BARRIERS TO GIRL CHILD EDUCATION IN THE NORTHERN PART OF NIGERIA AND THE MEASURES TO CURB THEM.
(Using Zaria city in the Kaduna state as a case study)

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DECLARATION

I hereby declare that this research work is my own piece of work done as part of the requirement for the reward of a master's degree in business development. This work does not contain any material published by another person which has been accepted for the award of any degree of the university, except where due acknowledgement has been made in text.

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ABSTRACT

The importance of girl-child education cannot be over emphasized. Hence, this study therefore examined the barriers to girl-child education and the measures to curb them in Kaduna state, using Zaria city as a case study. This study examines the concept of crucial issues in girl-child education, the socio-economic and educational factors. It identifies socio-cultural patterns, religious misconceptions, poverty, teenage pregnancy, and early marriage amongst others as factors militating against the girl-child education. It outlines the roles and importance of educating your girl child, the impact it has on the child, the family and society. This study also goes further to outline the reasons for lack of awareness on the importance of child education. It also explains the measures that the government has put in place to mitigate this problem. The study recommends among other things that government, non-governmental organizations, parents, traditional and religious leaders should join hands in the enlightenment campaign for the benefits and need to educate a girl-child.

It would be interesting to conduct a survey at another city or the entire Kaduna state. If this would be done and similar results were discovered, one could apply generalizability to the results. Conduct a survey on a larger sample, also including people from the entire northern Nigeria and segmenting according to that. This could find new segments, with new analytical possibilities.

Contents

CHAPTER 1   INTRODUCTION

1.1   Background of study

The depraved notion that women are second-class citizens permeates traditional Nigerian society (Enejere, 1991). A woman is viewed as a man's possession or object of gratification. She is viewed as a "machine" used to produce offspring. Women are now unfairly treated because of this, particularly in the educational system. Instead of investing in their daughter's education, the typical rural Nigerian father would do the same for their son (Ada, 1992). (Enejere, 1991) goes on to say that religious and communal practices foster gender inequality in Nigeria. Young girls' Education is how individuals are made functional members of society (Ocho, 2005). It is a process through which the young acquire knowledge, realize their potential, and use them for self-actualization (Offorma, 2009). Education has been described as the most critical aspect of human development, a key to a successful life, especially girl-child education (Michael, 2011).

Refusing the girl child's education entails turning her into a useless community member. Numerous girls are not enrolled in school, according to statistics. Approximately 121 million children are not in school worldwide, of which 65 million are girls. More than 80 percent of these children reside in sub-Saharan Africa, which includes Nigeria (UNICEF, Information sheet, Girl's education, Abuja, 2007). ActionAid International (AAIN), cited by KIKI (2010), reported that, not until recently, in a school of One hundred fifty students in Northern Nigeria, only 2-3 students are girls. This trend has minimally improved with introducing the Sharia judicial law system (Islamic Law) in most states in northern Nigeria. The advent of the law necessitated the creation of separate schools for girls. Even at that, girls in this region do not have the right to choose education. OKIKI (2010) cited an example in the Jega Local Government Area of Kebbi State in the northern part of Nigeria, where females were not allowed to go to school until recently when the Local Government Council chairman enacted a by-law making female education compulsory. Government and non-government agencies have initiated programs to improve girls' school enrollment. The Federal Ministry of Education and the United Nations Children's Education Fund (UNICEF) have been leading the campaign for girl-child education in Nigeria with some measure of success.

Education is vital to every society because it is a way forward for society's values to be perpetuated and enhanced. It can either be formal or informal, and it helps society to progress due to its role of equipping learners with skills and knowledge, sharing values, and shaping their attitudes and perceptions. Through informal education, Africans would teach their children many talents/skills, such as hunting, weaving mats, and baskets, building huts, molding pots, etc. Therefore, before formal education was introduced, an education system existed in Africa where elders acted as instructors. So, education began way back before the coming of the missionaries.

Education has been acknowledged as a vital development tool and a crucial cornerstone for enhancing the status of women. If women continue to be marginalized, discriminated against, and lack access to education, no sustainable progress can take place. Expanding and enhancing the availability of education, particularly primary education, not only serves as a goal but also quickens the pace of social and economic development. There is no doubt about it: countries that invest in the education of girls see increases in economic growth and productivity. As a matter of fact, the World Bank has declared that investing in girls' education is the most effective way to achieve development goals. The international community's commitment to guaranteeing universal primary school completion and eradicating gender inequities in primary and secondary education by 2015 is called into question by the second Millennium Development Goal. This objective is based on the understanding that having access to a primary education is both a human right and essential to people's ability to live meaningful lives. Furthermore, education is a potent tool that gives women access to a range of options and lessens their susceptibility to exploitation, abuse, and HIV/AIDS. More than any other health indicator, maternal mortality is one of the best indicators of a country's state of health and highlights the differences between affluent and developing countries. Many people view maternal mortality as a gauge of inequality and a reflection of a woman's status in society.

Since education imparts information, skills, character, and desirable values that will support national progress and self-actualization, it is essential to the development of any society, state, and nation. Recognizing the importance of education to its citizens, the Nigeria constitution (1999) provided equal opportunity to all its citizens, regardless of tribe, sex, physical disability, or whatever. Despite the constitutional provision, educating the girl child in Northern Nigeria could be more encouraging. According to (Incorporated, 2011), most girl children who drop out of school

and marry are still found in the northern states, primarily in the Northeast and Northwest. According to (Aluko, 2018), girls make up most Northern Nigerian children who are not in school. In Northern Nigeria, girls' rights are often violated, which results in a lack of educational opportunities and gender disparities in the accessibility of education for girls. The discrepancy between boy and girl-child enrolment and access to education still exists. (Osinulu, 1994) lamented the fact that girls are denied the necessary skills for community development because they are discriminated against in school and married off at a young age. The girl-child is a victim of many cultural and traditional customs. The girl-child is a victim of various conventional and artistic practices. They suffer degradation and are seen as being subservient to their male counterparts and deprived of their right to education.

The United Nations International Children's Emergency Fund has expressed concern over the increasing out-of-school population in Nigeria, stating that only 45 % of girls in northern Nigeria are enrolled in schools. The North equally accounts for 69 % of the 13.2 million out-of-school children in the country. These statistics indicate the need for urgent action by all stakeholders to remove obstacles hindering girl-child education in Northern Nigeria. Girl-child education has contributed immensely to the development of the family, society, and nation. (Psacharopoulos, 2004) The benefits of girl-child education include empowering the girl-child to become a self-sufficient adult capable of making decisions and controlling her life. Educating the girl-child contributes significantly to developing a stable, prosperous, and healthy nation, a state whose citizens are active, productive, and empowered.

Based on the benefit of girl-child education to any Nation, it is essential to identify the factors that negatively affect girl-child education in Northern Nigeria so that appropriate measures can be implemented to enhance it.

1.2 Research problem.

Due to customs and cultural beliefs surrounding their biological sex, girls, and women worldwide particularly those in Africa and Nigeria have had their fate predetermined from birth. They have been referred to as the weaker sex to excuse prejudice and mistreatment against them by society. From sunrise to sundown, they had to be silent as they hew wood, draw water, bear children, and toil through hard labor. They are visible but unheard in both the public and private arenas of decision-making. Because of the natural status that male-defined social standards give to her, girls

and children are still objects to be owned and turned into commodities. Because of this, chauvinism, tradition, and custom limit her rights. Given that investing in human capital is the best way to advance any society, no town lacking in this resource will remain underdeveloped (Richardson, 2009). This is so that the person may contribute more to the development of their community and country as the information and skills they have gained would ensure their economic and social liberation (Efe, 2001).

Girls' education about their role as Producers or Producers in society is essential. As such, they play a vital role in educating the next generation, caring for their families, and performing social and economic chores (Ballara, 2002). The nation's health improves as more women pursues higher education. Rising levels of education among girl children (women) will also lead to an increase in the number of women working; women's education enhances agricultural techniques and contributes to environmental protection. Therefore, granting girls access to high-quality education is essential for the development of society (Ballara, 2002).

The giant worm that has eaten away at us and destroyed the execution of many fantastic ideas in developing nations is illiterate. Poverty has a positive correlation with illiteracy. Inevitably, women are more likely than males to be illiterate. Therefore, moms who lack literacy will raise daughters who are likely to marry young and lack access to school if their husbands do not cooperate. From infancy through youth and into adulthood, discrimination against girls is a common occurrence. Her low status is demonstrated by the denial of basic needs and rights, as well as by detrimental beliefs and behaviors such as discrimination, less food, early marriage, female genital mutilation, domestic abuse, incest, and sexual exploitation. The Northern area of Nigeria has the lowest school attendance rate in the nation, especially for girls. Forty percent of Nigerian children aged 6 to 11 do not attend any primary school. It is projected that over 4.7 million primary school-age children in Nigeria are still not enrolled in school despite recent notable increases in net enrollment rates (UNICEF, 2005).

The concern over the education of girls is worldwide as they have always lagged in education compared to boys right from the time of the introduction of formal education. When formal education began, the number of girls attending formal schooling was below that of ·boys, as suggested by parents. Once girls were baptized, there was no need to continue. However, attempts have been made by the government and Non-Governmental Organizations (NGOs) to improve

girls' education right from primary to university level, which has enhanced girls' enrolment in school, although their attendance and dropout rates remain higher than that of boys. Despite the efforts to promote girls' education, gender biases are still embedded in the foundation and framework of society, which favors boys' education. The study focused on challenges facing the girl child's education.

1.3 Research objectives.

Issues of gender equality in education have been the subject of much debate during the past decades and have become a prominent topic of debate in all countries. In Nigeria, there are large disparities between the education that boys and girls receive. Many girls do not have access to adequate education past a certain age. The aim of the study is to:

- ✓ Outline the impact of education on a girl child.
- ✓ Find out the barriers to girl child education.
- ✓ Outline the measures that can be taken to curb this situation.

1.4 Research questions.

The following questions were raised to guide the study:

- Does the enrolment of girls in schools lower as compared to men?
- What are the factors that hinders girl child education?
- What are some of the impacts of educating a girl child?
- What measures can be put in place to curb this situation?

1.5 Significance of the study

In any community, a girl kid is an invaluable asset for social advancement. Girls who do not have access to high-quality education lose a great deal of their human capital and potential, which has an impact on both men's and women's growth. Girls must be included and given the same opportunities and resources as their male counterparts since they will eventually become women. In addition to being necessary for the construction of a just society, closing the gender education gap and making sure that more girls receive an education are also prerequisites for appropriate development. Every girl has the right to an education because it can change her life and help her become a contributing member of society.

The study findings will be of significance in the future, and therefore, the study will benefit the following:

- ✓ The head teachers will use the study findings to re-address the factors challenging the girl child's education and improve their performance.
- ✓ The teachers will use the findings to guide female children about the importance of attaining education and boost their morale in education to uplift their status.
- ✓ The Ministry of Education and Sports will use the findings to make and foster an agenda and structure of a strict, proper, and nongender discriminative policy in the education system.

1.6 Scope and organization of the study

Since education is a broad field of study, thorough investigation could take time and resources. Considering this, this research will concentrate on obstacles to females' education and the steps taken to remove them in the northern region of Nigeria, namely in Zaria, the capital of Kaduna State. An outline of the study and its background will be given in Chapter 1. Chapters two through five cover the approach, results, recommendations, and literature review. Chapter 3 will cover the study's introduction. The study examined and stated the challenges faced by girls in education. It concentrated on the critical issues of female children, addressed the level of education and position in society, and did not leave out gender discrimination. The study was conducted among many ages, tribes, and religions.

1.7 Delimitation of the study

The study was restricted to citizens in Kaduna State and finally restricted to the indigens at Zaria city of the Kaduna state and this form a small part of the citizen at the northern Nigeria. The study findings will therefore apply to the people of Zaria State. So, it is impossible to extrapolate the results of this study to include all citizens in Kaduna state and the entire northern part of Nigeria.

1.8 Organization of the study

The first chapter is an introduction. The study includes various components, including the problem statement, research questions, goals and objectives, importance, and scope. This chapter outlines the problem that must be solved, provides a brief history of the research topic, and explains the

significance of the study.The theoretical foundation and literature review are covered in Chapter 2. Various scholarly works about the research topic will be reviewed in this chapter. It provides a broad overview of previous actions. In addition, theory will be applied and employed considering research efforts. Research Methodologies are covered in Chapter 3. Its subtopics include the introduction, research design, population, sample size, sampling strategies, data collection strategies, data analysis strategies, and justification of the chosen research methodology. This chapter includes a description of each design and technique used to calculate the study's sample size and supply data.

Data presentation and analysis are covered in Chapter 4. Its subtopics include introduction, data presentation, data analysis, hypothesis test, and findings discussion. This is the section where the information gathered from the field via surveys, interviews, and secondary data is discussed, examined, and evaluated. The final chapter, Chapter Five, is divided into the following subtopics: recommendation, conclusion, and summary. This is where the entire project is summed up and wrapped up, and suggestions based on chapter five's results are offered.

CHAPTER 2   LITERATURE REVIEW

Improving basic education, especially female Education has a powerful influence on both mortality and fertility. Indeed, the close relationship between education and demographic changes has clearly emerged in several recent empirical studies.

2.1   Theoretical Framework

Gender significantly impacts how opportunities and life chances are structured for both people and groups. It also significantly impacts the roles that individuals and groups play in social institutions, ranging from the state to the home. There are not a single society where women are more powerful than men, even though gender roles vary from culture to culture. Generally, men's roles are more highly valued and rewarding than women's (Ibrahim, 2012). In this study, two models were utilized to describe the causes of girl child education difficulty in Nigeria, namely, the "Radical feminism" theory and "The ecological model of Bronfenbrenner" theory.

2.2   Gender Equality

The fundamental tenet of radical feminism is that men both cause and profit from the abuse of women and girls. A key focus is the examination of patriarchy. Patriarchy is thought to have been constant throughout history and across societies. Extremist feminists frequently focus on the family as one of the main places where women are oppressed in society (Walby, 1990). According to him, specific patriarchal systems limit women's access to higher education and support the dominance of men over women. These are paid employment, patriarchal relations within the household, patriarchal culture, sexuality, violence toward females, and the state. Each of these structures has some independence from the others, but they can affect one another, reinforcing or weakening different structures. According to (Walby, 1990), paid employment has played a significant role in disadvantaging women and girls and continues to do so. The degree of disparity between men and women regarding income, status, working conditions, and access to fulfilling careers has barely decreased in traditional and even modern Nigerian communities. The gender pay gap has not closed significantly, and women continue to make up the majority of workers in low-wage, part-time jobs. When girls and women decide not to seek formal education or a paid job, they do so more because of restricted opportunities open to them and cultural values that suggest that mothers and wives should stay at home. The state's policies and priorities are systematically biased toward patriarchal interests. Women have been victims of violence regularly,

and the state, unless in rare circumstances, actively supports the abuse by refusing to act. According to De Beauvoir (1949, cited in the Internet Encyclopedia of Philosophy, 2002), men created a false aura of "mystery" around women, making them the "Other" in society. Men then used this as an excuse not to understand women or their problems or to provide them with assistance. Stereotyping of one group by another is a common practice in societies, with the higher-ranking group always doing the stereotyping to the lower-ranking group. Although she acknowledged that hierarchical oppression also pervaded other identification categories, such as race, class, and religion, she insisted that when it came to gender, men's stereotyping of women served as justification for structuring society in a patriarchal manner. Two types of patriarchy stand out: private and public. The dominance of women and girls by individual patriarchy within the household is known as private patriarchy. Girls are trained to believe that they are dependent on a masculine figure in their environment to make independent decisions. Girls are socialized to the belief that they cannot make independent decisions on their own but by a male around them. Public patriarchy is friendlier to all. Women and girls can participate in public life, including work, education, and politics. However, the quality and quantity of their participation are typically lower than their male counterparts, Igube (2010). In Nigeria, for instance, the enrollment ratio of girls to boys is generally lower in elementary, secondary, and tertiary institutions (Offorma, 2009). (Igube, 2010) asserted that though the women's population is higher than that of men in Nigeria, the number of women in the labor force is lower than that of men, and more women are in low-paid informal employment. In the opinion (Alabi, 2014), Nigerian women and girl-child in some parts of the country are hurrying to regain their virtues through education since the virtue of individuals in the society has substantial implications for the virtues of society, to retain or strengthen the virtue of the society. For instance, only 20% of women in the North Central and Northeast of the country are literate and have attended school. At the same time, the Northeast presents the worst scenarios (UNICEF, Information sheet, Girl's education, Abuja, 2007). The gender composition of occupations in a country's formal and informal sectors is an essential indicator of the economic opportunities open to women. This, if taken seriously, shows that men enjoy far more economic opportunities than women in Nigeria.

2.3   Concept of Woman Empowerment

Women's empowerment has evolved with different definitions and perspectives. Generally, women's empowerment enables women to take control of their lives, make decisions, and participate fully in all spheres of society. Empowerment of women includes their economic, social, and political empowerment. Economic empowerment refers to women's ability to access resources and participate in economic decision-making. Social empowerment relates to women's ability to participate in cultural, social, and community activities. Political empowerment relates to women's ability to participate in the political process and decision making.

2.4   Evolution of women Empowerment

The earliest feminist movements of the 19th century were when the idea of women's empowerment first emerged. Feminism's first focus was on women's political rights, including the ability to vote. In the 1960s and 1970s, women's social and economic rights, such as access to school and equal pay for equal work, were emphasized by the second wave of feminism. The third wave of feminism in the 1990s focused on the diversity of women's experiences and the intersectionality of gender, race, and class. Numerous studies have been conducted on women's empowerment over the past few decades. These studies have examined various aspects of women's empowerment, including political, social, economic, and cultural dimensions. Here are some of the key findings from past studies. Women's political empowerment Research has shown that when women are given political power, they are more likely to prioritize policies that benefit other women, such as healthcare and education. Women in leadership roles also bring a more collaborative and inclusive approach to decision-making. Women's economic empowerment: Studies have shown that increasing women's participation in the workforce and providing them with equal access to economic opportunities can lead to significant economic growth. Women's economic empowerment positively affects their families and communities, including improved health and education outcomes. Women's social empowerment: Social empowerment refers to the ability of women to participate fully in society, including in cultural and religious practices. Research has shown that when women can exercise their rights and freedoms, they have greater control over their lives and are more likely to make decisions that benefit themselves and their families. Cultural empowerment: Cultural empowerment refers to the ability of women to participate in cultural and artistic activities, including music, dance, and visual arts. Studies have shown that cultural

empowerment can have positive effects on women's mental health and well-being, as well as on their ability to challenge gender stereotypes and discrimination. Overall, the Research on women's empowerment suggests that when women are provided with fair opportunities and resources, they can reach their maximum potential and make a meaningful impact on their families and communities.

The idea of women's empowerment is multifaceted and includes numerous facets of women's rights, gender equality, and social justice. In recent years, women's empowerment has become more and more prominent in scholarly writing, and many studies have explored different aspects of this problem. A critical element of women's empowerment is economic empowerment. Women's participation in the labor force is widely accepted as a crucial factor in promoting economic growth and reducing poverty. According to a study by Kabeer and Mahmud (2004), women's economic empowerment can lead to increased income, improved nutrition and health, and greater decision-making power within the household. In addition, women's economic empowerment can significantly impact on the broader community by promoting gender equality and reducing gender-based discrimination.

2.5 Bronfenbrenner's Ecological System Theory

Bronfenbrenner's ecological system theory examines the quality and context of the child's surroundings, in contrast to other theories of child development that emphasize the role of nature and nurture interaction (Kaunuwa, 2013). According to Bronfenbrenner, a child's involvement in various contexts gets more sophisticated. The ecological model of Bronfenbrenner's theory attempts to explain the differences in individuals' knowledge, development, and competencies through the support, guidance, and structure of the society in which they live. In this regard, therefore, children's education depends mainly on the support, guidance, and structure of society, which has to do with their parents' cultural traditions and practices. In many cases, children's education is linked with their parents' cultural traditions and practices, which are said to be the microsystem according to ecological theory. Often, the parents' cultural traditions and practices contradict the Western education system; as a result, they may serve as barriers to its effectiveness. In principle, Radical Feminism Theory and Bronfenbrenner's Ecological Theory were used in this study. It is common and out of place for a research study to employ more than one theoretical

framework. The decision was influenced by the researcher's intention to establish a clear link between the research questions and the theoretical framework(s) utilized. To considerable measure, it is hoped that the first research question is correlated to Bronfenbrenner's ecological theory, as it discusses factors within the environment of the girl that works against her acquiring an education. In the same vein, the interconnectedness of Radical Feminism theory with the second research question can be seen in terms of how women's struggles and the tenets of feminism founded on women's rights relate to closing the gap of inequality in wages, economic status, wealth creation opportunities, and financial freedom in an immensely patriarchal society, and how failure to achieve this would not augur well for the girl child and society in which she lives

2.6 Concept of education

Since education instills in each person the information, skills, character, and desirable values that will support national progress and self-actualization, it is essential to developing any society, state, and nation. Nigeria's 1999 constitution recognized the value of education for its people and guaranteed equal opportunities to all citizens, regardless of race, gender, physical impairment, or any other factor. In the northern region of Nigeria, education for girls could be more encouraging, even despite the constitutional requirement.

2.7 Concept of girl child education

A girl child is referred to as a female offspring of 0 to 12 years who is still at the formative stage of development and still dependent on the adult. According to (Okoye, 2013), girl-child education is the process through which the girl-child is made into a functional member of society. It's a process by which the girl learns, recognizes her potential, and applies it to self-actualization, which benefits both herself and others. It serves as a tool for maintaining, advancing, and sharing societal culture (Ocho, 2005).

According to (Salami, 2000), he stated that it is advisable to define the girl-child via the prism of the United Nations Convention on the Rights of the Child, which defines the girl-child as any female child from birth to the age of eighteen. A girl-child is any biological female child up to eighteen (18) years old (Offorma, 2009). This developmental phase encompasses childhood and infancy, as well as the stages of early and late adolescence. She is perceived as a young girl who would ultimately mature into a woman and be married. For this study, a girl child is defined as a

biological daughter who is 18 years of age or younger and is under the care of an adult, who could be her parents, guardians, elder siblings, or relatives. According to (Okoye, 2013), girl-child education is the process through which the girl-child is made into a functional member of society. It is a process through which the girl acquires knowledge, realizes her potentialities, and uses them for self-actualization to be helpful to herself and others. It is a means of preserving, transmitting, and improving the society's culture (Ocho, 2005).

The importance of girl-child education can hardly be overemphasized because the girl-child of today is not just the woman of tomorrow but a mother and leader who exerts a great deal of influence on her husband and children. Other societal benefits include:

- ✓ Enhanced economic development.
- ✓ Education for the next generation.
- ✓ Healthier young girls and families.
- ✓ Fewer maternal deaths.

(Kobani, 2014) opined that a woman's literacy also increases productivity and self-employment in the informal sector, leading to increased productivity in the agricultural industry in many developing countries. A girl-child with primary education in adulthood could quickly gain employment in the formal labor force and, therefore, contribute to her family income and the national GDP. When girls are gainfully employed, they provide financial support to their families, helping reduce the family's economic problems and thus avert frustration and other financial issues. The children of educated women are more likely to go to school.

2.8 Factors Affecting girl child education.

The girl child is faced with quite a few problems, among which are economic, socio-cultural, religious, and discriminatory practices. The girl-child's participation in education at the primary school level seems to be greatly affected by these problems. (Yoloye, 1993)listed factors affecting girl-child education as identified by household heads and community leaders as early marriage, discriminatory cultural practices, religious bias as well as the socio-economic status of parents. According to (Okorie, 2017), prominent among the factors militating against girl-child education are poverty, parental influence, early marriage, cultural practices, and religion.

Obstacles to girl-child education, according to the (British Council, 2014), can be divided into "supply" and "Demand" barriers. Supply barriers refer to issues and inequalities within the education system and institutions that push girls away from school. Demand-side barriers explaining challenges experienced by parents and communities in enrolling their children in school, which work to pull children away from education. The prominent factors are educational, socio-economic, and traditional/socio-cultural barriers. Factors affecting girl-child education will be discussed under the above subheadings.

2.9   Educational factors

Components that contribute to educational barriers to girl-child education are accessibility to school, lack of school infrastructure, insecurity, learning environment and absence of gender sensitive curricula. Insecurity in the northern part of the country, arising from incidences of kidnapping of children from schools by acts of insurgencies such as Boko haram and Islamic state's West Africa (ISWA) in the Northeastern part, Banditry in the Northwestern part and clashes and killing in the North Central part of the North. Has affected girl child education as Parents are reluctant in sending their girl child to school.

2.9.1   Accessibility to school

Accessibility to school can significantly hinder girls' enrollment and retention in school. In rural areas, girls may have to walk considerable distances to reach the nearest school on roads that are not too safe. The journey to some schools in urban areas may be unsafe due to harassment of the girl-child, which may occur on public transport in the form of extreme physical assault, including rape. In agreement with this view, results of a baseline survey conducted in 2008 in Northern states (TEG1NT, 2011) revealed that 21 % of girls viewed distance to school as a significant obstacle that would prevent them from achieving their desired level of education.

2.9.2   Lack of infrastructure

Poor educational infrastructure in schools can serve as significant hindrances to girl-child education. Schools with poorly ventilated classrooms, dirty floors, broken chairs and inadequate desks, and inappropriate and unacceptable toilet facilities put girls at a particular disadvantage. Girls' education will suffer from a lack of water and sanitary facilities, and schools must have separate latrines for boys and girls. Evidence from interventions such as the girls' education project

suggests that girls' attendance rates can rise by as much as 30 % when addressing water and sanitation issues (British et al. in Nigeria Report, 2012).

2.9.3 Insecurity

Insecurity in the northern part of the country arises from incidences of kidnapping of children from schools by acts of insurgencies such as Boko haram and Islamic State's West Africa (ISWA) in the Northeastern part, Banditry in the Northwestern part, and clashes and killing in the North Central part of the North. This has affected girls' education as Parents are reluctant to send their children to school because of the kidnapping of 276 schoolgirls on the 14-15th of April 2014 from Girls Secondary School Chibok. The abduction of 110 schoolgirls from Government Technical School Dapchi on the 19th of February 2018, has made Parents in Northern Nigeria very apprehensive about sending their daughters to school, thereby denying them access to education. It is also worth noting that children must walk long distances to school in rural areas of the North. Parents equally prevent their female children from going to school under the prevailing environment of insecurity in the northern part of Nigeria.

2.9.4 Learning environment and absence of gender-sensitive curricula

The learning environment in some Northern parts of the country, according to (Akapkwu, 2005) is often unfriendly to girls. They lack female role models for girls to emulate, and there is often a gender bias in the curricula, teaching methodologies, textbooks, and instructional materials. (Adamu, 2003) observed that in Northern Nigeria, boys are trained to be assertive; they demand and receive more attention from mostly male teachers. Girls, in contrast, are socialized to behave more passively and are easily ignored by teachers. Curricula and textbooks frequently reinforce limited and demeaning stereotypes about women's roles, thereby affecting girl children's interest in education. The attitude of teachers, administrators, and other pupils conveyed the message to girls that they are inferior to boys and should have lower aspirations for themselves. When teachers use methods that encourage standing and shouting, boys learn well because boys appear to be more responsive; teachers perceive them as more interested and more intelligent. In addition, educational materials typically associate strong role models with boys and a few weak role models with girls. This differential valuing of girls and boys affects a girl child's interest in education.

2.10 Socio-economic barriers.

Major variables that contribute to socio-economic factors that affect girl-child education are school fees and cost of schooling and poverty. Poverty, which is one of the contributing variables under economic factors has remained a serious enemy of girl-child education. School fees and costs of schooling is one of the major variables of socio-economic barrier to girl child education in Northern Nigeria.

2.10.1 School fees and costs of schooling

School fees and schooling costs are significant socio-economic barriers to girls' education in Northern Nigeria. In situations of extreme poverty, school fees are a strong disincentive to sending girls to school. Even where fees are not charged, parents may still have to bear the cost of uniforms, books, and lunches. According to (Adamu, 2003), such cost might still hinder girl child participation, where parents are impoverished and see little benefit from girls' education. In low-income families where parents depend on their children's labor for household survival, for example, the use of girls to hawk and sell items, parents will not be willing to allow their girl child to acquire an education, too.

In agreement with the above view, (IPG, 2003) observed that where parental resources are limited, girls tend to get a lower order of priority in consideration for education. Parents will prefer to utilize limited resources on boys rather than on girls, even if they are more intelligent. Such decisions are based on wrong assumptions that girls would be married off to another family, and then resources used in their education will not be recovered by their families.

2.10.2 Poverty

Poverty, which is one of the contributing variables under economic factors, has remained a severe enemy of girl-child education. Parents struggling to raise a child often see poverty as adding extensive stress to the family; hence, many girls who should be in class have been withdrawn to work for money. Observation by some researchers indicates that impoverished parents often feel they need their girl-child labor for additional income to help with the grueling requirements of life. In some parts of Nigeria, it is a known fact that the impact of the girl child on the family income is so high that it becomes economically unwise to allow such a child to go to school. Such inputs include generating revenue by way of hawking food items. UNICEF (2004) estimated that over 15 million children work full-time in Nigeria, and most girls are out of school in Northern states. Most of these children work in meager-paid jobs. Mothers may place girls as domestic helpers, nannies

16

to younger children, or petty traders to bring additional income into the family. The engagement of the girl-child in such labor affects their chances of going to school.

2.11 Traditional/socio-cultural factors

Variables that constitute traditional/socio-cultural factors that affect girl-child education are cultural/gender norms and stereotypes, early marriage, premature pregnancy, and religion. Gender norms and stereotypes exclude women and girls from decision-making, community participation and control over their own lives in many areas. Wrong assumptions by parents, that if the girl-child is allowed to grow up to maturity, she may become morally lax, not get married on time, and may slip into promiscuity. Secondly, the view that women are the custodian of the house prevents parents from facing the task of educating their daughters.

2.11.1 Cultural/gender norms and stereotypes.

 (IPG, 2003) identified that socio-cultural practices have led to the formulation of cultural beliefs, which sometimes bar girls and women from venturing on a path that can lead to their advancement. Gender norms and stereotypes exclude women and girls from decision-making, community participation, and control over their own lives in many areas. Wrong assumptions by parents that if the girl-child is allowed to grow up to maturity, she may become morally lax, not get married on time, and may slip into promiscuity. Secondly, the view that women are the custodian of the house prevents parents from facing the task of educating their daughters. Thirdly, investing in a girl's education is seen as wasteful since the girl's child will be married to another family.

Parents' demand for their daughters' education is low, reflecting both cultural norms and girls' work in and around the home. In addition, the cultural perception of girls as childminders, marriage material, and a burden to the family influences their educational attainment in contemporary society. Also, some parents decided in many cultures that education is not worthwhile for their daughters, who will move into their husband's family when married. Son's preference for access to education is still widespread. Some parents prefer their boys to go to school because only sons inherit and carry on the family name. Others may express hostility towards girls' schooling, connecting it with loosening morals and Westernization. Some parents disapprove of the secular curriculum taught by state schools.

2.11.2 Early marriage

In many Northern states, the predominant religion is Islam; most parents who practice Islam are held responsible for the moral upbringing of their children up to the time they marry husbands or wives. To avoid pregnancy outside of marriage, most parents, according to (Akapkwu, 2005), marry their daughters at a very early age. When a girl becomes a wife as early as 11-12 years old, she will most likely not have an opportunity to receive a proper education. The occurrence of early marriage in some Northern states, such as Kano, Katsina, Sokoto, Bauchi, and Kaduna, was reported by (Bolaji, 2007). The fear of pregnancies also deters some parents from sending their female children to school due to the uncontrolled socialization of boys and girls. In contrast, others will not send their girl child to co-education schools on religious grounds.

2.11.3 Premature Pregnancy

The fear of premature pregnancy is one of the traditional/socio-cultural variables that deter parents from sending their girl child to school. Premature pregnancy could result either from sexual abuse or the way-ward behavior of the girl child. Teenage pregnancy exposes the girl to the risk of dropping out of school. The girl child is often driven into premature pregnancy because of inadequate care by parents due to poverty. Grid on the part of the girl child for material wealth pushes them into situations that may subject them to sexual abuse.

The result is usually an unplanned pregnancy. In many cases, such girls are expelled, ending their education abruptly.

2.11.4 Religion

Religion can be seen as a contributing factor to the girl-child's education. There is a wrong notion of imposition of Western formal education to convert people to other religions. For this reason, some religious communities that belong to a particular faith oppose formal education, especially for females, for fear that Western education promotes values contrary to cultural norms. (IPG, 2003) discovered that in most Muslim rural communities, western education is seen as anti-Islamic as many parents see such schools as a significant source of vice and severe moral contamination through the undesirable behavior exhibited by some peers in school. In this case, the schools are seen as a threat to their religion, and given this, they would not want to send their female children to such schools.

2.12 Importance of Girl child education

One cannot stress how crucial it is that girls receive an education. Because both sexes may contribute equally to society and grow to be equal contributors, every child should have the opportunity to receive an education. African adage states, "You educate a girl, you educate a family and a nation, but you educate a boy, you educate one person." A strong, courageous, intelligent, and capable woman imparts immense potential to the community. Society will be more productive because of empowering everyone.

Additionally, because educated women may engage in politics and effectively contribute to societal governance, it will improve the participation of women in the political process. With education, women can better comprehend issues that affect them and make thoughtful contributions. Similarly, an educated woman can speak up and make her voice heard, particularly when demanding equality and justice on matters that affect her and her family. The prevalence of sexual and domestic violence decreased because of having a voice that was heard. Educating Girls results in women who are more willing to engage in safe sexual behavior, which lowers the prevalence of STDs. These women also know how to take preventative measures to prevent other illnesses. Promoting an awareness campaign on educating girls is one way to address the high percentage of female dropouts from schools. Spreading the word by just talking to people and keeping up this effort until every child has the chance to attend school can yield significant results. More public education and laws that prevent prejudice against girl-child education are needed by the government to raise the standard of education for girls. It is imperative for religious leaders to educate their followers on the value of educating girls and to dissuade them from holding unfavorable ideas about the subject. The government should encourage girl-child education; the people feel that more needs to be done by improving infrastructural deficiency, improving teacher professional development, and creating awareness that will encourage the people to prioritize girl-children education. The recommendations included the creation of a grassroots poverty alleviation program by the government, the provision of a safe and supportive educational environment free from abuse for girls, the elimination of early marriage until the girls had completed a certain level of education, and a concentrated effort by the government to work with development partners to ensure community-based sensitization and the development of teachers' human capacities, which will increase the number of girls enrolled in school.

Parents should encourage the girl-child to participate in schooling by giving them the tools to ease schooling. State Government in the Northern part of Nigeria should provide good school infrastructural facilities to encourage schooling among the girl-child; schools should be close to rural communities, while adequate protection should be provided in the schools, in addition to good toiletry facilities for the girl-child.

Traditional rulers should be involved in making policies relating to education, particularly girl-child education. Through this, they can make their fatherly contribution to the girl-child's education. Government, through the help of local chiefs and community leaders or the leadership structure at the local level, can create enlightenment that will ensure that girls complete their schooling. In addition, the public enlightenment campaign should be intensified to increase awareness of the need and value of education by parents and society. Early withdrawal of girls should be addressed through the intervention of enlightened parents and traditional rulers by persuasion and appeal. There is evidence that incentives may successfully retain the girl-child in school in the context of absolute poverty. Desirable incentives include free-of-charge learning materials and uniforms, subsidized transport to school, and employment or vocational training opportunities following the completion of primary schooling. The government should improve the nation's economy so that parents will be able to cater to their children's educational needs, including the girl-child. Scholarships should be provided for the girl-child at the basic level of education.

2.13 New dangers to girl child education in the northern Nigeria

For close to a decade, education for girls in the Northern part of Nigeria has been plagued by continuous attacks from the Boko Haram Insurgency group. However, there has been a new trend of abductions by bandits. In less than a month, the region has experienced two mass kidnappings by bandits. This is a sad reality for an area that has the highest rate of out-of-school children in the country, with less than 50% of girls in school. Though attacks have involved the abduction of both schoolboys and girls, there has been a higher reported number of abductions of school-aged girls and women.

Following the recent abduction of more than 300 schoolgirls by bandits from a boarding school in Jangebe, Zamfara State, Nigeria, we are compelled to think of the consequences for girls' education in a region that is already plagued by high gender disparities in access to education.

Despite reports that girls have been released, the frequency of the abductions and the violence against women and girls still pose a potent threat to the education of girls in the Northern region of Nigeria.

A significant consequence of the insecurity in the region and the violence against schoolgirls has been the fear of parents sending their girls back to school and the fear of the girls themselves going back to school. Even when girls agree to go back to school, the mental and psychological stress caused by such violent events hinders girls' learning, especially in a context where girls have little or no access to psychological support or a trauma-informed learning environment. This predicted loss in learning comes as a double assault after the learning loss due to COVID-19 school closures. Also, the lack of a safe schooling environment creates a lot of adverse repercussions for the future lives of these girls, such as loss of education, early marriage, premature pregnancy, and increased rates of sexual violence and the stigmatization associated with these attacks.

Figure 2.13.1 Kidnapped school girls.

Source BBC, 2023.

2.14 Gaps in the school enrollment and completion in Nigeria

Basic Education in Nigeria is Mandatory between the ages of 6 and 15, generally from grade one to nine. The language of instruction is English or a local language for the first years. Mandatory school consists of primary and junior secondary education. The primary school lasts six years, while lower secondary education lasts three years. Early education is not compulsory, and participation rates in creches, nurseries, and kindergartens are below 40 percent. However, both

public and private institutions offer programs for Early Childhood Care and Development Education (ECCDE).

Figure showing the percentage of girls of secondary school age (12-17 years) out of School and in school in (Kaduna State of Nigeria)
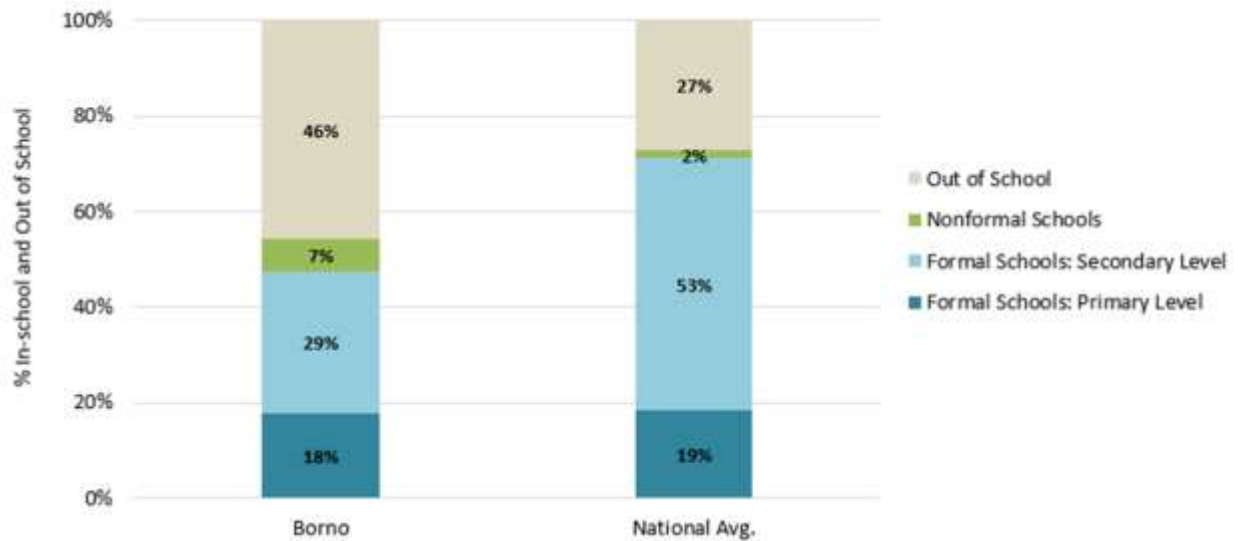

Figure 2.14.1 In school and Out of School percentage of girls of secondary school age.

Source: Early childhood care and Development Education (ECCDE, 2023)

Figure showing the Distribution of out of schoolgirls children According to geographical location in Nigeria.

North-West	3,490,670
North-East	2,001,038
South-West	1,451,739
North-Central	1,329,112
South-South	1,208,182
South-East	713,176
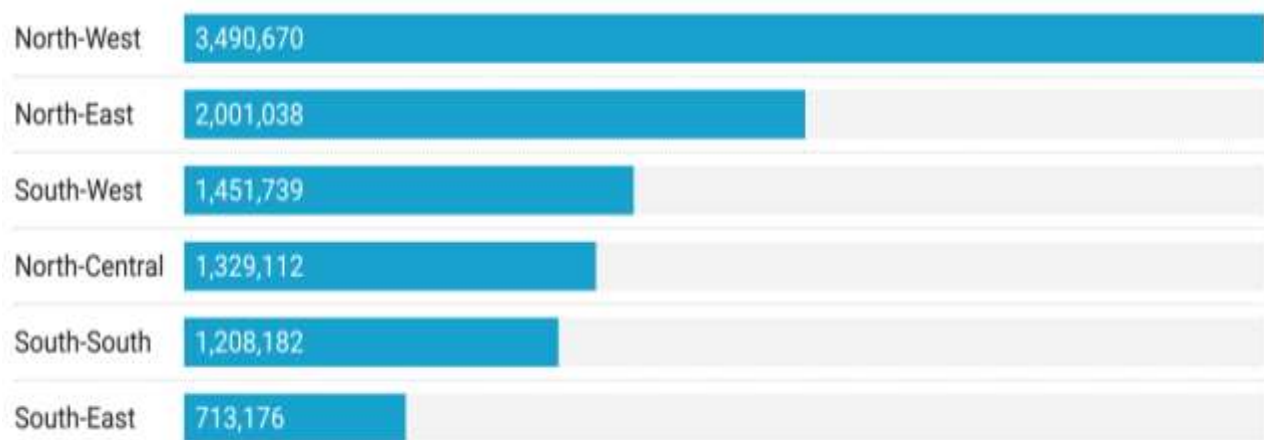
Figure 2.14.2: Distribution of School Girls According to geographical location.

Data Source: Early childhood care and Development Education (ECCDE, 2023)

2.15 Access to education is purely determined by gender in wealth in the northern Nigeria.

Education is the right of all and should be made accessible to all citizens in the world but in Nigeria and the northern part to be precise to be educated to the highest level is characterized by your gender and your family wealth.

Figure 2.15.1 Schooling by income and gender (years)
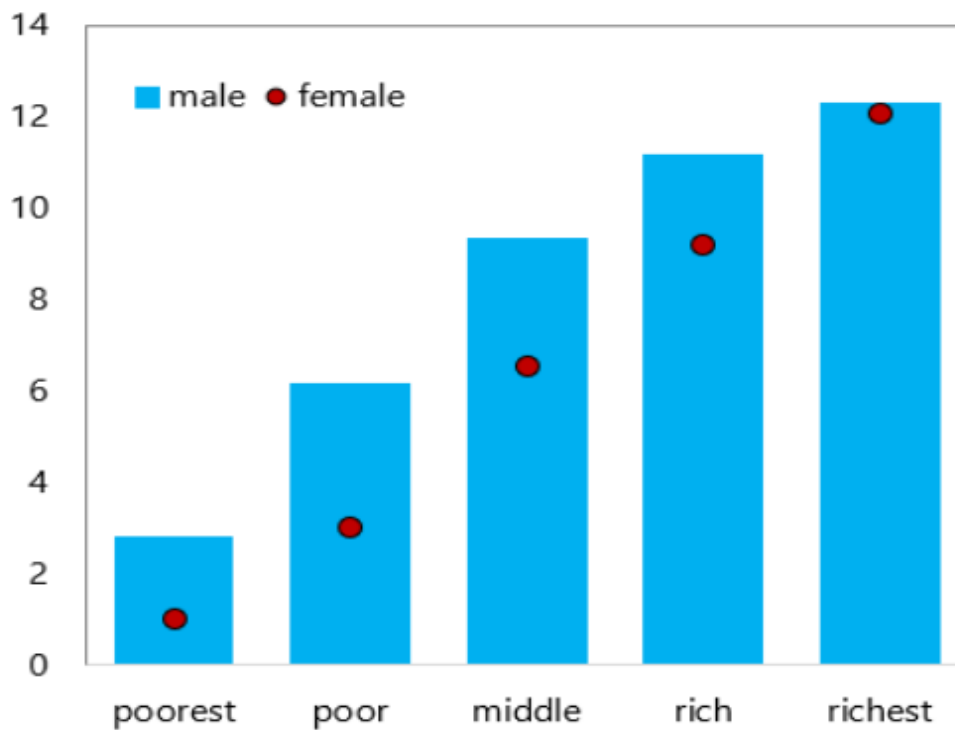
Data Source: DHS (2022) UNESCO

2.16 Educational Gap Increasing with the level of education.

It is very important to acknowledge and probe into the gap that exists between boys and girls whiles they climb the academic ladder to the top. It is obviously clear that the number of girls that climb the academic ladder to the top in the northern part of Nigeria is lower as compared to the boys and measures needs to be put in place to bridge this gap that exist as a resulting of accomplishing higher educational level.

Figure 2.16.1 The educational gap is increasing with the level of education.
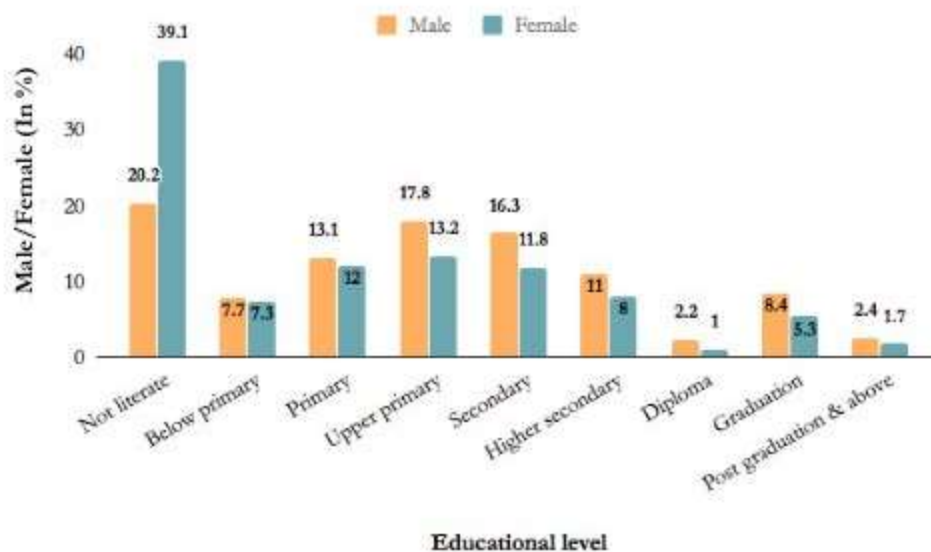
Data Source: Early childhood care and Development Education (ECCDE, 2023)

2.17 Consequences of lack of girl-child education

It is difficult to separate the preferential treatment of men over women in our culture from the disparate treatment of girls and boys today, as today's girls will become tomorrow's women. Given the disdain and humiliation a girl experiences from her family, her school, and society at large, it is nearly a curse to be born and raise a female in a developing nation like Nigeria. The cumulative consequences of these unfair, exploitative, and discriminatory practices have had a severe detrimental influence on the educational prospects accessible to girls (Alabi, 2014). It is then necessary for the girl child to be given the same opportunities as her male counterpart and adequately equipped with the requisite skills, knowledge, and competencies that will enable her to contribute to nation-building. Any member of society who is not thus equipped to contribute positively has been positioned to contribute negatively. Consequentially, this leads to adverse outcomes that are undesirable and abhorrent to societal and national values as well as universal human values (Anokwu, 2021). Thus, any individual or group (gender, ethnicity, etc.) not adequately equipped to serve society meaningfully will eventually be a disservice to society. In this sense, if the girl child is not adequately equipped through education, she readily becomes either a tool for or a victim of the following:

- ✓ Armed robbery
- ✓ Human trafficking
- ✓ Commercial sex hawking
- ✓ Hunger and poverty.
- ✓ Diseases informed by lack of education.
- ✓ Low self-esteem

Today, countless women are still in toxic marriages where they are sexually molested, physically abused, and deprived of their rights simply because they are not educated and by extension, cannot afford their bills when they decide to leave. Owing to lack of education, many women have watched ignorantly as their child/ren died of one disease or the other. Lack of education has informed resistance/refusal on the part of many women to take certain medications antenatal and post-natal. Lack of education perpetually ties people to superstitions and makes them susceptible to gullibility. Owing to lack of education, many women have come to accept female genital mutilation notwithstanding its attendant health hazards, sexual disadvantages, and mental and physical downsides.

The lists of these challenges are indeed endless and may be very consequential on the girl-child education in Taraba State. Girl-child education increases a woman's chances for paid employment and her earning power; it delays her age at marriage and strengthens her control over childbearing; enhances her ability to take care of her own health and the health of her children and thereby reduces infant mortality (UNESCO, 2014). The educational bias against girls and the low earning power of adult women forms a vicious circle, perpetuating discrimination against girls and women in households and societies.

In the end a girl child out of school contributes to a vicious cycle, eventually preventing her from giving her own family a good start in life and slowing economic growth and social development of the state and country. It has been proved that the entire society develops when girls and women are enabled to be fully contributing community members. Educated women are in better control of their own lives and are better able to take care of their children. They have wider opportunities and higher earning power. As more and more girls are educated, they can be the catalysts of development. Thus, with the present Nigerian 7-point agenda, vision 2020 and millennium

development goals, there is the need to bridge all forms of educational impediment to the girl-child education.

2.18 Sustainable development goals

Education liberates the mind, stimulates the creative process, and is essential to maintaining one's dignity. It is the secret to wealth and provides many options, enabling each of us to contribute positively to a society that is developing and well-maintained. Education is a human right and ought to be accessible to all. The fourth Sustainable Development Goal is guaranteeing inclusive, egalitarian, and lifelong learning opportunities for all.

To prepare for primary education, all boys and girls should have access to high-quality early childhood development, care, and education by 2030. They should also be completely free and have equitable access to high-quality primary and secondary education, leading to relevant and effective learning outcomes. The aim is to eradicate gender disparities in education and ensure that vulnerable populations, including indigenous peoples, people with disabilities, and children at risk, have equal access to all educational and vocational opportunities. Additionally, both men and women should be able to afford and receive high-quality, affordable postsecondary education, including university education.

Figure 2.18.1 Diagram of the Sustainable Development goals.

Source: UNESCO, 2015

CHAPTER 3   METHODOLOGY

3.1   Problem Statement

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

In this chapter, the researcher would outline the technique I used to conduct the study, gather the primary data, and come to my findings. I will also describe the many sorts of methodology I employed. The basic goals of deductive research are to gather and evaluate data. It will allow for the derivation of the barriers that hinders girl child education (religion, poverty, culture, cost of schooling, accessibility to education, infrastructure, and cultural beliefs). Then, using a questionnaire, we gather primary data. The primary goal of the survey is to gather information from the households in Zaria, a city in the Kaduna state in Nigeria.

3.2   Primary Research Goals

Table 3.1: Research Goals and Hypothesis

RESEARCH GOALS	HYPOTHESIS	RESEARCH QUESTIONNAIRE
Extra	1.More than 50% of the respondents were Muslims.	1. What is your gender? 2. What is your age? 3. What is your religion?

	2. 60% and above of the respondents were male. 3.40% of the respondents hold a bachelor's degree.	4. What is your Ethnicity? 5. What is your monthly income? 6. What is your Occupation? 7. What is your Educational Qualification?
Goal 1: Outline the impact of education on a girl child	4. The enrolment of boys in school is higher as compared to girls.	8. Indicate some of the impacts of educating a girl Child. ***ON A LIKERT SCALE*** 9. The enrolment of boys is higher than that of girls in your community.
Goal 2: Find out the barriers to girl child education.	**5.** Poverty, cost of schooling and illiteracy of parents are the major socio-economic factors that hinder girl child education 6. Preference is given to child early marriage than to be in schools. 7. Religion and early marriage are the most socio-cultural factors that hinder girl child education.	10. What are some of the socio-economic factors that hinders girl child education? 11. What are some of the cultural and traditional factors that hinders girl child education. ***ON A LIKERT SCALE*** 12. Preference is given to a girl's early marriage that going to school. 13. Parents think educating a girl is a waste of resources. 14. Lack of infrastructures, accessibility to schools, and insecurity hinders girl child education.

Goal 3: Outline the measures that can be taken to curb this situation	**8.** The government has done much to improve girl child education in the community	15. What are some of the factors responsible for the lack of awareness of the importance of educating a girl. 16. Has the government done much to improve girl child education in your community / 17. If yes, has this effort been effective? 18. Has the government carried on sensitization and public awareness about the impact to encourage Girl Child education? 19. What are some of the measures to improve girl child education in your community?

3.3   Choice of Methodology

We have examined the ideas and associated research that had comparable areas of concentration while paying close attention to the results. It was agreed to adopt a questionnaire technique for this research, whereby participants who are indigens of Zaria, a city in the Kaduna state in the northern Nigeria were asked to fill out some questionnaires. The questionnaires were on a printed form and were sent to various households to request their feedback.

3.4   Research Approach

There are two different sorts of research methodologies that are frequently used: inductive and deductive methodologies. The goal of research using an inductive technique is to develop a theory with the aid of data, whereas the goal of research using a deductive approach is to apply theory to data collected (Saunders, 2003). As in a deductive method, theory would come after the evidence in an inductive approach (Saunders, 2003, p. 106). In this study, deductive reasoning was used to conduct research. The nature of the study problem and the questions to be asked will determine the approach that will be taken. Therefore, these considerations should inform the research

approach taken. Qualitative and quantitative research methodologies are commonly available to academic writers (Yin, 2015). According to their research, Gopal and Jindoliya (2016) found that qualitative data was used in most studies examining educational and social intervention issues Even when considering the available empirical facts, I have reached conclusions that differ from the prevailing ones. Other researchers, including Charles, Hannula, and Väisänen (2006), have confirmed the validity of the assertion-arch strategy. Research methods given to authors of scholarly articles often fall into one of two categories: qualitative or quantitative (Yin, 2015).

3.5 Research Strategy

Two methods can be used to obtain data for a study. Secondary data is information from previously. published works, whether online or in print. Second, the information is publicly available and was. collected for other purposes. On the other hand, primary data is gathered for the purpose of investigation rather than as part of a baseline study (Gilbert A. Churchill, 2009, p. 142). Primary data can be gathered in various ways, including through interviews, observations, experiments, and surveys. This study aims to gather background data, examine survey responses, and identify. participant connections to variables pertinent to barriers to girl Child education in the northern part of Nigeria. Primary data is gathered to inform you how the research is conducted and the answers it provides to the study's unanswered issues. In Chapter 4, the questionnaire is described in greater detail.

3.6 Research Sample

The objective of this survey was to measure the proportion of school-going children in the study communities and to analyze enrolment, the barriers to girl child education and the measures to curb them. Questionnaires were administered to both household heads and school administrators. The household head questionnaire was adapted and developed by the researcher and administered to the people of Zaria. In all 100 Responses were collected due to time and resources constraints and the data collected is being analyzed in chapter four (4) to ascertain the true state of the problem and to be able to outline some recommendations to solve the situation.

3.7 Research Design

For this study, the descriptive research design was adopted, which was used to observe or explain phenomena without manipulating any variable. The formulation of a research design is at the

center of any social research process as it provides the basis for actualizing the research plan. The research design is a careful arrangement of situations for acquiring and analyzing data in a manner that aims to combine relevance to the purpose of research. In this regard, this study adopted a descriptive survey design. The survey design is regarded as the most appropriate design to measure the perceptions of respondents in the study. It is my belief that this design facilitated my collection of data across sections of the population and sample size for comparative analysis.

3.8   Questionnaire Format

The questionnaire was created based on the main variables that needed investigation. These were.

General Variable:

- ❖   Demographics
- ❖ Personal information
- ❖ Social Characteristics
- ❖ Awareness of barriers of Girl Child Education

Identified Variables:

1. Socio cultural factors affecting girl child education

• Poverty

• Lack of school infrastructures and cost of schooling

• Illiteracy of parents

2. Cultural Factors that hinders girl child education

• Early Marriage

• Cultural and gender stereotype

• Religion

• Premature Pregnancy

4**. What are some of the impacts of educating a girl child**

5**. What are some of the measures to curb the menace of girl child education.**

As stated by Leung (2001), the key goals of the questionnaire should be to increase response rates and obtain accurate data pertinent to the research at hand. A custom cover letter elaborated on the survey's goals, the significance of respondents' active participation, the survey's authorship, and the availability of privacy assurances. The questions in the survey are carefully curated to be. pertinent, and they are presented in a logical progression of increasing complexity, starting with closed-ended questions. We used a closed-ended questionnaire with checklist prompts that. required participants to select one or more answers depending on the topic of the inquiry to facilitate participation and speed up data collection. Avoid using "many," "few," "good," "bad," and "often" and other ambiguous terms like these in scholarly writing. Two problems arise from the responses above the worsening of response bias and the difficulty inherent in statistical data processing. Within the following discussion, this study will comprehensively analyze survey data collected from a representative sample of hundreds (100) respondents who filled out the provided questionnaire.

3.9   Ethical Consideration

Following the provisions of ethical consideration by Anokwu (2021), confidentiality, the anonymity of the respondents, informed consent, do no harm, integrity, and honesty, right to privacy, and respect for human rights, the researcher briefly explained the purpose (solely for academic) of conducting the research to the respondents. The self-completion questionnaire did not by any means provide the identity of any of the respondents.

CHAPTER 4   FINDINGS OF THE STUDY

4.1 Introduction

The results of the questionnaire and how the data was distributed among the respondents have been addressed and given in this chapter.

The questionnaire was created to gather primary data, which would then be used to assess the barriers to girl child education and the measures to curb them. The questionnaire was divided into two sections: one to segment respondents based on demographics, and the other to gather information about the causes of lack of awareness of the impact of educating girl child, the barriers to girl child education and the measures to curb them. The goal was to highlight what constitute to the low enrollment of the girl child in the northern part of Nigeria.

4.2 Demographic

The social characteristics of the respondents have been analyzed below: Religion, ethnicity, Occupation, income, gender, and educational background.

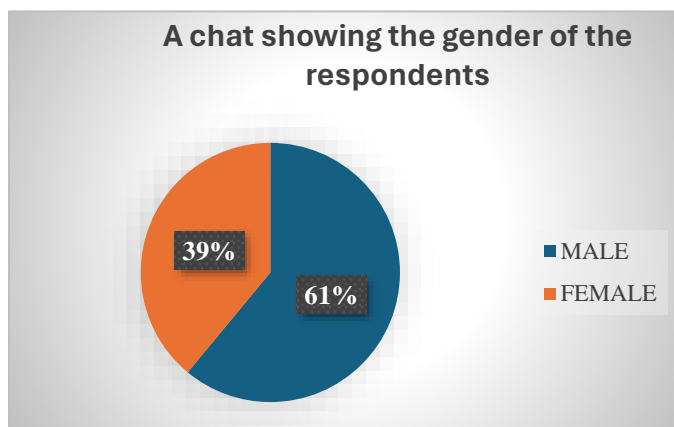### 4.2.1 Gender of the respondent

Figure 4.2.1 Gender Analysis of respondents.

Source: Researcher's own data, 2024. N= 100

As it has been illustrated in figure 4.2.1, we can easily analyze that majority of the respondents are males as compared to females, we have 61% of males and 39% percentage of females that participated in this survey.

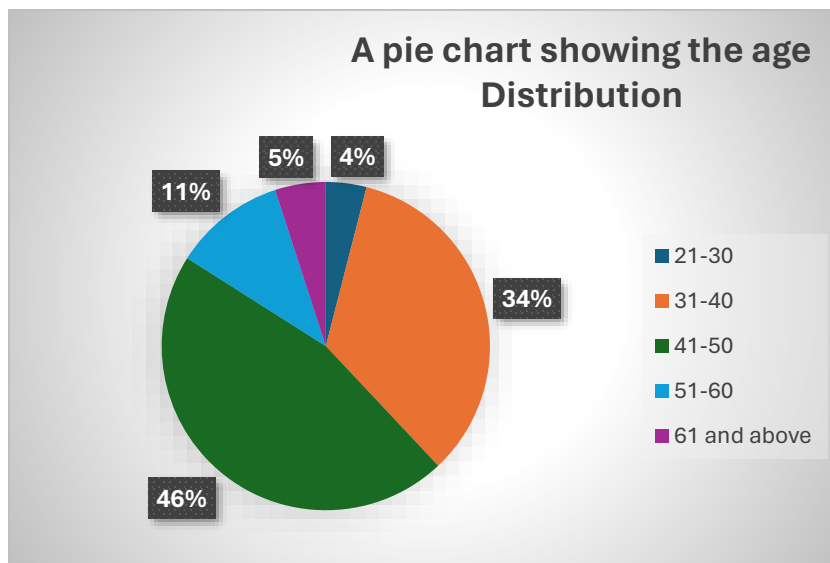### 4.2.2 Age Distribution of the respondents

Figure 4.2.2 Age Distribution of respondents.

Source: Researcher's own data, 2025 N=10

From the figure 4.2.2, 4% of the respondents were of the age range 21-30, 34% were of the age range 31-40, 46% of the age range 41-50, 11% of the age range 51-60 and 5% were of the age range 61 and above.

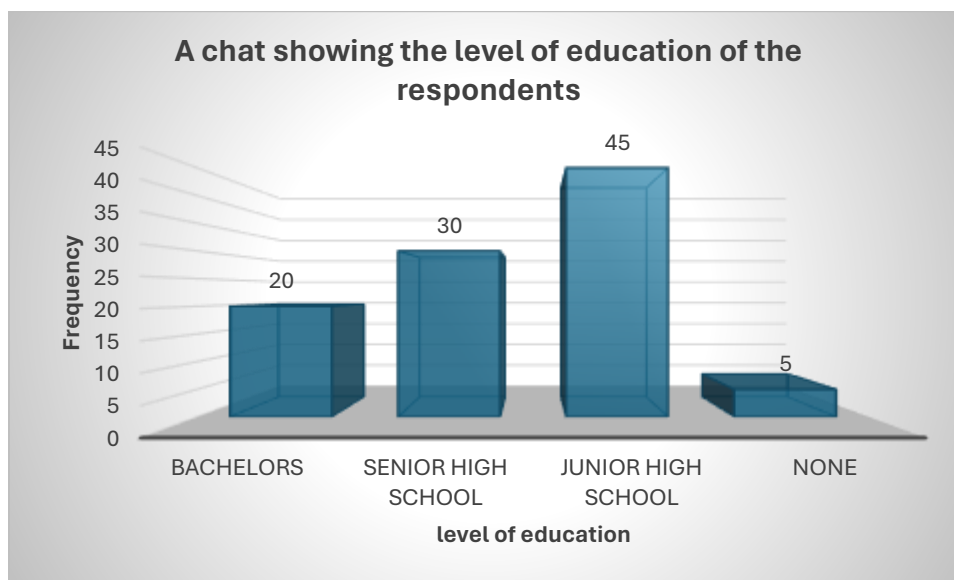### 4.2.3 The level of Education of the respondents

Figure 4.2.3 Educational level of respondents.

According to figure 4.2.3, 20 out of the 100 respondents hold bachelor's degree, 30 of the respondents hold Senior High School Certificate degree, 45 of the respondents hold junior High School Certificate and 5 of the respondents have no educational Certificate.
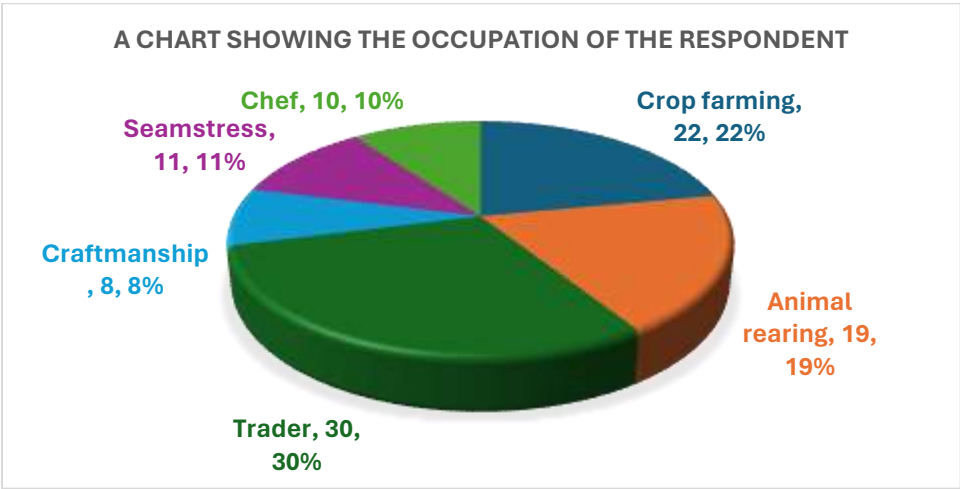
4.2.4   Occupation of the respondents

Figure 4.2.4 Occupation of Respondents.

Source: Researcher's own Data, 2024 N =100

As illustrated in figure 4.2.4, 19% of the respondents are into Animal rearing, 30% into Trade, 22% into Crop farming, 8% into craftmanship, 10% into chef and 11% is into sewing%.

4.2.5   Income Level of the Respondents

Income Level	Frequency	Percentage %
150000N-200000N	6	11
100000N-150000N	29	52
50000N-100000N	19	34
0N- 500000N	2	4
Total	56	100

Table 4.1: Income level of Respondents

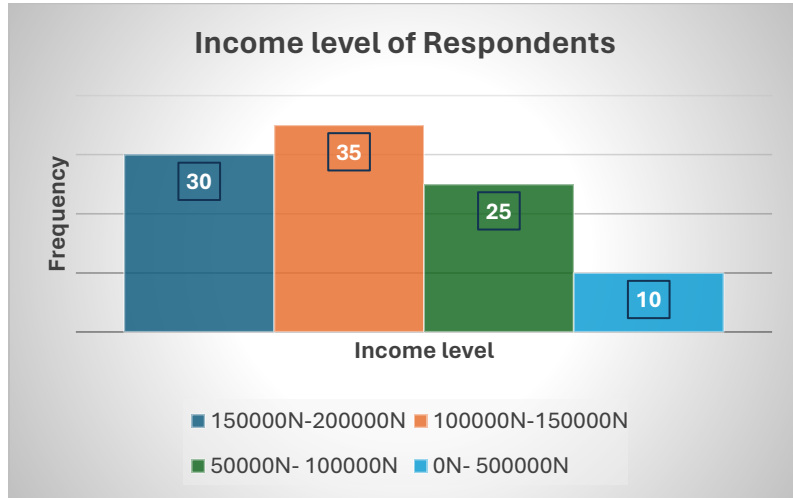Source: researcher's own data, 2024 N=100

Figure 4.2.5 : Income level of Respondents.

Source: Researcher's own Data, 2024 N=100

From Figure 4.2.5, and Table 4.1 above, 35 out of the 100 respondents earn approximately 100000N- 150000N, 30 earn between 150000N- 200000N, 25 earn 50000N- 100000N and 10 earn below 50000N.

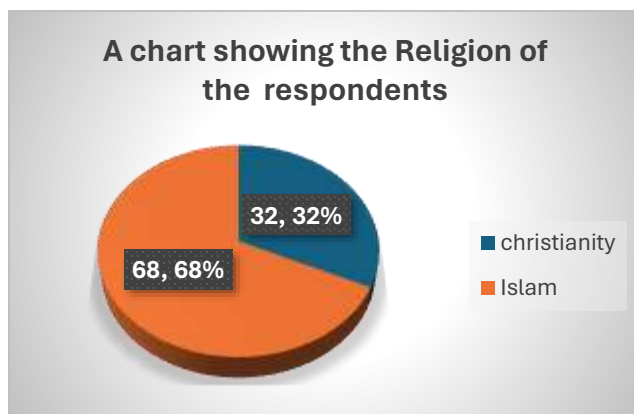### 4.2.6   Religion of the Respondents

Figure 4.2.6: Religion of the Respondents.

Sources: Researcher's Own Data 2024, N=100

As illustrated in figure 4.2.6, we can easily analyze that majority of the respondents belong to the Islamic religion as compared to Christianity, we have 68% Muslims and 32% percentage Christians that participated in this survey.

4.3   Questionnaire about the state of girl Child Education in Northern Nigeria

A couple of questions were asked to derive the perceptions the respondents have about the girl child education in the community. These Questions were asked to seek the awareness of the situation from the respondents of the community. These questions were asked on a Likert scale and the answer from the respondents is illustrated below.

4.3.1   The enrollment of girls in Schools is Higher Compared to Girls

Respondents were asked if they agree to the statement above using the Likert scale.
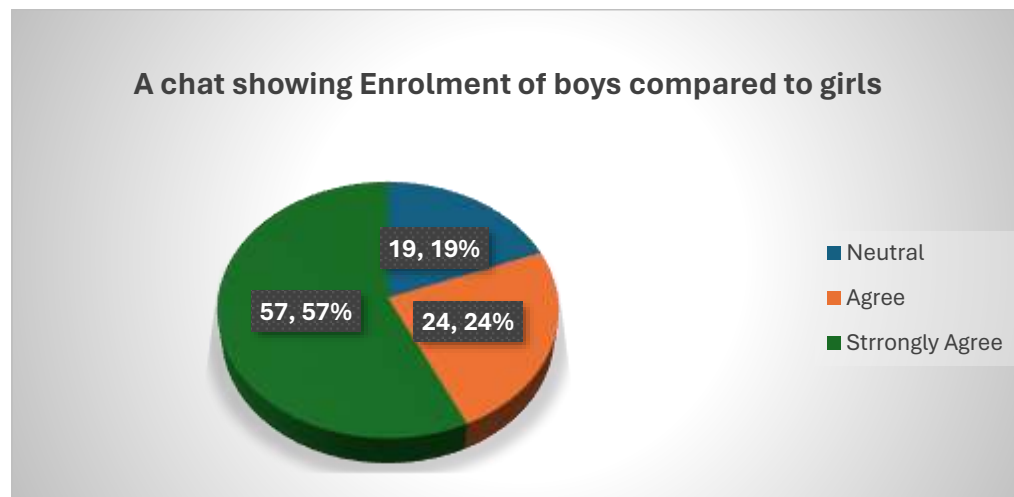
Figure 4.3.1: Enrollment of boys as compared to girls in schools.

Source: Researcher's own data, 2024 N =100

According to figure 4.3.1, above 55% strongly agree that the enrolment number of boys in schools is higher as compared to girls, 24% Agree and 19% have a neutral stand on the statement above.

4.3.2   Preference is given to Girl's Early Marriage than to be in School.

Respondents were asked if they agree to the statement above using the Likert scale.

A chat showing preference is giving to girl's early marriage
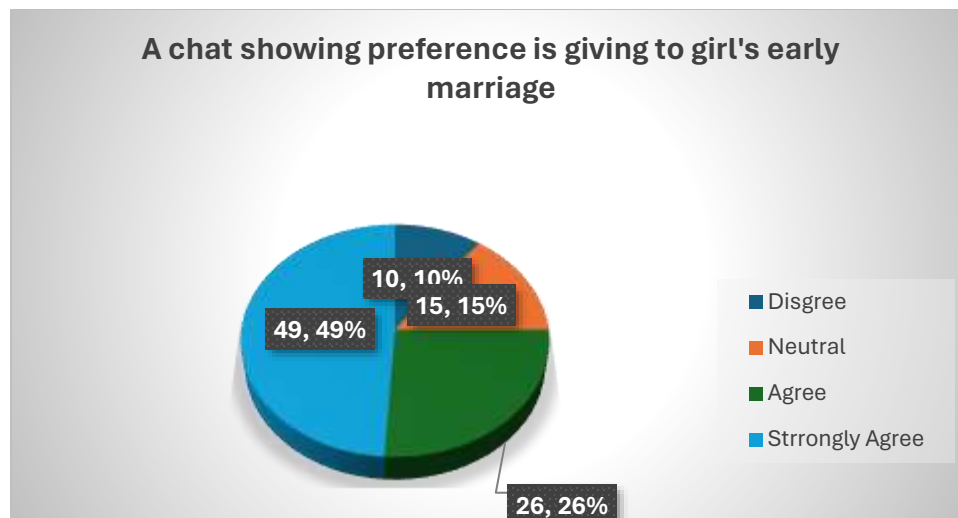
- 10, 10%
- 15, 15%
- 49, 49%
- 26, 26%

Legend:
- Disgree
- Neutral
- Agree
- Strrongly Agree

Figure 4.3.2: Preference is given to girl's early marriage than to being in School.

Source: Researcher's own data, 2024 N =100

According to the figure 4.3.2 above, 49 % strongly agree that preference is given to a girl's early marriage than to be in school, 26% agree with the statement, 15% hold a neutral stand and 10% disagree with the statement above meaning majority of the respondents have the view that preference is given to girl's early marriage rather than to be in school.

4.3.3 Parents think educating girls is a waste of resources in your community.

Respondents were asked if they agree to the statement above using the Likert scale.

A chart showing the perception that educating a girl is a waste of resources

- 8%
- 15%
- 42%
- 35%

Legend:
- Disagree
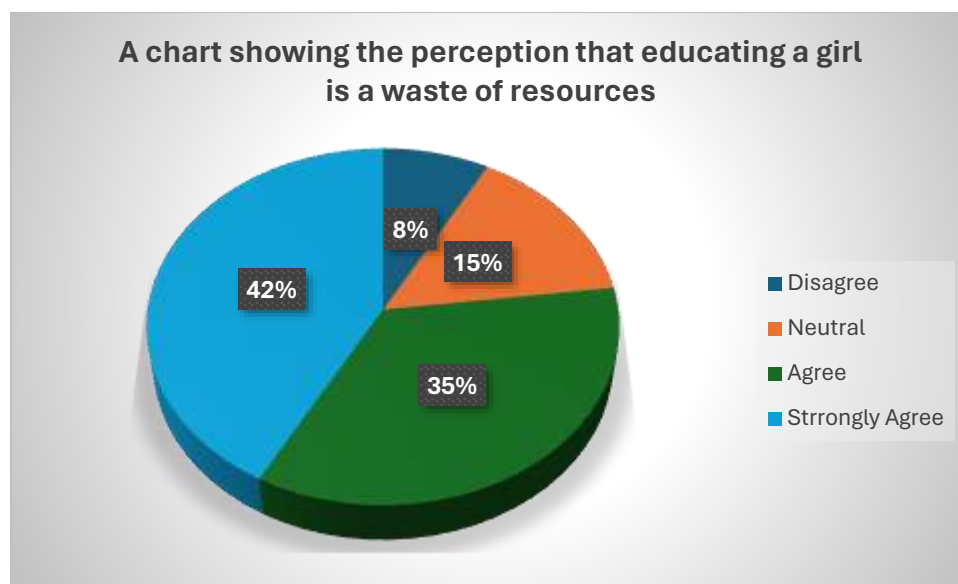- Neutral
- Agree
- Strrongly Agree

Figure 4.3.3: Perception that educating a girl is a waste of resources.

Source: Researcher's own data, 2024 N=100

According to figure 4.3.3, 42% of the respondents strongly agree with the fact that parents think educating a girl child is waste of resources, 35% also agree to the above statement, 15% hold a neutral stand on the above statement and 8% think that the above statement is not true.

4.3.4   Lack of infrastructures and accessibility to schools hinders girl child education in your community.

Respondents were asked if they agree to the statement above using the Likert scale.
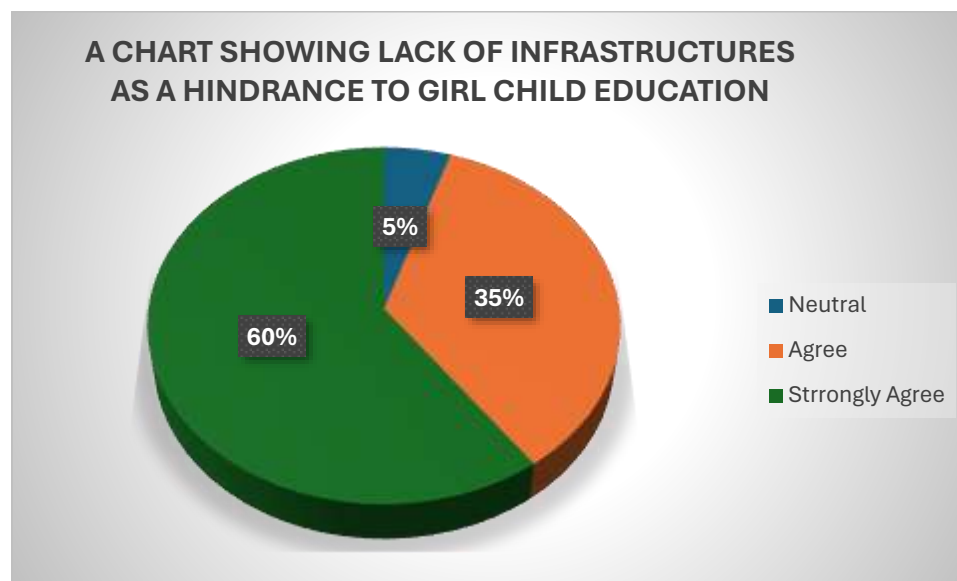
Figure 4.3.4: lack of infrastructures as a hinderance to girl child education.

Source: Researcher's own data 2024, N=100

It has been illustrated in figure 4.3.4, that 60% of the respondents strongly agree that lack of infrastructures and accessibility to schools is a hindrance to girl child education. 35% of the respondents also agree with the above statement. And 5% have a neutral view about the above statement.

4.4   What are some of the Socio-economic factors that hinder girl child education?

Respondents were asked to identify some of the socio-economic factors that hinder girl child education and the results have been illustrated in the diagram below.

A chat showing the socio economic factors that hinder girl child education

Factor	Frequency
Health	75
cost of schooling	87
Illiteracy of parents	91
Poverty	90

Figure 4.4.1: Socio-economic factors that hinder girl child education.

Source: Researcher's own data, 2024 N=100

According to Figure 4.4.1, the illiteracy rate of parents, poverty and cost of schooling and health conditions of the girl child are the major socioeconomic factors that hinder girl child education.

4.5 What are some of the Socio- cultural factors that hinder girl child education?

Respondents were asked to identify some of the socio-cultural factors that hinder girl child education and the results have been illustrated in the diagram below.

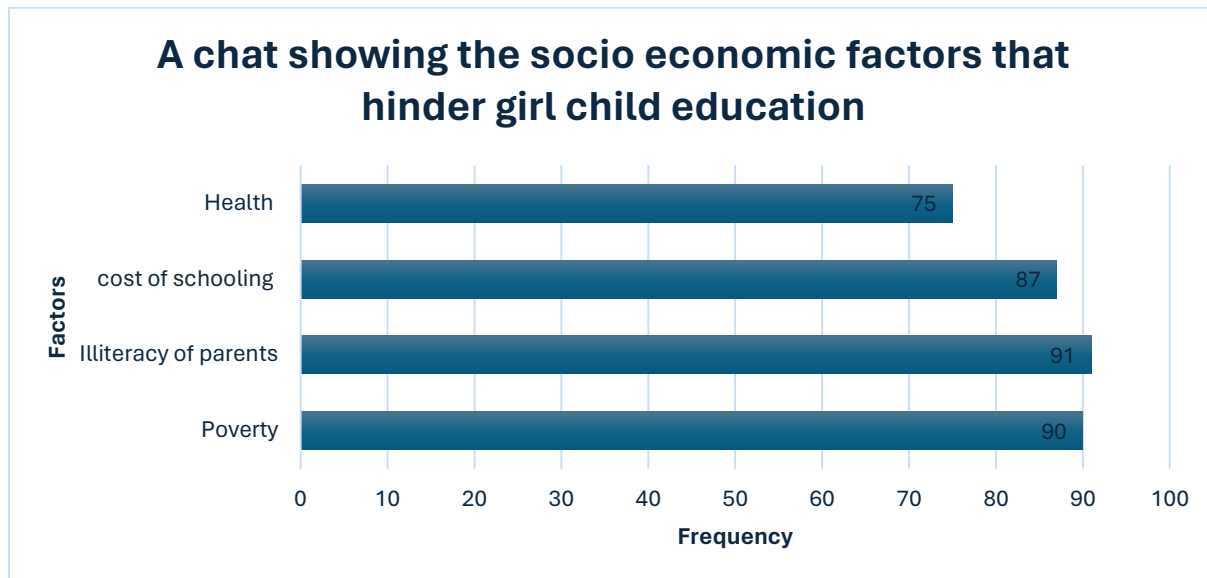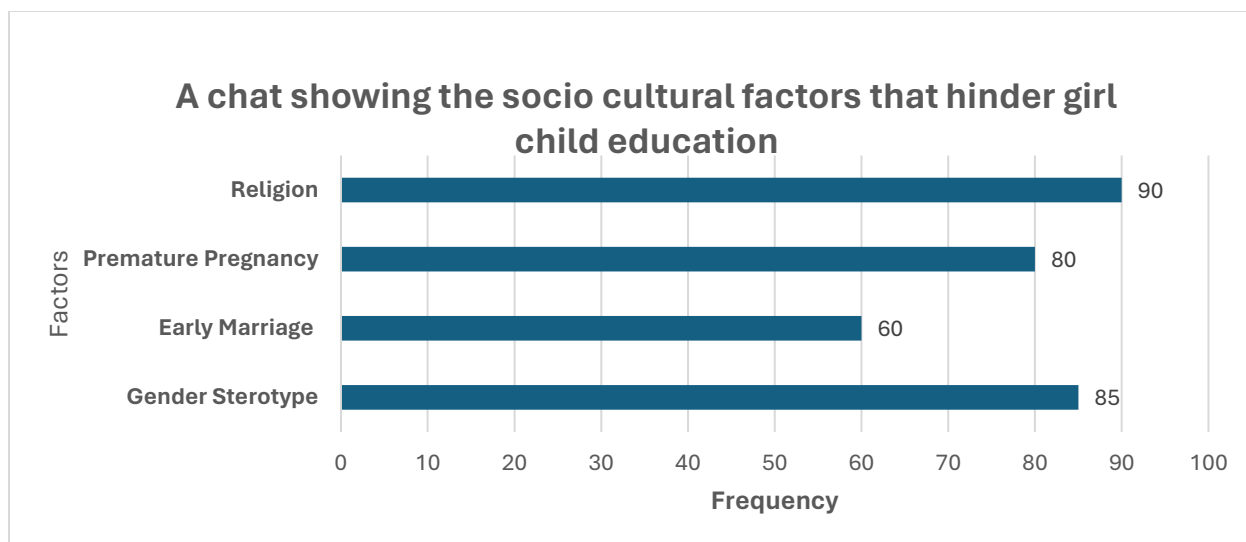**A chat showing the socio cultural factors that hinder girl child education**

Figure 4.5.1: Socio cultural Factors that hinder girl child education.

Source: researcher's own data, 2024 N=100

It can be seen in Figure 4.5.1, that Religion, early marriage, gender stereotypes and Premature pregnancy due to lack of education and early marriage are the main socio-cultural Factors that hinder girl child education.

4.6 What are some of the impacts of educating a girl Child?

In a similar way respondents were asked to outline some of the benefits of educating the girl child and the responses have been illustrated below.
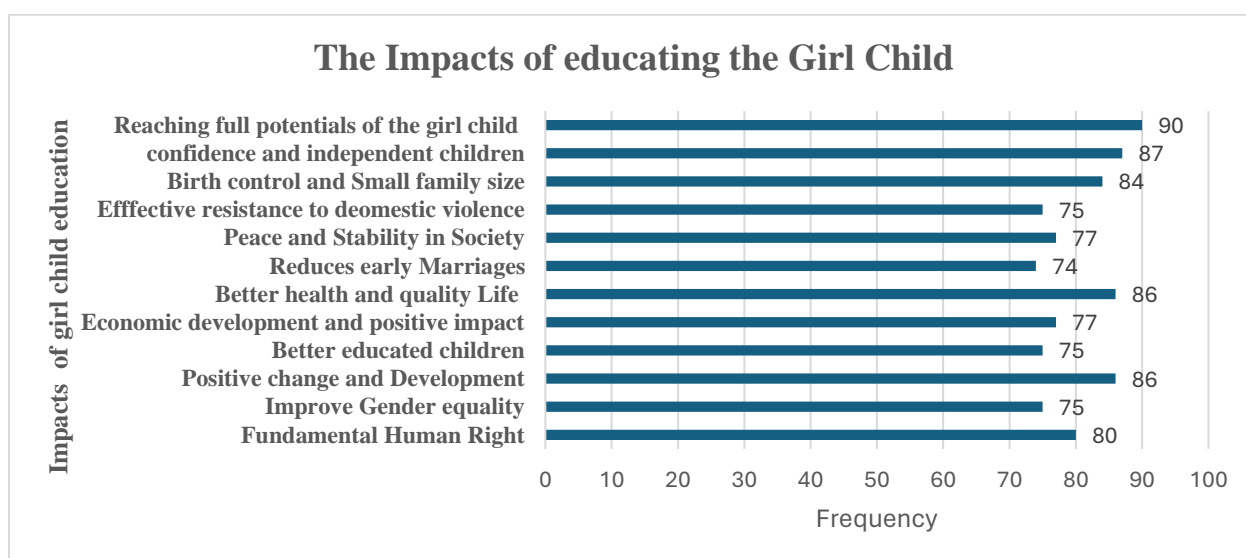

The Impacts of educating the Girl Child

Figure 4.6.1: Impact of educating a girl child.

Source: Researcher's own data, 2024 N =100

Figure 4.6.1 outlines the Impacts of educating the girl child in our community. The importance of educating a girl cannot be underestimated. It has great benefits on the individual, the communities, the country, and the entire world. It is the fundamental human right for every girl child to be educated. Educating your girl curbs early marriage, premature pregnancy, boosts their confidence and impacts society, it creates gender equality and brings peace and stability in our society.

4.7 What are some of the factors responsible for the lack of awareness of the impact of girl child education?

After being able to identify the impacts of girl child education, respondents were asked to outline some of the factors that have been a cause of the lack of awareness on the impact of the girl child education and the results have been illustrated below.
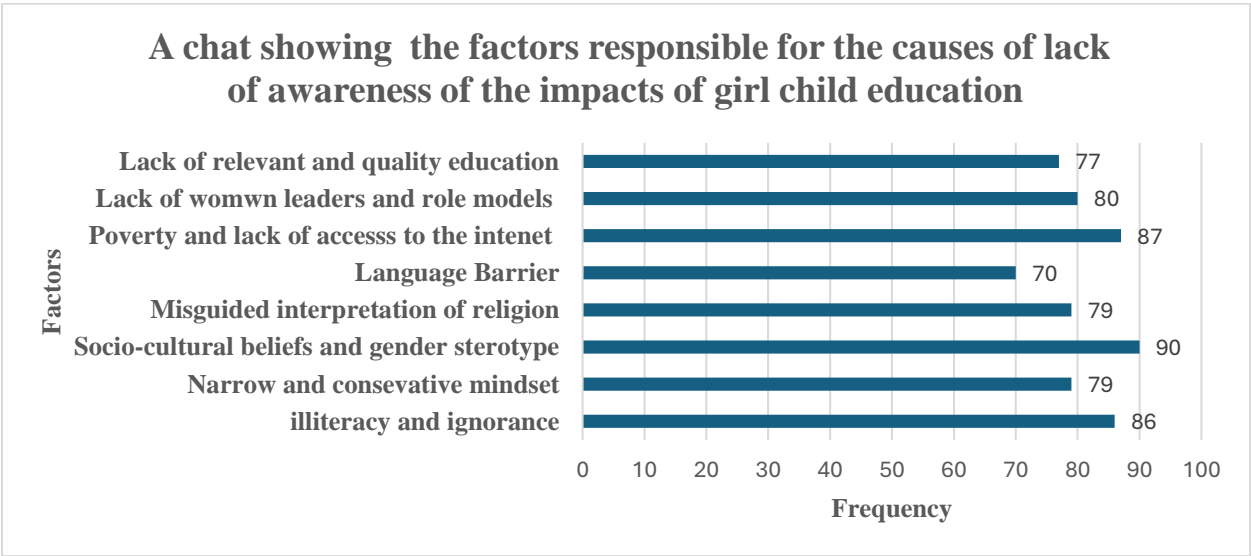

A chat showing the factors responsible for the causes of lack of awareness of the impacts of girl child education

Factors	Frequency
Lack of relevant and quality education	77
Lack of womwn leaders and role models	80
Poverty and lack of accesss to the intenet	87
Language Barrier	70
Misguided interpretation of religion	79
Socio-cultural beliefs and gender sterotype	90
Narrow and consevative mindset	79
illiteracy and ignorance	86

Figure 4.7.1: factors responsible for the lack of awareness of the impacts of girl child education.

Source, Researcher's own data 2024 N=100

From Figure 4.7.1, we could see from the responses that many factors account for the lack of awareness of the benefit of educating the girl child in the community. Among the greatest of these

factors are misguided elements, language barrier, poverty, and lack of access to the internet, illiteracy and ignorance and narrow and conservative Mindset of the people.

4.8 Has the government done much to improve girl child education in your community?

The respondents were asked if the government has done much concerning the issues of girl child education in their community. Their responses are illustrated below.
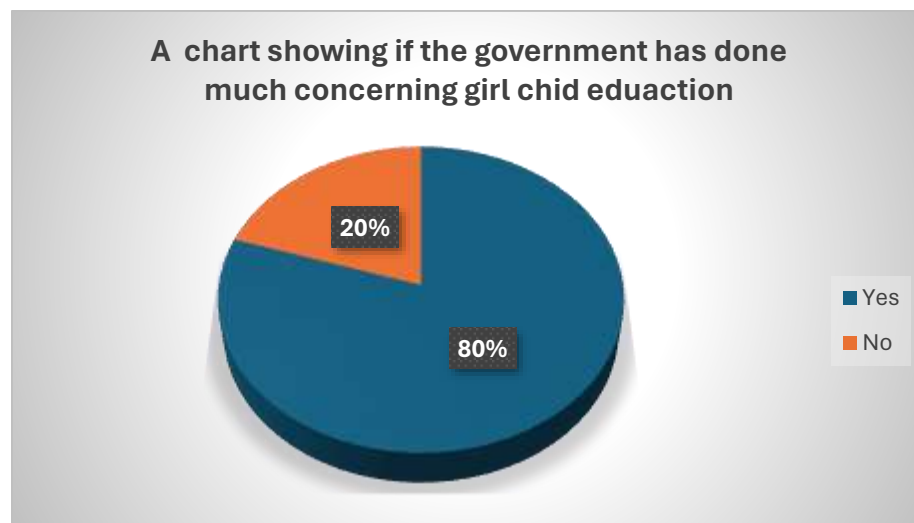

Figure 4.8.1: Government impacts on girl child education.

Source: Researcher's own data, 2024 N=100

As illustrated in figure 4.8.1, 80% of the respondents agree that the government has done much toward the issues of girl child education while 20% of the respondents disagree with the fact that they think the government is not doing much towards the issues of girl child education.

4.8.1 If yes, do you think the effort of the local government has been effective?

Those respondents that answered yes to the government intervention to girl child education were further asked to verify if the effort of the local government towards the issues of girl child education has been effective. The responses received are illustrated below.
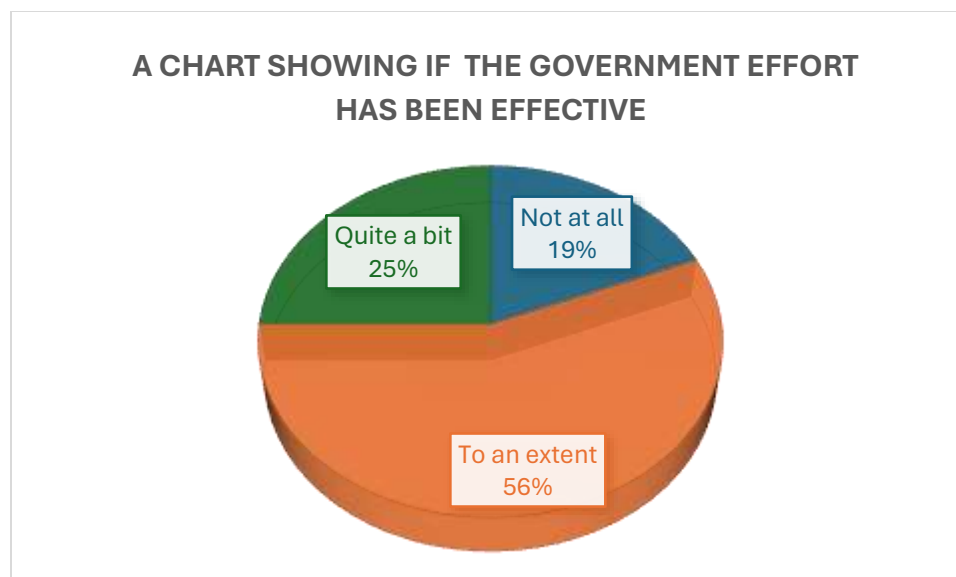
A CHART SHOWING IF THE GOVERNMENT EFFORT HAS BEEN EFFECTIVE

Quite a bit
25%

Not at all
19%

To an extent
56%

Figure 4.8.2: Effectiveness of the government effort on girl child education.

Source: Researcher's own data, 2024, N=80

As illustrated in figure 4.8.2, 56% of the respondents believe that the government effort towards curbing the girl child educational barriers has been effective to an extent, 25% think it has been effective quite a bit and 19% think even though the government has contributed to controlling the barriers to girl child education, it has not been effective.

4.9 Measures to curb the barriers and improve girl child education.

Respondents were asked to outline some of the measures they think can improve and remove the barriers to girl child education, the responses they gave have been illustrated below.
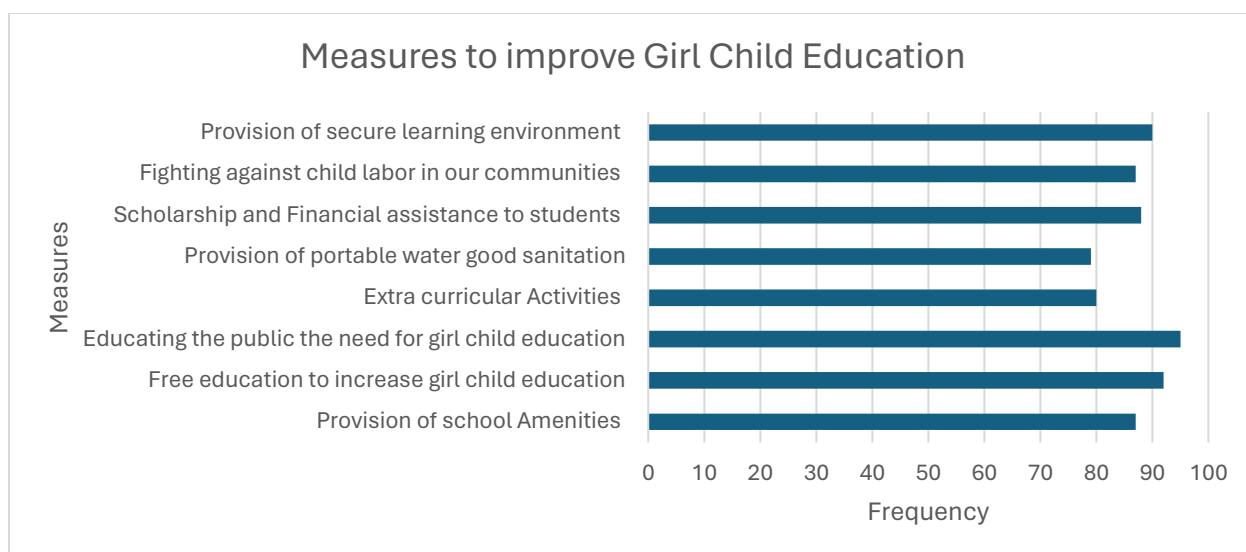
Figure 4.9.1: Measures to curb the barriers and to improve girl child education.

Source: Researcher's own data, 2024. N=100

According to figure 4.9.1, measures like free education, provision of school amenities, secure learning environment, Scholarship, and financial assistance. Fighting against child labor, extracurricular activities, and educating the public, the need for girl child education should be put in place to curb the barriers to girl child education in other to get more girl child in schools.

4.10 Summary of Primary Research

The summary of the research goals and the result of the hypothesis has been outlined in the table below. The results and verification of the individual hypothesis have been provided in this table.

RESEARCH GOALS	HYPOTHESIS	RESULTS
Extra	1.More than 50% of the respondents were Muslims. 2. 60% and above of the respondents were male. 3.40% of the respondents hold a bachelor's degree.	1. **Valid,** because from figure 4.2.6, 68.7% of the respondents were Muslims. 2. **Valid,** because from figure 4.2.1, 61% of the respondents were male. 3. **Invalid,** according to figure 4.2.3, only 20% of the respondents hold a bachelor's degree.

Goal 1: Outline the impact of education on a girl child	4. The enrolment of boys in school is higher as compared to girls.	4. **Valid**, according to figure 4.3.1, 57.6% of the respondents agree that the enrolment of boys in schools is higher than girls.
Goal 2: Find out the barriers to girl child education.	5. Poverty, cost of schooling and illiteracy of parents are the major socio-economic factors that hinder girl child education 6. Preference is given to child early marriage than to be in schools. 7. Religion and gender stereotype are the most socio-cultural factors that hinder girl education.	5. **Valid,** from 4.4.1, poverty, cost of schooling and literacy rate of the parents are the major factors that hinder girl education. 6. **Valid,** because according to figure 4.3.2, the higher percentage of the respondents believe that preference is given to a girl's early marriage than to be in school. 7. Valid, from figure 4.5.1, religion, gender stereotype, premature pregnancy are the major factors that hinder girl education.
Goal 3: Outline the measures that can be taken to curb this situation	8. The government has done much to improve girl child education in the community	8. **Valid,** from the figure 4.8.1, 80% of the respondents believe that the government has done much towards the improvement of girl child education.

CHAPTER 5   CONCLUSION AND RECOMMENDATION

5.1   Summary of the study

The result of the study clearly shows the wide disparity between the male and female child in terms of access to education in Zaria community of Kaduna State of Nigeria. The study highlights the importance of girl-child education to the socio-economic development of a society and some of the challenges militating against the girl-child education. The study also outlines some of the factors responsible for the lack of awareness of the impact of girl child education and the measures to be put in place to improve girl child education in our community.

A month was used to disseminate a questionnaire for this study at the Zaria community of the Kaduna state in Nigeria. This questionnaire was distributed, and responses were received with the help of the researcher's family foundation in Nigeria. The collection of the responses of this study started on the 3rd of March 2024 till the 4th of April 2024. In all we had 100 responses, and some short interviews were also conducted. It was a very successful exercise because of the corporation of the respondents.

Out of the 100 respondents 61% of the were male whiles 39% were female and revealed that most of the respondents living in the Zaria community have a lower educational level, 45% of the respondents just have junior high school certificate and 5% of the respondents hold no school certificate hence such a high illiteracy rate which also affects the possibility of sending the girl child to school. The study also revealed that most of the people in the community are into Animal rearing, crop farming, trade and craftsmanship study also revealed that 68.7% of the respondents are into Islam and 32.3% are Christians and the misguided interpretation of the Islamic religion and the gender stereotype affects the education of the girl child hence trying to undermine the potentials of girls and limiting them to the kitchen and house chores making the boys supreme and head of the household. From the study it can be found that the income level of the respondents was very low hence it makes it difficult to afford the schooling expenses of their ward, comparing the parents to keep the girls at home to help the family with chores or to help the parents with their trade to get money to for the family upkeep. 57.6% and 24.3% of the respondents strongly agree and agree respectively and believe that the enrollment of the girl child in schools is lower than compared to the boy child and 79% of the respondents also believe that preference is given to the

girl child early marriage than to educate them. From the analysis of the response 77% of the respondents believe that the parents in this community think that educating your girl is a waste of resources because she will finally marry, give birth and becomes a house wife so it will make financial sense to use the available scares resources to educate the boy who at the end will be the head of the household and will steer the affairs of the family.

Socio-economic factors which include school fees and costs of schooling, Poverty in the family, exposing the girl child to work to generate funds for the family and insecurity, contributes negatively to girl-child education in Nigeria. Recently 300 schoolgirls were kidnapped by Boko haram while they were in school. These issues put parents in a state of trauma and fear sending their girls to school since there is no conducive and secure environment for educating the girls. It will make a natural sense to keep your girl at home than to send her to school to be kidnapped.

Cultural/Gender norms, and stereotypes, early marriage, premature pregnancy, and religion are the different aspects of the traditional/socio-cultural factors that affect girl-child education in northern Nigeria. The perception of some parents and the doctrine of some religion put the girl child to a great disadvantage when it comes to education in the northern Nigeria.

The impact of educating the girl child such as improvement of gender equality, reduction of early marriage, birth control and small family size, reaching of the full potentials of the girl child were also known. This study also revealed the factors that affect lead to lack of awareness of educating the girl child and such of these factors are illiteracy and ignorance, narrow and conservative mindset, language barrier, misguided interpretation of religion and lack of women leaders and role models.

From Chapter 4 of this study some measures were put out by the respondents as a measure to improve the girl child education which some of these are secure learning environment, provision of school amenities, extracurricular activities, fighting against child labor, educating the public about the need for girl child education, Free education, financial assistance, and scholarships to motivate girls to be in school.

5.2   Conclusion

The study's result clearly shows the vast disparity between male and female children in terms of access to education in Taraba State. The study highlights the importance of girl-child education to the socio-economic development of society and some of the challenges militating against girl-child education. The implications of the disparity in educational enrolment and accessibility between the girl-child and the boy include reducing her earning power, ability to care for her family, economic disempowerment, and perpetuating a vicious cycle of poverty in society. The study agrees that when you educate a man, you educate a single person, but when you educate a woman, you educate a nation. Thus, no society can afford to toy with the education of its citizens, especially the girl-child, who will be the mother of tomorrow. This study, therefore, aligns itself with other crusades aimed at dismantling all forms of institutional and artificial impediments to girl-child education in the state and the country at large.

The study clearly shows the limited income level of the community, therefore, to get the girls to be in school, education to be made free and compulsory, financial aids to be provided to curb this situation. It was revealed in the study that the government has done much towards the improvement of the girl child education in the community but there is more to be done. Especially the most serious issue of girls kidnapping while they are in schools. The government can provide whatever financial assistance the community needs when the girls are not safe to be at school no parent will ever be encouraged to enroll them because of their safety.

Traditional rulers should be involved in making policies relating to education and particularly the girl-child education. Through this they can make their fatherly contribution to the education of the girl-child. Government, through the help of local chiefs and community leaders or the leadership structure at the local level can create enlightenment that will ensure that girls complete their schooling. In addition, the public enlightenment campaign should be intensified to increase awareness of the need and value of education by parents and society at large. Early withdrawal of girls should be addressed through the intervention of enlightened parents and traditional rulers by persuasion and appeal. There is evidence that incentives may be a successful way to retain the girl-child in school in context of absolute poverty. Desirable incentives include free-of-charge learning materials and uniforms, subsidized transport to school, and employment or vocational training opportunities following the completion of primary schooling. The government should improve the

economy of the nation so that parents will be able to cater to the educational needs of their children, including the girl-child. Scholarships should be provided for the girl-child at the basic level of education.

5.3 Aims Achieved

Some objectives were set for this study, and I must say that these objectives were achieved after the collections of the responses and careful analysis of the results. The study helped us to outline the impacts of educating a girl child in our community, impacts which includes the gender equality, helping the girls to reach their full potential, reducing child labor, better health and quality of life, Better educated children, positive change, and national development, reduces early marriage, peace and stability in our society were unfold during this study.

The study also unfolds some barriers to girl child education. Socio economic barriers such as poverty, illiteracy rate of parents, cost of schooling, accessibility of school amenities and insecurity of the girls at schools were unfold by this study. Other barriers that are socio cultural like religion, gender stereotype, early marriage and premature pregnancy also came to the limelight through this study.

The study also helped us to derive some of the factors that can be put in place to curb the situation of girl child education in the community. The study brought out factors like provision of secure learning environment, free education, scholarship and financial assistance, provision of school amenities, public education on the need of girl child education as the measures that can be put in place to improve girl child education in the community.

5.4 Recommendation

Based on the findings of this study the following recommendations are made.

I. The state government should step up budgetary allocations to women organizations and the Ministry of Women affairs to help them sensitize the women populace on the importance of girl child education.

ii. Government should launch massive and aggressive functional adult literacy education, especially for the womenfolk in all local government councils in the state.

iii. Individuals, groups and non-governmental organizations should sponsor an educational campaign through the mass media, rallies, seminars, workshops, and conferences to discuss the needs and way forward for girl-child education in the state and country at large.

iv. Religious leaders and organization should preach the need for formal education, particularly the girl child education as a necessary tool for advancing spiritual fulfilment.

v. Scholarship and bursary should be given to females as incentives to encourage them to progress in their educational pursuits.

vi. Secure learning environment free from Kidnapping should be provided to guarantee parents the safety of their girl child and to encourage them to send them to schools.

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LIST OF FIGURES

LIST OF TABLES

Appendix 1

LIST OF ABREVIATION.

ABRREVIATION	MEANING
UNICEF	UNITED NATIONS INTERNATIONAL CHILDREN'S EDUCATIONAL FUND
UNESCO	UNITED NATIONS EDUCATION, SCIENTIFIC AND CULTURAL ORGANIZATION
BBC	BRITISH BROADCASTING CORPORATION
ISWA	ISLAMIC STATE WEST AFRICA
HIV	HUMAN IMMUNE VIRUS
AIDS	ACQUIRED IMMUNE DEFICIENCY SYNDROM
WWW	WORD WIDE WEB
AAIN	ACTION AID INTERNATIONAL
NGO	NON-GOVERNMENTAL ORGANIZATION
GDP	GROSS DOMESTIC PRODUCT

APENDIX 2

THESIS ASSESSMENT

Name of student: **Cynthia Yimi Gadi**

The study programme for students: **MSc. Business Development**

Title of thesis: **Barriers to girl child education in northern Nigeria and the measures to curb it.**

Evaluation criteria	Score that can be given				Score achieved
	0	1-2	3-4	5	
1. The structure, content division and appearance of thesis.	The thesis does not meet the thesis requirements of MATE KRC.	It meets the requirements, but there are major shortcomings.	It meets the requirements, but there are minor shortcomings.	Correct structure, content division, visually appealing design.	

Evaluation criteria	Score that can be given				Score achieved
	0	1-2	3-4	5	
2. The language and style of the thesis.	Sentence editing and language contain highly objectionable, major spelling mistakes.	Many imperfections in language and style, with minor spelling mistakes.	Language is adequate, with few style errors.	Correct language and style.	

Evaluation criteria	Score that can be given				Score achieved
	0	1-2	3-4	5	
3. Topicality of thesis and how it fits the training objective of the programme.	The examined topic does not fit the training objective of the programme.	The examined topic barely fits the training objective of the programme.	The examined topic fits the training objective of the programme.	The thesis deals with an important professional issue and contains novel aspects.	

Evaluation criteria	Score that can be given				Score achieved
	0	1-4	5-8	9-10	
4. Review of specialist literature background of the thesis, professionalism, correctness of the references.	The literature is not relevant. References are missing or not adequate.	The review of specialist literature is narrow, contains only textbooks or notes. References are inaccurate in several places.	The thesis contains the most important Hungarian literature and correct references. The theory is coherent, forming a unit.	The thesis has been written based on the latest extensive Hungarian specialist literature. References are accurate. It may contain references to foreign language literature.	

Evaluation criteria	Score that can be given				Score achieved
	0	1-4	5-8	9-10	
5. Description and analysis of the examined problem, formulation of correlations.	Unclear problem identification, unclear objective.	It presents the examined problem superficially, with few and poorly proven correlations.	The examination of the problem is of sufficient depth. The thesis shows important connections.	The thesis presents the examination of the problem in a complex way, revealing a wide range of connections.	

Evaluation criteria	Score that can be given				Score achieved
	0	1-2	3-4	5	
6. Analysis methods used	No analysing methodology	Simple routine analysis.	Traditional elementary level analysis.	Methodologically accurate, detailed analysis.	

Evaluation criteria	Score that can be given				Score achieved
	0	1-2	3-4	5	
7. Summary of the thesis.	Confused, descriptive summary without theses.	Descriptive summary, sketchy.	Clearly structured summary, correct.	Impeccable, concise, outlining further steps of research.	

Evaluation criteria	Score that can be given				Score achieved
	0	1-2	3-4	5	
8. Overall impression, supervisor's / opponent's opinion	The thesis is not adequate professionally and does not meet the content and format requirements.	The thesis is partly adequate professionally, with relevant content and format requirements.	The thesis reflects adequate professional and methodological preparation.	The thesis reflects excellent professional skills.	

Total score:	

Brief assessment of the thesis:

Recommended grade:

Proposed grade of the thesis based on the total score:

Fail: 8-25 points

Pass: 26-32 points

Satisfactory: 33-38 points

Good: 39-44 points

Excellent: 45-50 points

Questions suggested for the defense:

1.

2.

The evaluation of the thesis: textual: numerical:

Dated:……………….., …..…… yy …………..…….. mm ……… day.

signature

Appendix 3

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STATEMENT ON CONSULTATION PRACTICES

</div>

As a supervisor of MISS CYNTHIA YIMI GADI (Student's name) SSKL1W (Student's NEPTUN ID), I here declare that the final essay/thesis/**master's thesis**/portfolio[1] has been reviewed by me, the student was informed about the requirements of literary sources management and its legal and ethical rules.

I **recommend**/don't recommend[2] the final essay/thesis/**master's thesis**/portfolio to be defended in a final exam.

The document contains state secrets or professional secrets: yes **no**[*3]

Place and date: _Gyöngyös, 2024_____ year _____April_____ month___15____ day

<div align="right">

Internal supervisor

</div>

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[1] Please select applicable and delete non-applicable.
[2] Please underline applicable.
[3] Please underline applicable.

Appendix 4

<div align="center">

DECLARATION

on authenticity and public assessment of final essay/thesis/master's thesis/portfolio[1]

</div>

Student's name: _____**CYNTHIA YIMI GADI**_____

Student's Neptun ID: _____**SSK1LW**_____

Title of the document:___**Barriers to Girl Child Education in Northern Nigeria and The Measures to Curb Them**_____

Year of publication: _____**2024**_____

Department: _____Department of Agrariogistic,Trade and marketing__

I declare that the submitted final essay/thesis/master's thesis/portfolio[2] is my own, original individual creation. Any parts taken from another author's work are clearly marked and listed in the table of contents.

If the statements above are not true, I acknowledge that the Final examination board excludes me from participating in the final exam, and I am only allowed to take final exam if I submit another final essay/thesis/master's thesis/portfolio.

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