

**ASSESSMENT OF GOVERNMENT EFFORT ON GIRL-CHILD EDUCATION IN
SELECTED LOCAL GOVERNMENT AREAS OF ZAMFARA STATE**

BY

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE
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DECLARATION

I declare that this dissertation titled **Assessment of Government Effort to Girl Child Education in Selected Local Government Areas of Zamfara State** has been carried out by me in the Department of Local government and Development Studies, Ahmadu Bello University, Zaria under the supervision of Dr Muhammad Kabir Isa and Dr Dalhatu Muhammed Jumare. The information derived from the literatures has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree or diploma at this or any other Institution.

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CERTIFICATION

This is to certify that this dissertation titled **Assessment of Government Effort to Girl Child Education in Selected Local Government Areas of Zamfara State** by Rabiya Oyiza SULE meets the regulations governing the award of the Degree of Master of Science (M.Sc) in Policy and Development Studies of Ahmadu Bello University, Zaria and is hereby accepted and approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my parent Mr and Mrs Abdullahi Bamidele Sule, for your love, support, care and ceaseless prayers towards the success of this programme.

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ABSTRACT

This study examines the effort of government to girl child education in selected Local Government Areas of Zamfara State. Gender disparity has been an issue in the attainment of education in Zamfara State with literacy rate for male and female at 46.9%, while Gross Enrolment Ratio (GER) at primary level for girl-child stood at 40.6% as against 87.7% for male-child. Three research objectives were formulated and three null hypotheses were tested. To this end the study adopted System theory by David Easton as a related theory to explain the focus of the study. Data were collected with the aid of questionnaire, interview and systematic observation. Hypotheses were analysed using descriptive and the regression analysis. The study found that there has been significant improvement in girl child enrolment, retention and completion of basic education in Zamfara State, community have been mobilized and sensitized however, the conditions of the teachers are not encouraging. The study therefore concluded that the strategy of free feeding adopted by the Zamfara State government have been yielding positive result and community members have been mobilized and sensitized into understanding the importance of girl child education. However, the teachers without whom these efforts of government would be fruitless have not been given adequate attention. Also, the provision of basic facilities such as structures, facilities, toilets and portable water is still grossly inadequate. From the foregoing, this study therefore recommend that Government should intensify its effort towards the enrolment (in terms of provision of adequate instructional and writing materials) retention (in terms of more furniture which will enable them to learn comfortably and completion (the employment of more female teachers to serve as role models to the girls will improve the completion rate) of girl child basic education as this will help in the development of the girl child, the community and the state at large.

LIST OF ACRONYMS

UNESCO:	United Nations Educational Scientific and Cultural Organization
UNICEF:	United Nations Children Education Fund
EFA:	Education for All
UN:	United Nation
MDGS:	Millennium Development Goals
UBE:	Universal Basic Education
JSS:	Junior Secondary School
NER:	Net Enrolment Ratio
IDR:	Institute of Development Research
ZSUBEB:	Zamfara State Universal Basic Education Board
DFID:	Department for International Development
UBEC:	Universal Basic Education Commission
USAID:	United State Agency for International Development
GER:	Gross Enrolment Ratio
SSS:	Senior Secondary School
AAIN:	ActionAid International, Nigeria
UPE:	Universal Primary Education
SUBEB:	State Universal Primary Education
FTS:	Federal Teachers Scheme
NCE:	National Certificate in Education

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Girls all over the world suffer from sex engendered denial and discrimination in most aspect of life; but 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, (UNICEF, 1992, cited in UNESCO, 1994). According to UNESCO report 2004, data collected from 154 countries showed that 115.4 million school age children were not in school and out of them, 56% were girls. 94% of them came from the least developed countries while one-third of them were in Sub Saharan Africa. Data from the UNESCO institute of statistics (2010) indicates that the dropout rate for girls, as they struggle with gender disparities at every level of education remain high.

According to Ferguson (cited in Cornwall and Nusembi 2004) Education is a human right that should be accorded to all human beings solely because of being human. Many International Human Right institutions advocate for education as a fundamental human right.

One of the key objectives of the World Education forum on Education for All (EFA) adopted by the World Summit for Children in 1990 is universalizing access and promoting equity in the area of education. This Forum identified provision of access, the improvement of quality education for both girls and women and remove obstacles that hinders their active participation and all gender stereotyping in education as an urgent priority area for development intervention.

The 1995 Beijing conference on the Convention on the Rights of the Child recognizes that States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or

his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or status (UN, 1996).

In September 2000, 189 Head of States from around the world signed the Millennium Declaration and established the Millennium Development Goals (MDGs). While most goals aim to achieve significant progress in development by 2015, two goals are directly about women and girl child education and development. Goal 2 of the MDGs emphasized on the achievement of Universal Primary Education which target is to ensure that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of basic education. Goal 3 aims to promote gender equality and empower women. Its target is to ensure gender parity in primary and secondary education by 2005 (MDGs Survey, 2015). Nigeria, like many countries fully embraced the MDGs as operational targets around which to mobilize and focus their development agendas.

Women are at the heart of most societies regardless of whether they are working or not because they are very influential in the lives of children therefore; educating girls is one of the most important investments that any country can make to its own future.

Still in 2000, the Dakar Framework for Action as a follow up to the World Declaration on Education for All (EFA) convened in 1990 in Jomtien Thailand had 1100 participants from 181 countries. They reaffirmed their commitment to achieving Education for All by the year 2015. The Framework for Action sets out an ambitious agenda on gender equity, both in terms of enrolment and in educational opportunities and outcome (UNESCO, 2009).

Dakar goal 5 focused on: Eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015, with a focus of ensuring girls full and equal access to and achievement in basic education of good quality. There has been a lot of emphasis particularly in recent times for all citizens of the world to have access to

Basic Education. Girl-Child Education known to be the best investment in development has become a major issue in most Third World Countries especially in Sub Saharan Africa where a large number of young girls do not attend school and some drop out before completing Basic Education (UNESCO, 2009).

Nigeria recognises education as a fundamental human right and is a major signatory to the conventions and protection of the rights of the Children. With the launch of the Universal Basic Education (UBE) in Nigeria on 29th September 1999 with determination and much commitment, the Country enacted the UBE Act in 2004 to fast track the attainment of Education for All goals. The enabling legislation– The Compulsory, free “UBE Act” provides a 9 years continuous and uninterrupted formal education (comprising 6-years Primary and 3-years Junior Secondary Education) known as “Basic Education” for every child of school going age, as well as reduce incidence of drop out from the formal school system through improved relevance and efficiency.

Despite the launching of the UBE in Nigeria, the quality of Basic Education in the country is extremely very poor with about 8 million Children of Primary school age out of school leading to low demand and unacceptable low Net Enrolment ratio (NER) of 80% suggesting that a substantial proportion (20%) of primary school age population are not enrolled in primary schools nationwide. (MDGs Survey Report, 2015) This represents about 5 million Nigerian children aged 6-11 years old that do not have access to Basic Education. In 2014, the net attendance rate for primary school was 68.70 per cent which represents a 3.2 per cent decrease from 71.00 per cent recorded in 2012, junior secondary school net attendance ratio was 57.4 per cent in 2014, recording a minimal increase of 4.7 per cent from 54.80 in 2012. Primary 6 (six) completion rate was about 74.00 per cent in 2014 which dropped by 15.6 per cent when compared to the 2012 figure. There was also a slight increase in literacy among young women by 0.15 per cent from 2012 to 2014. The survey revealed that the proportion of

boys and girls attending primary school declined in 2014, while those attending secondary schools increased minimally. However, primary 6 completion rate recorded a slight decline in 2014. (MDGS survey report, 2015).

In the Northern part of the Country, the number of children out of school is particularly high and the proportion of girls to boys in schools ranges from 1 girl to 2 boys and even 1 to 3 in some states, with the North West and North East presenting worst scenarios (UNICEF 2007).

Many girls in part of the rural Communities of Northern Nigeria do not attend school; these are attributed to the less importance given to formal education in the part of the Country as stipulated by Osita-Oleribe (2007).

Education is seen in most northern communities as a fear of change and now with globalization, the fear becomes even greater- fear to lose the cultural identity, fear of moving towards the unknown or unwanted (Aja-Okorie, 2013).

Furthermore, the gender disparity is exacerbated by the powerful economic and social rationale for investing in the education of sons rather than daughters, as daughters are perceived to be less valuable once educated, and less likely to abide by the will of the father, brother or husband. (Oniye, 2010). It is against this background that this study seeks to find out the effort which has been put in place by government to address this age long tradition impeding on the attainment of girl child education.

1.2 Statement of the Research Problem

Education is generally viewed as a positive force with a wide ranging impact on society and human development. This force is more unique for the girl-child who is seen as a child today but a woman and mother in the future. Educating the girl means educating the whole family. And what is true of families is also true of communities and ultimately the whole nation

(UNICEF, 2004). According to Bellamy (2003), there can be no sustainable transformation in societies and in fact in poverty reductions until girls receive the quality basic education they need to take their rightful place as equal partners in development.

The Education for All (EFA) Global Monitoring Report (2002) documented that, education improves productivity, health and reduces negative features of life such as child labour as well as bringing about empowerment. Ali (2007) noted that “in Nigeria, there is a national gender disparity in basic education enrolment, retention and completion against girls”. According to Institute of Development Research (IDR) 2007 document, of the eighty-one per cent (81%) of girls enrolled in primary schools, approximately thirty per cent will drop out before completing even the basic education circle. The average Nigerian girl child ends up with two years less education than the average boy does. According to the report, in total, there are 8.1 million children out of school, of whom 4.3 million are girls. Ten time more children and adolescents of primary and junior secondary school age are out of school compared to regions of the south and girls in the northern region are among the least likely to ever attend school.

Zamfara state with an estimated population of 2,745,460 has a total enrolment of 477,115 primary school children, 167,832 are girls. In the Junior Secondary School, the number of children enrolled as at 2014 was 92,090 and the number of girls in the Junior Secondary was 31,619 (ZSUBEB, 2014). In 2016, the enrolment into primary school have increased tremendously to 495,295 whereby, boys have a record of 319,327 and girls record stood at 175,968 while at the Junior Secondary level, the figure recorded was 103014 where the boys have a figure of 68,014 and girls increased slightly to 34,973 (ZSUBEB, 2016).

Since the launching of the Universal Basic Education Act, much has been achieved in Zamfara state in the reconstruction of dilapidated school buildings and construction of new

ones. At the primary school level, there are over 6,513 classrooms out of which 5,135 are in good condition for learning while 1,378 are in bad condition and require urgent renovation. Facilities such as laboratories, workshops, reading rooms/library, and computer rooms are not available in many schools, there are 2,755 toilets and 349 source of water (Zamfara state school census 2012/2013). The state government also collaborated with Department for International Development (DFID) in promoting teachers skills and capacities through the introduction of the Teachers Development Programme (TDP). The main objective of the TDP is to improve the skills of teachers in the three core curriculum subjects of English, maths, and science & technology and produce better teachers through a combination of pre-service and in-service interventions.

Yet in Zamfara State, pupil's gross and net enrolment in basic schools as at 2010 was 411,594 and 367,823 respectively while at junior secondary school it was 141,748 and 112,026 respectively (UBEC,2010). This shows that the number of pupils that transited to JSS was relatively low. The ratio of qualified staff to unqualified staff stood at 30% to 70% respectively. Local disparities are further exacerbated by overlapping gender disparities. However, gender disparities are almost exclusively concentrated in the rural local governments. About 34 percent of primary-age rural girls do not attend school in the rural areas in Zamfara State, compared with 25 percent of boys (UN Statistics Division 2012).

According to SPARC report 2015, the literacy rate for both male and female stood at 46.9%, while Gross Enrolment Ratio (GER) at primary level for girl-child stood at 40.6% as against 87.7% for male-child. Similarly the GER at Junior Secondary School (JSS) level was 25.7% in 2009/2010 with 34.6% for boys and 13.6% for girls. The gross enrolment for Senior Secondary School (SSS) was 16.9% with that of the boys 25.7% and 6.9% for girls (200 School Census).

Moreover, the number of facilities such as furniture, textbooks and uniform required to enhance a conducive environment for learning is still lacking. The number of qualified teachers to students is grossly inadequate this is more pronounced in urban communities where there is population explosion. Under these conditions, teaching and learning cannot be effective; hence the outcomes are usually below expectation. Given the contribution of education to development, the United Nations recommends that countries allocate 26% of their resources to education. In 2012 neither the Federal government nor Zamfara State governments meet this budgetary target. While the Federal government allocated only 8% of its budget to the education sector, Zamfara state government allocated only 5% (El-Rufai, 2016). This poor funding accounts for the deteriorating state of basic education in Zamfara State. Another cause of low enrolment in the state is attributed to culture and religious bias. Most parents do not send their children, especially girls, to school but would rather prefer to send them to Islamic schools.

Even when children enrol in schools, many do not complete the primary education cycle. ActionAid International, Nigeria-AAIN, 2003, reports that about 30% of pupils drop out of primary school and only 54% transit to Junior Secondary Schools. Reasons for this low completion rate include child labour, economic hardship and early marriage for girls.

The questions that rightly come to mind is, why is the situation of the girl child education in the state below expectation despite government effort in promoting the delivery of basic education generally and girl child education in particular? In what areas is the state making the efforts? Are the efforts adequate or undermined by other factors? What is the perception of the community towards girl child education, what are the effort of government in sensitizing local community on the importance of girl child education, are the community supportive of government efforts in the promotion of girl child education and what the extent of this support is. Thus these form the thrust of this study.

1.3 Research Questions

1. What are the efforts and strategies of Zamfara State government in promoting girl child education (enrolment, retention and completion)?
2. What is the perception of the community towards girl child education in Zamfara State?
3. How supportive is the community towards government effort in promoting girl child education in Zamfara State?

1.4 Research Objectives

The overall aim of the study is to assess the effort of government in promoting girl child education in Zamfara State. The specific objectives are:

1. To examine the efforts and strategies of Zamfara State government in promoting girl child education (enrolment, retention and completion) in Zamfara state.
2. To find out the perception of community to girl child education in Zamfara state.
3. To determine the level and extent of community support towards government effort in promoting girl child education in Zamfara State.

1.5 Research Hypotheses

1. There is no significant relationship between the efforts of Zamfara State government in promoting basic education and girl child education in Zamfara State (enrolment, retention and completion).
2. There is no significant relationship between community perception on the situation of the girl child and girl child education in Zamfara state.
3. There is no significant relationship between community support to government effort and girl child education in Zamfara state.

1.6 Justification of the Study

This study assessed the efforts of State Government in girl child education in Zamfara State. Many studies have been carried out in this critical aspect of the girl child like Saleh and Kwache, 2012 conducted a research in Bauchi on girl child enrolment and completion in senior secondary schools. Their concern was to know the number of girls that enrolled and completed senior secondary school but they were not concerned about efforts put in place by the government to ensure that these girls remain and complete schooling. Another study carried out by Kainuwa and Yusuf, 2013 on cultural traditions and practices of parents as barriers to girl child education in Zamfara State. According to them, the major cause of girls drop-out is as a result of their parents' culture and tradition. However, this is only an aspect of the cause, there are other contributing variables and also, no clear solution to this problem was highlighted by the researchers. This study seeks to cover this gap and explore other variables that could hamper the attainment of girl child education in the state.

As regards policy relevance, this study will provide the basis upon which the state and local government can address the problem of girl child education in the state if they have access to it. Findings of this study may be used to recommend ways through which the state and local government can effectively device better strategies in ensuring that girls complete at least the basic education in the state.

1.7 Scope and Limitations of the Study

This study covered a period of five years 2011- 2015. This period is chosen because it is within this period the state government awarded contract for the renovation, construction and supply of educational materials for all its 180 secondary schools and also the construction of over 323 primary schools spread across the state which is to be executed under the Zamfara State Education Action Plan 2011-2015. The study also selected three local government areas

in the three Senatorial zones of Zamfara State. They include: Gusau local government located in the central senatorial district and also an urban local government, Kaura Namoda local government located in the eastern part of the state is a Semi urban, and Maradun local government a rural local government is located in the western part of the state.

The specific effort of government studied was measured by infrastructures, quality and quantity of teachers, teachers' development amongst others in the state.

As part of our limitation, many of our respondents especially the ZSUBEB staff were reluctant in answering the questionnaires and attending to our interview because of fear of being implicated or accused of leaking official information. We had to persuade them, assuring them that the research is meant only for academic purpose. Also, due to time and resource constraints, the study was able to cover only selected Local Government Area of Zamfara state.

1.8 Operational Definitions of Concept

Girl Child Education: Girl-child education involves equipping girls who later grow up to become women with the knowledge, abilities and mental powers with which they will be useful to themselves, the family and the society. (Stronquist,2000). For the purpose of this study, girl child education consists of 6 years primary education and 3 years junior secondary education which together form the 9 years basic education circle. Girl child education is measured by the following:

- i. Enrolment:** The total number of students properly registered and/or attending classes at a school.
- ii. Retention:** the ability of students to remain in school and finish the specified course of study.
- iii. Completion:** the ability of student enrolled in school to finish at least basic education.

Basic Education: basic education comprises of 9 years schooling of a child which comprises of 6 years primary education and 3 years junior secondary education during which a child is expected to have access to basic literacy, numeracy and skills of reading and writing.

Government Effort: The amounts of activities and projects government put in place to ensure that girls of school going age finish at least the basic education in Zamfara state. This is measured by:

- i. Number of schools, classrooms and toilets constructed.
- ii. The condition of these infrastructural facilities.
- iii. Number of teaching and learning materials.
- iv. Quantity and quality of teachers.
- v. The type and frequency of teachers training programmes.

Community Perception: This is about the attitude of the community members towards the girl child. This relates to community beliefs, values and culture as this can affect the girl child education.

Community Support: This refers to community support to government effort by contributing in cash or kind to the promotion of girl child education. This is measured through community willingness to be part of school PTA and SBMC as well as sending their children to school and allow the completion of at least basic education.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This section focuses on the overview of girl child, effort of government to improve access to basic education, universal basic education programme, its objectives and challenges, empirical studies and theoretical framework.

2.2 Girl Child Education (An Overview)

The development of any nation is the responsibility of every citizen of that nation. To contribute effectively to a nation's development each citizen is expected to access qualitative education. Thus education is taken as the most important means of developing human resource for development. This account for the reason why the Nigerian government made it clear in the National Policy on Education (2004) that education is an instrument par excellence for effective development. This is in line with Fafunwa (1976) and Adaralegbe (1969) views. According to them, education is a process which enables a person not only to be able to read and write, but also to be proficient in a given job or occupation to enable him contributes effectively to his society. This shows that education is the most powerful instrument of social change. It empowers an individual, economically, socially and politically. In the views of Uzorma (2013), education helps the individual learn good health habits, principles and practices which promotes healthy living and longevity as well as acquire marketable skills that confer economic power on the educated. According to Ochoyi and Danladi (2008), education is generally concerned with the transmission of worthwhile values such as skills, knowledge and planned activities that can develop learners' potentials for national development. Adeyanju (2010) noted that no development can occur without education, and there would be no peace or security without development. To him, at personal level of development, education is one of the strongest weapons for escaping from poverty

because it improves the quality and chances of the individual's progress. UNESCO, 2012 views education as a veritable tool utilized by economically and socially marginalized adults and children in achieving freedom from poverty and participates fully as citizens.

However, education is not only for escaping poverty it also influences an individual's moral, spiritual, physical and intellectual self. Education trains people to be good citizens. Any basic qualitative education must therefore, lay a sound foundation of life-long learning and acquisition of life skills and competencies.

For a country to be called developed, its level of education on the citizens is a criteria especially its girl population because a saying goes thus- educate a man you educate an individual but when you educate a woman you educate the whole nation this is because women are in charge of bringing up leaders of tomorrow.

Promoting the education of girls can make a significant contribution to the eradication of poverty. Two third of the poorest people are women and their children, and two third of children not in school are girls. Increasing the participation of girls in education system can bring gains in economic development, community health, and national welfare. The more education a girl receives, the more productive she is the better her health, and the better equipped she is to participate in the economy and in society. Girls who are not educated grow up to be women who lack the skills and education to break out of the poverty cycle.

The girl child being the future homemaker and custodian of social, cultural and developmental values of the society needs to be educated at least to basic education level. An educated woman may have the ability to make a decent home, maintain a higher standard of cleanliness and attractive surroundings, socialize with her children, and maintain stable marriage and other ways of life necessary for human survival. Abdul (2003) maintained that educated girls develop essential life skills, including self-confidence, the ability to participate

effectively in societal welfares and protect her from HIV/AIDs infection, sexual exploitation and pressures for early marriage and complicated child birth.

Girl child education is very important for the overall development of the country. The place of women in the overall development of any society is fundamental such that any deliberate neglect of their education could point to danger for the entire society. (Fredrick, 1998). Affirming the above, the World Bank has stressed investment in girl child education as an important development strategy for developing countries and this strategy is broadly agreed across a range of agencies and, increasingly, governments. In particular the World Bank has stressed the high social rates of return to girl child education. It is widely claimed that educated women marry later, want fewer children and are more likely to use effective methods of contraception. Large differences in fertility rates are found between those who have completed at least seven years of education and women who have not completed primary education (UN 1995). The more educated the mother, the lower is maternal mortality and the healthier is the child (World Bank 1995). It is calculated that child mortality falls by about eight percent for each additional year of parental schooling for at least the first eight to ten years of schooling. This is explained through the use of medical services and improved household health behaviour, resulting from attitudinal changes and ability to afford better nutrition and health services (World Bank, 1995).

Women education on the other hand, is a multidimensional process involving the empowerment and transformation of the economic, socio-psychological, political and legal circumstances of the powerless (Enemuo, 1999). According to Sako (1999), it is the process of strengthening the existing capacities and capabilities of women in the society to enable them perform towards improving themselves, their families and the society as a whole. Women empowerment through education involves creating an atmosphere that enables women to be self-reliant. Hence, Fadeiye and Olonegan (2001) view women education as a

process of enabling women to develop the capacity to actualize their potentials. It involves all effort that is geared towards harnessing the hidden or untapped potentials in women.

Women education thus connotes empowerment of women for self-reliance so that they can be fulfilled in life and be able to contribute to the society. Women's empowerment is a process whereby women are able to organize themselves to increase their own self reliance, to assert their independent right, to make choices and to control resources which will assist in challenging and eliminating their own subordination (Varghese, 2011). The General Secretary of the United Nations, Ban Ki-moon emphasizes that empowerment of women requires all of us to work for enduring change in values and attitudes, transforming relations between women and men at all levels of society (UN, 2007). Uzorma (2013) is of the view that women leads directly to better reproductive health, improved family health, economic growth for the family and society as well as lower rates of child mortality and malnutrition.

Women should thus be looked at as individuals that possess some hidden potentials to contribute to national development. They should therefore be encouraged to develop to their fullest potential through education. However, one of the major hindrances to girl child education is traditional belief and practices of parents. The culture of sex preference is prevalent in the world but deeply rooted in Asia and Africa. Babington-Ashaye (2004) observes an old Chinese proverb which states that “eighteen goddess-like daughters are not equal to one son with a hump”. Also in rural India, a traditional song by women translates thus; “Had I known that the foetus was that of a girl, I would have had a hot drink of chills and killed not only the foetus but also this life curse” These effectively illustrate the detestability of a girl child.

Ko-Chih Tung (2000) observes that the lack of progress in closing the gender gap is mainly due to traditional beliefs and practices. Most traditional beliefs and practices stemmed from

the culture of sex preference. This has led to low priority for girls' education and is affecting girls' access to basic education. Some families do not even wish to have girl-children because of the patriarchal inheritance tradition which regards female gender as minor. Girls' roles are believed to be in the homes and not in offices and they are expected to look after their siblings. Girls are at times forced to marry young thus stopping their education. In view of this, Kainuwa & Yusuf (2013) opines that girl child are victims of various traditional and cultural practices, they suffer degradation, they are object of poverty, their faces are only to be seen but their voices not to be heard, they are seen as subservient to the male counterparts, they are the inferior set and their place is in the kitchen. A Nigerian Hausa lady, while answering a reporter on why she writes her novels in Hausa and not in English language said;

I am a Hausa lady and I am not educated. I was removed from school at 13 years to get married. My father didn't fancy western education and I think among my cousins I was the only one that attended primary school. I was in primary four when I was stopped but I struggled to get western education through adult classes . . . that is why all my writings are in Hausa. (Nigeria Tribune; 10/07/2008).

This is a prevailing challenge that teenage girls face in the north with high occurrence in the north east and north west of Nigeria.

Abbas as cited in Suku (2011) discusses the "Challenges of Girl-Child Education under the Universal Basic Education (UBE) programme in Kano State". These challenges, namely; the home environment, the school and policies are the three most important factors, which affect girl-child education, according to the author. In discussing the home environment, he claims that while primary education under the UBE is free, in practice parents shoulder heavy responsibilities in Parent Teachers Association (PTA) levies, books, school uniform, writing materials and sometimes, transport. And some poor families in the underdeveloped regions have to pay the total cost of education themselves. Some of these families select those to be educated and those to assist at home. According to the author, due to the poor economic

status of most families in Kano State, girls are naturally filtered out to assist their parents in domestic or income generating activities. Thus, girl-education is influenced greatly by the economic status of the parents.

The issues of culture as it affects girl-child education, is also highlighted. This comes in the form of domestic chores. The social distinction of these chores between male and female places most of it on the girl. They fetch water; gather firewood, cook, wash and look after their younger siblings. All these responsibilities mean that the family will suffer considerably if the girl is allowed to attend school. Another cultural factor discussed is gender-stereotyping that promotes the image of the boys as the breadwinner in the family. This influences the family into wanting to invest more on the male-child in the hope that future returns will cancel out whatever is invested. To compound matters for the girl child, the boy-child remains with his parents throughout life, while the girl is soon married out.

The paper identifies that religious tenets has been misinterpreted by some religious leaders who do not think sending girls to school is a big priority (Abbas as cited in Suku (2011)). According to him, this is a major problem that militates against girl-child education. Overcoming this challenge will be very difficult given that religious teaching is involved and anybody that attempts to stand against this religious tide will be considered an outcast. Other sets of stereo-typing in school constitute another dimension to the problems of girl-child education. Abbas as cited in Suku (2011) asserts; “the content of the literature mostly found in Kano schools tends to emphasize and portray the girl-child as one who should remain subservient and whose role should be in the home. This review is well portrayed by the way female and male children are treated in textbooks and other instructional materials. Additionally, the societal attitudes and expectations manifest themselves in the classroom through the actions of teachers”. The paper cites Bingham (1992) as claiming that “high ability girls are neglected in responses made by teachers, while high ability boys received the

most attention followed by low ability boys than girls.” This demonstrates that boys are given preferential treatment in some schools relative to girls.

On the policy cycle, Abbas (2003:112) contends that educational policies in Nigeria are gender insensitive. He claimed that policies that promotes girl-child education in Nigeria are either non-existent or insufficient. Issues related to the monitoring of gender on the way to school, proximity of schools to homes are highlighted. According to him, government bars the withdrawal of girls from school for any reason whatsoever. It is asked; what happens to those not enrolled at all? This discuss ¹⁷ hts the multi-dimensional nature of the problems confronting girl-child education in developing countries.

Opeke as cited in Suku (2011) examines, “Gender in Nigerian Education”. She posits that a number of studies have identified certain factors that are critical in promoting girl access and retention in schools. The author cites Unterhalter, et al (2004) as identifying that peace and democratic governance, a thriving women movement or widespread concern with gender equity, an environment where regional inequality are addressed, a well supported and well resourced public education and an integration of public policy with regard to education, health and economic policy are critical at promoting girls access to schools. Opeke (2008) goes further to identify factors influencing gender equity to include the wealth of the nation and its socio-cultural and political environment elaborating further, it is asserted that the Nigeria society is predominantly patrilineal and the position of the man as the head of the nuclear and extended household is well established.

As a consequence of this hierarchical arrangement, the decision-making process is largely dominated by male related issues. Even when a woman heads the nuclear family –widow, divorcee, she will be expected to take instructions from a male member of her husband’s house, even with regards to the well-being of her children. Related to this is the polygamous

nature of households particularly in the northern and south western parts of Nigeria which creates large households. This result from competition among the wives on the number of children they want to have. In most instances, there is a preference for male children, who are believed will maintain the family name. This situation can lead to having as many as five, six or more female children, in the process of looking for that valued male child. This has implications for girls' education.

Nigeria is a diverse country, in terms of ethnicity, culture and languages. This creates the unsavoury situation of making decisions rather contentious. Allegiance to ethnic identity tends to be stronger than to the nation. Achieving consensus among these diverse elements on critical issues, such as girl-child education and women empowerment education is difficult. Religion is also a factor; it leads to an attitude of marrying off the girl-child as soon as she reaches puberty. Child bearing, which begins almost instantaneously, disrupts any serious quest for education.

Quast (2005) opines that political instability also affect girl-child education negatively. According to him, incessant coups, a feature of political life in Nigeria, have led to uncertainty, instability and disruptions of family life. Workers strikes and disruptions in the school calendar, prominent under military rule, have raised doubt in parents about the utility of keeping girls in school. He also makes the point that "a militarized environment means a greater visibility of male figures in position of authority and therefore a more visible lack of enough female role models in governance". Discussing, "The State of Gender in Nigeria Educational System," Opeke (2008) in Suku (2011) contends that Nigeria has made tremendous progress in widening the reach of education. The study however holds the view that the different gender groups have not benefit equally.

Obasi and Unterhalter, et al as cited in Suku (2011) points to “gender disparities in enrolment between the northern and southern parts of Nigeria as well as between rural and urban environments. This inequality is reflected in lower enrolment for girls. Of great concern are school completion rates of girls and the significant level of disparities in science and technology”. Eyal and Mgboh, 1996, Hunde, 1996, Suara, 1996 Mbipom, 1998, Ezeonugbu and Fagbemi, 1999 are presented by Osinulu (1989) as having identified “inhibitive” and “discriminatory” socio-cultural and religious practices, while Okebukola (1997) attributes the gap to “unwritten discriminative mechanisms”. Quast (2005) discusses the pattern of funds allocated to education generally through¹⁹ al budgets. It draws attention “that more funds were allocated during the military years to education than in the first four years civil rule (1999-2003)”. According to Quast (2005), civil society groups concerned with gender issues are fairly active in the south and they are becoming increasingly more active in the north. In the North, the focus is to attract both boys and girls to school, while in the East, they are focus on mainstreaming boys who have dropped out in pursuit of business.

Ayodele (2008) writes under the heading “Gender Empowerment and Millennium Development Goals: Nigeria’s Educational Perspective”. According to the study girls and women in Nigeria constitute the greatest number among the poorest of the poor. They are plagued with poverty of ignorance, illiteracy, discrimination, and injustice, cultural oppression, seclusion, HIV/AIDS and sexual violence. According to the author, “Nigeria is 6 years post Millennium Declaration (Agbasimola, 2006 Odejide, 2006) and the nation still has a long way to go in realizing these goals”. Also, gender issue is raised and identified as one of the most recurring topics of recent times. The author associates this occurrence with the awareness that women constitute more than half of the world population. As a consequence educational progress cannot be achieved if women are not incorporated into the mainstream. Ayodele (2008) holds that gender disparity at all levels of education dates back to the pre–

colonial era and is rooted not only in Africa traditional culture, Christianity and Islamic religion. The traditional attitude of parents to education of their children is to invest in the education of boys thereby denying girls the opportunity to participate.

Osokoya (2008) proceeds to discuss the barriers to girl-child education in Nigeria. The author points that, the UNICEF's Situation Assessment and Analysis of Children's' and Women' Rights in Nigeria, documents cultural, social and economic impediments to girls education. Particularly in Sokoto and Zamfara States, with high gender gap; religious injunctions and tradition are given as strong reason to keep school age girls away from formal school environment. Another point noted, is the preference given to boys in large families with limited resources over girls. In polygamous Muslim households in northern Nigeria, most families are large. Another factor is the stereotyped gender roles of girls in the family and society, which places much domestic work on the girl. Another major factor yet, is the betrothal of girls for marriage at an early age. According to Ezio (2005), early betrothal is closely tied with teenage pregnancy. UNESCO (2004) is cited as indicating from data that teenage pregnancy is highest in North East and North Western Zones, at 40% and 41% respectively compared with 14% and 9% in the South East and South West Zones.

The quality of school is also another factor identified as discouraging girl-child education. Data from the National Monitoring for Learning Achievement Study (2002) is cited to indicate that "over 70% of schools in Nigeria from primary through higher education could be adjudged to be quality deficient". And, "Poor quality schools discourage attendance by pupils". To further compound matters, even if this problem is overlooked, classroom observational studies are said to indicate that teachers, generally, "do not give girls enough opportunities to ask and answer questions, to manipulate materials and to lead group". (Osokoya,2008). UNESCO (2003) report on Nigeria education claims that another cause

discouraging girl-child education is the high pupil/teachers ratio. Classrooms in many urban centres are said to be over crowded that as many as 100 pupils are accommodated.

Osokoya (2008) goes further to draw attention to the availability of records showing that about 70% of the populace in Nigeria lives below poverty line. Against this background girls, particularly in rural communities are deployed to income generating activities rather than school. And this comes with other consequences for the girl-child, including sexual abuse, HIV/AIDs and other sexual disease. In a more extensive study of female education in Sub-Saharan Africa, by the Africa Technical Department of the World Bank (1995), the problem of access to education by females is again highlighted, Cleaver (1995) notes that female education is recognized as one of the critical ²¹ ways to promote social and economic development. Evidence from Sub-Saharan Africa indicates that although there have been improvements in female participation, girls and women's education remains limited in several countries across the region. It is evident that once enrolled, girls are more likely to drop out of school than boys; that their academic achievement is poorer than that of boys and that few girls opt for math or science related field of study. While multiple interrelated schools, socio-economic, socio-cultural, political and institutional factors that constrain female education are increasingly well-documented, much remains to be done to design and implement programs to accelerate female education in the region.

In discussing the factors affecting female education in Sub-Saharan Africa, Cleaver (1995) groups the factors into three; socio-economic and socio-cultural factors, factors related to the school environment and political and institutional factors. Socio-economic and socio-cultural factors, which influence the demand for female education, are significant in parental and familial decisions on whether to invest in female education. Pervasive gender ideologies at the household and community levels often favour males over females and promote differential educational opportunities and outcomes. Schools have been implicated in

promoting the non-participation of girls in education. The study indicates that school related factors affect both the supply of and the demand for female education. Political and institutional factors relate to government policies, practices and institutions which overtly promote gender biases and affect women's participation in educational systems.

Emanating from this background, in terms of access, persistence, literacy and access to employment, females still lag behind their male counterparts. Examining the socio-economic factor, Cleaver (1995) identifies direct cost of schooling as an important one. It relates the economic crises prevailing in Sub-Saharan Africa, and widespread poverty to forcing families to discourage females from attending schools. Next is the high opportunity cost of girls' education. Many households depend on children's labour for survival. The girl, who is more involved in domestic work, is considered more important at home than boys. The parental and familial perception of the relevance of education for girls constitutes yet another socio-economic factor.

The socio-cultural factors are indeed, the expectations of girls and the priority given to their future roles as mothers and wives. In the region, this is believed to have a strong negative bearing on their formal educational opportunities. Some of these include initiation ceremonies. Once children are initiated, with or without circumcision, they perceive themselves as adults. This leads to their becoming increasingly undisciplined.

Cleaver (1995) also identifies religion, especially Islam as being associated with low female participation in schools. There is palpable fear that western education promotes values and behaviour for girls, which are contrary to cultural norms. This remains strong. On the factors related to the school environment, the learning environment is identified as one. The study cites several authors as claiming that the poverty of African states is evident in the physical state of institutions of learning. According to Cleaver (1995), several countries studied that

governments are unable to pay teachers salaries regularly, and funds for running schools are disbursed intermittently. The type of school is also another factor. The consensus in literature is that girls in single-sex schools tend to perform better in national examinations than those in co-educational schools.

Another factor is distance to school. There are two dimensions to this concern: One relates to the length of distance and the energy children expend to cover the distance, often with an empty stomach. The other relates to concern and apprehension parents have for the safety of their daughter. Teachers' attitudes and pedagogy is identified as another factor. Evidence indicates that both male and female teachers believe that boys are academically superior to girls. Still further, the study identifies curricula, textbooks and other learning materials as constituting a hindrance to female education. Because of cultural factors and perceived and preferred career possibilities, girls tend to opt for subjects that steer them to education, health and administrative support employment.

Again, the study suggests that women and girls are nearly invisible in text books. And despite efforts to remove gender bias in school books, the tendency to portray women in nurturing, passive roles in relation to men persists. The study identifies sexual harassment as a subject of much concern. Male pupils, especially cult and club members are understood to prey on female students, abuse them verbally, cartoon them, harass, beat and rape them. All these may be related to boosting the ego of the males involved in such behaviour. Generally, girls and young women face an extremely hostile and uncomfortable learning environment in schools. All these seriously affect female access and achievement in schools. The issue of pregnancy is identified by the study as another militating factor to girl-child education. Most girls that become pregnant will drop out of school because of the demand of child-rearing and other health related reasons.

2.3 Effort of Government to Improve Girls Access to Basic Education

Education is one of the most critical areas of empowerment for women, as both the Cairo and Beijing conferences affirmed. It is also an area that offers some of the clearest examples of discrimination women suffer. Among children not attending school there are twice as many girls as boys, and among illiterate adults there are twice as many women as men.

Offering girls basic education is one sure way of giving them much greater power, of enabling them to make genuine choices over the kinds of lives they wish to lead. This is not a luxury. The Convention on the Rights of the Child and the Convention on the Elimination of All Forms of Discrimination against Women establish it as a basic human right.

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

Widening more chances for girls has been a major policy goal of government for quite a long time. This is because education improves the health and productivity and is a strong agent or factor of social change and mobility and the benefits will be realized in the various sectors of the economy in other word that the impacts of educating girls will be felt by the different institutions in the society. The place of education in national development cannot be overstressed. Its importance is stressed in the opening statement of the National policy of education (2004) where it is maintained that “education in Nigeria is an instrument ‘par excellence’ for effecting national development” In other words, education is not just a medium of knowledge and skill acquisition, It is also a tool for nation building.

Historically, formal education in Nigeria can be traced to the advent and activities of European Missionaries and Colonialists. However, the scope of education in Nigeria during this era was not only narrow; it also lacked a properly defined focus. To make education have a definable focus, a national policy on education became extremely necessary in Nigeria. This need became even more pressing following the National Curriculum Conference in 1969, where experts in the field of education expressed dissatisfaction with the then existing education systems, which had become irrelevant to national needs, aspirations and goals. After the conference, a follow up seminar of experts in this regard was convened in 1973. The outcome was a draft document, the final of which became the national policy on education first published in 1977. In 1981 as well as 1998 the policy was revised.

The important features of Nigeria's Education policy as at 1998 are its outline of a philosophy for the country's education, promotion of the teaching of Nigerian languages, introduction of guidance and counselling in schools diversified curriculum with prevocational and vocational technical subjects. (Vanguard, May 25 2006). This particular policy was also characterized by a 6-3-3-4 educational structure, which required that an average Nigerian child would spend a minimum of 6 years in primary school, 3 years in junior secondary school, 3 years in senior secondary school and minimum of 4 years in the university.

In 2004, the National Policy on education was revisited and revised. Although this latest policy incorporated the features of the previous one, the 2004 policy had a few new additions, the most outstanding being the 9-3-4 education structure, backed up by the Universal Basic Education. The 9-3-4 structure requires 9 years of basic education, (which combines 6 years of primary and 3 years of junior secondary education) 3 years of senior secondary education and a minimum of 4 years of university education.

2.4 Empirical Studies

Aliyu (2009) conducts a study to investigate the attitudes of parents' towards girl-child education in Kaduna State as perceived by teachers and school principals. The population of the study consists of all the school principals and secondary school teachers in Kaduna State. The instrument used in collecting data was questionnaire and the study discovered that preference of male over female education is common in the society and poverty is a major factor in terminating girl-child education in Kaduna State. In addition, it was discovered that government participation is still inadequate to facilitate change in the area. The study recommends the urgent intervention of government to implement the laws governing girl-child education so as to enhance and change the negligence of girl-child education as provisioned in national policy on education and provide equal access to education.

The study however did not interview parents to know the reasons behind their girl child not going to school. The study emphasized on poverty as the major factor prevailing girls from attending school. Several other factors hinder the attendance of the girl child in school as such, they will be discussed in this study.

Fahima (2009) carries out a study on the role of women education in the struggle against poverty in Bangladesh. The study relied more on hermeneutic approach which is the study of theories and methods of the interpretation of texts and the systems of meanings. In this approach, the meaning and intentions of various related concepts, theories and literatures were examined. The obligation of hermeneutic is to understand the social context on which the study is done. The study showed that education can bring extreme poor out of absolute poverty by creating awareness among the people, besides economic self-reliance, education can make a woman aware of her rights; provide self-confidence, and freedom of expression. An educated woman thus also wants her children to be economically independent and

morally enlightened by being educated. Education also helps the mother to seek health education by identifying proper food and food habit, maintaining hygiene and diagnosing common diseases. The study recommends that as women health issues are directly or indirectly related to their poverty, health education to women should come explicitly in government policies. Also, drop out of female students in the later stage of primary and secondary schools and lack of enrolment of female students to colleges and university should receive special attention in the policy evaluation and modification. However, their study relied so much on theory which may not actually reflect the ideal situation on ground also; their study was conducted in Bangladesh, far away Asia. Our study will rely majorly on primary data and also concerns on girl child education in North West Nigeria.

Similarly, Alam, Ellahi, Bukhari and Jamil (2010) carry out a study on women education and economic performance. The study adopted a time series analysis design and used an annual time series data set over the period of 1980 to 2009. The data were analyzed using Ordinary Least Square (OLS) estimation techniques developed by the researchers to the contribution of women education for economic performance in Pakistan. The study found that economic growth is hampered as a result of women's less participation in education. The study therefore recommends a need for women workforce in Pakistan to be provided with better educational opportunities and facilities, strong infrastructure among others in order to get full benefits from educating them. Their study was conducted in Pakistan and covers a period of up till 2009; our study however covered a period of 2011-2015 which is more recent.

Ayodeji (2010) conducts a study on gender stereotypes belief and practices in the classroom: The Nigerian post-primary school teachers. The study explores the gender-stereotyped beliefs and perception of secondary school teachers' in classroom practices in Ogun State Nigeria. The study adopts descriptive survey design and the population of the study was 250 selected teachers. Data was collected through self-administered questionnaire by the selected teachers

on how gender-stereotypes are played out in their classroom practices. T-test statistic was used for the data analysis and the study revealed that teachers directly or indirectly promote gender-stereotypes. Among others, it was recommended that the government and all stakeholders should do more work in creating awareness about gender-stereotypes both in and outside the classroom. The population of their study and its characters are not sufficient for generalization as stereotype can be among pupils and also parents as such, our study therefore administered questionnaires to not only teachers but also to parents and other stakeholders in the administration of school management.

Jummai (2010) investigated the factors militating against the enrolment and retention of girl-child students in Junior Secondary Schools in Kaduna State. Using Krejcie and Morgan Table, 375 respondents were sampled from six Local Government Area; two each from the three (3) senatorial zones in the State. The descriptive survey design was adopted for the study. Cronbach method of reliability was used to determine the reliability of the instrument which was found to be .815. Significant relationships were found between the dependent variable and each of the six independent variables. It was recommended that government should keep updated records of enrolment and retention of the girl-child in all schools, and schools should be built in all localities for easy access, government should enact laws against removal of girl-child from schools for marriage or any reason before completion of school and parents should consider their economic capability in planning their family size. It was concluded that religious leaders and traditional leaders have big responsibility of directing and encouraging their subjects on the importance of girl-child education.

Suku (2011) carried out a study on the comparative analysis of Kaduna State government and UNICEF basic education intervention strategies in Kaduna State. A sample size of six (6) schools in three (3) local government with UNICEF programmes were used. The study used frequency tables, multiple regression technique, and systematic observation. The study found

that there has been significant improvement in enrolment in all the focal schools, though not up to the 20% envisaged by UNICEF. The study recommends the adoption of more rational policy development process similar to the one used by the UNICEF, the devolution of more responsibilities to community based stakeholders and the encouragements to voluntary organizations to set up schools. However the study did not show us explicitly the effort made by Kaduna State government viz-a-viz the strategies it adopted in ensuring girls enrolment in the state.

Saleh and Kwache (2012) investigated into the girl-child enrolment and completion in senior secondary school in Bauchi state, Nigeria. A simple survey of school records (class registers) of students in two sets of two arms each in three (3) selected secondary schools was carried out and a purposeful sampling of the three schools (two co-education and one single sex school) was used. Furthermore a focus group discussion was held with the vice- principal academy and the class teachers of the sampled classes in each of the schools. Samples of students were also interviewed on their opinions on the possible reasons for students dropped-out from school in each of the schools. Based on their findings, it is clear that in some core northern states of Nigeria, of which Bauchi is part, there is still problem with girl-child enrolment and completion of secondary education in Nigeria. Early marriages, poverty, unfriendly school environment, and Social, cultural or religious beliefs are still major causes of the drop-out rate of girls in Bauchi State. They recommended that the free and universal basic education (UBE) introduced by government should be taken seriously by all and sundry, including non-governmental organizations and also young Nigerian girls in rural areas should be made to disregard the wrong notion that their education ends in the kitchen. Gone are the days when an African woman is believed to remain only in the kitchen. The girl-child needs education that will empower her to face the challenges of today, tomorrow and the future in general.

Kainuwa and Yusuf (2013) examine the cultural tradition and practice of parents as barriers to girl child education in Zamfara state. The study examines the negative role of parents' cultural traditions and practice on the Educational process of their girl children which has led to early marriage, HIV/AIDS prevalence and child abuse in the state. The study found that government attention is mostly drawn to educational development of the urban areas than the rural setting and thus suggest that government and stakeholders should concentrate more on education development of rural areas in order to benefit children of peasant farmers mostly found in rural areas. The scope of the study is absent and had no target population. These are some of the gaps this work intend to look into.

Jumare (2015) examines the capacity of Local Government in managing the Education and Health related Millennium Development Goals (MDGS) program in selected local governments in Kaduna and Zamfara State. The study covers the period from 2005-2013 and the multi-stage sampling technique was used to draw the sample size. Interviews, questionnaires and observation were used for the study and the author found out that MDGs intervention efforts have not significantly impacted on Local government capacities in providing education and health care services and thus, the local government capacity significantly undermined the attainment of the MDGS target in education and health. The study recommends that the MDGs intervention fund should be made sufficient and emphasis should be given to infrastructural, human, managerial skills and competence of the local government education authority (LGEA) and primary health care (PHC) managers and staff.

Adamu (2016) carried an extensive study on the assessment of the effectiveness of management of universal basic education (UBE) in selected local government areas of Kaduna and Niger States for ten years (2004-2014). The study specific objective is to determine the relationship between monitoring and supervision of schools, adequacy of funding, adequacy of qualified teachers and effective management of UBE in the selected

areas of study. The study reveals that monitoring and supervision effort have not been effective in ensuring better management of primary schools. Inadequate funding as well as inadequate qualified teachers was also identified to have affected the achievement of effective management of the UBE program in the two states. The author recommends that emphasis should be put on monitoring and supervision and UBE fund should be improved by the three tiers of government to meet the bench mark of 26% budgetary allocation on education as stated by UNDP. More qualified teachers should also be employed in other to cope with increasing enrolment of pupils.

2.5 Theoretical Framework

All social institutions or subsystems whether medical, educational, religious, economic or political are required to provide proof of their legitimacy and effectiveness in order to justify society's continued support. Both the demand for and the type of acceptable proof depends largely upon the nature of the relationship between the social institution and the public. In general, a balance will be struck between faith and fact, reflecting the degree of man's respect for authority and tradition within the particular system versus his criticism and desire for tangible proofs of work.

David Easton popularized the systems paradigm for the analysis of political life. Easton (1966) defined a system as "any set of variables regardless of the degree, of interrelationship among them". He preferred this definition because it freed the researcher from the need to prove that a political system is really a system (Fisher, 2010). According to Easton, a political system is, "that system of interaction in any society through which binding and authoritative allocation are made and implemented" (Sapru, 2004, Sambo, 1999). According to Sambo (1999) Easton analyzes political activity by employing the paradigm of the biological system whose life processes interact with each other and with the environment to produce a changing

but nonetheless stable bodily state”. Viewed this way, therefore public policy is the response of the political system to forces brought to bear on it from the environment. The theory according to Easton (cited in Musa, 2014) is based on the following premises:

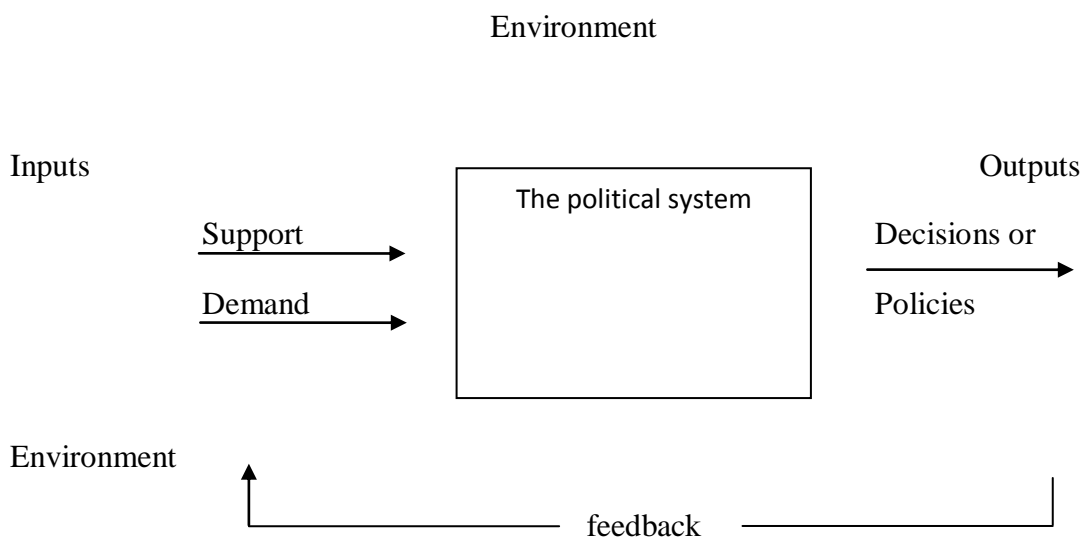
- i. That political life is viewed as a system of behaviour;
- ii. That political system can be distinguished from an environment in which it exists and opens to influences from it;
- iii. That political system develops some structures and processes to contain any stress that may emerge from environment;
- iv. That political system is based on input-output relations.

Based on the above premise, Easton (1965 cited in Musa, 2014), further asserts that the theory takes its departure from the notion of political life as a boundary-maintaining set of interactions imbedded in and surrounded by other social systems to the influence of which it is constantly exposed. System according to him does not exist in a vacuum. It is always immersed in a specific setting that is called boundary or environment. In the light of this point, Easton argues that there is an enormous variety of influence coming from the environment of a political system capable of disturbing the way in which the system performs its tasks (1965). The way in which a system works will be in a part and a function of its response to the total social, cultural, biological and physical environment (Easton, 1965 cited in Musa, 2014).

It is useful to conceive a political system as having a boundary in the same sense as a physical system. The boundary of a political system is defined by all those actions more or less directly related to the making of binding decisions for a society. It is further argued that every social action that do not partake of this characteristic will be excluded from the system

and thereby will automatically be viewed as an external variable in the environment. Political system is, however, based on inputs-outputs relationships. Inputs as Easton argues, constitutes any event external to the system that alters, modifies or affects the system in anyway (Easton, 1965 cited in Musa, 2014). Political system exists in an environment which is divided into two parts as diagrammatically described below:

Diagram 2.1: Diagrammatic Description of the System Theory



Source: Easton D. (1957 <http://links.jstor.org/sici?sici=0043-8871%28195704%299%3A3%3C383%3AAATTAO%3E2.0.CO%3B2-Q>)

The above diagram reveals that, after all, in its elemental form, a political system is just a means whereby certain kinds of inputs are converted into outputs (Easton, 1965). The concept of system which “implies an identifiable set of institutions and activities in society that functions to transform demand into authoritative decisions requiring the support of the whole society” (Dye, 1997 cited in Sambo, 1999). A crucial property of system is the interrelatedness of its parts or elements. David Easton is of the view that in a political system, there are input and output functions. Both of these functions together drive the political

system with efficiency. The input-output analysis of Easton has three main variables in the forms of demands, supports and feedbacks.

Inputs: are seen as the physical, social, economical and political products of the environment. They are received into the political system in the form of both demands and supports (Sapru, 2004).

Demands: Easton (1966) defines demand, “as an expression of opinion for an authoritative allocation with regard to a particular subject matter.” A demand is nothing but the proposals for legislation. The structures in a political system convert these demands as authoritative decisions correctly stated as outputs. The demands come to the system from environments in different forms with a view to change, influence or modify the system. These demands can be for providing certain things, services and conveniences, for more political participation, etc. A system may not be in a position to convert all these demands into outputs. Excessive demands put too much stress and overload to the system. Thus during the conversion process some demands are fulfilled, some are weeded out also.

Supports: Support comprises of actions rendered in favour of government such as obedience to the rule of law and payment of taxes (Sambo, 1999). Sapru (2004) adds that, the support is rendered when individuals or groups accept the decisions or laws.

Environment: The environment is any condition or event defined as external to the boundaries of the political system. At the heart of political system are the institutions and personnel for policy-making. These include the chief executive, legislators, judges and bureaucrats. In the system version they translate inputs into outputs (Sapru, 2004:61). Collaborating this, Sambo (1999) asserts that, inputs are fed into the black box of decision making otherwise called conversion box to produce outputs.

Outputs: Outputs of a political system come in the form of decisions or actions of the authorities. Thus output is turn out or production made by political authorities. Even political authorities themselves can take initiative in the making of outputs. Outputs can be in the form of concrete actions, statements or policies from the authorities or in the shape of immediate authorized decisions. Outputs have several aspects, economic, cultural, social, political, etc. The most important, however, is political aspect that influences the society and determines the need and form of next round of inputs.

Feedbacks In Easton's systems theory, feedback is an important concept. According to him how far a political system can persist depends on the feedback, which it gets. A feedback is a process through which information about the outputs and environments is communicated to the system that may result in subsequent change or modification of the system (Sambo, 1999; Sapru, 2004). In the absence of feedback the whole system is likely to operate in an unresponsive manner and lose support. It is feedback that helps the system to function in a better way. If the feedback in the system is received too late or in distorted form then the outcome may not be to the advantage of the system. In all conditions feedback is a regulatory demand of political systems.

2.6 Relevance of the theory to the Study

To a large extent, social problems are increasingly being recognized as affecting the entire community and not only the unfortunate victims directly caught up by the problem. For a country, state or community to be seen as developed; the majority of its population have to be educated. Zamfara state is seen as one of the educationally backward state in Northern Nigeria and this is more disheartening when considered at gender level. Over the years,

concerted efforts have been made by government, non-governmental organizations and community to ensure that there is equity and equal access to education.

The citizens make demand for the provision of education for girls as it has become an instrument that can be used to measure human and national development whereas, support comes from the community to the government through donations and sensitization by the various organizations (non-governmental and community based). The citizen's demand for education is then converted through the conversion process to produce government policies, decisions and actions known as the output (employment and training of teachers, provision of facilities etc). Feedback comes in the form of enrolment, retention and completion of basic education.

CHAPTER THREE

METHODOLOGY

3.1 The section focuses on the research design, population and sampling size of respondents, sampling technique, sources of data and method of data presentation and analysis for the study.

3.2 Research Design

For the purpose of this study, the survey research method was adopted. This consists of the use of questionnaire which led the test instrument, interview and systematic observation methods were used to collect our data. The use of survey research is to enable the researcher generalize from a sample of a population so that inferences can be made and conclusion drawn. This method focused on the population of the study and data collected was used for intensive study and analysis. This provided us an opportunity to generalize the findings of the study for the whole population.

3.3 Population of the Study

This study covers the three senatorial districts that is, Zamfara Central, East and West. In each of this district, one local government was chosen comprising urban, semi-urban and rural. Gusau Local Government area(Central) with a population of 383,712 and projected figure of 450,290 for 2011 is an urban settlement while Kaura-Namoda Local Government Area with a population of 285,363 and projected figure of 334,880 for 2011 is semi-urban and Maradun Local Government Area with a population of 207,563 and projected figure of 243,580 for 2011 is rural making it a total of 876,638 and 1,028,750 for 2006 and 2011 respectively however, the projected figure for 2011 was used (National Population Commission, 2012).

3.4 Sampling and Sample Size

Sampling is the process of drawing sample size from the parent population. The sample size of this study adopted the Krejcie and Morgan (1970) method of determining sample size for research activities. In the Krejcie and Morgan (1970) method, no calculation is required as there has been a compiled table using this formula: $s = X^2NP(1-P) \div d^2(N-1) + X^2P(1-P)$.

s = required sample size.

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

N = the population size.

P = the population proportion (assumed to be .50)

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

According to the table, a population of one million and above has a sample size of 384. These figures were therefore purposively distributed among the three local governments under study at 37.5%, 32.5% and 25% for Gusau, Kaura-namoda and Maradun local government respectively.

Gusau Local Government Area:

Table 3.1 Sampled Respondents for Gusau Local Government

	Respondents	Number Allocated	Percentages
1	Teachers	80	55.5%
2	SBMC/PTA	24	16.7%
3	Community members	40	27.8%
		144	100%

Source: Field Work, 2016

According to the Krejcie and Morgan sample size table (1970), the number for Gusau local government was 144 which were gotten from the total population of 384. 144 were purposively distributed among the respondents so that each characteristics of the sample got adequate representation. The teachers got 80 questionnaires to represent 55.5%, the SBMC/PTA members got 24 questionnaires which represented 16.7% and the community members received 40 questionnaires to represent 27.8% of the total sample size.

Kaura-Namoda Local Government

Table 3.2 Sampled Respondents for Kaura-Namoda Local Government

	Respondents	Number Allocated	Percentages
1	Teachers	70	56%
2	SBMC/PTA	30	24%
3	Community members	25	20%
		125	100%

Source: Field Work, 2016

The total respondents in Kaura-namoda were 125. The teachers received 70 questionnaires to represent 56%, the SBMC/PTA members received 30 questionnaires to make 24% and the community members got 25 questionnaires which is 20% of the total sample size.

Maradun Local Government

Table 3.3 Sampled Respondents for Maradun Local Government

	Respondents	Number Allocated	Percentages
1	Teachers	58	60.4%
2	SBMC/PTA	23	24%
3	Community members	15	15.6%
		96	100%

Source: Field Work, 2016

The teachers in Maradun received 58 questionnaires which represented 60.4% while the SBMC/PTA received 23 questionnaires representing 24% and the community received 15 questionnaires to represent 15.6%.

While the remaining 5% of the sample was allotted for interview; those interviewed were the director, special programme department, desk officer for girl child education and some school principals Head teachers and three opinion leaders. In all, 19 people were interviewed.

10% of the sample size was added to the questionnaire making a total of 422 questionnaires administered; this is to take care of the inadequacy of unreturned and invalid questionnaire (Isreal, 2013). A total of 394 questionnaires were usable for our analysis representing 93.4 percent. Out of the 394 questionnaires returned, 334 were retrieved from the schools and ZSUBEB office while 60 was collected from the community. This is sufficient for statistical reliability and generalization.

3.5 Sampling Technique

Purposive sampling was used for key informants such as the teachers, SBMC members and staff of SUBEB (Special programme department) while the accidental sampling were used for teachers and community members in the selected local government. Two schools consisting of a primary and junior secondary were used in each local government under study.

3.6 Sources of Data

Both primary and secondary data was used for the study. This was justified on the basis of its validity and reliability as the data obtained from the secondary source complimented the ones generated from the field.

i. Primary Sources of Data

Primary data refers to first hand information obtained by the researcher from the field. It surveys the attitude, opinion and action of the population. The primary data therefore were gathered through questionnaires, interviews and observation. The questionnaire were structured in closed ended Likert scale of strongly agreed, agreed, undecided, disagreed and strongly disagreed. The study relied more on questionnaire however, interview were conducted to complement the questionnaire. Questionnaires were administered to teachers and SUBEB staff under girl child education department while interview were conducted to key informants like the SUBEB officials such as the Director, special programme department

and Desk officer for girl child education, SBMC/PTA chairman and secretary in the selected local government and school principals and head teachers. Also, systematic observation was used to complement the other sources of data collected. Check list of observable items were developed and observed in the schools and communities visited.

ii. Secondary Sources of Data

This is the second hand information already generated and stored in texts, files etc. The secondary source of data included documents on facilities procured and progresses made by the state universal basic education board; others include school register to find out the number of students enrolled, number of school drop-out, schools infrastructure, staff list and records, records of training and recruitment.

3.6 Method of Data Presentation and Analysis

Descriptive and inferential statistical tools were used for this study. The inferential tool made use of linear regression in testing the hypothesis. This help to test the level of discrepancies between the P value and the level of significance. All were at 5% level of significance and the statistical package for social science (SPSS) programme was used to process and analyse the data. Data generated through interview, observation and secondary sources were analysed qualitatively.

CHAPTER FOUR

ZAMFARA STATE EDUCATION PROFILE

4.1 Introduction

This chapter reviews the Universal Basic Education Programme, the Universal Basic Education Policy of 2004, legal framework for the UBE, objectives of the UBE programme, challenges of the UBE programme, Zamfara state policy on girls education, Zamfara state partnership with nongovernmental organizations, Zamfara state universal basic education, structure of ZSUBEB, Zamfara state local government education authority

4.2 The Universal Basic Education Programme

Basic education is fundamental to human and national development. It is the foundation upon which other levels of education are built and a necessary requirement for human and national progress (Tahir, 2006). The provision of basic education for all citizens, according to Ochoyi and Danladi (2008) has been a global objective which Nigeria like some other nations sets out to achieve through the Universal Basic Education (UBE) programme. The need for such intervention scheme in the nation's educational system is borne out of the realization of the role of education in an individual's life and in the promotion of social, political and economic development in every nation. It is said that no nation can rise above its educational level.

Before the introduction of the UBE programme, the existing policy and programme of government for education was found to give rise to distortions, high rate of dropouts, narrow curriculum content and half baked graduates that did not meet the needs of the society. The UBE scheme was therefore launched to address these problems by providing free, universal and compulsory basic education to all children regardless of sex, age, ethnic or religious inclinations, language or status. It is also to accommodate comprehensive adult literacy programme. The scheme is therefore designed to ensure adequate and qualitative education that is directed towards the achievement of the nation's objectives.

The Universal Basic Education (UBE) programme was launched on 30th September 1999 by the then President of Nigeria, President Olusegun Obasanjo. The programme is designed to provide free and compulsory education for children in the primary and junior secondary schools in the country. President Obasanjo on launching the scheme assured that the many problems that bedevilled the 1976 Universal Primary Education (UPE) programme would not be allowed to hamper the 9-year basic education programme. He further pointed out that the scheme is aimed at arresting the decline and decay as well as expanding and improving on the UPE scheme.

The UBE programme is designed to remove distortions and inconsistencies in basic education delivery and to reinforce the implementation of the National Policy on Education. It is also to provide greater access to basic education and ensure its quality throughout the country.

The Universal Basic Education Act (2004) defines Universal Basic Education as early childhood care and education, the nine years of formal schooling, adult literacy and non-formal education, skills acquisition programmes and the education of special groups such as nomads and migrants, girl-child and women, almajiri, street children and disabled groups.

UBE is therefore more comprehensive than UPE or other programmes of the Federal Government on education. According to the Implementation Guidelines for the UBE, the scheme stresses the inclusion of girls and women and a number of underserved groups; the poor, street and roaming children, rural and remote population, nomads, migrants, workers, indigenous people, minorities, refugees and the disabled. The formal education system is only one of six components included in UBE.

According to Adamechi & Romaine (2000), the UBE is the brain child of the federal government, for this reason, it is expected that the federal government will provide at least 65% of the total fund needed for the successful implementation of the scheme, while the

various states and local governments will contribute the balance of the 35%. Basic Education is the bona-fide right of every citizen of Nigeria. The federal government established some agencies that facilitate the implementation of the programme. These agencies include the Education Tax Fund, established by Decree No. 7, 1993. According to the National chairman of Education Tax Fund, the Board was assigned to manage and utilize the 2% Education Tax collected by the Federal Inland Revenue Services (FIRS), for the purpose of upgrading of educational physical infrastructure throughout the country and in the three tiers of educational institutions run by government (Olakunri, 1999 in Anibueze and Okwo, 2013)

The establishment of Universal Basic Education Commission (UBEC) and State Basic Education Boards (SUBEB) at national and state levels are strong factor to be reckoned with in terms of Government's effort to develop Primary education in the country. It was this Commission (Universal Basic Education Commission) that guaranteed the employment of qualified teachers, prompt payment of teachers' salary, ensured constant procurement and provision of instructional materials to all primary schools nationwide, renovation of dilapidated classrooms and construction of new ones. The commission also came up with a scheme called Federal Teachers Scheme (FTS) where NCE teachers are recruited and posted to rural schools to teach for two years on allowances basis from federal and state governments.

The Universal Basic Education Commission also created Inspectorate Services Department which is in charge of supervisions, quality assurance and monitoring. The department is also responsible for training and retraining of teachers. The commission created social mobilization department which is in charge of advocacy, sensitization and raising national awareness on child education. It has increased political and financial commitment through advocacy and sensitization of policy makers at all levels, parents, school authorities, other leaders and school age children themselves all with the aim of capturing high school

enrolment from the massive school age children who are not attending schools for the successful attainment of Universal Basic Education (UBE), Millennium Development Goals (MDGs) and Education For All (EFA) goals.(Garba, 2013).

4.3 Universal Basic Education Policy of 2004

The vision of the Universal Basic Education (UBE) is that at the end of 9 years of continuous education, every child should have acquired appropriate and relevant skills and values and be employable in order to contribute his/her quota to national development. The UBE act of 2004 covers;

1. Early child care development and education (ECCDE)
2. Six years of primary Education
3. Three years of junior secondary education. (Tahir, 2006)

Furthermore, the guideline for the implementation of U.B.E. outlined the targets of the policy as follows:

- i. Ensuring that school-age children are in school.
- ii. 100% transition to JSS at the end of six years of primary education.
- iii. Completers of Basic Education to possess literacy, numeracy and basic life skills, as well as ethical moral and civic values.
- iv. All teachers in Basic Education institutions to possess the Nigerian certificate of education.
- v. Review of basic education curriculum to conform to the reform agenda.
- vi. Achievement of 100% awareness on HIV/AIDS in schools.
- vii. Establishment of an effective institutional framework for monitoring learning and teaching.

- viii. Active involvement in and participation and eventual ownership of schools by local communities (www.ubec.gov.ng)

4.3.1 Legal Framework for the UBE

The 1999 constitution of the Federal Republic of Nigeria, Section 18(1) and (3) have urged the Government to provide free and compulsory Basic Education in addition to some other educational objectives. This section of the constitution also emphasizes the following:

a) Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels.

b) Government shall strive to eradicate illiteracy and, to this end, government shall when practicable provide:-

i) Free Compulsory and Universal Primary Education

ii) Free Secondary Education

iii) Free University Education and

iv) Free Adult Literacy Programme

It should be noted that items 60(e) of Part (1) of the second schedule of the constitution which is under the exclusive legislative list confers power on the National Assembly to make laws with respect to setting minimum standards of education at all levels.

The second provision of the UBE bill officially designated twenty four states including the FCT as educationally disadvantaged states. These were Adamawa, Akwa Ibom, Bauchi, Bayelsa, Katsina, Kebbi, Jigawa, Kwara, Kogi, Nasarawa, Niger, Sokoto, Rivers, Plateau, Zamfara, Taraba, Yobe and the FCT.

Accordingly, in view of their disadvantaged position, additional 20% of fund is to be made available to these states. Similarly, the bill stipulated that the Federal Government is to intervene by providing assistance to the state, and local governments in Nigeria for the purpose of uniformity and qualitative basic education throughout Nigeria: the governments at

all levels are expected to provide free, compulsory and Universal Basic Education for every child of primary and junior secondary school age.

The UBE Bill also states that transition from primary to Junior Secondary School (JSS) should be automatic, as basic education terminates at the JSS level.

The bill also makes provision for the restructuring of the secondary school system by disarticulating the J.S.S from the Secondary School system, so that the two streams are run separately by different administrations as stipulated in the National Policy on Education.

Finally, the UBE bill also emphasized that the services provided in public secondary schools shall be free of charge. These include tuition, books, instructional materials, furniture and mid-day meal.

4.3.2 Objectives of the UBE programme

At the world conference at Jomtien, in 1990, the framework Action on Education for All (EFA) was developed, and every nation was urged to pursue attainment of the objectives according to its developmental needs and capacity. The Federal government in response to this declaration launched Universal Basic Education in Nigeria and the Federal Ministry of Education (1999) outline the specific objectives of the UBE Scheme as follows:

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

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

3. Reducing drastically the incidence of drop-out from the formal school system through improved relevance, quality and efficiency

4. Catering for the learning needs of young persons who for one reason or another had to interrupt their schooling through appropriate forms of complimentary approaches to the provision and promotion of basic education.

5. Ensuring the acquisition of the appropriate level of literacy, numeracy, manipulative, communicative and life skills as well as the ethics, moral and civic values needed for laying a solid foundation for life-long learning. (Uche & Chinyere, 2013).

Obong (2006) outlines the specific goals of the programme as;

1. Ensuring an un-interrupted access to 9-years formal education by providing free and compulsory Universal Basic Education for every child of school going age

2. Reducing school drop-out rate and improving relevance, quality and efficiency.

3. Enabling individuals acquire literacy, numeracy, life skills and useful living

4. Providing mid-day meals to enhance children's access, retention and completion of the school cycle.

5. Emphasizing on curriculum diversification and relevance to effectively and adequately cover individual and community needs and aspirations.

6. Disarticulating junior secondary schools from senior secondary schools.

7. Realigning/Integrating junior secondary education with primary education.

8. Individualizing teaching methods.

9. Introducing rudiment of computer literacy

10. Ensuring appropriate teacher professional development.

11. Encouraging community ownership of schools including participating in decision making process in schools.

4.4 Challenges of the UBE programme

A close examination of the UBE programme shows that it is a noble policy by government especially when one considers its objectives. What more could a developing society like Nigeria desire in terms of education, than to have all its school age children be in school? If one considers the fact that education is a veritable tool for advancing any nation, especially a developing one like Nigeria, then one can conclude that the UBE programme is worth executing since its aim is to empower future leaders educationally, for the purpose of advancing the country.

However, while it is observed that the UBE programme is worth executing, especially going by its objectives and scope, it is also important to point out that there are some identified problems that should be tackled. This particular aspect of the current policy on education never took into consideration the current realities of Nigeria's socio-economic and already existing educational conditions.

First, there is the problem of dearth of qualified teachers to adequately handle educational needs arising from the expansion of the previously existing educational structure. Most primary schools lack qualified teachers. Commenting on this Adenipekun as cited in Etuk, Ering and Ajake, (2012) points out that the problem of lack of teachers in primary schools affects 85% of the States in Nigeria. The argument is, if most primary schools in the Federation lack qualified hands, how then can they adequately accommodate pupils of the junior secondary category who under the 9-3-4 system of the U.B.E. policy would now become integral part of the primary schools? The problem of lack of and unskilled teachers will affect pupils to the extent that they will pass out without being equipped with the

required educational skills that match with that level of education. At the end the objective of having completers of the Universal Basic Education to possess literacy and basic life skill will be defeated.

Furthermore, some work environments do not encourage study leave, and for some that give such room, often it is without pay or other financial incentives that facilitate furthering of education by staff. This condition deters self improvement among teachers and further complicates the problem of lack of skill among them. Many of them will thus continue with their old skills, which may not completely meet demands of the UBE policy.

Studies have shown that adequate motivation is a precondition for the achievement of maximum output in any work environment. Related to the problems of dearth of teachers is the issue of lack of motivation and incentives for teachers. Adepoju and Fabiyi (2007) report that in three demographic studies on the existing national situation in the primary education sector, results showed that almost all sampled teachers indicated they were poorly motivated. Commenting on the state of teachers in Nigeria, Olor (2005) stresses that teaching profession in Nigeria is accorded low regard and often treated as dumping ground. Today Nigerian children hardly aspire to become teachers. This is obviously due to the poor nature of teachers' motivation and remuneration in Nigeria. To say the least, a number of people currently on teaching jobs are only there because they have little or no other job options. Some of them are simply marking time, waiting to take their leave immediately an opportunity for one of the 'green pastures' shows up. This does not exclude those who studied education in tertiary institutions. This makes for brain-drain in the teaching sector and is still traceable to poor and sometimes absence of motivation. This is a major setback for the overall goals of the current education policy.

Another major challenge the current education policy is confronted with is the issue of inadequate facilities and infrastructure. A number of Primary schools in Nigeria are characterized by limited resources, overcrowded classrooms and dilapidated buildings (Olor, 2005) It is not in dispute that in some primary schools, some pupils learn under trees. Three demographic studies on the existing national situation in the primary education sector revealed that 12% of primary school pupils sit on the floor, 38% of classrooms have no ceilings, 87% of classrooms are overcrowded, while 77% of pupils lack textbooks (Adepoju and Fabiyi 2007). The crucial question is; given such pitiable circumstances; can such primary schools adequately fulfil the goals of UBE? In reality, such schools would have a significant proportion of their pupils studying under harsh conditions of sun, rain and other weather conditions. How much can teachers really teach and how much can the pupils themselves learn under in the face off sun, rain and similar environmental conditions? If the teacher is unable to teach well and the pupil is unable to learn well, what quality of pupils will the UBE programme raise for the future?

The programme will no doubt churn out individuals who are not equipped enough to fill various specialized occupational roles, which is what education according to Durkheim as cited in Giddens (2006) is suppose to achieve. An important feature of the current policy on education is that of diversified curriculum with prevocational and vocational/technical subjects. While we acknowledge this aspect of the UBE programme as commendable, it must be noted that most schools in the country especially the ones located in the rural areas are plagued with very poor infrastructural facilities. In addition, there is insufficient provision for introductory technology and modern information technology facilities. The effect of this is that UBE will produce pupils who are not only ill-equipped in terms of skill but also suffer from a condition Giddens (2006) describes as information poverty. If this is then the case, can

the goals of equipping pupils with vocational/technical skills during their training in school be achieved? This is a question of our educational policy makers need to consider answering.

Achieving 100% success in ensuring that all school-age children are in school has been identified as one of the goals of UBE. The realization of these goals is however seriously challenged by the phenomenon of child labour. A good number of Nigerian children are trapped in child labour, particularly the type describe in Charles, Ikoh, Iyamba, and Charles (2006) as house-help or domestic labour. As are result of poverty, a number of parents as Oloko (1990) reveals, send their children to either serve as domestic help i.e. house helps/domestic servants or hawkers, just to supplement family income. Charles et al (2006) stresses that more parents have become involved in engaging children in child labour because of the high pay it yields to them. For the children caught up in child labour, what hope is there that they will acquire basic education? Besides, if these categories of children are kept out of the basic education scene, again, what hope is there that all school age children will indeed be in school? Actions need to be expedited to strengthen already existing poverty alleviation programmes, with a view to empowering parents financially, to be able meet up with basic financial demands of the basic education programme which itself is not entirely free. Parents would also need to be enlightened, to step up their enthusiasm towards their children's education. Unless these steps are taken, rather than achieving 100% success in having all school age children in school, the Nigerian society will rather have these particular category of children deprived of upward mobility due to lack of education (Burra, 1990), with some growing up to become societal dregs and economic liabilities due to child labour (Bala, 1988 cited in Charles, et al 2006).

Corruption is another monster that challenges the UBE programme. A number of public office holders in Nigeria are more minded about amassing wealth to themselves than painstakingly doing their jobs. Government has taken giant strides in certain key areas of the

educational system, including the UBE sector, however, a lot of mismanagement is observed especially in the area of funds allocated to the programme. Instead of judiciously using such funds to execute the projects they are meant for, public office holders would prefer to divert some of such funds. Some officials at UBE offices, just like others in public offices across the country would delay and even deny a teacher access to services if the teacher does not ‘tip’ them. They often claim that the teachers file is missing. But the file comes out as soon as they are ‘tipped’. This corrupt attitude on the part of such office holders discourage these teachers and create of unnecessary bottle necks and even outright hindrances to the furtherance of issues that will make for the success of the UBE programme. The problem of general corruption poses a major threat to the present educational policy and must be decisively dealt with if the UBE programme must yield dividends.

4.5 State Policy on Girls Education in Zamfara State

Zamfara state has been regarded as one of the most educationally backward states in Nigeria and has been performing poorly in virtually all indicators of education such as literacy rate, gross enrolment rate etc. The state has an estimated population of 2,745,460 people out of which 1,392,225 are female. It has an estimated population of 819,360 school age children (6-11 years) out of which 306,720 are girls. Currently, the state has a total enrolment of 477,115 primary school children, 167,832 are girls. In the junior secondary school, the number of children enrolled as at 2014 was 92090 and the number of girls in the junior secondary was 31619 (ZSUBEB, 2014).

The state government objectives of the girl child education include:

- i. To ensure proper implementation of the National Policy on Gender in Basic Education.

- ii. To bridge gender disparity by widening access to girls for both formal and non formal education.
- iii. To encourage posting of female teachers in the rural areas.
- iv. Advise on measures to be taken to reduce drop-out rate of girls from school.
- v. To ensure proper monitoring of learning achievement of girls in the state (ZSUBEB, 2008).

4.6 Zamfara State Partnership with Non Governmental Organizations (NGOs)

The girls education programme (GEP) launched by UNICEF and DFID in 2005 is working to improve girls access to education and learning in some northern states. Zamfara state knowing the significance of girls education collaborated with UNICEF and came on board in 2012 at the GEP phase III which is expected to end by the year 2020. GEP III is been implemented in six local government areas of Zamfara state (Anka, Talata Mafara, Tsafe Kaura Namoda, Bungudu and Shinkafi local government). (GEP III, 2015).

The GEP3 refocused its early learning and reading strategy on improving early learning skills (literacy, numeracy, social skills) of children in primary grades 1-3 in the mother tongue, while also providing opportunities for transitioning to the second language (English) to prepare children learn with English as a language of instruction by the time they transit to primary grade four where they are faced with English as the medium of instruction officially.

Through consultations with various NGOs and ascertaining their capacity to implement an innovative approach to reading, FHI 360 was identified based on their presence in Nigeria, in addition to relevant global and regional experiences in Africa. The GEP3 engaged them in developing a coherent proposal for implementing pilot early grade literacy and numeracy

activities in Katsina and Zamfara. In December 2014, the international non-government organisation FHI 360 submitted a draft proposal, called Reading and Numeracy Activity (RANA) - “Rana” is also the Hausa word meaning “brightness, daytime, sun”.

RANA aims to:

- i. Build teacher professional development strategy from the school up.
- ii. Develop teaching and learning materials - teacher guides with simple scripted lessons, student
- iii. Workbooks for active learning, and supplementary materials, as required. These materials will help teachers teach literacy, and link it to numeracy, in practical, effective ways. Involve communities to build support for such innovations through launch events, literacy/numeracy champions, and low-cost activities.
- iv. Build sustainable government ownership (GEP3, 2015).

The state in realization of the objective of the National Policy on Education, Millennium Development Goals (MDGS), Education For All (EFA), the UBE Act 2004 and the State UBE laws have put in effort to enhance the attainment of girl-child education. The achievement recorded so far includes the establishment of female education board for proper management of female schools in the state, the state also established fifteen focal primary schools that are exclusively for girls and provided mid-day meal to all secondary schools. Free admission forms at tertiary level are provided for students to serve as morale booster and finally the establishment of technical committee on girl child education which involved all

stakeholders in education, traditional and religious leaders, international development partners, NGOS and other collaboration bodies (ZSUBEB, 2008).

4.7 Zamfara State Universal Basic Education (ZSUBEB)

In an effort to promote basic education, Zamfara State Universal Basic Education Board was created and saddled with the responsibility of implementing all basic education policies and programmes in conjunction with the Universal Basic Education Commission in achieving the Education for All and the Millennium Development Goals. The main functions of the board include management of primary and JSSs, recruitment, appointment, promotion and discipline of teaching and non-teaching staff on grade level 07 and above.

4.7.1 Structure of ZSUBEB

In order to discharge their functions effectively, the State Universal Basic Education Boards (SUBEB) are managed by an executive chairman, two full-time board members, a secretary and five directors who heads the department. Together, they ensure the day-to-day administration of the Board. The five departments that make up the Board include:-

- Department of Personnel Management

- Department of Planning Research and Statistics

- Department of School Services

- Department of Monitoring and Evaluation

- Department of Finance and Supplies

4.8 Zamfara State Local Government Education Authority (LGEA)

As management of basic education has become a concurrent responsibility, each tier of government i.e. federal, state and local government has a responsibility in its management. Agencies like UBEC and SUBEB were established at the federal and state levels in order to ensure effective management of the UBE-programme. At the local government level, the Local Government Education Authorities (LGEA's) were saddled with the responsibility of ensuring effective management of the programme.

The Local Government Education Authority is headed by an Education Secretary who is the Chief Executive and Accounting Officer of the Unit. The responsibility of implementation of policies relating to basic education is saddled on him. He is also to ensure that planning, organisation, supervision and coordination as well as effective budgeting is carried out in order to achieve the much needed objective of the programme. There shall be an Internal Auditor whose duty is to ensure continuous auditing of all the financial and other records of the Authority.

The structure of the LGEA comprises a part-time chairman and full time members. The authority is assisted in its work by some departments each created to handle specific issues. The departments include the following:-

a) Personnel Management Department

As the name implies, the major responsibility of this department is to appoint, promote and ensure salary adjustment to both teaching and non-teaching staff of the programme. It is also the responsibility of the Personnel Management Department of the LGEA to ensure that all staff that are due to leave either annually or for maternity are adequately taken care of.

Finally, the department makes the necessary arrangement of retiring staff to secure their retirement entitlements.

b) Planning, Research and Statistics Department (PRS).

This department of the LGEA serves as a research and data bank. It is charged with the responsibility of collecting relevant statistical data on the UBE programmes. It has a data bank from where periodically all information gathered especially those relating to access, efficiency and equity are deposited.

c) School Services Department.

It is the responsibility of this department to ensure that all activities relating to teaching and learning are adequately taken care of. It also has the responsibility of supplying the necessary instructional materials to various schools under the jurisdiction of the local government. The department also ensures supervision and monitoring of schools as well as ensures adequate inspection of both the teaching and learning atmosphere. Headed by a Head of Department, the department also organizes workshops, seminars and other educational activities necessary for the effective implementation of the UBEC programme.

d) Department of Finance and supplies.

This important department ensures that proper documents of all financial transactions in the local government Education Authority are maintained. It also has the responsibility of preparation of annual estimates and expenditures, regular release of funds for monthly salaries and other allowances, etc. Other records that are kept by the Finance and supplies department include stores regulations, payment vouchers (PV's) cashbooks, Financial instruction etc.

Judging from the above mandate as well as the structure and various responsibilities saddled on the LGEA's it is worthy to note that the Authority has a lot of responsibilities on its shoulder and to a greater extent, the success or failure of the programme can also be attributed to how well this important authority handle the enormous responsibilities bestowed on it.

CHAPTER FIVE

DATA PRESENTATION AND ANALYSIS

5.1 Introduction

This chapter presents analyses and discusses the data collected for the study. It covers the summary of responses, presentation and analysis of the primary data collected from the selected local government in Zamfara State using questionnaires, interview and observation. The hypotheses formulated are tested to determine the relationship between the independent and dependent variable. One of the objective of the study is to examine the efforts and strategies of Zamfara State government in promoting girl child education (enrolment, retention and completion) in Zamfara state, secondly to find out the perception of community to girl child education in Zamfara state and lastly, to determine the level and extent of community support towards government effort in promoting girl child education in Zamfara State.

Table 5.1: Summary of Response Rate

S/N	Items	No of Questionnaire	Percentage
1	Copies of Questionnaires distributed.	422	100%
2	Returned and valid copies of Questionnaire.	394	93.4%

Field work, 2016.

5.2: Characteristics of respondents:

Table 5.2: Sex of Respondents

Sex	Frequency	Percentage
Male	252	63.9
Female	142	36.0

Source: Field work, 2016.

Table 5.2 present the sex of respondents. The male respondents sum up 252 which represent 63.9% while the female respondents make up the remaining 142 representing 36.0%.

Table 5.3: Age of Respondents

Age	Frequency	Percentage
15-24	65	16.5
25-34	50	12.7
35-44	123	31.2
45-54	112	28.4
55- Above	44	11.2

Source: Field work, 2016

Table 5.3 presents the age distribution of respondents. Respondents between the age bracket of 15-24 has a frequency of 65 representing 16.5%, those who between 25-34 has a frequency of 50 representing 12.7%. Respondents within the age bracket of 35-44 are 123 representing 31.2%, 45-54 represents 28.4% with a frequency of 112 and those that are 55 and above are 44 representing 11.2%

Table 5.4: Qualification of Respondents

Qualification	Frequency	Percentage
Masters Degree	11	2.8
Degree	96	24.4
NCE	188	47.7
WASSCE	99	25.1

Source: Field work, 2016

Table 5.4 summarizes the qualification of the respondents. According to the table, the bulk of the respondents have the minimum qualification of National Certificate in Education, representing 47.7%, the degree holders make up 24.4%, masters holder make up 2.8% while the remaining 25.1 are made up of School Leaving Certificate Holders. This gives our respondents the ability to read, understand and fill the questionnaires.

Table 5.5: Years of Teaching and Working Experience

Work Experience	Frequency	Percentage
1-5 years	50	12.7
6-10 years	78	19.8
11-15 years	109	27.7
15 years and above	157	39.8

Source: Field work, 2016

The table above shows the work experience among the respondents. 50 of the respondents representing 12.7% are within 1-5years work experience, 78 respondents representing 19.8% has a work experience of 6-10 years working experience, 109 respondents has a work experience of 11-15 years and the bulk of the respondents has 15 years upward work experience which is 157 to represent 39.8%.

5.3 Descriptive Statistics of Government Effort to Girl Child Education in Zamfara State

This section presents the first variable of the study. These variables are government effort and girl child education. In line with the objective of the study, questions were asked using questionnaire, interview and observation. The rules for this analysis is that any mean responses of 1-2.49, 2.50-3.49 and 3.50-5.00 are rated as below average, average and above average respectively.

Table 5.6: Government effort to Girl Child Education in Zamfara state

S/N		N	Min	Max	Mean	Std/Dev.
1	Government effort towards the employment of qualified teachers has been adequate.	334	1.00	5.00	3.1976	1.46117
2	The construction and rehabilitation of structures for schools have been adequate.	334	1.00	5.00	3.3563	1.29981
3	Training and retraining of staff and school managers are often conducted by the government.	334	1.00	5.00	3.5030	1.45761
4	Basic teaching and learning facilities are adequately provided by the government.	334	1.00	5.00	2.6317	1.23476
5	Teachers and school managers' salaries and allowances are favourable and paid as at when due.	334	1.00	5.00	2.3293	1.22263
6	The promotion of teachers are carried out as at when due.	334	1.00	5.00	1.8952	1.17957
7	The condition of classrooms in schools are conducive for learning	334	1.00	5.00	2.8054	1.44400
8	Government officials regularly supervise and monitor the activities of schools	334	1.00	5.00	3.3952	1.47230
9	Toilet facilities and drinking water is adequately provided by government in schools	334	1.00	5.00	2.3383	1.35652
10	Government have been able to mobilize and sensitize the community towards the promotion of girl child.	334	1.00	5.00	2.6976	1.51713

Field work, 2016.

Table 5.6 shows the descriptive statistics for government effort. The mean average variable of the questions from one (1) to ten (10) are within average with minimum score of 1 and a maximum score of 5. Question one has an average mean score of 3.1976 which means that

government effort towards the employment of qualified teachers has been adequate. Interviews were carried out on school principals, teachers and SBMC members. They said that the effort of government on employment of qualified staff is still inadequate as there are no permanent staff in basic subject like mathematics, English Language and Basic education. The ZSUBEB said the board is trying its best to get the schools equipped with adequate teachers especially in key subject. According to the Director, Special programmes department, the state is sponsoring some females through colleges of education thereby deployed to the villages. To them, this will serve as role model to the girls in the villages and also to bridge the gap between the numbers of female to male teachers. This is further buttressed in the table below which was gotten from ZSUBEB office, Zamfara State.

Table 5.7: Junior Secondary school teachers

LGA	M	F	MF
GUSAU	357	401	758
KAURAN NAMODA	136	27	163
MARADUN	110	11	121
	603	439	1042

Source: ZSUBEB, 2015

Table 5.7 shows the number of teachers at the junior level. In Gusau Local Government, the number of female teachers outweighs the male while Kaura-Namoda and Maradun Local government have very few female teachers compared to their male counterpart. This can however partially explain the low turnout of females in the junior secondary level as the teachers are meant to serve as role models to the girls.

Table 5.8: Primary School Teachers

LGA	M	F	MF
GUSAU	501	343	844
KAURA- NAMODA	304	117	421
MARADUN	319	51	370
TOTAL	1124	511	1635

Source: ZSUBEB, 2015

Table 5.8 shows the number of teachers at the primary level. In all the three local government studied, the number of female teachers is low with kaura-Namoda and Maradun recording worst scenario. From our observation, we gathered that most of the teachers given the bulk of the work are corp members and interns who spend at most one year with the pupils/students. The effect of this arrangement on the students/pupils is that they may find it difficult adjusting to the numerous changes of teachers and mostly end up not learning anything at the end of the day.

Question two has an average mean score of 3.3563 which is above average signifying that construction and rehabilitation of structures have been adequate. Our interview with the headteachers and principals suggest that over the years with teeming population. The state government had to increase structures to contain the pupil/students. Our observation confirm the claim by the headteachers however this is still not adequate for the pupils/students as a class contain not less than 70-80 pupils/students. These have an aftermath effect on both teachers and the pupils/students convenience. The responses to question 3 on the training and retraining of staff and school managers are often conducted by the government have the highest mean score of 3.5030. This implies that majority of the staff tend towards agreeing that training and retraining of staff and school managers are often done by the government. According to interview with the Director of special programme, ZSUBEB, training and retraining of teachers is done regularly. An example was given in a recent project tagged

“RANA” that is, reading and numeracy activity. “Rana” is also a Hausa word meaning “sun, brightness, daylight”. RANA is an innovative approach to reading introduced by an NGO called FHI 360 through GEP3 in Zamfara State. Even though children attend schools, millions are not learning fundamental life skills. They are unable to read, write or do basic mathematics as a result of this, their aim is to ensure that pupils are taught in their indigenous language till primary three and to also build teachers professional development, develop teachers’ guides with simple scripted lessons and provide workbooks for active learning and supplementary guide. Series of workshop and training have been held and considerable improvement are been felt among the pupils. We observed in one of their workshop, teachers were taught phonetics with the aid of objects and sound system. This according to the participants will help them in delivering lessons to the pupils.

Question four has a mean score of 2.6317 which means that the respondents’ view on effort of government towards the adequacy of teaching and learning facilities is just average. There are severe shortages of textbooks, although the principals and headmasters said there have been recent improvements in supply associated with development projects funded by a combination of government, donor agencies and community-generated funds, e.g. through school-based management committees (SBMCs) but we observed that these facilities are still not adequate as pupils are made to share textbooks amongst themselves; the textbooks are also collected and kept in school, this does not give the pupils/students opportunity to revise their books at home. Question five representing a mean score of 2.3293 tend towards disagreeing that teachers and school managers salaries are favourable and paid as at when due. Teacher motivation is low in the state. Teachers feel undervalued and neglected by government, especially in rural areas. Their main complaints relate to their poor salary, irregular payments, non-standardised salary structure and the low social status of the teaching profession. The teachers complained of earning seven to ten thousand naira each month

which is still not regular and not even up to the minimum wage. This definitely will affect their zeal to work effectively.

The lowest mean score for government effort is question 6 “the promotion of teachers are carried out as at when due”. This question has the lowest mean score 1.8952 signifying that the promotion of teachers has not been carried out as at when due. This is further buttressed in the interview with the school principals and headmasters when they complained of not been promoted over the last ten (10) years. However, the staff of Zamfara State Universal Basic Education Board acknowledged the effort of government as been adequate. Our observation tends to be in the favour of the teachers as they said if eventually the promotion come through, it does not reflect in their salaries. Question seven represents a mean score of 2.8054 which mean that the condition of classroom is average. Based on observation as shown in appendix 1, 2 and 3, many schools lack classrooms or the classrooms they do have are dilapidated and overcrowded with inadequate furniture and no usable chalkboard, making it virtually impossible for meaningful teaching and learning to occur.

A major concern is the evidence suggesting that improvements in infrastructure and resource supply are failing to keep pace with increased demand, having a negative impact on educational quality and thereby threatening retention and undermining any gains in increased enrolment.

Question eight has a mean score of 3.3952 which means that government officials regularly supervise and monitor school activities. The principals and head teachers agreed that officials from the board and ministry of education visit schools at least once in a term; this is against the standard of officials visiting schools thrice in a term. It was observed that the pattern of internal school supervision by Head teachers and the mode of external school inspection carried out by school inspectors for quality assurance were not regular and thorough. It has

been documented that monitoring and evaluation are major tools in determining not only the success of a given policy programme but the quality of the programme as well. This implies that since the teaching and learning activities were not regularly and thoroughly monitored, it is likely to affect not only the quality of instruction but that of learning outcome, thereby lowering the standard of the basic education system.

Question nine has a mean score of 2.3383 which implies that toilet and drinking water have not been adequately provided. From our observation as shown in appendix 6, toilets have been abandoned as a result of poor maintenance culture which have led to pupils defecating in bushes around the school and also, there is only one borehole in each school; most of this schools are overpopulated with some having at least 4000 pupils, in quest for fetching water, some pupils get injured.

Question ten represents a mean score of 2.6976 which means that government effort towards the mobilization and sensitization of community has been average. According to the headteachers, the community leaders in collaboration with the schools embarked on a house to house campaign to enlighten parents on the necessity of girls education. This according to the teachers has led to an increment in enrolment. They further said that they encourage pupils who do not have money to purchase school uniform to resume school with their house wears. According to them, some NGOs visit their schools and take up the measurement of students especially at the primary level promising to sew uniform for them. Sometimes, their promise is fulfilled while some other times they do not show up again.

From the foregoing, it can be deduce that effort of government towards girls education need to be improved on. Their goal cannot be complete if teachers who are meant to be with the pupils are neglected. Payment of teachers and school managers has to be regular as it serves as motivation for teachers to render their services judiciously. The state government

partnership with non-governmental organizations in training of teachers is quite commendable because it has improved the teacher skills and expertise which is transmitted unto the pupils and students. Instructional materials are still not adequate as pupils share textbooks among themselves. The condition of classrooms is in dire need of improvement; furniture needs to be provided, this will aid teaching and learning in the schools and also toilet facilities are in bad shape.

Table 5.9 Government strategies to Girl Child Education

S/N		N	Min	Max	Mean	Std/Dev.
1	Girl child enrolment in schools is on the increase.	334	1.00	5.00	3.7246	1.31137
2	The number of girls to boys' enrolment in schools is favourable.	334	1.00	5.00	3.5988	1.32230
3	The rate of girls drop out of school is on the increase.	334	1.00	5.00	3.0958	2.63662
4	Free feeding has encouraged girls to remain in school.	334	1.00	5.00	3.3892	1.40292
5	The number of girl child promoting from one class to another has been stable.	334	1.00	5.00	3.5719	1.16477
6	The performances of girl child have been encouraging for their promotion.	334	1.00	5.00	3.6796	1.23600
7	The completion rate of girls to boys in schools is encouraging	334	1.00	5.00	3.4760	1.33030
8	The completion of girl child basic education is on the increase	334	1.00	5.00	3.1377	1.38380

Source: Field work, 2016.

Table 5.9 shows the descriptive statistics for girl child education. The mean variable of the questions from question 1-8 are mostly above average with minimum score of 1 and a maximum score of 5. The response on girl child education has the highest mean score of 3.7246 representing the mean score of question 1 "Girl child enrolment in schools is on the increase" Various initiatives and projects claim to have helped improve girls' enrolment. It includes the introduction of girls-only schools, the abolition of school fees, free feeding scheme and grants to females to train as teachers who are further posted to the rural areas as role models for girls. Question two has a mean score of 3.5988 signifying that girl child

enrolment to boys has been favourable. According to secondary data, girls' enrolment increases by the year although there is still wide gap between the boys and girls enrolment.

Table 6.0: Primary School Enrolment 2011-2014

S/N	LGEA	2011		2012		2013		2014	
		M	F	M	F	M	F	M	F
1	GUSAU	29323	19647	39890	30183	40469	29840	42798	31594
2	KAURA-NAMODA	13572	5719	20910	9814	21181	10572	22090	11405
3	MARADUN	10136	3672	15341	7544	18319	7825	21496	10218
	TOTAL	53031	29038	76141	47541	79969	48237	86384	53217

Source: ZSUBEB, 2015.

Table 6.0 shows the enrolment of pupils from 2011-2014. This figure shows significant increment of pupils over the years however, there is still wide gender disparity. This is most obvious in the semi-urban and rural areas of Zamfara State.

Table 6.1: Junior Secondary School Enrolment 2011-2014

S/N	LGEA	2011		2012		2013		2014	
		M	F	M	F	M	F	M	F
1	GUSAU	13429	9613	14908	10156	11239	10594	11762	11306
2	KAURA-NAMODA	5675	1477	4869	1410	3484	2009	3692	2284
3	MARADUN	2859	420	3051	850	3028	914	3062	921
	TOTAL	21963	11510	22828	12416	17751	13517	18516	14511

Source: ZSUBEB, 2015

Table 6.1 shows the junior school enrolment of students for the year 2011-2014. This table shows low transition of pupils especially the female from primary level to junior secondary level. This is more pronouncing in the semi-urban and rural area.

The lowest mean score for girl child education is 3.0958 representing question 3 “The rate of girls drop out of school is on the increase”. This implies that although girls’ enrolment increases by the year however, they tend to drop out before the completion of basic education. This is often times attributed to parents economic condition, early marriage etc. According to interview with school principals, headmasters and SBMC members, girls’ enrolment has been on the increase however there are still some students especially at the junior secondary section who still drop out as a result of marriage, siblings care. School uniforms are not provided for the pupils and where parents are not able to purchase the uniform for their ward, they are encouraged to stay back at home. Students are also asked to pay development levies which prevent some of them from attending school and corporal punishment; gender violence including bullying and teasing in school. These are some of the reasons girls drop out of school before the completion of basic education

Question four has a mean score of 3.3892 “Free feeding has encouraged girls to remain in school” According to the interview with school principals, headmasters and SBMC members, some school children attend school so as to get food for their siblings at home. The feeding scheme which was recently introduced in primary section saw to high enrolment of pupils as they are sure of getting a free meal everyday also parents of these pupils who are economically challenged and widowed are now relieved of the burden of feeding their children. Question five has a mean score of 3.5719. This signifies that girls’ promotion to other classes has been stable. According to interview and data generated, girls who remain in schools often get promoted to the next class and this has been stable for the past few years. Girls are motivated to continue schooling if they see that their effort in school is not in futility. Question six has a mean score of 3.6796 “The performances of girl child have been encouraging for their promotion”. This implies that the performance of girls have been encouraging for promotion into another level; when girls get promoted, they are encouraged

to remain in school and finish at least the basic education furthermore, some principals said their students are encouraged to take part in competition within the state which make them more determined to finish school. Question seven has an average mean score of 3.4760 which means that girls' completion to boys has been encouraging although there are dropout along the process but the school try its best to minimize it to the best of their capability. The last question eight has an average mean score of 3.1377 which portrays that girl completion rate is on the increase. According to headteachers, there is a skill acquisition at the higher primary where pupils are exposed to training such as tailoring, knitting etc. This according to him encourage the girls to complete their schooling so as to benefit from the scheme If this persists, the issue of early marriages will decline, the health of the girls will be improved on and there would be greater awareness on HIV/AIDS and other viral diseases and they will aspire to further their education beyond the basic education level.

We can deduce from the above that the strategy of government to girls education is impressive. Enrolment have appreciated impressively over the years as a result of free feeding scheme; transition from the primary to junior secondary level is quite improving and if this continue and sustained, government effort in girls education will be achieved and rid off all negative effects ignorance and illiteracy have on the people thereby leading to both human and economic development.

5.4: Test of Hypotheses I

Regression was conducted to examine the impact of government effort on girl child education in Zamfara state. Tables 6.2.1, 6.2.2, 6.2.3 below shows the result of the multiple regression analysis between the independent variable (Government effort) and the dependent variable (Girl child education) in Zamfara State.

Table 6.2.1: Model Summary of the Regression Result

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.660 ^a	.436	.434	.72103

a. Predictors: (Constant), GOVTEFFORT

Source: Researcher computation from SPSS 20.0 output

Table 6.2.2: Analysis of Variance (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	133.419	1	133.419	256.629	.000 ^a
	Residual	172.604	332	.520		
	Total	306.022	333			

a. Predictors: (Constant), GOVTEFFORT

b. Dependent Variable: GCE

Source: Researcher computation from SPSS 20.0 output

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.436	.132		10.854	.000
GOVTEFFOR T	.719	.045	.660	16.020	.000

a. Dependent Variable: GCE

Source: Researcher computation from SPSS 20.0 output

Table 6.2 shows that the coefficient of determination (R^2) is 43.6% and the adjusted R^2 is 43.4%. This indicates that about 43% of the total variation in the dependent variable (girl child education) is jointly explained by the variation in the independent variable (Government effort). Government effort is jointly explained by about 43% of the variance of girl child

education in Zamfara state. The F-statistics which measures the adequacy of fitness of the model used in the study has a value of 256.629 which is significant at 0.000, 1% level of significance. This implies that the model is well fitted.

Hypothesis 1

1. H_{01} : There is no significant relationship between the efforts of Zamfara State government in promoting girl child education in Zamfara State (enrolment, retention and completion).

Decision

Table 6.2.1, 2 and 3 shows that regression analysis between government effort and girl child education in Zamfara state is positively significant (beta =0.660, p =0000 at 5% level of significance) which shows that the p value is less than the level of significance. Therefore, the null hypothesis (H_{01}) is rejected. This implies that the effort put in by the state government in the promotion of girl child basic education is encouraging and very close to the expected target of 100% increase in girl child enrolment, retention and completion of basic education.

5.5 Community Perception on the Situation of the Girl Child Education in Zamfara State.

This section presents the descriptive statistics backed up by interviews of the variables in the study. These variables are community perception on the situation of girl child education. The rules for this analysis is that any mean responses of 1-2.49, 2.50-3.49 and 3.50-5.00 are rated as below average, average and above average respectively.

Table 6.3: Community perception towards Girl Child Education

S/N		N	Min	Max	Mean	Std Dev
1	The community encourage girl child education	60	2.00	5.00	3.8167	.94764
2	The culture and tradition of the people encourage early marriage of girls.	60	2.00	5.00	3.7667	1.06352
3	The tradition of the people prefers boys to attend school than girls.	60	2.00	5.00	3.8500	.79883
4	Parents engage their girl children in hawking thereby preventing them from attending school	60	1.00	5.00	3.5000	1.17170
5	The level of illiteracy in parents does not enable girl child to enrol in school.	60	1.00	5.00	3.0167	1.47857

Field work, 2016

Table 6.3 present the descriptive statistics of community perception on the situation of the girl child and girl child education. The mean variable of the question from question 1-5 are mostly above average with minimum score of 1 and 2 and maximum score of 5. Question 1 “The community encourage girl child education” has a mean score of 3.8167. This shows that the community have been encouraged to release their girl children to school through mobilization and sensitization. In an interview with one of the community leader in Gusau LG, Mal. Lawal Ibrahim, a house to house awareness campaign was carried out early 2015 to sensitize the community on the importance of girl child education. The headteachers further corroborated this information saying they encouraged parents who do not have money to buy school uniform to send their wards to school as they will be allowed to attend classes. We also observed that pupils were been enrolled as the term began.

Question 2 “The culture and tradition of the people encourage early marriage of girls” has a mean score of 3.7667. This indicates that girls are still encouraged to get married early. According to interview with community members, girls who reside in the rural and semi-urban areas are mostly affected as their parent give them out in marriage because of fear of

sexual assault, distance to school, fear of safety and poverty and the need to earn money, especially through hawking. We further observed that girls go out to hawk their wares during school hour and when asked why they are not in school, they replied that their parents do not have money to fend for their education. Question 3 “The tradition of the people prefers boys to attend school than girls” has the highest mean score of 3.8500. This implies that the people’s preference of male child in school is still prevalent in the state. This is further buttressed in table 5.7 and 5.8 above. There are still more boys in school than girls. According to the community, it is the responsibility of the man to provide for his family while the woman stays back at home hence acquiring education is most suitable for the boys who would need it to secure jobs.

Question four “Parents engage their girl children in hawking thereby preventing them from attending school” has a mean score of 3.5000. It means children are engaged in child labour which prevents them from attending school. This is as a result of parents’ poverty; some children are sent out to become housemaids to other households and in most cases led to sexual assault of these children. Question 5 “The level of illiteracy in parents does not enable girl child to enrol in school” shows that illiteracy of parent is still a major spine behind girls not attending school in the community. They do not understand the need to send their children to school as they perceive western education as a taint to their belief and ways of living; they assume that girls who acquire education are generally disrespectful to their husband. This fear has led to parents withholding their children from attending school.

We can summarize the above findings to mean that the community perception towards girls education is gradually taking a positive turn as they have allowed themselves to go with the tides of western education although, their poverty and illiteracy is still a major challenge to the cause of the girl child education. Also their preference of the boys education to girls is still high.

5.6 Test of Hypothesis II

Regression was conducted to examine the impact of community perception on girl child education in Zamfara State.

Table 6.4.1: Model Summary of the Regression Result

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.807 ^a	.650	.644	.38425

a. Predictors: (Constant), Community Perception

Source: Researcher computation from SPSS 20.0 output

Table 6.4.2: Analysis of Variance (ANOVA)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	15.938	1	15.938	107.950	.000 ^b
	Residual	8.563	58	.148		
	Total	24.502	59			

a. Dependent Variable: Government Effort

b. Predictors: (Constant), Community Perception

Source: Researcher computation from SPSS 20.0 output

Table 6.4.3: Multiple Regression Standard Coefficient Result

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.556	.179		8.715	.000
	Community Perception	.503	.048	.807	10.390	.000

a. Dependent Variable: Government Effort

Source: Researcher computation from SPSS 20.0 output

The regression analysis in table 6.4.1, 6.4.2, 6.4.3 above shows that there is significant relationship between community perception and girl child education. Reason being that the calculated p value of 0.000 is lower than 0.05 alpha level of significance and the computed F value of 107.950 is greater than the F ratio value of 2.600 and significant at 0.000, 1% level of significance. This implies that the model is well fitted.

The computed Regression of R, R square and Adjusted R square values of 0.807, 0.650 and 0.644 is each greater than the 0.40 standard. This indicates that about 65% of the total variation in the dependent variable (Girl Child Education) is jointly explained by the variation in the independent variable (community perception). Community perception is jointly explained by about 64% of the variance of girl child education in Zamfara State.

Hypothesis 2

H₀₂: There is no significant relationship between community perception and girl child education in Zamfara state.

Decision

The multiple regression analysis between community perception and girl child education in Zamfara state is positively significant (beta= .807, p=.000 at 5% level) this shows that the p value is less than the level of significance therefore, the null hypothesis (H₀₂) is rejected. This implies that community perception towards girl child education has improved over the years. This may be attributed to the awareness done by the community leaders and also the effort of government in provision of free educational materials for pupils and also, the introduction of skills in schools has encourage parents to release their girls to attend school as that will help them develop themselves and family in general.

5.7 Community Support to Government Effort in Girl Child Education in Zamfara State.

This section presents the descriptive statistics of the variables in the study. These variables are community support in girl child education. The rules for this analysis is that any mean responses of 1-2.49, 2.50-3.49 and 3.50-5.00 are rated as below average, average and above average respectively.

Table 6.5: Community Support to Government Effort and Girl Child education in Zamfara state.

S/N		N	Min	Max	Mean	Std. Dev.
1	The awareness campaign on girl child education in the community have increased girls enrolment	60	1.00	5.00	3.9667	.82270
2	The frequent attendance of PTA meetings have exposed parents to the importance of girls education.	60	1.00	5.00	3.3167	1.26881
3	Contributions made by PTA, and other association have given them a sense of belongings and ownership of schools thereby leading to sustainable development.	60	1.00	5.00	3.7333	1.16250
4	Involvement of PTA/SBMC in SDP led to better strategies of enrolling and retaining girls.	60	2.00	5.00	3.7833	1.12131
5	Sensitization of the community through islamiyya have motivated parents to allow their girls access basic education.	60	2.00	5.00	4.0167	.67627
6	The PTA provide a medium of interactions between the community, LGEAs, and school principals/headteachers thereby leading to accountability and effective management of resources	60	2.00	5.00	4.0333	.80183

Field work, 2016

Table 6.5 shows the descriptive statistics for community support to government effort towards girl child education. The mean average variable of the question 1-6 are mostly above average with a minimum score of 1 and 2 and a maximum score of 5. The response of respondents on community support has a mean score of 3.9667 for question 1 “The awareness campaigns on girl child education in the community have increased girls’ enrolment” according to our respondent there are campaigns that take place in the community through the mosques, house-to-house campaign and also the mothers associations (MA) play vital role in the awareness campaign. Question 2 “The frequent attendance of PTA meetings has exposed parents to the importance of girls’ education” has a mean score of 3.3167; this signifies that parents are exposed to information concerning their children and their performances which serve as motivation for them. Question 3 has a mean score of 3.7333 representing “Contributions made by PTA, and other association have given them a sense of belongings and ownership of schools thereby leading to sustainable development.” PTAs are the most established CBOs connected to schools, providing an important link between the school and community. In particular, they provide a lot of material support, particularly in financing and/or providing labour for the construction and maintenance of school buildings also contributions are made by old boys association either in cash or kind. According to our respondents, some of the old boys donate money; provide chalks while the artisans amongst them help in the repair of furniture windows and doors that are in bad shape. Question 4 has a mean score of 3.7833 representing “Involvement of PTA/SBMC in SDP led to better strategies of enrolling and retaining girls.” In our interview with head teachers and principals, SBMC/PTA members form part of committee designed to draw the school development plan (SDP). This makes it easy for them to bring about strategies that can enhance girls enrolment and ways of retaining them.

Question 5 has a mean score of 4.0167 representing “Sensitization of the community through islamiyya have motivated parents to allow their girls access basic education” this is displayed in the reverence families have for religious leaders which made it a great strategy achieving the goal of government in breaching the gap between boys and girls education.

Question 6 “The PTA provide a medium of interactions between the community, LGEAs, and school principals/head teachers thereby leading to accountability and effective management of resource” represent a mean score of 4.0333. This signify that the PTA serve as an agent between the community and management. They provide a means of communication (and sometimes mediation) between the school and the community.

5.8 Test of Hypotheses III

Regression was conducted to examine the impact of community perception and community support on girl child education in Zamfara state.

Table 6.6.1: Model Summary of the Regression Result

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.697 ^a	.486	.478	.46578

a. Predictors: (Constant), Community Support

Source: Researcher computation from SPSS 20.0 output

Table 6.6.2: Analysis of Variance (ANOVA)

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	11.919	1	11.919	54.937	.000 ^b
	Residual	12.583	58	.217		
	Total	24.502	59			

a. Dependent Variable: Government Effort

b. Predictors: (Constant), Community Support

Source: Researcher computation from SPSS 20.0 output

Table 6.6.3: Multiple Regression Standard Coefficient Result Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.112	.306		3.629	.001
Community Support	.696	.094	.697	7.412	.000

a. Dependent Variable: Government Effort

Source: Researchers computation from SPSS 20.0 output, 2016

Table 6.6.1,2,3 above shows the coefficient of determination (R^2) as 49% and the adjusted R^2 is 48%. This indicates that about 49% of the total variation in the dependent variable (girl child education) is jointly explained by the variation in the independent variables (community support). The F statistics which measure the adequacy and fitness of the model used in the study has a value of 54.937 which is significant at 5%. This implies that the model is well fitted.

Hypothesis 3

HO₃: There is no significant relationship between community support on government effort towards girl child education.

Decision

Table 6.6 above shows that the multiple regression between community support to government effort and girl child education in Zamfara state is positively significant (beta=.697, p=0.000 at 5%) which shows that the p value is less than the level of significance. Therefore we reject the null hypotheses (H₀₃) this implies that the community are supportive

of government effort towards girl child education. Increasing community involvement in schooling is a key strategy in achieving the education for all goals of government, which aims to improve the quality of education, to improve school accountability, and to share the financial burden of education.

5.9 Discussion of Findings

The objectives of the study were to examine government effort on girl child education in Zamfara state.

The first hypothesis revealed that over the years, there have been increase in girl child enrolment, retention and completion of basic education as a result of government effort and this is due to the strategies put in place by the government in terms of the construction of all girls schools, the free feeding scheme introduced in secondary schools which aid even the poorest children who are unable to take breakfast at home to get food to eat when they attend school, the widows who find it difficult to provide food for their children. According to the principals of these schools, some school children attend school so as to get food for their siblings at home. It is observed that drop-out is higher in primary 4-6 as such; skills acquisition is introduced in the primary section from primary 4 to primary 6 where the pupils are mostly taught tailoring. This invariably has made the pupils and students to remain and complete at least basic education. However, facilities like toilet, structures, furniture, instructional materials are still inadequate. The condition of staff is not favourable as their salaries and incentives are not regular. The promotions of teachers are not done regularly and when it does come, it does not reflect in their salary.

There are lot of unqualified staff with most of them attaining school leaving certificate. This is mostly common in the semi and rural local government areas of Zamfara state and this

affect the performance of the students. The poor quality of teachers has affected the performance of the students.

The second hypothesis revealed that community perception towards girl child education has improved over the years. Communities mostly in the rural areas have been encouraged to release their children to access school through sensitization and awareness campaign held in the community, although early marriage and culture is still a major problem that needs to be tackled as it prevent girls from attending and even completing the basic education.

The last hypothesis revealed that community over the years have been streamlined into the agenda of government to promote girl child education. The study revealed that even the illiterate parents now send their girl child to school. To support this idea, community groups such as old students association (old boys) at the primary school level assist schools in providing basic facilities needed in school such as chalks, first aid box, and repair of furniture. Also the mothers association (MA) made up of community women and the amalgamation of SBMC/PTA members help in advocacy and sensitization. The school development plan is also jointly done by the school and SBMC members.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter presents summary of findings, conclusion, recommendation, and suggestion for further studies.

6.2 Summary of Findings

Based on the discussion in chapter five, the study can be summarized as follows:

Government Effort in Girl Child Education in Zamfara State

Our study found that government in its effort to employ qualified staff towards the achievement of basic education goal is still inadequate. Our respondents made us understand that teachers in key subject like Mathematics, English Language and Basic Science are not permanent, training according to them takes place once in a while for example, the most recent is tagged “RANA” that is reading and numeracy activity where teachers most especially at the primary section are thought phonetics.

The condition of staff in Zamfara state is not encouraging as such there is need for improvement. Most of the respondents are of the opinion that staff welfare such as salaries and promotion has to be improved on in other to motivate the teachers. Also, the condition and maintenance of facilities is poor for both teachers and students. Facilities such as furniture, writing materials, classrooms and textbooks are inadequate; this has affected the enrolment and retention of pupils.

However, government strategy towards girl child enrolment, retention and completion have been paying off as parents release their children because there exist girls school, also, the free

feeding scheme have seen to more enrolment of pupils and students, skills acquired at the upper primary have also seen to pupils completion and transition to junior secondary school.

Community Perception towards girls Education

It was found that efforts made by government, voluntary organizations and PTA/SBMC have yielded positive result as parents release their children to attend school although, the rural communities mostly are still enshrouded in their belief of preference of boys than girls. Poverty is also a contributing factor as some family cannot afford the development levy impose on them. Early marriage is still on the increase whereby, girls who get enrolled are made to drop out before the end of basic education for marriage.

Community Support to Government Effort toward Girl Child Education

The respondent agreed that there is an increment in community support as a result of the activities of Mothers Association, Old Boys Association and the work of SBMC/PTA. Also the inclusion of traditional leaders, Islamiyya etc have led to increased awareness in the community.

6.3 Conclusion

Based on the findings, it can be concluded that government effort to promote girl child education have been encouraging. There are more girls in schools now than in the last five years. The strategy of free feeding adopted have been yielding positive result and community members have been mobilized and sensitized into releasing their girl child to school. These efforts however have to be more intense in the semi-urban and rural areas of the state since majority of the population resides there. Also, the teachers without whom these efforts of government would be fruitless have not been given adequate attention, their salaries and promotion do not come as at when due. This has created a form of apathy in the teachers. Also, the provision of basic facilities such as structures, facilities, toilets and portable water is

still inadequate. Majority of the students in the junior secondary sit on bare floor to receive lessons, textbooks are shared among pupils, toilets are been abandoned because of lack of maintenance.

6.4 Recommendations

Government should intensify its effort in the provision of adequate facilities like furniture, instructional materials which will make teaching and learning conducive for both teachers and pupils, also the employment of qualified staff especially in key subjects should be paramount in government agenda. The government in the attainment of its goal have to recruit qualified teachers with at least a national certificate in education (NCE) qualification.. Teachers should be motivated so that the effort of government is not thwarted. When this is adequately done, the enrolment, retention and completion rate in the state will be significant as this will help in the development of the girl child, the community and the state at large.

The community should continue in their support of the girl child education; this can be achieved through their various developmental associations such as the mothers association, old boys association as it will help enlighten the girl child and also the community about the importance of girls' education this will drastically reduce the incidence of early marriage.

Other recommendations include:

More female teachers should be deployed to the semi-urban and rural communities to serve as a motivation and role models for the girl child.

Community members should be empowered with skills and trade so as to support their ward financially.

6.5 Suggestion for further studies

This study focused mainly on government effort in girl child education in Zamfara state However, the researcher suggests further work on:

1. Assessment of Girls Education Programme (GEP3) in the selected local government Areas of Zamfara State.

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Appendixes

INTERVIEW SCHEDULE

- 1) What effort has Zamfara State Government done towards girl child education
- 2) Have this effort increased the number of girls now in schools?
- 3) In your own view, is the free feeding scheme enough to make girls enrol in school?
- 4) What is the rate of drop- out of the girl child?
- 5) What factors are attributed to the drop-out?
- 6) What is the general perception of the community to girl child education?
- 7) Do you see the school environment as girl child friendly?
- 8) If yes, what are the facilities put in place?
- 9) What is the SBMC/PTA doing to promote girl child education?
- 10) Do the activities of NGOs complement the effort of government?
- 11) What have they done
- 12) What other strategies do you think the government can adopt to curtail the rate of drop-out?

Interview for community leaders:

1. How has the effort of government encouraged girl child education in the state?
2. Has the activities of government led to more girls enrolment in school?
3. Do you think the facilities provided by the government are adequate?
4. What has been the community contribution towards encouraging girl child education?
5. Has the contribution of the community yielded positive result?

Observation Checklist

- 1) School facilities meant for the girl child (Furniture).
- 2) The condition and adequacy of such facilities.
- 3) Attitude of the teachers towards teaching and learning.
- 4) Attitude of students to teaching and learning.
- 5) Community contribution to school if any.

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

Dear Respondent,

The researcher is a postgraduate student of the department of Local Government and Development Studies, Ahmadu Bello University, Zaria and currently undergoing a research on the topic “**Government Effort in Girl Child Education in Zamfara State**”.

This questionnaire is designed to solicit information from respondents on the above topic which form an essential part of the research work. All information collected will be used strictly for this academic purpose and will be treated confidentially.

Thank you in anticipation for your cooperation.

Yours Sincerely,

Sule Rabiyat Oyiza.

Questionnaire on Government Effort in Girl-Child Education in Zamfara State.

Please tick as appropriate:

Bio Data of respondents

Sex Male []

Female []

Years of teaching/working experience

1-5 years []

6-10 years []

11-15 years []

Occupation Civil Servant []

Trader []

Farmer []

	Student	[]
	Others	[]
Age	15-24	[]
	25-34	[]
	35-44	[]
	45-54	[]
	55- Above	[]

Section B: Strongly agreed (SA), Agreed (A), Undecided (UD), Disagreed (D), Strongly disagreed (SD).

Government effort in girl child education:

S/N		S A	A	UD	D	SD
1	Government effort towards the employment of qualified teachers has been adequate.					
2	The construction and rehabilitation of structures for schools have been adequate.					
3	Training and retraining of staff and school managers are often conducted by the government.					
4	Basic teaching and learning facilities are adequately provided by the government.					
5	Teachers and school managers' salaries and allowances are favourable and paid as at when due.					
6	The promotion of teachers are carried out as at when due.					
7	The condition of classrooms in schools are conducive for learning					
8	Government officials regularly supervise and monitor the activities of schools					
9	Toilet facilities and drinking water is adequately provided by government in schools					

10	Government have been able to mobilize and sensitize the community towards the promotion of girl child.					
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Strategies to girl child education

S/N		SA	A	UD	D	SD
1	Girl child enrolment in schools is on the increase.					
2	The number of girls to boys' enrolment in schools is favourable.					
3	The rate of girls drop out of school is on the increase.					
4	Free feeding has encouraged girls to remain in school.					
5	The number of girl child promoting from one class to another has been stable.					
6	The performances of girl child have been encouraging for their promotion.					
7	The completion rate of girls to boys in schools is encouraging					
8	The completion of girl child basic education is on the increase					

Community perception

S/N		SA	A	UD	D	SD
1	The community encourage girl child education					
2	The culture and tradition of the people encourage early marriage of girls.					
3	The tradition of the people prefer boys to attend school than girls.					
4	Parents engage their girl children in hawking goods thereby preventing them from attending school					
5	The level of illiteracy in parents does not enable girl child to enrol in school.					

Community Support to Girl Child Education

S/N		SA	A	UD	D	SD
1	The awareness campaign on girl child education in the community have increased girls enrolment					
2	The frequent attendance of PTA meetings have exposed parents to the importance of girls education.					
3	Contributions made by PTA, and other association have given them a sense of belongings and ownership of schools thereby leading to sustainable development.					
4	Involvement of PTA/SBMC in SDP led to better strategies of enrolling and retaining girls.					
5	Sensitization of the community through islamiyya have motivated parents to allow their girls access basic education.					
6	The PTA provide a medium of interactions between the community, LGEAs, and school principals/headteachers thereby leading to accountability and effective management of resources					

Appendix1



Picture showing a junior secondary school classroom without furniture in Gusau Local Government.

Appendix 2



A crowded class with inadequate furniture to accommodate students in Gusau LGA

Appendix 3



Students of JSS Kaura Namoda LGA

Appendix 4



Students of JSS Maradun Seated on the floor while they await their teachers

Appendix 5



Appendix 6



Abandoned toilets

Appendix 7



Desk donated to Model Primary School Gusau by MTN foundation

Appendix 8



Teachers in Class for Lesson