

PERCEIVED SOCIO-ECONOMICS FACTORS OF GIRL CHILD ENROLMENT GAP IN PUBLIC SECONDARY SCHOOLS IN BAUCHI STATE

BY

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Abstract

The purpose of this study was to examine the perceived Socio-economic Factors of girl child enrolment gap in public secondary schools in Bauchi state. Stratified random sampling was employed, secondary schools in the state were grouped based on the two educational zones used in the state Ministry of Education, meanwhile simple random sampling was used to select thirty (30) secondary schools, fifteen (15) secondary schools from each zone in which four (4) teachers from selected schools serves as the respondents, these make the subject of One Hundred and twenty (120) respondents. The instrument was given to expert in the Department of Educational Foundations and expert in Measurements and Evaluation for their input in term of face and content validations with two research questions. The reliability of instrument was determined using test-retest method of determining consistency. The data collected was analyzed using Statistical Package for Social Sciences (SPSS) Mean and standard deviations were employed. Findings of the study was to lower direct cost of education for girls by ensuring free education in reality while expanding the number of school places and single sex schools to cater for those in rural areas who may not afford to live out of their homes due to economic hard ship and finally child minding/care should not be placed hard on the girls in the family to help them read at home paying allowances to girls from less privilege homes in schools. The recommendations of the study were to adequate funding as with the case in formal sector should be ensured. Alongside budget allocation, budget implementation and budget tracking should be watched and carried out by all stakeholders
Keywords: Perceived, Causes, Girl Child, Enrolment, Gap, Public, Secondary, Extent

Introduction

The enrolment gap rate of the girl child in northern Nigeria particularly in Bauchi state has been a basis of concern to the state and other stakeholders in the education sector. The Girl Child as defined by UNICEF as a female human being below the age of eighteen (18). The word education on the other hand could be given different meaning by different authors in different ways depending on their purpose of defining the term or their view point of the term. According to Castle in Adeyemo (1999) defined education as what happened to us from the day, we were born to the day we die. Farrant (2002) also defined education as the process of learning to live as a useful and acceptable member of the community to which one belongs. In the context of this research, Girl Child education is any learning experience organized for student under the age of eighteen (18) in order to make them useful members of the society to which they belong.

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 the child today, but who later becomes a woman and also a mother. As often said; Educating girl means educating the whole family. And what is true of families is also true of communities and ultimately the whole nation (UNICEF, 2004). Bellamy (2003) stated that there could be no positive significant or sustainable transformation in societies and impact in poverty reduction until girls received the quality basic education, they need to take their rightful place as equal partners in development. In summary therefore girl's child education refers to the educational programme which provides ample opportunities for girls to enroll attend and complete their education without any form of discrimination. Although it is affirmatively stated in the world summit in Copenhagen in the 1995 that, 'we will ensure full and equal access to education for girls and women recognizing that investing in women's education

is the key element in achieving social equality, higher productivity and social returns in terms of health, lower infant mortality and the reduced need for high fertility' (Mangvwat and Abama 1999). Stated that, despite the commitment to female education and girls in particular, there seem to be constrain militating against girl's education pursuit in Nigeria and northern region in particular. It was expressed by UNICEF (2005) that children below 15 years covered 45 percent of the Country's population in Nigeria.

The popular adage 'If you educate a man you educate an individual but you educate a woman you educate a nation, because literacy has the power to acquire the essential skills, knowledge and attitude to move the nation forward. The education given to female child who eventually grow up into a woman at marriage has a lot of benefit to not only her person but the nation to which she is a citizen. Perhaps, this is why voices have been made for the female folks by civil society organization, Non-governmental organization, Government Agencies and International Organization at different times to ensure that the girls-child is given the space to acquire qualitative education to help deliver their expected services well.

Statement of the Problem

The Federal Republic of Nigeria provided at section 18 of 1999 constitution stated that, government shall direct its policy toward ensuring that there are equal and adequate educational opportunities at Primary and Secondary Schools in Nigeria. Article 26 of the Universal Declaration of Human Rights by UNO in 2002 noted that "Everyone has the right to education. It was based on this, that the United Nations Children Education Fund (UNICEF) has advocated investment in girl's education as a way for all children to fulfill their right to a quality basic education. There is a report which confirmed that female enrolment in Bauchi state metropolis is very low (Kwache 2012). It is pertinent to educate girl child in every society, in different ways; many questions have been asked on the issue as to why enrolment of female student in Bauchi state secondary schools is still low. Despite the effort made by different governments, both at local and national level, enrolment of female students is still low in Bauchi state compared to number of women of secondary school age. It is based on the above-mentioned phenomenon that raised the need of this research to investigating the perceived socio-economic factors of girl child enrolment gap in Bauchi state Secondary Schools.

Objectives of the Study

The objectives of the study were to study the perceived socio-economic factors of Girl-Child enrolment gap in Public Secondary School in Bauchi State.

1. To find out the extent to which child labour affect Girl Child Enrolment gap in Public Secondary Schools in Bauchi State,
2. To find out the extent to which economic hardship affect Girl child Enrolment gap in Public Secondary Schools in Bauchi state,

Research Questions

The research questions envisioned to find out the Perceived Socio-economic Factors for the Girl Child enrolment gap in Secondary Schools in Bauchi State. The study will answer the following research question in line with the objectives of the study: -

1. To what extent, does child labour affect Girl Child Enrolment gap in Public Secondary Schools in Bauchi State?
2. To what extent, does socio-economic status affect Girl Child Enrolment gap in Public Secondary Schools in Bauchi State?

Methodology

Descriptive survey research was used to carry out this study. The research was designed to elicit information aim at establishing the factors of girl child enrolment gap in public secondary schools in Bauchi state. Descriptive survey was considered appropriate for this study because it described phenomenon the way they are without bias. It comprises of twenty (20) local Government areas. Bauchi is the state capital. The three educational zones, with thirty-five (35) Senior Secondary Schools. Bauchi South comprises Alkalari, Bauchi, Bogo, DASS, Tafawa Balewa, Kirfi, and Torohas fifty (50) Senior Secondary Schools. And Bauchi Central

comprises Dambam, Darazo, Ganjuwa, Misau, Ningi, and Warji has thirty (30) Senior Secondary Schools. Two educational zones were used for the purpose of this study. Bauchi state also shares boundaries with Kano and Jigawa to the North, Taraba and Plateau to the South, Gombe and Yobe to the East and Kaduna to the West. The population for this study consisted of all (30) Government Senior Secondary Schools in Bauchi State, from the two major educational Zones in the state. Fifteen (15) Secondary Schools from Bauchi Zone and Fifteen (15) Secondary Schools from Katagum Zone. The data showed that there are Two Thousand five Hundred and twenty (2520) teachers in Bauchi State.

The Sample of the study consisted of thirty (120) teachers; the researcher adopted a simple random sampling technique. First, the schools were grouped according to the two educational zones of the state. Thereafter simple random sampling was used to select fifteen secondary schools (15) from each zone. The total of One hundred and twenty (120) teachers' makes up the sample size, sixty (60) from each zone. Out of 120 questionnaires administered, only 106 were retrieved. This was allowed for good representations as four (4) teachers were randomly selected from each school. The sample was based on Krecjie and Morgan (1975) template for sample determination. The tool used to collect datafor this study was structured questionnaires. The questionnaire items were adapted from Organization for Economic Co-operation and Development (OECD) Teaching and Learning International Survey (2013). The instrument was in two parts, the first part was expected to collect the Bio-data of the teachers. The second part of the instrument elicited information on the causes of Girl Child enrolment gapin Secondary Schools in Bauchi State. The instrument was respondedby using four response scale method of:

- i. Very High Extent (VHE),
- ii. High Extent (HE),
- iii. Low Extent (LE),
- iv Very Low Extent (VLE).

The instrument was given to three experts from the Department of Educational Foundations for vetting, one expert in the field of Test and Measurement to ascertain the validity of the instrument to be used for this study. The researcher administered the research instrument personally, in order to ensure confidentiality an introductory note preceding the research instrument. The administration of the instrument lasted for three (3) weeks and the researcher hang around to collect data. The purpose of this is to guarantee a high return rate and avoid some problems usually associated with posting of instrument, more so in order to offer explanation when and where necessary. Data collected for this study was coded into the computer in order to analyze the results by using the Statistical Package for Social Sciences (SPSS) version 21. In analyzing the research questions of the study, the Mean (\bar{x}) and standard deviation (SD) was employed. First the points on the scale of response were assigned numerical values as follows, Very High Extent (VHE) = 4-point, High Extent (HE) =point 3, Low Extent (LE) = point 2, Very Low Extent (VLE) =point Decision rule:In interpreting the result of the data analysis, value allocation of numbers adapted from Owusu-Manu *etal* (2017) was used as shown in the table below:

Table 1: Interpretation of four-point scale

Value Allocation	INTERPRETATIONS
1.00 - 1.49	Low Extent
1.50 - 2.49	Very Low Extent
2.50 - 3.49	Great Extent
3.50 - 4.00	Very Great Extent

Results

Research Question 1: To what extent, does child labourcurse girl child enrolment gap in public secondary schools in Bauchi state?

To answer this research question, the mean and standard deviation on child labour causes girl child Enrolment gap in public secondary school in Bauchi state was calculated and presented in Table 4.5 below. The statement that attracted the highest mean score was the" poverty" with 3.18, which indicated positive rating. Over population carrying the mean of 2.27, in which rating negatively. From the table calculated, it can be

concluded that the teachers have high extent response on the economic hardship causes girl child Enrolment gap in secondary schools in Bauchi state.

Table 1: Mean and Standard Deviation on Child Labour causes Girl Child Enrolment gap in PublicSecondary Schools in Bauchi State.

SN	Items	N		SD	Remark
1.	Discrimination of girl child plays role in girl child Enrolment gap in secondary schools.	106	2.65	1.087	High Extent
2.	Unemployment cause girl child Enrolment gap in secondary in Schools.	106	2.89	1.141	High Extent
3.	Overpopulation contributed toward girl child Enrolment gap in secondary schools.	105	2.27	1.187	Low Extent
4.	Illiteracy cause girl child Enrolment gap in secondary Schools	104	2.49	1.199	Low Extent
5.	Limited free education cause girl child Enrolment gap in secondary schools.	104	2.68	1.108	High Extent
6.	The poverty cause girl child Enrolment gap in secondary schools.	105	3.18	1.133	High Extent
Average Mean				1.142	High Extent

Research Question 2: To what extent, does Economic Hardship cause girl child enrolment gap in public secondary schools in Bauchi state?

In order to answer this research question, the mean and standard deviation on teacher opinion on economic hardship causes girl child enrolment gap in secondary schools in Bauchi State was calculated and tabulated in which the results show that the poor income of the parent attracted the highest mean score of 3.09. Meanwhile participation in domestic activities with a mean value of 2.01. The average mean score of 2.64, which shows a high extent response that indicated the economic hardship, causes a serious girl child enrolment gap in public secondary school in Bauchi State.

Table 2: Mean and Standard Deviation of Teachers Opinion on Economic Hardship causes Girl Child Enrolment gap in PublicSecondary Schools.

SN	Items	N		SD	Remark
1.	High inflation of educational materials cause girl child Enrolment gap in secondary schools.	104	2.89	1.004	High Extent
2.	The inflation of the school fee cause girl child Enrolment gap in secondary schools.	104	3.04	1.023	High Extent
3.	Accumulation of parent debt cause girl child Enrolment gap in secondary schools.	104	2.43	1.270	Low Extent

4.	The poor income of the parent cause girl child Enrolment gap in secondary schools.	105	3.09	1.107 Extent	High
5.	Girl child Assistant of parents cause Girl child Enrolment gap in secondary schools	105	2.15	1.072 Extent	Low
6.	Participation in domestic activities cause girl child Enrolment gap in secondary schools	104	2.01	1.047 Extent	Low
7.	Undertaking of pretty trading cause girl child Enrolment gap in secondary schools.	104	2.92	1.204 Extent	High
Average Mean			2.64	1.103 Extent	High

Discussion of the Findings

The analysis of the data collected for this study shows that there was the positive response on the perceived Socio-economic Factors of Girl Child Enrolment gap in Secondary Schools. These results agreed with the findings of Maangvwat and Abama (1999), this study found that Child Labour had positive impact as the factor of girl child enrolment gap in secondary school in Bauchi state, it is implied that Government should lowered direct cost of education for girls by ensuring free education in reality. this was agreed with the finding of Garba (2003) Although payment allow parents to finance education for their children when quality publicly financed schooling is not available.

In general, the higher the fee, the likely it is that families will decide not to educate their children or be force to make choices about which of their children to educate. The results also reaffirm and tallying with the work done by Abama (1999) in which itemized child labour as the factor cause girl child Enrolment gap in Secondary School, in the findings of this study the teachers response indicated positively that child labour cause girl child enrolment gap in public secondary schools in Bauch state.

Conclusion

Findings of this research indicated that Child Labour was considered as a factor of girl child enrolment gap in Bauchi state Public Secondary Schools. Based on these findings, the researcher concluded that there was no significant and positive relationship between the child labour and Girl Child Enrolment gap in Bauchi state Public Secondary Schools. However it was obviously discovered from this study that, lowering direct cost of education for girls by ensuring free education in reality, expanding the number of school places and single sex schools to cater for those in rural areas and group of people cannot afford to live out of their homes due to economic hardship.

Recommendations

The following recommendations were made as follows:

1. Adequate funding as with the case in formal sector should be ensured. Alongside budget allocation, budget implementation and budget tracking should be watched and carried out by all stakeholders.
2. Payment of allowances to girls in the literacy centers to cover up for their much establishment of literacy centers across communities in Bauchi state to cater for the out of school girls.
3. Equip learners with the skills to understand and analyze prevailing gender issues that negatively affect girls' development.

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