

## **An Investigation into the Challenges Preventing Girls Child From Going to Universal Basic Education in Gwagwalada Area Council of F.C.T, Abuja, Nigeria**

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### **Abstract**

The study investigated the challenges preventing girl child from going to Universal Basic Education (UBE) in Gwagwalada area council of Federal Capital Territory, Abuja, Nigeria. Research survey design was used for the study. The population of the study comprised all the teachers in the selected ten basic schools sampled for the study. Two hundred teacher made up of (120 male and 80 females) was used for the study. Simply sampling technique was first used to select the basic schools and teachers for the study. Two research questions were developed for the study. Questionnaire was employed for data collection. The questionnaire was titled “investigate the challenges preventing girl child from going to Universal Basic Education questionnaire”. The questionnaire had two sections. Section A and Section B. Section was meant for collection of bio-data information while section B collected information on the research topic. The research instrument was corrected by two lecturers in the faculty of education. The content validity of the instrument was determined by experts in Educational Planning and Test and Measurement who matched all the with the research questions to ascertain whether or not the instrument actually measured the intended content. Two hundred questionnaires were sent out to the respondents and the two hundred was collected through a research assistant engaged for the job. Simply percentage was used to analyze the data collected in the study.

**Keyword:** Challenges, Girl, Child, Education, Universal Basic Education

### **Introduction**

By 2050, Nigeria is forecast to have 400m people, meaning it will overtake the United States as the world’s third-most-populous country. The starkness of this fact (its population is currently about 200m) illustrates the degree to which demography will shape Africa’s future. Nigeria has a federal system of government with 36 states and the Federal Capital Territory of Abuja. Within the states, there are 744 local governments in total. The country is multilingual, and home to more than 250 different ethnic groups. The languages of the three largest groups, the Yoruba, the Ibo, and the Hausa. Nigeria's educational system comprised the pre-primary school, primary school, junior secondary school, senior secondary school, and higher education. Basic education is also known as primary school education and Universal basic education.

According to Christine & Hayatu (2014), the universal Basic Education (UBE) programme is a nine year basic educational programme, which was launched and executed by the government and people of the Federal Republic of Nigeria to eradicate illiteracy, ignorance, poverty as well

as stimulate and accelerate national development, political consciousness and national integration. Former President Olusegun Obasanjo flagged off the UBE programme on the 30th of September 1999 in Sokoto, Sokoto State. The UBE programme in Nigeria is a strategy for the achievement of Education for all (EFA) and the education-related Millennium Development Goals (MDGs).

The implementation process of the programme has been since 1999, but progress was hampered by lack of an enabling law to execute certain aspects of the programme. It was a significant relief when the president signed the UBE Bill into law on the 26th of May 2004 following its passage by the National Assembly. The UBE Act 2004 makes provision for basic education comprising of Early Childhood Care Education (ECCE) Primary and Junior Secondary Education. The financing of Basic Education is the responsibility of the states and the Local Government. However, the Federal Government has decided to intervene in the provision of basic education, with 2% of its consolidated Revenue Fund (CRF). For states to fully benefit from this fund, criteria were established which states are to comply (Christine & Hayatu 2014).

The Act also provides the establishment of the Universal Basic education Commission (UBEC) to co-ordinate the implementation of the programme at state and Local Government levels through the state Basic education Board (SUBEB) of each state and the Local Government education Authority (LGEA). The UBEC was formally established on the 7th of October 2004.

Education is the bedrock of every nation. The Universal Basic Education (UBE) scheme provides free, quality, functional and compulsory education to all Nigerian children covering the primary and the Junior secondary school (JSS1-3). The first batch of the programme (lower basic) was enrolled in 2000/2001 academic session and the upper basic in 2006/2007. The Universal Basic education is an educational programme to replace the Universal Primary Education (UPE) Programme (Christine & Hayatu 2014). The objectives of the UBE Programme include the following:

1. Develop in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion;
2. Provide free, compulsory Universal Basic Education for every Nigerian child of school-going age;

3. Reduce drastically, dropout rate from the formal school system through improved relevance and efficiency;
4. Cater for dropouts and out-of-school children/adolescents the provision and promotion of basic education;
5. Ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills (as well as the ethical, moral and civic values) needed for laying the foundation for life-long learning;
6. Ensure unfettered access to nine years of formal basic education;
7. The provision of free, universal Basic Education (FUBE) for every Nigerian child of school-going age;

The universal basic education scheme is broader than the universal primary education programme. It intends to provide functional, free and quality education irrespective of sex, race, religion, and location to all primary schools and junior secondary schools. The scheme also stresses out the education of girls, nomads, migrants, refugees and the disable (FME, 2000).

Christine & Hayatu (2014) submits that the concept of basic education has been viewed as a necessity to individuals, society, country and the world at large. This is because, without education, no nation develops economically, socially, politically, and technologically. Education, therefore, is a key to development. Thus the importance of basic education to the well-being of humankind is obvious it is a development index. Madugu (2000) postulates that basic education is a prerequisite for the success of democracy and a fundamental ingredient for the development of human potential.

In Nigeria, All three tiers of the state (federal, state, and local government) play an essential role in providing education. The Federal government is primarily responsible for regulation, quality control and policy formation and it is most directly engaged at the tertiary level. States take responsibility for providing quality secondary education, while local governments are responsible for primary schools. According to UNESCO (2014), The Universal Basic Education Commission (UBEC) was established by the federal government to coordinate the delivery of basic education at State and local government levels through the State Universal Basic Education

Boards (SUBEBs) and the Local Government Education Authorities (LGEAs). However, while primary education is intended by the UBE Act and the Constitution to be the responsibility of LGEAs, in reality the autonomy of LGEAs and the delineation of the relative roles of State and local government authorities for primary education may be opaque and often varies. LGEAs report to SUBEB and, in practice, may defer to the SUBEB for much critical decision-making on education at all levels. While key strategies, policies and core funding come from the federal level, the States have considerable autonomy for policy and financing. The Education Commissioner at State level, appointed by the State Governor, is head of the State Ministry of Education. The States play a strong role in the delivery of primary and secondary education.

Access to girl child education is one of the challenges facing the Nigerian educational system. One-third of all girls are out-of-school in Nigeria, amounting to over 5.5 million school-age girls not in school. Net Enrolment Rates for girls at primary level is 5% lower than for boys; gross enrolments at junior secondary school level follow this trend. Both figures hover around 50%. This falls far short of the targets of Education For All and the MDGs (UNESCO,2014).

Data reveals very little progress in universal access to primary schooling in the last decade. In fact, Nigeria is one of a handful of countries far from that target with slow progress to date. Gender disparities in access to basic education are compounded by interrelated regional, wealth and residence inequalities in access and completion. Girls are less likely to attend primary school than boys, on average. In the academic year 2009-2010, among a representative sample of households, 58% girls attended primary school compared to 64% boys aged 4-16 years. The Net Attendance Rate (NAR) is the percentage of children who attend school compared to school-age children's total population (FGN,2006).

Dropping out of school early is a significant issue among girls. 12% girls compared to 10% boys will drop out of primary school in the last class, class 6, before completion. Of the girls who drop out, the majority live in rural areas and in the North East or North West regions (NPC, 2009). 70% young women (age 15-24) in the North West have not completed primary school (UNESCO, 2014).

Gender, region and residence disparities in primary education data are deeply interwoven with levels of household poverty. In general, as household wealth increases, girls' level of education

improves. On average, 31% of girls from the poorest households across Northern Nigeria complete primary school; this figure doubles 62.5% for girls in middle-income households across the same area. Only 8% of the poorest girls in Kano state in the North West complete primary school compared to 72% girls in middle-income households; in Bauchi state in the North East these figures are 12% compared to 61% respectively (WIDE, 2011).

Many girls fail to make the transition to junior secondary school for a range of educational, economic and socio-cultural reasons. An over-age start to school, the onset of puberty, or increased secondary education costs may all put an early end to girls' education. Girls' low levels of transition and retention in junior secondary schools is becoming an increasing concern because it implies that girls will continue to fail to acquire fundamental life skills, including literacy and numeracy.

In Federal Capital Territory Abuja and in Gwagwalada area council of FCT, Nigeria, the situation is not different. Research has it that girls in Gwagwalada area council are not attending basic schools like the boys. The enrolment and retention retail for girls in basic schools in Gwagwalada is low comparing with that of the boys. Many factors are preventing the girls from attending universal basics in their areas. Obstacles to girls' education can be constructed as 'supply' and 'demand' barriers. Supply barriers refer to problems and inequalities within the education system and institutions, which push children away from school. Demand-side barriers pertain to challenges experienced by parents and communities in sending their children to school, which work to pull children away from education. The aim of this study is to investigate the challenges preventing girl children from going to Universal Basic Education in Gwagwalada area council of F.C.T, Abuja, Nigeria.

### **Statement of the Problem**

There has been a consistent cry for the players in the international, national and local economic settings to adopt a pragmatic approach to enforce affirmative action plans that strictly guarantee equal gender quota in all spheres of human endeavor. Existing statistical data shows a huge gender imbalance in the enrolment of students in the universal basic schools in Gwagwalada

Area Council. This study investigates the challenges preventing girl children from going to Universal Basic Education in Gwagwalada area council of F.C.T, Abuja, Nigeria.

## **Research Objectives**

The aim of this study is to investigate the challenges preventing girl child from going to Universal Basic Education in Gwagwalada area council of F.C.T, Abuja, Nigeria. Specific objectives are to:

1. To find out the supply side challenges preventing girl child from going to Universal Basic Schools in Gwagwalada area council of FCT
2. To find out the demand side challenges preventing girl child from going to Universal Basic Schools in Gwagwalada area council of FCT

## **Research Questions**

The following research questions were generated to guide this study:

1. What are the supply sides challenges preventing girl child from going to Universal Basic Schools in Gwagwalada area council of FCT?
2. What are the demand sides challenges preventing girl child from going to Universal Basic Schools in Gwagwalada area council of FCT?

## **Literature Review**

According to Ahmad andNajeemah(2013) a girl-child can be seen as female children between the ages of 6 and 15. These children's categories are expected to have free access to the free Federal Government provided Universal Basic Education in Nigeria. Ahmad andNajeemah(2013) cited Kofi Annan (2005) who said in respect of Girl-Child Education that “No development strategy is better than one that involves women as central players. It has immediate benefits for nutrition, health, savings and re-investment at the family, community and ultimately, country level. In order words, educating girls is a social development policy that works. It is a long-term investment that yields on exceptionally high return”.

In Nigeria due to the cultural and religious belief and other factors, the girl child have not be given the same opportunities like the boy child in time of education. There are many factors preventing the girl child from accessing basic education, junior secondary school education, senior secondary school education and the higher education.

To eliminate gender disparities in primary and secondary education, ensuring full and equal access to all children's quality education is imminent. The Nigerian Government shows its commitment to building a nation devoid of discrimination irrespective of gender, physical condition, geographical location and socio-economic status of parents, harnessing full potentials of all and guaranteeing equal access to political, social and economic wealth creation opportunities. The Nigerian government formulated a gender policy in Basic Education for the girl child in Nigeria.

Federal Ministry Education (2006) submits that the Gender policy in Basic Education compliments other policies like the National Policy on Education, the Universal Basic Education Policy, Early Child Care Policy and the National Gender Policy by the Federal Ministry of Women Affairs and Social Mobilisation. They all advocate acquiring of basic education as a means to meaningful contribution to development. The Federal Ministry of Education is the vehicle for the delivery of this Policy Framework. This will increase gender sensitivity of all stakeholders and equip them with strategic skills to drive this initiative down to the community level for full participation in the implementation for sustainability.

In order to increase girls' enrolment in schools, the Federal Government of Nigeria recommends the following policy strategies:

- 1 Advocacy and Sensitization
- 2 Free and Compulsory Basic Education
- 3 Child-Friendly School Principles
- Integration and Mainstreaming Issues
- 5 Gender Capacity of the Basic Education Sector
- 6 Gender-Sensitive Education Budgets
- 7 Training and Supply of Female Teachers in Rural School
- 8.Incentives for Girls
- 9 Gender Responsive Curriculum.

Informed by the Child Rights Act of 2003, the Federal Government of Nigeria encourages State Governments to enact and enforce state policies and laws which, among others issues, address the following:

- (a) Allow girls who drop out of school due to pregnancies or other causes to continue with education
- (b) Prohibit girl-child marriages or child betrothal
- (c) Enforce laws against sexual abuse and exploitation of children
- (d) Enforce free and compulsory basic education
- (e) Enforce free and compulsory universal basic education
- (f) Enforce laws against child begging and hawking during school hours
- (g) Provision of mid-day meal in primary schools
- (h) Implement poverty Alleviation policy (FME, 2006)

Gender and geographic disparities in education persist and Nigeria is not on track for EFA by 2015. According to the FME Situation Analysis (2006), school enrolment, progression and completion rates in basic education (Primary and JSS) are still low with a Net Attendance Ratio for Primary Education of 60%, (NDHS Ed Data, 2004) and the Education Data Bank 2004/5 Survey gives a new estimate for out of school children as: 3.6 million for primary and 7.2 million for Junior Secondary, meaning that a total of 11 million children or 35% of school-age children are still not enrolled in school, National completion rates are also only just over 50% with 17% of children dropping out at Primary 6 alone (EMIS, 2005). The 2004 Nigeria Demographic Household Survey (NDHS) Education Data shows a gender parity index of 0.86. Geographic differences in school attendance ratios are also marked - as high as 83% in the South West and as low as 42% and 43% in the North West and North East respectively. In the latter two regions where GEP intervenes only 49% of primary school-age boys and 34% of girls attend primary school and the majority drop out of school by the end of Primary 4 (FME (2006 cited SAGEN/CFSI Baseline 2004).



Education indicators for northern Nigeria are worse than those of the rest of the country, partly driven by demographics and the number of children who should be in school, partly by social attitudes towards 'western' education, and partly by the difficulties experienced by government in ensuring educational provision in predominantly rural local government authorities (LGAs). Only 59 per cent of 6-12 yearolds regularly attend primary school (NDHS, 2013) but there are wide regional disparities. The primary net attendance rate is 44 per cent in the North East, compared to 81 per cent in the South East, with gross attendance rates of 67 and 118 per cent respectively (NDHS, 2013). Children who are from poorer households, rural areas and are female are more likely not to be in school. If all school-aged children were to enrol there would be insufficient teachers, classrooms, materials and facilities to support quality teaching and learning. In some areas there are already more than 300 pupils per class (UNICEF, 2012).

According to Federal Ministry of Education (2006) in Nigeria overall, girls have lower enrolment rates than boys in the formal basic education system. This scenario is much more serious in the Northern states. On the other hand, some girls enroll in a wide network of non-formal Islamic education centers in urban and rural settings, where girls' enrolments are sometimes relatively higher than those boys', (e.g. Islamiya schools in Kano, Borno and Sokoto). Therefore the Non-Formal Sector must be further encouraged as an alternative delivery mode to obtain quality EFA by 2015 and gender equality as soon as possible. As we already know, equitable access to basic education by gender is hindered by a combination of factors which include:

- (1) Lack of Political Commitment
- (2) Poor Planning
- (3) Poor Management
- (4) Gender insensitive instructional materials
- (5) Gender blind curriculum
- (6) Girl-unfriendly school infrastructure
- (7) Skewed Female-Male Teacher Ratios
- (8) Gender biased attitudes against girls

(9) Sexual harassment of girls

(10) Poverty

(11) Cultural factors

(12) Erroneous interpretation of religious teaching

In (2013) Suleiman submits that significant effects of socio-economic status of parents on students' enrolment in Sheik Hamdan Islamic school. In spite of the perceived low income level of parents/guardians, they were satisfied sending their wards to this school because of perceived gains.

James (2014) did a study that investigated the causes for decreasing enrolments of female students in secondary schools in Niger State and found that preference for private schools and the socioeconomic status of parents/guardians were significant factors.

Bello and Oluwadare (2013) in their research found out the disparities between male and female enrolment in the Nigerian school system and for the study of science courses have a wide gap. The female is seen as being weaker in all fields of endeavours. Parents and society see the female sex as being inferior intellectually, physically and otherwise to her male counterparts.

Igbinedion (2011) conducted a study of the enrolment pattern into secretarial studies in Edo State of Nigeria discovered that the enrolment into secretarial studies 204 programmes was generally low even though it was steady. Whereas female enrolment dominated the trend but when subjected to statistical analysis it showed no significant difference between male and female. It was recommended that more male students should be encouraged to enroll into secretarial studies programme.

Rahji and Fakayode (2012) did a study that examined school enrolment and gender gap for rural household children at the secondary levels. A multi-stage sampling technique was used in data collection. Probit model analysis was used in analyzing the data set. Evidence from the analysis indicated that more boys were enrolled than girls. Father's education variable is significant for boys. This variable is marginally significant for girls. The probit model predicted a gender gap of 18.72. The results indicated that most of the gap is due to differences in the ways households perceive male and female children. There is a preference for boys over girls in secondary school

enrolment. Based on the findings of this study, incentives for the enrolment of girls were recommended. These include: differential fees or free tuition, and increased public subsidies for female education at this level.

Lawal (2012) studied the enrolment trend of students who enrolled for western education and Islamic education and reported a significant preference for Islamic education by identified community in Kaduna State.

## Methodology

The aim of this study is to investigate the challenges preventing girl child from going to Universal Basic Education in Gwagwalada area council of F.C.T, Abuja, Nigeria. Research survey design was used for the study. The population of the study comprised all the teachers in the selected ten basic schools sampled for the study. Two hundred teacher made up of (120 male and 80 females) was used for the study. Simply sampling technique was first used to select the basic schools and teachers for the study. Two research questions were developed for the study.

Questionnaire was employed for data collection. The questionnaire was titled “investigate the challenges preventing girl child from going to Universal Basic Education questionnaire”. The questionnaire had two section. Section A and Section B. Section was meant for collection of bio-data information while section B collected information on the research topic. The research instrument was corrected by two lecturers in the faculty of education.

The content validity of the instrument was determined by experts in Educational Planning and Test and Measurement who matched all the with the research questions to ascertain whether or not the instrument actually measured the intended content. Two hundred questionnaires was sent out to the respondents and the two hundred was collected through a research assistant engaged for the job. Simply percentage was used to analyze the data collected in the study.

## Result Analysis

**Research Question one:** What are the supply sides challenges preventing girl child from going to primary schools?

Table One: Responses on the challenges facing the teachers of Universal Basic Education?

S/N	The	Strongly	%	Strongly	%	Total
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	following are the supply side challenges preventing girls from going to Universal basic schools	Agree		Disagree		
1	Shortage of teachers	182	91%	18	11	100
2	Inadequate instructional materials	200	100%	-	-	100
3	Lack of political will to implement child right law	200	100%	-	-	100
4	Inadequate infrastructural facilities	194	97%	6	3	100
5	Inadequate funding of education	200	100%	-	-	100

Result on item one showed that 182(91%) of the respondents strongly agreed that shortage of teachers and 18(11%) disagreed that shortage of teachers is not responsible for preventing girl from going to basic schools in FCT, Abuja.

Table one item two result revealed that 200(100%) of the respondents strongly agreed that inadequate instructional materials is preventing girl from going to basic schools in FCT, Abuja.

Research question one item three disclosed that 31(38.75%) of the respondents strongly agreed that Shortage of teachers while 6(2.7%) disagreed that inadequate instructional materials is not responsible for preventing girl from going to basic schools in FCT, Abuja.. This implies that the majorities of the respondents agreed that inadequate instructional materials among the challenges facing the teachers of universal basic education.

Result from research question one table one item three showed that 200(100%) of the respondents strongly agreed that lack of political will to implement child right law is responsible for preventing girl from going to basic schools in FCT, Abuja.

Item four result showed that 194 (97%) of the respondents strongly agreed that inadequate infrastructural facilities is one of the factors preventing girls from attending basic schools in Abuja while 6(3%) disagreed that inadequate infrastructural facilities is not responsible for preventing girl from attending basic schools in FCT, Abuja.

Result from item five revealed that 200(100%) of the respondents strongly agreed that inadequate funding of education is one of the challenges militating against girl child education in FCT.

**Research Question two:** What are the challenges preventing girl child from going to primary schools [Demand Side]?

Table Two: Responses on the challenges prevent girl child from going to Universal Basic Schools

S/N	The following are the challenges preventing the teachers of Universal Basic Education	Strongly Agree	%	Strongly Disagree	%	Total
1	Poverty	200	100	-	-	100
2	Child labour	169	83.5	31	15.5	100
3	Early marriage	200	100	-	-	100

4	Insecurity	173	86.5	27	13.5	100
5	Culture/religious belief	200	100	-	-	100

Result from research question two item one showed that 200(100%) of the respondents strongly agreed that poverty is preventing girl from going to basic schools in FCT, Abuja.

Research question two item two revealed that 169(83.5%) of the respondents strongly agreed that child labour while 31(215.5%) disagreed that child labour is not responsible for preventing girl from going to basic schools in FCT, Abuja.

Table two item three result disclosed that 200(100%) of the respondents strongly agreed that early marriage is responsible for preventing girl from going to basic schools in FCT, Abuja.

Result for item four showed that 31(38.75%) of the respondents strongly agreed that insecurity while 6(2.7%) disagreed that insecurity will to implement child right law is not responsible for preventing girl from going to basic schools in FCT, Abuja.

Result from research question one table one item four showed that 173 (86.5%) of the respondents strongly agreed that insecurity while 27(13.5%) disagreed that culture and insecurity is not responsible for preventing girl from going to basic schools in FCT, Abuja.. This implies that the majorities of the respondents agreed that culture and religious belief is among the challenges facing the teachers of universal basic education.

Result from research question one table one item five showed that 200 (100%) of the respondents strongly agreed that culture and religious belief is responsible for preventing girl from going to basic schools in FCT, Abuja.. This implies that the majorities of the respondents agreed that culture and religious belief is among the challenges facing the teachers of universal basic education.

## **Discussion**

Inadequate teachers are one of the major challenges facing basic schools in Nigeria. Many students are discouraged when they see how the class is overcrowded for one single teacher. Result from research question one item one revealed that the majorities of the respondents agreed that teaching of large class size is among the challenges facing the teachers of universal basic education. This result is in line with the findings of Ogunode (2012) who discovered that the

quality of education significantly affects girls' enrolment, participation, retention and completion of basic schooling. Girls and their parents often identify poor infrastructure, including inadequate toilet and classroom facilities, and insufficient teachers and teaching, including absent teachers and poor attitudes, behaviour and pedagogy, as key factors that push them out of school

Result from research question one table one item two showed that the majorities of the respondents agreed that inadequate instructional materials is among the challenges preventing girl from going to basic schools in FCT.

Result from research question one table one item three showed that the majorities of the respondents agreed that inadequate instructional materials is among the challenges facing the teachers of universal basic education. Instructional materials are very important in the delivering of lesson in the classroom. Instructional aids makes students to learn fast. The inadequacy affects the delivering of quality education. Students will not learn what they are supposed to learn and they are discourage when lessons are not interesting. This result is in agreement with the submission of Ogunode (2012) who concluded that lack of basic writing and learning materials on the part of the students and inadequate instructional materials in the side of the teachers is preventing the delivering of quality education in basic schools across the country.

Research question one table one item three showed that 31(38.75%) of the respondents strongly agreed that lack of political will to implement child right law is responsible for preventing girl from going to basic schools in FCT, Abuja. The Child Rights Act was passed at Federal level in 2003. This Act further enshrines the rights of all children to free and compulsory primary education and to freedom from discrimination, among other rights. The law has differing levels of acceptance and integration among Nigerian states. By 2020, 26 States had domesticated the Child Rights Act. This implies that the majorities of the respondents agreed that Lack of political will to implement child right law is among the factors preventing girl from going to basic schools in FCT. Ogunode (2012) submits that the inability of the political actor to domesticate the Child Rights Act in their various states is preventing the girl child from accessing the basic education.

Research question one table one item four showed that the majorities of the respondents agreed that inadequate infrastructural facilities is among the factors preventing girl from attending basic

schools in FCT. Deji (2016) observes that many children are not going to basic schools because of inadequate classrooms.

Result from research question one table one item five showed that the majorities of the respondents agreed that Lack of political will to implement child right law is among the challenges the challenges militating against girl child education in FCT. This result collaborate the submission of Ogunode (2012) who opines that inadequate funding of education especially the basic education prevents many Nigerian children from access basic education in their various communities.

Result from research question two table two item one showed that the majorities of the respondents agreed that poverty is among the challenges facing the teachers of universal basic education. Ahmad and Najeemah(2013) observes that in Zamfara state like many other part of the world inaccessibility, low participation, withdrawal and dropping out of girl children's from schools is attributed to many factors of cultural traditions and practices of the parents towards the education of their daughters, prominent among these factors are: socio-cultural beliefs, customs, early marriage, pregnancy, insecurity, harassment, employment in domestic markets, personal engagement, parental services and other traditions practiced by the parents; and also the female students' own decisions to drop-out of schools (Ahmad and Najeemah 2013, UNESCO, 2002)<sup>1</sup>.

Research question two table two item two showed that the majorities of the respondents agreed that inadequate instructional materials is among the challenges facing the teachers of universal basic education. UNICEF (2004) estimated that 15 million children work full time in Nigeria, the majority of whom are girls out of school in Northern States. Most of these children work in very low paid jobs. Mothers may place girls in roles as domestic helpers, nannies to younger children or petty traders to bring additional income into the family home. Educated adult women in urban

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<sup>1</sup> In April 2014, 200 school-girls from Chibok in Borno State in the North East were abducted, and the majority remains in captivity. Schools have been partly transformed into shelters for Internally Displaced Persons (IDPs). Many professional in the administration and management of education in the Northeast Nigeria have been killed in the course of implementing educational programme in the areas. Many school infrastructural facilities worth billions of Naira have been destroyed by the insurgent. Academic calendar and supervision been suspended due to insecurity. Many lecturers have been killed and kidnapped across the country. The United Nations Children Education Fund (UNICEF) reported that Nigeria has the largest number of children, globally, who miss school. The report noted that out of 10.5m children who do not attend school in Nigeria, 60% are girls who live in the north.



areas may employ young girls from rural areas as nannies or domestic workers while their own daughters stay in school.

Result from research question two table two item three showed that the majorities of the respondents agreed that inadequate instructional materials is among the challenges facing the teachers of universal basic education. Among girls surveyed in six Northern States in 2008, 43% cited early marriage as a major obstacle that would prevent them from continuing their schooling and 32% cited pregnancy (ActionAid, 2011). In Gombe and Adamawa States, 60% of girls' withdrawals from primary school were linked to early marriages, which parents considered a religious obligation (Abdulkarim, 2009).

Result from research question two table two item four showed that the majorities of the respondents agreed that culture and religious belief is among the challenges facing the teachers of universal basic education. Deji (2016) observes that the insecurities challenges facing the Northern part of Nigeria is responsible for discouraging girl child from going to basic schools because they are not safe from Boko Haram attack.

Item five showed that the majorities of the respondents agreed that culture and religious belief is among the challenges facing the teachers of universal basic education. Many diverse socio-cultural factors influence the value that parents attach to their daughters' education. Gender norms and stereotypes exclude women and girls from decision-making, community participation and control over their own lives in many areas. As a girl in the North Central said: "Some parents prefer their boys to go to school because only sons inherit and carry on the family name" (Mahdi, 2011 in British Council, 2012). Others may express hostility towards girls' schooling connecting it with loosening morals and Westernisation. Some parents disapprove of what they view as a secular curriculum taught by state schools.

## **Conclusion**

The aim of this study was to investigate the challenges preventing girl child from going to Universal Basic Education in Gwagwalada area council of F.C.T, Abuja, Nigeria. Specific objectives are to:

1. To find out the supply side challenges preventing girl child from going to Universal Basic Schools in Gwagwalada area council of FCT

2. To find out the demand side challenges preventing girl child from going to Universal Basic Schools in Gwagwalada area council of FCT

Result collected and computed revealed that there are challenges preventing the girls from going to Universal basic schools and these challenges are in two forms. The supply side challenges includes shortage of teachers, inadequate instructional materials, lack of political will to implement child right act inadequate infrastructural facilities and inadequate funding of education and the demand side challenges includes poverty, child labour, early marriage, culture and religious belief and insecurity.

### **Recommendations**

Based on the findings, the following were recommended as follows:

- (a) Gender balanced curriculum and education policies should be established. Such curriculum must consider the interest of the girl-child so that she is motivated to learn.
- (b) Girl-child hawking should be stopped through public enlightenment and legislation.-
- (c) Parents should be educated on the values of modern education to the girl-child.
- (d) Awareness should be made to sensitize people on the fact that an end can only come to poverty cycle through educating the girl-child. The reality is that an uneducated girl that marries early also gives her child in marriage very early; so she becomes a grandmother who eventually has to fend for her grand-children who could not be adequately supported by (her daughter) their mother. Thus, the unmerciful cycle of poverty continues.
- (e) Parents should take advantage of the UBE programme and educate their girl-children.- Government at all levels, NGOs, media houses should be involved in awareness programme on the education of the girl-child.
- (f) Women should be given the opportunity to formulate and help execute policies especially those relating to girls and women.
- (g) The girl-child should be sensitized as to the importance of her being educated so as to fight for her rights.
- (h) The government at all levels should legislate the rights of the girl-child (Ahmad and Najeemah, 2013).

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