0	18.2
	UNDECIDED	27	40.9	40.9	59.1
	AGREE	19	28.8	28.8	87.9
	STRONGLY AGREE	8	12.1	12.1	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

THE POLICY HAS MADE SCHOOLING FOR GIRL CHILD EDUCATION CHEAPER FOR PARENT(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	1	1.5	1.5	1.5
	UNDECIDED	18	27.3	27.3	28.8
	AGREE	36	54.5	54.5	83.3
	STRONGLY AGREE	11	16.7	16.7	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

THROUGH PUBLIC ENLIGHTENMENT OF UBE PROGRAMME, PARENTS NOW UNDERSTAND THE IMPORTANCE OF GIRL CHILD EDUCATION BETTER(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	2	3.0	3.0	3.0
	UNDECIDED	14	21.2	21.2	24.2
	AGREE	35	53.0	53.0	77.3
	STRONGLY AGREE	15	22.7	22.7	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

THE UBE POLICY ON GIRL CHILD HAS MADE GIRL CHILD TO BE BELIEVE THAT EDUCATION IS ALSO AS IMPORTANT AS MARRIAGE(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	2	3.0	3.0	3.0
	DISAGREE	2	3.0	3.0	6.1
	UNDECIDED	12	18.2	18.2	24.2
	AGREE	34	51.5	51.5	75.8
	STRONGLY AGREE	16	24.2	24.2	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

SUBEB HAS THE STRUCTURE TO ACHIEVE GIRL CHILD EDUCATION(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	2	3.0	3.0	3.0
	UNDECIDED	9	13.6	13.6	16.7
	AGREE	41	62.1	62.1	78.8
	STRONGLY AGREE	14	21.2	21.2	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

SUBED HAS THE PERSONNEL TO ACHIEVE GIRL CHILD EDUCATION(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	2	3.0	3.0	3.0
	UNDECIDED	11	16.7	16.7	19.7
	AGREE	37	56.1	56.1	75.8
	STRONGLY AGREE	16	24.2	24.2	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

ENOUGH FUNDS ARE ALLOCATED TO SUBEB FOR THE PROMOTIONS OF BASIC EDUCATION RETENTION TRANSITION AND COMPLETION OF BASIC EDUCATION OF THE GIRL CHILD(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	7	10.6	10.6	10.6
	UNDECIDED	22	33.3	33.3	43.9
	AGREE	30	45.5	45.5	89.4
	STRONGLY AGREE	7	10.6	10.6	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

FUNDS ARE ALLOCATED TO LGA's BY SUBEB FOR PROMOTIONS OF BASIC EDUCATION OF THE GIRLS CHILD ARE TRANSPARENTLY DISBURSED(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	9	13.6	13.6	13.6
	DISAGREE	4	6.1	6.1	19.7
	UNDECIDED	35	53.0	53.0	72.7
	AGREE	13	19.7	19.7	92.4
	STRONGLY AGREE	5	7.6	7.6	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

SUBEB SENSITIZES AND MOBILIZES COMMUNITIES TO ACTIVELY PARTICIPATE IN ENROLMENT DRIVE RETENTION, AND COMPLETION OF BASIC EDUCATION OF THE GIRL CHILD(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	3	4.5	4.5	4.5
	DISAGREE	2	3.0	3.0	7.6
	UNDECIDED	17	25.8	25.8	33.3
	AGREE	31	47.0	47.0	80.3
	STRONGLY AGREE	13	19.7	19.7	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

PROGRAMME ON GIRL CHILD IS ADEQUATELY MONITORED BY SUBEB(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	2	3.0	3.0	3.0
	DISAGREE	3	4.5	4.5	7.6
	UNDECIDED	16	24.2	24.2	31.8
	AGREE	37	56.1	56.1	87.9
	STRONGLY AGREE	8	12.1	12.1	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

TRAINING ON GIRL CHILD EDUCATION IS MONITORED BY SUBEB REGULARLY FOR TEACHERS(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	10	15.2	15.2	15.2
	UNDECIDED	22	33.3	33.3	48.5
	AGREE	29	43.9	43.9	92.4
	STRONGLY AGREE	5	7.6	7.6	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

THE UBEC HAS A WELL ORGANIZED PROGRAMME FOR GIRL CHILD EDUCATION(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	6	9.1	9.1	9.1
	DISAGREE	3	4.5	4.5	13.6
	UNDECIDED	18	27.3	27.3	40.9
	AGREE	35	53.0	53.0	93.9
	STRONGLY AGREE	4	6.1	6.1	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

THE UBEC GRIL CHILD PROGRAMME WORKS IN COLLABORATION WITH THE SUBEB OFFICE OF GIRL CHILD EDUCATION(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	1	1.5	1.5	1.5
	DISAGREE	3	4.5	4.5	6.1
	UNDECIDED	20	30.3	30.3	36.4
	AGREE	34	51.5	51.5	87.9
	STRONGLY AGREE	8	12.1	12.1	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

SUBEB ENCOURAGE RECRUITMENT OF FEMALE TEACHERS TO SERVE AS ROLE MODELS(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	UNDECIDED	16	24.2	24.2	24.2
	AGREE	33	50.0	50.0	74.2
	STRONGLY AGREE	17	25.8	25.8	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

GENDER FRIENDLY PROGRAMMES ARE CREATED AND ENCOURAGED AT SCHOOL LEVEL(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	1	1.5	1.5	1.5
	UNDECIDED	15	22.7	22.7	24.2
	AGREE	37	56.1	56.1	80.3
	STRONGLY AGREE	13	19.7	19.7	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

GIRLS ARE ENCOURAGE TO EXPRESS THEIR ACCEPTANCE OR OTHERWISE OF ANY PROGRAMME(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	5	7.6	7.6	7.6
	UNDECIDED	32	48.5	48.5	56.1
	AGREE	24	36.4	36.4	92.4
	STRONGLY AGREE	5	7.6	7.6	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

TEACHERS AND INSTRUCTORS ACCORD PRIORITY TO THE BOY CHILD IN PREFERENCE TO THE GIRL CHILD(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	10	15.2	15.2	15.2
	DISAGREE	7	10.6	10.6	25.8
	UNDECIDED	19	28.8	28.8	54.5
	AGREE	26	39.4	39.4	93.9
	STRONGLY AGREE	4	6.1	6.1	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

HEALTHY COMPETITIONS IN ACADEMIC AND EXTRA MORAL ACTIVITIES ARE ENCOURAGES BETWEEN MALE AND FEMALE STUDENTS(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	2	3.0	3.0	3.0
	DISAGREE	3	4.5	4.5	7.6
	UNDECIDED	16	24.2	24.2	31.8
	AGREE	39	59.1	59.1	90.9
	STRONGLY AGREE	6	9.1	9.1	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

THE SUBEB MAKES THE EDUCATION OF GIRL CHILD FREE(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DISAGREE	1	1.5	1.5	1.5
	UNDECIDED	5	7.6	7.6	9.1
	AGREE	46	69.7	69.7	78.8
	STRONGLY AGREE	14	21.2	21.2	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

THE GIRL CHILD IS GIVEN MATTRESS FREE OF CHARGE APART FROM FREE TUITION(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	3	4.5	4.5	4.5
	DISAGREE	3	4.5	4.5	9.1
	UNDECIDED	18	27.3	27.3	36.4
	AGREE	28	42.4	42.4	78.8
	STRONGLY AGREE	14	21.2	21.2	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

THE SUBEB GIVES GIRL CHILD THE SAME OPPORTUNITY AS THE CHILD DECIDING WHETHER TO GO FOR BOARDING SCHOOLING OR NOT(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	3	4.5	4.5	4.5
	DISAGREE	1	1.5	1.5	6.1
	UNDECIDED	27	40.9	40.9	47.0
	AGREE	27	40.9	40.9	87.9
	STRONGLY AGREE	8	12.1	12.1	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

THE SUBEB HAS PUT UP STRUCTURES THAT THE SCHOOL CLOSER TO THE GIRL CHILD HOME(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	6	9.1	9.1	9.1
	DISAGREE	2	3.0	3.0	12.1
	UNDECIDED	20	30.3	30.3	42.4
	AGREE	31	47.0	47.0	89.4
	STRONGLY AGREE	7	10.6	10.6	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

QUALIFIED TEACHERS ARE EQUIPPED BY SUBEB(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DISAGREE	5	7.6	7.6	7.6
	UNDECIDED	16	24.2	24.2	31.8
	AGREE	39	59.1	59.1	90.9
	STRONGLY AGREE	6	9.1	9.1	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

COMPETENT AND COMMITTED TEACHERS TEACH IN SUBEB(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	6	9.1	9.1	9.1
	DISAGREE	8	12.1	12.1	21.2
	UNDECIDED	13	19.7	19.7	40.9
	AGREE	38	57.6	57.6	98.5
	STRONGLY AGREE	1	1.5	1.5	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

ADEQUATE CLASSROOMS AND OTHER STRUCTURES ARE AVAILABLE AND TEXTBOOKS ARE PROVIDED(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	13	19.7	19.7	19.7
	DISAGREE	7	10.6	10.6	30.3
	UNDECIDED	13	19.7	19.7	50.0
	AGREE	31	47.0	47.0	97.0
	STRONGLY AGREE	2	3.0	3.0	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

EQUIPPED LIBRARIES ARE IN PLACE(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	18	27.3	27.3	27.3
	DISAGREE	21	31.8	31.8	59.1
	UNDECIDED	12	18.2	18.2	77.3
	AGREE	13	19.7	19.7	97.0
	STRONGLY AGREE	2	3.0	3.0	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

CLINIC/HEALTH CARE ARE PROVIDED IN SCHOOL(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	30	45.5	45.5	45.5
	DISAGREE	19	28.8	28.8	74.2
	UNDECIDED	10	15.2	15.2	89.4
	AGREE	6	9.1	9.1	98.5
	STRONGLY AGREE	1	1.5	1.5	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

PROPER AND ADEQUATE PLAYGROUND FACILITIES ARE PROVIDED(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	31	47.0	47.0	47.0
	DISAGREE	6	9.1	9.1	56.1
	UNDECIDED	19	28.8	28.8	84.8
	AGREE	9	13.6	13.6	98.5
	STRONGLY AGREE	1	1.5	1.5	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

QUALIFIED/COMPETENT TEACHERS ARE EMPLOYED BY SUBEB(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	9	13.6	13.6	13.6
	DISAGREE	2	3.0	3.0	16.7
	UNDECIDED	9	13.6	13.6	30.3
	AGREE	42	63.6	63.6	93.9
	STRONGLY AGREE	4	6.1	6.1	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

ADEQUATE INSTRUCTIONAL/LEARNING MATERIALS ARE AVAILABLE IN SCHOOLS(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	20	30.3	30.3	30.3
	DISAGREE	4	6.1	6.1	36.4
	UNDECIDED	14	21.2	21.2	57.6
	AGREE	26	39.4	39.4	97.0
	STRONGLY AGREE	2	3.0	3.0	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

REGULAR TRAINING AND RE-TRAINING OF TEACHERS ARE ORGANIZED(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	8	12.1	12.1	12.1
	DISAGREE	1	1.5	1.5	13.6
	UNDECIDED	7	10.6	10.6	24.2
	AGREE	41	62.1	62.1	86.4
	STRONGLY AGREE	9	13.6	13.6	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

MONITORING AND INSPECTION ARE CONDUCTED REGULARLY(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	4	6.1	6.1	6.1
	DISAGREE	6	9.1	9.1	15.2
	UNDECIDED	6	9.1	9.1	24.2
	AGREE	41	62.1	62.1	86.4
	STRONGLY AGREE	9	13.6	13.6	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS

INCENTIVES AND MOTIVATIONAL PACKAGES ARE GIVEN TO MOTIVATE TEACHERS(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	31	47.0	47.0	47.0
	DISAGREE	12	18.2	18.2	65.2
	UNDECIDED	13	19.7	19.7	84.8
	AGREE	9	13.6	13.6	98.5
	STRONGLY AGREE	1	1.5	1.5	100.0
	Total	66	100.0	100.0	

a. STATUS = PRINCIPALS