


Final Assignment: The Challenges of Girl-Child Education, A Case Study of Yobe State, North-East Nigeria

	Name of the assignment
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Author	Edward Ishaku
Supervisor	Karin Michotte



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Nil

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Nil

1.5 Own publications included in this thesis

Yes



1.6 Acknowledgements

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1.7 Dedication

This research is dedicated to my Beloved Wife Roseline Samuel for her support towards my educational Pursuits

2 About this document

2.1 Categories

Countries	Document Type	Subject		Institutions	Language
Nigeria	Case study	Education	Humanitarian	Kalu	English

2.2 Author



Edward Ishaku (25th January 1975) a Humanitarian worker and a staff of Family Health International (FHI360) who is committed to the service of Humanity in the Northeast Nigeria. I have spent all my years of service in the private sector developing the capacity of out-of-school youths (both boys and girls), building their capacity to be self-sufficient through skill acquisition training and behavioural change communication.

In the last seven (7) years, I have the lead different projects that provide access to education for internally displaced children in the Northeast Nigeria and ensuring that they all could continue with their studies. This interest that I have developed over the years informed my choice of topic for this final assignment titled "The challenges of girl-child education" for the research work.

2.3 Executive Summary

This study focused on the challenges of girl-child education in Damaturu and Bade in Yobe State. The main objectives of the study are; identify the challenges of girl-child education, factors responsible for low enrolment of girl child education, to explain the importance of female education to community development and to make recommendation on how these challenges can be addressed. Hypotheses on the challenges of girl-child education were formulated to provide direction for this research work. The study shows that there is significant relationship between cultural beliefs of a society and the advancement of girl-child education and the ability of government to contribute substantially to girl-child education is significantly dependent on their programmes and policies.

This was revealed through the simple random technique and the purposive sampling technique which were adopted for the administration of questionnaires. It was found that despite the availability of schools and frequent enrolment of students in the study areas, the rate of completion is still low compare to their male counterparts. Factors that contributed to these challenges are poverty, negative attitudes of parents towards education, street hawking, early marriage, among other factors. Even though government of Yobe State have tried to encourage girl-child education, the people fills that more needs to be done by improving infrastructural deficiency and creating awareness that will encourage the people to prioritize the education of girl-child. It was also recommended that government should create poverty alleviation program at the grass root, girl-child needs to be provided with a safe and supportive educational environment that is free from abuse, early marriage should be abolished until the girl-child has attained a certain level of education and government should make concerted effort to engage with development partners in ensuring community-based sensitization and human capacity development of teachers that will translate into increase enrolment of girl-child.

3 Introduction and Background of the study

3.1 Introduction

The term 'girl-child refers to a female between the ages of 6-18 years (Mukhtar (2011). The National Child Welfare Policy (1989) as cited by Ada (2001) defines the girl-child as a female below 14 years of age. Offorma (2009) defines it as a biological female offspring from birth to eighteen (18) years of age. During this period, the young girl is totally under the care of the adult who may be parents, guidance, or elder siblings. It is also a period when the girl-child is malleable, builds and develops her personality and character. She is very depended on others on who she models her behaviour, through observation, repetition, and imitation. Her physical, mental, social, spiritual, and emotional development start and progress to get to the peak young adult stage Sutherland, (2001). Again, the gender apartheid places the girl-child in a disadvantaged position, where her potential is suppressed, and self-actualization is not achieved. She, therefore, becomes a victim of a pre-existing social-cultural male chauvinism. Furthermore, on the account of gender, girl-child are subjected to all multiple forms of operations exploitation and discrimination.

For any society to developed and is not lopsided, the girl-child should be given quality education. Girls' education is a strategic development priority. Better educated women tend to be more informed about nutrition and healthcare, have fewer children, marry at a later age, and their children are usually healthier, should they choose to become mothers. They are more likely to participate in the formal labor market and earn higher incomes. All these factors combined can help lift households, communities, and countries out of poverty. According to [UNESCO](#) estimates, around the world, 132 million girls are out of school, including 34.3 million of primary school age, 30 million of lower-secondary school age, and 67.4 million of upper-secondary school age. In countries affected by conflict (for instance Northeast Nigeria), girls are more than twice as likely to be out of school than girls living in non-affected countries. And in many countries, among girls who do enter primary school, only a small portion will reach and far fewer will complete secondary school.

Girl-child education has then become a major issue of concern in most developing countries of the world today, especially in sub-Saharan Africa, where many young girls do not attend school. According to UNICEF (2007), as cited by Grace (2010), the global figure for out-of-school children is estimated to be 121 million, out of which 65 million (approximately 53.8%) were girls and over 80 percent of these girls live in sub-Saharan Africa. Primary school completion rates in Africa have been the lowest in the world and this remains a concern as half of the world's out-of-school children (OOSC) are concentrated in 15 countries, eight of which are in sub-Saharan Africa (Ibrahim, 2012). In sub-Saharan Africa, the number of girls out of school each year has risen from 20 million in 1990 to 24million in 2002 (Offorma, 2009).

According to Nigerian President Muhammed Buhari as quoted on January 16, 2020 Nigeria has 13.2 million out-of-school children. The girl-child accounts for 60% of this figure. In the Northern part of Nigeria, which comprises three geo-political zones: The North East, North Central and North West. The north Central shows an improvement over others, these zones cannot boast of appreciable number of girls' enrolment at primary and secondary schools' level, not to talk of tertiary level of education, as compared to boys' enrolment. This indicates the level of backwardness of women compared to the men in the region.

For instance, in Yobe state, socio-cultural factors are significant in parental and family decision on whether to invest in girl-child education. Pervasive gender ideologies at the



household and community levels always favor boys over girls and promote differential educational opportunities and outcomes. Socio-cultural beliefs and custom influence decision to enroll girls in schools, decision to withdraw them from schools and decision to drop out of school and indeed, their academic performance as well as grade level attainment. Also, the sociocultural expectation of girls and the priority accorded to their future roles as mothers and wives have a strong negative bearing on their formal education. The girl-child is discriminated by virtue of her sex, the structure of the society, its values, traditions, and institutions all have an in-built discrimination against women. The assigning of different expectations to male or female has made the traditional society in the past years to believe that it is not natural for a female child to be educated. As such, the illiterate parents prefer to have their female children doing some domestic works at home. Traditional beliefs to some extent hamper the girl-child education. It ranges from the fact that girls do not carry on the family name like boys. If at all they send their children, it is limited to the male children who according to such parents would occupy their place in the case of death. As such, every available means is used to train the boys at the detriment of girls because of their important role in protecting the "family name

In the same regard, owing to the economic stagnation of Yobe state, it is common to find school age girls engaged in street hawking rather than attending school. Poverty and the impoverished condition of the citizenry serve as a barrier to girl-child education. Most mothers preferred street hawking and early marriage than sending their wards to school. In the same vein, family background of the girl determines her chance of attending school. The more educated a parent, the more favorable his/her attitudes to education. Further to this, in most polygamous homes, boys are usually given considerations whenever there are scarce resources for the training of the children. Sometimes, an intelligent girl is deprived of opportunity to go to school while allowing a less intelligent or less ambitious boy to go to school. Also, the input of the girl-child in the family income is so high that it becomes economically unwise to allow such a child to pursue western type of education. Such income could, therefore, be generated through hawking food items. The situation led girls between the ages of thirteen to fifteen are falling headlong into marriage and thereafter begin to face the challenges of childbirth. One, they are denied the opportunity of formal education as they could not have any solid economic base or resources. With little or no education. This does not only affect the young women or rather the girl-children but also their offspring who due to the collapse of social and religious welfare services, are dumped with their unsecured mothers.

3.2 Statement of the Problem

The girl child and by extension women have been turn out to be bearers of children, and toilers of arduous labour from sunrise to sun set. They can only be seen but not be heard in both the private and the public spaces of decision making. The girl child by the natural status ascribe to her by male define norms of societal conduct and behaviour remains a property to be owned and commoditized. No community will remain undeveloped if it has the required human capital and the best instrument for developing any society is to invest in human capital Richardson, (2009). This is because the acquired knowledge and skill will guarantee the economic and social liberation of the individual and by implication enhances their contribution to community and national development Efe, (2001)

Education is meant for all; in fact, it is the fundamental human right of every child whether boy or girl, able or disable to acquire the basic education. There should therefore be no discrimination as to who goes to school and who does not, hence education recognizes and helps to unlock the potential in every child. Low enrolment of the girl child in school is



widening the educational and economic gap between the men and the women folks in Northern Nigeria and Yobe in particular.

Therefore, the issues of gender equality in education have been the subject and off course the prominent topic of debate for decades now. In Nigeria for example, there are large disparity between the education that the girl child received and that of their counterpart boys. Many girls do not have access to adequate education to a certain age. The literacy rate, adult female (ages 15 and above) in Nigeria was at 52.66% in 2018, according to the World Bank collection of development indicators, compiled from officially recognized sources. (World Bank, 2018). In Yobe state, the net attendance rate is 47.7% meaning that more than half of the girls are not in school. The education deprivation in northern Nigeria is driven by various factors, including economic barriers and social-cultural norms and practices that discourage attendance in formal education, especially for girls. Effort to boost female education have been made by governments, organizations and INGOs (especially FHI360), however, there still disparity in education.

The research is intended to identify and address the challenges bedevilling girl child education or the factor responsible for low enrolment in schools in Yobe State. It also necessary to unravel the challenges of girl child education in view of not only the ignorance of rural dwellers on the importance of education, but also the dehumanizing practice of keeping the girl child out of school, why parents often keep the girl child at home to look after the younger ones and engaged in house chores with perception of grooming them for future husbands.

3.3 Research goal & Research questions

The goal of this research paper is to identify the challenges of girl-child education, factors responsible for low enrolment of girl-child education and to explain the importance of female education to community development. It will also be aimed at educating parents on the value addition of girl-child education especially in the context of protracted activities of insurgency in the Northeast Nigeria.

3.4 Significance of the Study

The best instrument for developing any society is to invest in human capital. Therefore, the girl-child education as an asset of advancement in any society is equally important and should be pursuit. The negligence in terms providing adequate opportunities to girl-child education will eventually amount to huge loss of human resources and development. These girls will eventually grow to adulthood and be required to be accommodated in all forms of opportunity as their male counterpart. Education being the fundamental human right, it is also a key to the transformation of human life in which any responsible and responsive society should encourage. Whenever girls could not access education, they are denied the opportunity to discover the potential in them and hence their productive roles will not be manifested.

In the past, significant effort has been made to improve girl-child education in the north east – Yobe state, much still needs to be done if women must realize their potentials and fully contribute to the political, socio-economic, and technological transformation of the country. The findings of this study – “The challenges of girl-child education” shall be of help to policy makers, State Universal Basic Education Board (SUBEB), Local Education Authority (LEA) and the public on how to handle challenges that hinders the education of the girl-child and advance their education in Damaturu and Bade by extension Yobe state and Nigeria as a whole. It is my desire that the study will add to existing body of knowledge on the challenges of girl-child education with specific reference to Damaturu and Bade local government and by extension Yobe state. It is also hoped that Family



Health International (FHI360) the organization I am working for will find the work most useful in planning their educational interventions so that the rural population in Yobe state is put on the pedestal of equal and adequate educational opportunities.

3.5 Scope and Limitation of the Study

The scope of this study will specifically be focusing on the challenges of girl-child education and the enrolment rate. Hence the study will restrict its coverage to Damaturu and Bade local government areas of Yobe State.

3.6 Description of the Study Area

Yobe is a state located in northeast Nigeria carved out of Borno state. A mainly agricultural state, it was created on August 27, 1991 and its capital is Damaturu. The town lies in a plain region is covered by savanna and has an area of 46,609 Km²

3.7 Definition of Terms

To clearly understand this research work, I took my time to define certain key terms base on the way they were used in the context of the study.

- i. Education: This is the process of acquiring knowledge, skills, values, and attitude.
- ii. Girl Child: A female from birth to young womanhood below the age of full physical development or below age of maturity
- iii. Challenges: A difficult task, especially one that the person making the attempt finds more enjoyable because of the difficulty. Or a bid to overcome something.

4 LITERATURE REVIEW AND THEORETICAL FRAMEWORK

4.1 Introduction

This chapter reviewed what some authors, scholars and or authorities said or wrote in respect to this research topic. Therefore, the purpose is to identify areas of weakness and strength in the previous works from which some useful lessons can be learnt in the literatures related to this topic and are classified in the following manner.

- The girl-child
- The development of girl-child education
- Status of girl-child education in Nigeria
- Programmes adopted to improved Girls education in Nigeria
- Relevance of Girl-child education
- Challenges of girl-child education

4.2 *Girl-Child*

According to Mamman, (1995) a girl is a biological female offspring from birth to eighteen (18) years age, this is the age that precedes young woman or adult. While a child according to United Nations Committee on the right of a child as quoted by Garuba, (2000) is anyone who is below age of 18 years of age any human being regardless of sex, that is below the age of 18 years is refers as a child. In analyzing the two definitions, Girl-Child can therefore be a biological female offspring from birth to 18 years of age.

This period covers the nursery or early childhood (0-5 years), primary (6-12 years) and secondary (12-18 years) during this period the child is totally under the care of the adult who may be her parents, guardians, and older sibling, this is the period where her physical, mental, social, spiritual, and emotional development starts to get to the peak at the young adult stage.

However, in woman education and related issues, a girl-child refers to a female that is 13 years. The reason may not be unconnected with the critical nature of children development at this stage, Gamba, (2000) in other related issues, Okeke, (1998) however, sees a Girl-Child as a female that is at a formative level, that is, the stage of development.

4.3 *The Development of Girl-Child Education*

Girls' education goes beyond getting girls into school. It is also about ensuring that girls learn and feel safe while in school; could complete all levels of education acquiring the knowledge and skills to compete in the labor market; learn the socio-emotional and life skills necessary to navigate and adapt to a changing world; make decisions about their own lives; and contribute to their communities and the world.

Girls' education is a strategic development priority. Better educated women tend to be more informed about nutrition and healthcare, have fewer children, marry at a later age, and their children are usually healthier, should they choose to become mothers. They are more likely to participate in the formal labor market and earn higher incomes. All these factors combined can help lift households, communities, and countries out of poverty.

Generally female children like their male counterparts went through the traditional setting, the type of exposure a girl may have depends largely on the socio-economic and cultural orientation of her family. For instance, a girl from the farming background would, most



likely be taught how to sell proceeds from the farm. Apart from commerce, the girl would also be trained in housekeeping, child rearing and other essential of home management. One noticeable thing that is highly stressed in the education of the girl-child in the traditional society is conformity and obedience.

4.4 Status of Girl-Child Education in Nigeria

Women in Nigeria have had various challenges to obtain equal education with their male counterpart. Education is a basic human right and has been recognized as such 1948 adoption of universal declaration on Human Rights.

A positive correlation exists between the enrolment of girls in primary school and gross national product and increase of life expectancy. Because of this correlation, enrollment in schools represent the largest component of the investment in human capital in any society. Rapid socio-economic development of a nation has been observed to depend on the caliber of women and their education in that country. Education bestows on women a disposition for a lifelong acquisition of knowledge, values, attitude, competence, and skills.

Elizabeth, (1984) said that the status of women has been rising because of western education. The duty of women which was only considered to be cookery work and bear children has now taken a different turn; many women are now doctors, lawyer, managers, and principals so western system of education has helped in the general improvement on the status of women.

Nigeria's women access to formal education is still being constraint due to their unfair workload within the household division of labor. Consequently, the realization of MDG's gender equality and women empowerment target is being impeded harshly. According to Bhavani, such unequal social and gender relations needs to be transformed to take women out of want and poverty.

According to (Samuel, 1971) women education in Yobe State is associated with many problems especially at the period of adolescent during which young women needs to stablish their whole life physically emotionally, and intellectually as woman in the society. In certain part of the state, there is generally a common tradition of women being regarded as the workers in the home; this limits the number of girls being sent to school. Women themselves are sometimes the greatest opponents of change. Hence the older women, the mother, fear the effect of contact with western civilization upon their daughter and the result of education on their children. Ayo, (1952) said before the introduction of the free primary education and in the other cases where fees were paid, parents' resources were so limited that boys often have claims for economic reasons.

4.5 Programmes adopted to improved Girls education in Nigeria

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

Enrolment rates for girls at the primary and secondary school level have increased in some states in Nigeria due to several education programmes adopted - Universal Primary Education (UPE), National Mass Literacy Campaign (NMLC) and Universal Basic Education (UBE). These programmes were launched and implemented on the basis to



educate every Nigerian and eradicate illiteracy. In September 1976, Nigeria launched the UBE scheme for all children (boys/girls) between the ages of 6 and 11 years. The education of primary school age girls was further emphasized in the National policy on education (revised 1981) which said that special efforts would be made to encourage parents to send their daughters to school. This emphasis indicates the seriousness of the federal government as per girl-child education.

The Federal Government (1988) re-echoed the theme on the —blue print on women education. Other stated objectives in the blueprint include the advancement of girls 'education especially in the areas of science, technology and mathematics and the 27 industrialization of measures to discourage the withdrawal of girls from various level of educational system for whatsoever reason. On 8th September 1982, National Mass Literacy was launched. The main thrust of the programme was to eliminate illiteracy through vigorous sustained two-pronged campaigns to universalize primary education for children (boys/girls) and adults (men/women) on a massive scale.

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

UBE was launched on 30th September 1999. The aim of the scheme is to offer free, compulsory, and qualitative education to Nigerian children in and out of school with the intention of arresting poverty and eradicating illiteracy in the country (FME, 2000). Thereafter, the Federal Government in conjunction with the donor agencies such as the British Council, UNESCO, UNDP, Fond Foundation and UNICEF have also played active roles in the promotion of female education at various categories and thus contributed to the rise of the girl-child enrolment. The Federal Government through the Universal Basic Education (UBE) programme is making effort at accelerating girl-child education. The programme has made 28 some progress in increasing school enrolment for girls in Northern Nigeria Ndeokwelu, (2010).

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

According to the former Minister of Education Chinwe Nora Obaji in the United Nations Girls' Education Initiative technical consultation Beijing (2005), —Building on existing Child Friendly School Initiative which is supported by UNICEF, Nigeria has developed the Strategy for the Acceleration of Girls' Education, which evolved into SAGEN+ and now being reinforced by the new Girls' Education Project (GEP). This is a substantial joint undertaking by the Federal Government of Nigeria, FCDO and UNICEF to boost girls'



schooling in Northern Nigeria and accelerate progress towards the MDGs, especially with respect to gender equity.

4.6 Relevance of Girl-Child Education

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

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

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

Adedokun, &Olufunke (2010), opined that educating a Girl-Child will therefore help her socialize, reproduce knowledge, and even lead her towards the production of new knowledge. Gubio (1995), in Walkibe (2003), states that the female should be sufficiently educated to be accepted, loved, respected, and adored in her society. With sufficient education, she is prepared to contribute to the development of the society, socially, economically, politically, morally, intellectually, and spiritually as well as technologically. Gubio was particular about female education because he argues that an educated mind can hardly be misled but the uneducated and uninformed can be bent at any moment of emotional expression. That is why Bukar (2004) argued that gender differences ought to be an irrelevant consideration in the schools, employment, the courts, and legislation so that women and girls can participate in paid work on an equal footing with men. Owing to this importance of education, it should not be an exclusive reserve for the male-children, but the right to education should be for all. In education, lies communal spirit in that it helps



people to respect the views of others by promoting understanding, tolerance, and friendship among the people of a community, races, and nation (Anyanwu, 1992). To bring about all these positive changes that could result from being educated, the female - child must not be excluded. The World Declaration on Education for All (EFA, 1990), report emphasizes that learning opportunity shall be expanded for all so that every individual will participate in the process of national building. To include everybody in the process of education therefore, suitable programmes should be provided according to the needs of the people in the curriculum.

When the girl-child is educated, she can further the case of social justice and is tolerant socially, politically, and emotionally. For education to be effective and impactful on the female children, there is need for citizen mobilization, there is need to bring awareness to 34 parents on the importance of the education of the female child and the pessimistic attitudes of people to the girl-child change. The content of education should therefore be made more relevant to the girl-child so that she will be motivated to learn. This is so, because of her reproductive tendency and the influence she exerts on the children as the first teacher. To meet the needs of the society and to have poverty reduced, education of the female child must be made viable in the light of the fact that education is the key to personal as well as national development (Lassa, 1996). So, gender equity in education should be promoted to create a healthy educated and productive human base. Ukeje (2000) states that education is so powerful that it can heal, kill, it can build up or tear apart; it can lift or impoverish. Education is important in building up a sound individual with sound health for the price of illiteracy is poverty and poverty is intricately linked with health. The more a child suffers from poverty, the more prone the child is to illness, disease, and malnutrition and the more the girl and parents are susceptible to health problems. Female /children who are not educated cannot have adequate access to information on how to prevent diseases and this unenlightened tendency will prevent them from having access to medical treatment and health care services in the hospitals (Adedokun, 2010).

Education has special benefits for girls, both when they are young and later as adult women. The influence on childbearing patterns is one of the most important pathways through which education affects the lives of girls and women. Educated women tend to marry later, have fewer children and are likely to understand what they must do to protect themselves and their families from many diseases. Mangvwat and Abama (1992), cited in Mangvwat (2010) observed that there is a link between educated mothers and the survival of their children. An educated mother is most likely to know that she and her children can be safe from such preventable 35 diseases as polio, measles, diphtheria, and diarrhea through immunization. In specific terms, education can lead to many benefits, mortality, improvement of child nutrition and health, lower fertility rates, enhancement of women's domestic role and their participation in the domain of politics, improvement of economic productivity and growth and protection of girls from HIV/AIDs, abuse, and exploitation. Investment in girl's education most likely will yield some of the highest returns on all development investment by generating both private and social benefits that accrue to individuals, families, and society at large (Idoko, 2009). Girl-child education is as important as boy-child education. When a girl is educated, everyone around her will feel her impact starting from the home, her environment and society. She becomes a productive asset and not a liability making meaningful investments.

4.7 Challenges of Girl-Child Education

Various studies have reported dwindling school enrolment of females in some parts of Nigeria, especially the Northern geo-political zones. Some of the factors hindering the enrolment of females in schools include socio-cultural factor such as early marriage, ignorance, poverty, pre-marital pregnancy, and religious belief. For a nation to achieve



accelerated growth and development, both the male and female members of the country need to be properly educated. A nation that educates a part and leaves the other is like a bird flying with one wing. Thus, Nigeria needs to give girl-child education adequate attention and provide the resources required.

According to UNESCO (2003) as quoted by Indabawa (2004), females constitute more than 50% of the World 's active population. Even though they face several inequitable difficulties that limit their potentials in promoting personal and collective development, they 36 are still known to make great contributions towards national development. Some of the factors hindering the education of the girl-child as listed by Indabawa (2004) include the following:

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

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

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

- Poor conceptualization of the status and occupation of the women and girls by the societies. The report argues that in some cultures, the female-child only plays subordinate roles to those of the male child and is sent to school if it was



convenient for parents to bear cost. The male child is given preferential treatment because of the notion that he will grow up to maintain the family identity. This trend, the report observes, has inevitably led to the low enrolment of girls in secondary schools and their high drop-out rate.

- The attitude of the society to female education and occupational choice. The report opines that the society as it is today; is a male dominated one and preferences, choices and decisions are made in such a way that they favor the male gender. This attitude naturally determines the type of education women and girls can pursue.
- Early marriage and unplanned pregnancies among girls have caused low female enrolment in secondary schools more especially in the Northern part of Nigeria where Islam permits girls to be married out early in life.
- The school organizational pattern and location also constitutes some little factors. The report explains that in most schools, existing school set-up, instructional materials and other educational activities re-enforce the inequalities between the male and female child. Co-curricular activities in schools are male dominated in nature and make no provision for the peculiar academic needs of the female child. By implication 39 therefore, the functioning of the school tends to portray male superiority and domination.

However, Nigeria, a developing country is being confronted with economic, social, political, and educational challenges. The challenges led to the introduction of different reforms at different levels of the national operation. The reforms were designed to bring about developments in areas of needs through infusion of modern methods and values.

Specifically, education constitutes of a major focus because it is believed that education is an instrument of national development and thus, it could be employed to achieve political, economic, and social developments. The development of any nation requires the collective efforts of its citizens and all residents. More importantly, to achieve national development, both male and female members of the society need to be carried along (Alumode, 2000). The World Conference on Education for All, (EFA) held in Geneva in 1990 stressed the need for gender equity in education.

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

5 Research Methodology

5.1 Research Design

Research is the systematic investigation into and study of materials and sources to establish facts and reach new conclusions. According to Nworgu (1991) a survey research design is one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be representing of an entire group.

For this study —The Challenges of Girl-Child education in Yobe state (Damaturu and Bade in particular) a questionnaire was designed for data collection. The survey research would enable the researcher to draw from the population a sample that would be representative of the entire population and a basis for generalization.

5.2 Population and Sample Size

Based on the 2006 population census with the yearly population growth rate of +3.06%/year, Damaturu Local Government Area has a population size of 340,054 while Bade Local Government Area has a population size of 256,836. The population of the study consists of the State Universal Education Board (SUBEB), Local Government Education Authority in Damaturu and Bade, parents, teachers, and community leaders. The totality of these groups constitutes the population. This study will primarily focus on three (3) wards from each Local Government Area of study (Damaturu and Bade). From each ward, one community will be used making a total of six (6) communities to be used for the research work.

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

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

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

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

$$P_t = P e^{rn}$$

Where; P_t =population in the future date, P =base year population, r =growth rate, n =number of years between P_t and P ; e =exponential

Table 5.2.1: Population and Sample Size

Local Government	Ward	Community	Projected Population	Sample Size
Damaturu	Gabir Moduri	Muduri	45,315	127
Damaturu	Murfa Kalam	Dukkumari	27,293	76
Damaturu	Gabia Kalallawa	Gabia	23,287	65
Bade	Lawan Fannami	Bultumari	16,078	45

Bade	Zango	Yakubu Me Yanka	15,596	44
Bade	Sabon Gari	Fulatari	15,509	43
Total			143,078	400

Source: Field Survey, 2020

Therefore, the population for this study is 143,078 and the sample size is 400

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

The sample size for both Damaturu and bade Local Government is calculated below using Steely Yamane's formula:

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

To find N, it is the sum of both Damaturu (340,054) and Bade (276,836) Local Government Areas.

$$N = 340,054 + 276,836$$

Therefore N = 616,890.

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

$$n = \frac{616,890}{1 + 616,890 (5\%)^2}$$

$$n = \frac{616,890}{1 + 616,890 (0.0025)}$$

$$n = \frac{616,890}{1542.22}$$

$$n = 400$$

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

$$(P_t = P_e^m)$$

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

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

$$2014 = 25,874.50$$

Therefore, the projected population for Muduri in 2020 is 45,315.

The sample size for Muduri was calculated thus:

$$= \frac{45,315 \times 400}{143,078}$$

$$= \frac{18,126,000}{143,078}$$

$$= 126.67$$

Therefore, the sample size for Muduri is approximately 127.

5.3 Sampling Technique

Simple random and purposive sampling techniques were adopted. Simple random sample is a subset of individuals (a sample) chosen from a larger set (a population). Everyone is chosen randomly and entirely by chance, such that each element has the same probability of being chosen at any stage during the sampling process. A simple random sample is an unbiased surveying technique. This technique will be used to select questionnaire respondents. Any respondent who agrees to respond to our questionnaire will make up our sample for this study; therefore, given equal chances to members of the public to contribute to this research. A purposive sample, also commonly called a judgmental sample, is one that is selected based on the knowledge of a population and the purpose of the study. The subjects are selected because of some characteristic. This technique will be used to select respondents for interview. We will select interview respondents based on their specific knowledge of the challenges of girl-child education within the study areas.

5.4 Sources of Data

During this study, both primary and secondary data will be collected. Primary Source is data generated by the researcher through firsthand information. The primary source of data collection will be sourced through Questionnaire. Furthermore, questionnaires will be administered to achieve the purpose of hypothesis testing. The questionnaires will be prepared on a close-ended format using the Likert Scale, which has a five-response categorization and will also have some open-ended questions. The secondary source of data will be collected from printed works of State Universal Basic Education Board Damaturu, Yobe State.

5.5 Data Collection Method

During this research study, the primary data to be used will be collected through questionnaires. Also, questionnaires will be distributed to members of the public who will be randomly selected to answer the questions provided within Damaturu and Bade Local Government Areas. The distribution of the questionnaires will be within three wards from each Local Government Area of the study and from each ward, a community will be selected for the distribution. For the secondary data, documents on girl-child education data were gotten from the State universal basic education boards (SUBEB) in Yobe state.



DATA PRESENTATION AND ANALYSIS

6.1 Introduction

Here the analyses data collected from secondary sources and field survey in Damaturu and Bade Local Government Areas of Yobe state on the challenges of Girl-child education. In Damaturu Local Government, two hundred and thirty-seven (237) questionnaires were administered while two hundred and sixty-three (163) questionnaires were administered in Bade Local Government, making of a total of four hundred (400) questionnaires administered in both Local Government which were all filled and returned. Secondary data collected from State Universal Education Board of Yobe State and were analyzed. Also, data generated from questionnaire were collected and analyzed. From the responses given by respondents, data was empirically arranged below using simple tables, frequencies and percentages, chi-square, and reasons for the nature of responses given, respectively. The hypotheses were tested at the end of the chapter with discussions of the finding from the analyzed data and test of the hypotheses.

6.2 Presentation and Analysis of Secondary Data

Table 6.2.1 Summary of Damaturu LGEA Pupils Enrollment from 2014 - 2019

S/No.	Year	Male	Female	Total
1.	2014	13,422	12,044	25,466
2.	2015	14,155	13,404	27,559
3.	2016	15,561	14,571	30,132
4.	2017	17,858	16,131	33,989
5.	2018	23,546	21,878	45,424
6.	2019	25,754	25,543	51,297

Sources: Yobe State Universal Basic Education Board (SUBEB) Research and Statistics Department, 2020

Table 6.2.2 Summary of Damaturu LGEA Junior Secondary Enrollment from 2014 – 2019

S/No.	Year	Male	Female	Total
1.	2014	2,928	2,101	5,029
2.	2015	3,465	3,376	6,828
3.	2016	4,241	3,863	8,104
4.	2017	3,913	3,139	7,052
5.	2018	4,598	3,296	7,894
6.	2019	4,743	4,498	9,241

Sources: Yobe State Universal Basic Education Board (SUBEB) Research and Statistics Department, 2020

Table 6.2.3 Summary of Bade LGEA Pupils Enrollment from 2014 - 2019

S/No.	Year	Male	Female	Total
1	2014	16,839	16,201	33,040
2	2015	17,402	16,459	33,861
3	2016	17,921	17,712	35,633
4	2017	19,225	17,299	36,524
5	2018	21,814	20,294	42,108
6.	2019	23,603	21,972	45,575

Sources: Yobe State Universal Basic Education Board (SUBEB) Research and Statistics Department, 2020

Table 6.2.4 Summary of Bade LGEA Junior Secondary Enrollment from 2014 – 2019

S/No.	Year	Male	Female	Total
1	2014	3,282	2,019	5,301
2	2015	3,723	2,976	6,699
3	2016	4,524	3,576	8,100
4	2017	4,581	3,913	8,494
5	2018	4,732	4,154	8,886
6.	2019	4,817	4,197	9,014

Sources: Yobe State Universal Basic Education Board (SUBEB) Research and Statistics Department, 2020

Looking at the data presented above, the enrolment statistics of Damaturu and Bade Local Government areas show that boys has been more that the girls. However, In Bade for example in 2017 the girls' enrolment at the primary school level shows more than the boys. This trend is still applied at the junior secondary school level in both local government areas boy's enrolment is more than that of the girls. Indeed, the difference boys and girl's enrolment at the Junior secondary level is widening, that goes to show that the progression will continue up to the senior secondary level. The enrolment rate of girl-child and that of the boys into primary and junior secondary school which is the basic and compulsory as stipulated in the UBE act of 2004 which states that "This Act provides for compulsory, free universal basic education for all children of primary and junior secondary school age in the Federal Republic of Nigeria. It further seeks to provide punishment for parents for failing to comply with its provisions", yet the disparity is still clear in Yobe state.

Due to the awareness from both the government and the development partners presence in the northeast, we have seen significant improvement in the number of girl's enrolment in 2018 and 2019 for both primary and junior secondary schools. From this enrolment figures one can confidently say that the girl's education in Damaturu and Bade in the recent years is valued. However, there are still challenges which serves as a factor that the boys enrolment figure is still higher than that of the girls. These challenges among other things will far away from the non-challan attitude of parents to prioritize the education of girl-child. Teenage pregnancy, early marriage, house chores, hawking and poverty are amongst other challenges that be devil the enrolment of girl-child in Yobe state.

As a way of encouraging the enrolment of pupils and students into school, the government of Yobe state has ensured that the 9 years basic education is free and compulsory in



addition to the school feeding program. The result of this action is the massive enrolment of pupils into schools. Today, the state is faced with inadequate facilities to accommodate the growing population in the schools. The facilities are overstretched where a class of 40 pupils per teachers is taking over hundred pupils per teacher which in real sense ideal. To summon this challenge the state government have improve on its Inspection and supervision, because of its focus on monitoring and evaluation of academic performance and development in schools, is always carried out with the intention of maintaining and improving the quality of student's learning. Inspection and supervision will also provide a room for the government to know when there is need for training and workshop of teachers for improvement of incompetent ones among them and a means for staff development. It is equally important the state government should put into consideration the available facilities in these primary schools. It is not just the number of students enrolled in schools alone but the kind of impartation of knowledge they receive is also important. The learning environment goes a long way in determining if students or pupils will stay and receive the required knowledge and skill.

6.3 Presentation and Analysis of Primary Data

The data below was generated from the responses gathered when the questionnaires was administered to members of the communities in Muduri, dukkumar, Gabia, Bultumari, Yakumu Me Yanka and Fulatri. The questionnaire was formulated using the Likert Scale format and had fourteen questions, two (2) open ended and two (12) close ended. Four hundred questionnaires were distributed and returned. Below is the presentation of data collected from questionnaire responses using simple tables, frequencies, and percentages.

Table 6.3.1 Gender of Respondents

Option	Responses	Percentage (%)	Cumulative Percentage (%)
Male	209	52.25	52.25
Female	191	47.75	100
Total	400	100	

Source: Field Survey, 2020

Table 6.3.1 shows that 209 representing 52.25% of the total respondents were male while 191 representing 47.75% were female. It shows that a greater percentage of the respondents in both Damaturu and Bade were male.

Table 6.3.2 Age of Respondents

Options	Responses	Percentage (%)	Cumulative Percentage (%)
15 – 25	186	46.5	46.5
25 – 35	122	30.5	77
35 – 45	45	11.25	88.25
45 - 55	25	6.25	94.5
Above 55	22	5.5	100
Total	400	100	

Source: Field Survey, 2020



Table 6.3.2 shows that majority of the respondents in both Damaturu and Bade local government areas fall within the age group of 15 – 25 years representing 46.5%. This was deliberate in other allow respondents at this age group to speak out the challenges facing them. The next age category is 25 – 35 years representing 30.5% who mostly are leaving with the consequence of lack of opportunity to further their education while other age categories take the lower proportion.

Table 6.3.3 Marital Status of Respondents

	Frequency	Percentage (%)	Cumulative Percentage (%)
Single	243	60.75	60.75
Married	146	36.5	97.25
Widow/Widower	11	2.75	100
Total	400	100	

Source: Field Survey, 2020

Table 6.3.4 shows that the greater percentage of the respondents are single with 243 representing 60.75%, the married with 146 representing 36.5% and the widow/widower with 11 representing 2.75%.

Table 6.3.4 Educational Qualification of Respondents

	Frequency	Percentage (%)	Cumulative Percentage (%)
Primary School Cert.	51	12.75	12.75
SSCE/GCE	183	45.75	58.5
OND/ND	89	22.25	80.75
HND/Degree	62	15.5	96.25
Postgraduate	15	3.75	100
Total	400		

Source: Field Survey, 2020

Table 6.3.5 shows that 12.75% of the respondents have primary certificate, 183 respondents representing 45.75% have SSCE/GCE, 89 respondents representing 22.25% are OND/ND holders. The lower proportion are holders of degree and postgraduate degrees.

Table 6.3.5 Occupation of Respondents

	Frequency	Percentage (%)	Cumulative Percentage (%)
Civil Servant	69	17.25	17.25
Student	212	53	70.25
Trader	55	13.75	84
Farmer	19	4.75	88.75
Others	45	11.25	100

Total	400	100	
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Source: Field Survey, 2020

Table 6.3.5 shows that the civil servant represents 17.25% of the respondents, 53% represent students who are at the centers of this study. Traders represent 13.75%, farmers represent 4.75% and other respondents who are involved in other business/jobs represent 11.25%.

Table 6.3.6 Enrolment of boys in schools is higher than girls in this community

	Frequency	Percentage (%)	Cumulative Percentage (%)
Strongly agree	69	17.25	17.25
Agree	221	55.25	72.5
Undecided	16	4	76.5
Disagree	76	19	95.5
Strongly disagree	18	4.5	100
Total	400	100	

Source: Field Survey, 2020

Table 6.3.6 shows that 72.5% of the respondents agreed that enrolment of boys in schools is higher than girls in this community. Only 23.5% disagreed with the assertion however, 4% undecided. The above table show that more boys go to school more that girls in Damaturu and Bade.

Table 6.3.7 Preference is given to girl's early marriage than going to school in this community

	Frequency	Percentage (%)	Cumulative Percentage (%)
Strongly agree	146	36.5	36.5
Agree	230	57.5	93
Undecided	4	1	95
Disagree	15	3.75	98.75
Strongly disagree	5	1.25	100
Total	400	100	

Source: Field Survey, 2020

Table 6.3.7 shows that 93% of the respondents agreed that preference is given to early marriage than going to school, 5% disagreed and 1% undecided. Based on this, girls in Damaturu and Bade Local Government Areas prefer to marry at an early age than going to school.

Table 6.3.8 Parents/guidance engaged girls to hawk and do house chores than schooling in this community

	Frequency	Percentage (%)	Cumulative Percentage (%)
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Strongly agree	99	24.75	24.75
Agree	213	53.25	78
Undecided	6	1.5	79.5
Disagree	67	16.75	96.25
Strongly disagree	15	3.75	100
Total	400	100	

Source: Field Survey, 2020

Table 6.3.8 shoe that 78% of respondents agreed that parents/guidance engaged girls to hawk and support family livelihood than schooling, 20.5% disagree while 1.5% undecided. This data shows that in Yobe state (Damaturu and Bade) parents pay more attention in sending their girls to go and hawk at the expense of the education of the girl-child.

Table 6.3.9 The education of girl-child is being hindered by traditional practice in this community.

	Frequency	Percentage (%)	Cumulative Percentage (%)
Strongly agree	51	12.75	12.75
Agree	168	42	54.75
Undecided	4	1	55.75
Disagree	152	38	93.75
Strongly disagree	25	6.25	100
Total	400	100	

Source: Field Survey, 2020

Table 6.3.9 shows that 54.75% of the respondents agreed that the education of girl-child is being hindered by traditional practice, 44.25% disagreed and 1% undecideds. In Damaturu and Bade based on the data above shows that some traditional practices hinder the education of girl-child education.

Table 6.3.10 Religion is a hinderance to girl-child education this community

	Frequency	Percentage (%)	Cumulative Percentage (%)
Strongly agree	22	5.5	5.5
Agree	91	22.75	28.25
Undecided	4	1	29.25
Disagree	211	52.75	82
Strongly disagree	72	18	100
Total	400	100	

Source: Field Survey, 2020

Table 6.3.10 shows that 70.75% of the respondents disagreed that religion is a hinderance to girl-child education in this community, 28.25% agreed and 1% are undecided. Therefore, the data presented above religion is not the hinderance to girl-child education in Damaturu and Bade Local Government areas.

Table 6.3.11 Parents think that educating girls to boys is a waste of resources in this community

	Frequency	Percentage (%)	Cumulative Percentage (%)
Strongly agree	45	11.25	11.25
Agree	162	40.5	51.75
Undecided	16	4	55.75
Disagree	145	36.25	92
Strongly disagree	32	8	100
Total	400	100	

Source: Field Survey, 2020

Table 6.3.11 shows 51.75% of the respondents agreed that parents think that educating a girl-child to boys is a waste of resources in this community, 44.25% disagree while 4% undecided. Therefore, the data above show that in Damaturu and Bade Local Government Parents think that educating girls to boys is a waste of resources in this community

Table 6.3.12 Lack of water, sanitation facilities and hygiene practices in school hinders girl-child education in this community

	Frequency	Percentage (%)	Cumulative Percentage (%)
Strongly agree	27	6.75	6.75
Agree	115	28.75	35.5
Undecided	60	15	50.5
Disagree	160	40	90.5
Strongly disagree	38	9.5	100
Total	400	100	

Source: Field Survey, 2020

Table 6.3.12 shows that 49.5% of the responded disagree that Lack of water, sanitation facilities in school hinders girl-child education in this community, 35.5% agreed while 15% undecided.

Table 6.3.13 Damaturu/Bade Local Government has done much to improve girl-child education in this community

	Frequency	Percentage (%)	Cumulative Percentage (%)
Yes	245	61.25	61.25
No	155	38.75	100

Total	400	100	
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Source: Field Survey, 2020

Table 6.3.13 shows that 61.25% of the responded said Yes Local Government has done much to improve girl-child education in this community while 38.75% said No.

Table 6.3.14 The Local Government effort improve girl-child education has been effective

	Frequency	Percentage (%)	Cumulative Percentage (%)
Strongly agree	39	9.75	9.75
Agree	147	36.75	46.5
Undecided	62	15.5	62
Disagree	119	29.75	91.75
Strongly disagree	33	8.25	100
Total	400	100	

Source: Field Survey, 2020

Table 6.3.14 shows that 46.5% of the respondents agreed that Local Government effort to improve girl-child education in Damaturu and Bade is effective, 38% disagreed while 15.5% undecided.

Table 6.3.15 Government has carried out public awareness, campaigns, rallies, and seminar to encourage the education of girl-child in this community

	Frequency	Percentage (%)	Cumulative Percentage (%)
Strongly agree	38	9.5	9.5
Agree	194	48.5	58
Undecided	38	9.5	67.5
Disagree	108	27	94.5
Strongly disagree	22	5.5	100
Total	400	100	

Source: Field Survey, 2020

Table 6.3.15 shows that 58% of the respondents agreed that Government has carried out public awareness, campaigns, rallies, and seminar to encourage the education of girl-child in this community, 32.5% disagreed while 9.5% undecided.

Table 6.3.16 State Universal Education Board has done much in encouraging equal access to basic education for both boys and girls in this community

	Frequency	Percentage (%)	Cumulative Percentage
Strongly agree	56	14	14
Agree	243	60.75	74.75

Undecided	39	9.75	84.5
Disagree	47	11.75	96.25
Strongly disagree	15	3.75	100.5
Total	400	100	

Source: Field Survey, 2020

Table 6.3.16 shows that 74.75% of the respondents have agreed that SUBEB has done so much in encouraging equal access to basic education for both boys and girls in this community in Damaturu and Bade Local Governments, 15.25% disagreed while 9.75% undecided.

Table 6.3.17 Government lack political will to implement policies on girl-child education in this community

	Frequency	Percentage (%)	Cumulative Percentage (%)
Strongly agree	55	13.75	13.75
Agree	144	36	49.75
Undecided	16	4	53.75
Disagree	150	37.5	91.25
Strongly disagree	35	8.75	100
Total	400	100	

Source: Field Survey, 2020

Table 6.3.17 shows that 49.75% of the respondents agreed that Government lack political will to implement policies on girl-child education in this community, 46.25% disagreed while 4% undecided. Based on the data above one can see that government is not doing much to encourage the education of girl-child.

6.4 Data Analysis

6.4.1 Testing of hypothesis

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

Hypothesis one

Ho1: There is significant relationship between cultural beliefs of a society and the advancement of girl-child education in Damaturu and Bade Local Government areas.

Hypothesis two

Ho2: The ability of Damaturu and Bade Local Government areas to contribute substantially to girl-child education is significantly dependent on their programmes and policies

6.5 Discussion of Findings

From the analysis of the data and test of the study's hypotheses it was observed that there are challenges to girl child education. Base on the testing of hypothesis one, the alternate was accepted which states that —there is significant relationship between cultural beliefs of a society and the advancement of girl-child education in Damaturu and Bade Local Government areas. From the result of the hypothesis its shows that the advancement of girl-child education can be attributed to the cultural beliefs of the society the girl-child lives in. This shows that there are still several challenges that pose a threat to the education of the girl-child. Despite the availability of schools in the areas and frequent enrollment, girls' rate of completion is still low compared to their male counterparts. Some of these challenges are; financial constraints, ignorance and non-challant attitude by both parents and the girls, hawking and house chores, early marriage and teenage pregnancy, distance of schools, toilet facilities and school infrastructures, government attitude and teacher 's welfare. All these are the major challenges of girl-child education in Damaturu and Bade Local Government areas. The Yobe state government should make concerted effort to alleviate poverty at the grass root, as this will undoubtedly overcome the challenge of not sending the girl-children to school by parents for reason of poverty. This is because the major issue concerning girl-child education is poverty amongst parents. From hypothesis two, the alternate which says —The ability of Damaturu and Bade Local Governments to contribute substantially to girl-child education is significantly dependent on their programmes and policies was accepted. Even though the government has done something to encourage girl-child education, the people feel it is not very effective. There is so much that is expected from the government around education. Most government schools need to be renovated, teachers need to be paid as and when due, more awareness and campaigns need to be carried out to encourage girl-child education. There are policies that have been formulated by government but they most times pay lip-service and lack the political will to implement such policies and they have the resources to implement policies and programmes on girl-child education. The person that can encourage parents and tell them the benefits of educating the girl child is the government. Others may come in to help like NGOs and philanthropists, but their gate way or main entrance is the Local Governments. There is the need for parents to encourage their children to acquire knowledge. In both Damaturu and Bade Local Governments, parents who are uneducated and do not know the value of education are reluctant in sending their girls to school. They most times prefer them to hawk and help with the house chores. Some parents feel it is a waste of resources to educate the female since to them she will get married and end up in the kitchen as a housewife. Government and educated people need to enlighten such parents to know that the education of the girl child is important and has benefits. Educating a girl-child is like educating a nation because whatever she learns she transfers to her home and environment. The girl-child also needs to be serious and value education. Girls need to know that their future is in their hands and if they want to become great in life they must go to school, read, and excel. The school management should make sure students do not leave school before closing hours. The learning environments should be conducive and girl friendly. Girls will stay in school if the environment is safe and if there are health and sanitary facilities in schools. Some schools in Damaturu and Bade Local Government areas do not have chairs and textbooks which is not ideal. Government should make it a duty to provide a conducive and girl friendly learning environment in schools. Based on the above discussion, everything boils down to the government doing their part in encouraging girl-child education. They should not relent in their effort, and they should revisit the policies that are on ground.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

7.1 Introduction

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

7.2 Summary

This work was centered on the challenges of Girl-child education in Yobe state case study Damaturu and Bade Local Government areas. It was discovered that even with the presence of government policies and programmes on girl-child education, there are still several challenges of girl-child education which are peculiar to Damaturu and Bade Local Government areas. One of these challenges found is ignorance and non-challant attitude of some parents and girls who feel that the education of the girl-child is not that important. Parents and some society feel that the place of the girl-child and women is in the kitchen and for domestic chores. The truth is when the girl-child is educated, she adds value to her home, environment, and society in general. Another challenge discovered is the poverty level of parents. It was found out it is one of the major issue or challenge of girl-child education in both Damaturu and Bade Local Government areas. Most parents in Babe Local Government area are farmers who depend on the profits they make from their farm produce to send their children to school. When there is no profit they withdraw their children especially the girl-child because they cannot raise the money for their school fees. In Bade Government parents are mostly traders while some are without jobs. Parents feel the school fees are not affordable for them to pay for their children, so they withdraw their children from school. Another challenge discovered is early marriage and teenage pregnancy. Early marriage is more pronounced in Damaturu Local Government area while teenage pregnancy is more pronounced in Bade Local Government area. There are still a few parents who still believe in the tradition of early marriage of the girl-child because they feel her education is not that important and would prefer the benefits, they will get from marrying her. In Damaturu, young girls get sexually involved with boys and end up pregnant. This as a result makes them leave school because they would have to become parents at a very tender age. Also, it was discovered that girls stay back at home to help with the house chores and hawk to support their families. Because of the poverty level of parents, girls hawk either before or after schools' hours to support their families financially and sometimes these girls abandon their education and become full time hawkers. Most schools in both Damaturu and Bade Local Government areas especially public schools have very poor structures with no chairs or desk, textbooks, teaching and learning aids and poor toilet facilities. The absence of all these discourages the enrolment and retention of the girl-child. Another challenge discovered is ineffective policies and programmes of government. Government has policies and programmes on girl-child education, but the people feel it is not very effective. The government needs to do more to encourage the few people who still hold on to the belief that girl-child education is a waste of time and resources.

7.3 Conclusion

This study which was on the challenges of Girl-child education in Yobe state focusing on Damaturu and Bade Local Government Areas was aimed at ascertaining the level of girl-child education, evaluating the contributions of the study areas towards girl-child education, identifying, and discussing the challenges of girl-child education and make recommendations that will help improve girl-child education in the study areas. Data was generated using secondary data, questionnaires It was found that there are frequent enrolments of the girl-child into schools, but they sometimes withdraw due to financial



constraint, ignorance and non-challant attitude by parents and girls, early marriage and teenage pregnancy, poor learning environment, house chores and hawking and distance of Damaturu and Bade Local Government areas have contributed to girl-child education through UBE programmes and other policies on education. This implies that even with the policies and programmes available, there is still several challenges of girl-child education that need to be dealt with if there should be equality in education. Education is the right of every girl everywhere and key to transforming her life and the life of her community. Although much has been done to improve the caliber and existence of girls' education in Nigeria, there is still much that needs to be done. All barriers must be eliminated to enable all girls to development their full potential through equal access to education.

7.4 Recommendations

Based on the major findings of this study, it is therefore imperative that to improve the educational base of the girl-child and by extension her socio-political and economic status, government, community leaders, parents, professional guidance, counselors, and other stakeholders should take cognizance of the following recommendations:

1. Government at all levels should make concerted effort to alleviate poverty at the grass root, as this will undoubtedly overcome the challenge of not sending the girl-children to school by parents for reason of poverty.
2. Another responsibility that government should take up to tackle this menace is to provide free, compulsory primary and secondary education in Yobe State. Schools should be built, well-staffed and equipped to provide quality education so that the children can compete favorably with their counterparts from other parts of the country.
3. Parents should be enlightened to encourage the girl-child to acquire basic education, at least, that will make her self-reliant and to secure a better future for herself. Governments, Non-Governmental Organizations, Religious leaders, and traditional rulers have a major role to play in leading these awareness and enlightenment campaigns on not only the importance of western education for the girl-child but also on the need to discard the various cultural and religious misconceptions that have militated against girl-child education in Northeast Nigeria over the years.
4. Governments should also make a promulgation by rising the age of marriage for girls to at least twenty (20) years of age or above.
5. The girl-child needs to be provided with a safe and supportive educational environment, free from abuse, with separate toilet facilities, safe drinking water, equal attention with boys and a gender sensitive curriculum. The school curriculum also needs to be revisited, to ensure gender and cultural sensitivity.
6. More schools need to be built especially secondary schools in rural areas to avoid distant trekking to attend classes by students. And these schools should be equipped with the necessary facilities. There should also be more girl boarding schools so that parents who do not like mixed schools can send their girls to school.
7. Gender balanced curriculum and education policies should be established to consider the interest of the girl-child so that she is motivated to learn and teacher 's welfare should be considered.

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APPENDIX**QUESTIONNAIRE****Questionnaire for the members of the public in Damaturu and Bade Local Government area in Yobe State**

Family Health International (FHI360)
Yobe State Office
Nigeria

Dear Respondents,

QUESTIONNAIRE ADMINISTRATION

I am currently undergoing a master's program with KALU Institute carrying out a research in Damaturu and Bade Local Government Areas. The Questionnaire seeks to solicit for your kind support to provide me with information purely for academic purpose relating to "the Challenges of Girl-Child Education".

I assure you that the information you will provide in this Questionnaire will be treated with utmost confidentiality.

Thanks in advance for your support.

Yours Faithfully,

Edward Ishaku



Section A: Personal Data of Respondent

Please tick appropriately

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

Section B – Challenges of Girl-child Education

Please tick appropriately and answer question 13 and 14

1. Enrolment of boys in school is higher than girls in this community
(a) Strongly agree [] (b) Agree [] (c) Undecided [] (d) Disagree [] (e) Strongly disagree []
2. Preference if given to girl's early marriage than going to school in this community
(a) Strongly agree [] (b) Agree [] (c) Undecided [] (d) Disagree [] (e) Strongly disagree []
3. Parents/guidance engage girls to hawk and do house chores than schooling in this community
(a) Strongly agree [] (b) Agree [] (c) Undecided [] (d) Disagree [] (e) Strongly disagree []
4. The education of girl-child is being hindered by traditional practices in this community
(a) Strongly agree [] (b) Agree [] (c) Undecided [] (d) Disagree [] (e) Strongly disagree []
5. Religion is a hindrance to girl-child education in this community
(a) Strongly agree [] (b) Agree [] (c) Undecided [] (d) Disagree [] (e) Strongly disagree []
6. Parents think that educating girls to boys is a waste of resources in this community (a) Strongly agree [] (b) Agree [] (c) Undecided [] (d) Disagree [] (e) Strongly disagree []
7. Lack of water, sanitation facilities and hygiene practices in schools hinders girl-child education in this community
(a) Strongly agree [] (b) Agree [] (c) Undecided [] (d) Disagree []

(e) Strongly disagree []

8. Damaturu/Bade Local Government has done much to improve girl-child education in this community?

(a) Yes [] (b) No []

9. If yes, do you agree that the Local Government effort to improve girl-child has been effective?

(a) Strongly agree [] (b) Agree [] (c) Undecided [] (d) Disagree []

(e) Strongly disagree []

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

(a) Strongly agree [] (b) Agree [] (c) Undecided [] (d) Disagree []

[] (e) Strongly disagree []

11. SUBEB has done much in encouraging equal access to basic education for both boys and girls in this community

(a) Strongly agree [] (b) Agree [] (c) Undecided [] (d) Disagree []

(e) Strongly disagree []

12. Government lack political will to implement policies on girlchild education in this community

(a) Strongly agree [] (b) Agree [] (c) Undecided [] (d) Disagree []

(e) Strongly disagree []

13. In your own view, what are the challenges of girl-child education in this community?

14. What do you think are the best options to handle these challenges?

