

Determination of factors that hinders girl-child Education in Kware local government, Sokoto State, Nigeria

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ABSTRACT

This study aims to find out the factors hindering girl-child Education in Kware local government Sokoto Nigeria and the possible solutions. A total of 150 parents with girls of school-going age were selected from the twenty five thousand (25,000) study population, using a multi-stage cluster sampling method. A self-designed questionnaire was used to obtain data from the selected respondents. A reliability index score of 0.85 was obtained through test retest. Descriptive statistics was employed in analyzing the data. Problems hindering girl-child education as revealed by the study include; the perception of parents that girl-child education was against their religion and culture, poverty, co-education, parents' lack of education, hawking amongst girls, early marriage and demand for girls' labour at home. The study finally recommended that there should be more awareness campaign for improvement in girl-child education that will involve both traditional and religious leaders as they exert great influence upon their people.

Key words: Girl-child, education, hawking, culture, religion

1. INTRODUCTION

Numerous challenges exist especially in developing countries Nigeria inclusive that significantly hinder girls' access to western education. Millions of girls are still being denied education and attitudes of their parents play a pivotal role in hindering their access to western education. According to UNESCO (2018) two-thirds of the 774 million illiterates people in the world are females. Furthermore, 132 million girls between the age of 6-17 are out of school and 15 million girls of primary school-age mostly in developing countries of Africa will never enter a classroom (Bello, 2014).

In Nigeria, particularly Northern part, girls are left behind interms of access to western education due to the attitude of their parents toward girl-child education. There are almost five and half million 5.5 m out-of-school girls in Nigeria, and only 4% of young girls in North-West who can read and write (UNESCO, 2018). Data from Sokoto State Ministry of Education indicate that 44% of the total

school-age children are out-of-school. The percentage of male enrollment is (69.8%) compared to (30.2%) for girls. The participation of girls in western education in the local government like most local governments in Sokoto and North-West in general is very low due to some socio cultural and religious factors (Ministry of Education Sokoto, 2019).

Kware local government is among the 149 local governments created throughout the country by the Federal Military Government from 1981 up to 1983. The present reconstituted Kware local government therefore commenced operation officially on the 1st July, 1989. The local government currently comprises of five (5) districts namely, Kware, Durbawa, Hamma'ali, Tsaki, and Ummaruma. The local government also consists of 11 wards and more than 200 hamlets with a population of 133,899 (National Population Commission, 2006).

Like many other parts of Northern Nigeria, western education came into the area during colonial era. Colonial masters established the first primary school in the area currently known as Sarkin Yamma Model primary School, kware in 1932. The school started with only male pupils as parents refused to send their female children to the school. Two years later, Sokoto girl's centre was established in 1934 in Sokoto for the enrollment of female pupils (Bello, 2014). Despite the establishment of the centre, females from the area, were not opportune to attend the centre. The first secondary school was established in the area in 1970 even though the school was only meant for male students. For long, there was no girls's school in the area. Many parents were reluctant to sent their female children to boarding girl's schools available in the state. Only few female pupils from elite and affluent families from the area were able to attend secondary schools in other parts of the state. The enrollment of female pupils improved in the area due to the establishment of some junior secondary schools in Kware, Durbawa and Hamma'ali. in 2000. The schools accommodated both males and females pupils. This provides opportunity for female pupils to have access to secondary school education in their respective areas. Problems started arising due to mingling of male and female pupils (Muhammad *et al.*, 2019).

Consequently, Government Day Junior Secondary School, Kware was upgraded in 2017 to full Government Girls Day Secondary School meant for only female pupils. In spite of the upgrading, the enrollment was not impressive as the School has less than 300 female students. Data from Ministry of Education, Sokoto indicates that the local government has now 91 primary schools with 33% female enrollment, 2 Girls secondary schools in Kware and Maruda. 4 secondary schools in Kware, Durbawa, More and Hamma'ali as well as many junior secondary schools. Many females of school age in the the local government are still out of school with many of them engaging in hawking. This study aims to find out the factors hindering girl-child Education in Kware local government Sokoto Nigeria and the possible solutions.

2. MATERIALS AND METHODS

Research Design

This research employed a survey method. The descriptive survey was used with the aim of finding out the attitude of parents toward girl-child education in Kware local government.

Population of the study

The study population consists of all parents with female children of school going age in Kware local government area, Sokoto State. The study population is estimated to be around twenty five thousand (25,000) (National Population Commission, 2006).

Sample and sampling technique

This reseach work selected one hundred and fifty (150) respondents out of the twenty five thousand (25,000) study population. The sampling technique employed in the study was probability sampling using multi cluster sampling. The study area Kware local government consists of five (5) districts, namely Kware district, Durbawa district, Hamma'ali district, Ummaruma district, and Tsaki district. The local government also comprises eleven wards. One ward was selected from each of the aforementioned districts. Therefore, the wards selected includes Kware ward, Tsaki/walaka'i ward, Durbawa ward, Hamma'ali/Marabawa ward, and Gidan rugga ward. Therefore, Thirty (30) questionnaires were allocated to each of the five (5) selected wards.

Instrument for Data collection

The instrument used in collecting data from the respondents for this study is self-designed structured questionnaire to elicit responses from the respondents concerning their attitude toward girl-child education. Considering the fact that majority of respondents of this study could not answer the questionnaire in English language, the questionnaire was translated into Hausa language to enable them fill it appropriately without difficulties.

Validity of the instrument

The self-designed structured questionnaire was thoroughly checked and reviewed by the experts in the field to ensure its validity.

Reliability of the instrument

Reliability of the questionnaire used was determined by carrying out a pilot test.

3. METHOD OF DATA ANALYSIS

Descriptive statistics was employed in analyzing the data gathered from the respondents through the use of tables, frequencies and percentages.

Table 1: Distribution of respondents by whether poverty prevents parents from sending girls to school

Poverty prevents parents from sending girls to school	Frequency	Percentage
Strongly agreed	63	47
Agreed	31	23
Disagreed	27	20
Strongly disagreed	14	10
Total	135	100

Source; field survey, 2020

Table 1 displays distribution of respondents by whether poverty prevents parents from sending girls to school. 63 respondents (47%) strongly agreed that poverty prevents parents from sending girls to school, thirty one (31) respondents (23%) also agreed, twenty seven (27) respondents (20%) disagreed, while fourteen (14) respondents (10%) strongly disagreed.

Table 2: Distribution of respondents by parents' lack of education prevents parents from sending girls to school.

Parents' lack of education prevents them from sending girls to school.	Frequency	Percentage %
Strongly agreed	33	25
Agreed	51	38
Disagreed	37	27
Strongly disagreed	14	10
Total	135	100

Source; field survey, 2020

Table 2 shows distribution of respondents by whether parents' lack of education prevents them from sending girls to school. Thirty three (33) respondents (25%) strongly agreed, fifty one (51) respondents (38%) also agreed, thirty seven (37) respondents (27%) disagreed, while fourteen (14) respondents (10%) disagreed.

Table 3: Distribution of respondents by whether co-education prevents parents from sending their girls to schools

Coeducation prevents parents from sending girls to school.	Frequency	Percentage
Yes	77	57
No	58	43
Total	135	100

Source; field survey, 2020.

Table 3 shows distribution of respondents by whether co-education prevents parents from sending girls to schools. Seventy seven (77) respondents (57%) opined that co-education prevents parents from sending girls to schools, while fifty eight (58) respondents (43%) opined that coeducation does not prevent parents from sending girls to school.

Table 4: Distribution of respondents by whether hawking hinders girl-child education

Hawking hinders girl-child education	Frequency	Percentage
Strongly agreed	58	43
Agreed	40	30
Disagreed	23	17
Strongly disagreed	14	10
Total	135	100

Source; field survey, 2020

Table 4 indicates distribution of respondents by whether hawking hinders girl-child education. Fifty eight (58) respondents (43%) strongly agreed, Forty (40) respondents (30%) agreed, twenty three (23) respondents (17%) disagreed, while fourteen (14) respondents (10%) strongly disagreed.

Table 5: Distribution of respondents by whether distance of girls' schools discourages girl-child education

Distance of girls's schools discourages girl-child education	Frequency	Percentage
Strongly agreed	24	18
Agreed	27	20
Disagreed	31	23
Strongly disagreed	53	39
Total	135	100

Source; field survey, 2020

Table 5 displays distribution of respondents by whether distance of girls's schools discourages girl-child education. Twenty four (24) respondents (18%) strongly agreed, 27 respondents (20%) agreed, thirty one (31) respondents (23%) disagreed, while fifty three (53) respondents (39%) strongly disagreed.

Table 6: Distribution of respondents by whether early marriage hinders girl-child education

Early marriage hinders girl-child education	Frequency	Percentage
Yes	91	67
No	44	33
Total	135	100

Source; field survey, 2020

Table 6 shows distribution of respondents by whether early marriage hinders girl-child education. Ninety one (91) respondents (76%) opined that early marriage hinders girl-child education, while Fourty four (44) respondents (33%) opined otherwise.

Table 7: Distribution of respondents by whether demand for girls' labour at home impedes girl-child education

Demand for girls' labour impedes girl-child education	Frequency	Percentage
Strongly agreed	33	24
Agreed	20	15
Disagreed	43	32
Strongly disagreed	39	29
Total	135	100

Source; field survey, 2020

Table 7 shows distribution of respondents by whether demand for girls' labour at home impedes girl-child education. Thirty three (33) respondents (24%) strongly agreed, twenty (20) respondents (15%) agreed, Forty three (43) respondents (32%) disagreed, while thirty nine (39) respondents (29%) strongly disagreed.

Table 8: Distribution of respondents by whether inadequate schools' infrastructure hinders girl-child education

Inadequate schools' infrastructure hinders girl-child education	Frequency	Percentage
Yes	102	76
No	33	24
Total	135	100

Source; field survey, 2020

Table 8 shows distribution of respondents by whether inadequate schools' infrastructure hinders girl-child education. One hundred and two (102) respondents (76%) are of the opinion that inadequate schools' infrastructure hinders girl-child education, while thirty three (33) respondents (24%) are of the opinion that inadequate schools' infrastructure does not hinders girl-child education.

Possible solutions to the problems hindering girl-child education

Table 9 indicates distribution of respondents by whether there is need for more awareness campaign for girl-child education. One hundred and two (102) respondents (76%) opined that there is need for more awareness campaign for girl-child education, while thirty three (33) respondents (24%) opined that there is no need for awareness campaign for girl-child education.

Table 9: Distribution of respondents by whether there is need for more awareness campaign concerning girl-child education

There is need for more awareness campaign for girl-child education	Frequency	Percentage
Yes	102	76
No	33	24
Total	135	100

Source; field survey, 2020

Table 10: Distribution of respondents by whether monetary assistance for parents can improve girl-child school attendance

	Frequency	Percentage
Strongly agreed	83	62
Agreed	34	25
Disagreed	10	7
Strongly disagreed	08	6
Total	135	100

Source; field survey, 2020

Table 10 displays distribution of respondents by whether monetary assistance for parents can attract their attention to send their girls to schools. Eighty three (83) respondents (62%) strongly agreed, thirty four (34) respondents (25%) agreed, ten (10) respondents (7%) disagreed, while eight (8) respondents (6%) strongly disagreed.

Table 11: Distribution of respondents by whether cancellation of co-education can improve girl-child education

Cancellation of co-education can improve girl-child education	Frequency	Percentage
Yes	109	81
No	26	19
Total	135	100

Source; field survey, 2020

Table 11 indicates distribution of respondents by whether cancellation of co-education can improve girl-child education. One hundred and nine (109) respondents (81%) opined that cancellation of co-education can improve girl-child education, while twenty six (26) respondents (19%) opined otherwise.

Table 12: Distribution of respondents by whether religious and traditional rulers should be included in awareness campaign for improvement of girl-child education

Religious and traditional rulers should be included in awareness campaign	Frequency	Percentage
Strongly agreed	38	28
Agreed	49	36
Disagreed	33	25
Strongly disagreed	15	11
Total	135	100

Source; field survey; 2020

Table 12 displays distribution of respondents by whether religious and traditional rulers should be included in awareness campaign for improvement of girl-child education. Thirty eight (38) respondents (28%) strongly agreed, Forty nine (49) respondents (36%) disagreed, thirty three (33) respondents (25%) disagreed, while fifteen (15) respondents (11%) strongly disagreed.

Table 13: Distribution of respondents by whether sending of female teachers to girls' schools can improve girl-child education.

Sending female teachers to girls' schools can improve girl-child education	Frequency	Percentage
Strongly agreed	47	35
Agreed	39	29
Disagreed	29	21
Strongly disagreed	20	15
Total	135	100

Source; field survey, 2020

Table 13 displays distribution of respondents by whether sending of female teachers to girls' schools can improve girl-child education. Forty seven (47) respondents (35%) strongly agreed, thirty nine (39) respondents (29%) disagreed, 29 respondents (21%) disagreed, while twenty (20) respondents (15%) strongly disagreed.

Table 14: Distribution of respondents by whether there is need for building more girls' schools

There is need for building more girls' schools	Frequency	Percentage
Yes	89	66
No	46	34
Total	135	100

Source; field survey,2020

Table 14 shows distribution of respondents by whether there is need for building more girls' schools. Eighty nine 89 respondents (66%) opined that there is need for building more girls' schools in their communities, while Forty six (46) respondents (34%) opined that there is no need for building more girls' schools in their communities.

Table 15: Distribution of respondents by whether there is need for provision of more schools' infrastructure for improvement in girl-child education

There is need for provision of more school' infrastructure for improvement in girl-child education	Frequency	Percentage
Strongly disagreed	38	28

Agreed	57	42
Disagreed	21	16
Strongly disagreed	19	14
Total	135	100

Source; field, survey, 2020

Table 15 displays distribution of respondents by whether there is need for provision of more schools' infrastructure. Thirty eight (38) respondents (28%) strongly agreed, fifty seven (57) respondents (42%) agreed, twenty one (21) respondents (16%) disagreed, while nineteen (19) respondents (14%) strongly disagreed.

Table 16: Distribution of respondents by whether compelling parents to delay marriage of their girls until after secondary school can improve girl-child education

Delaying marriage for girls can improve girl-child education	Frequency	Percentage
Strongly agreed	43	32
Agreed	23	17
Disagreed	37	27
Strongly disagreed	32	24
Total	135	100

Source; field survey, 2020

Table 16 shows distribution of respondents by whether compelling parents to delay marriage of their girls until after secondary school can improve girl-child education. 43 respondents (32%) strongly agreed, twenty three (23) respondents (17%) agreed, thirty seven (37) respondents (27%) disagreed, while thirty two (32) respondents (24%) strongly disagreed.

Table 17: Distribution of respondents by whether banning street hawking amongst girls can improve girl-child education

Banning street hawking amongst girls can improve girl-child education	Frequency	Percentage
Yes	104	77
No	31	23
Total	135	100

Source; field, 2020

Table 17 shows distribution of respondents by whether banning street hawking amongst girls can improve girl-child education. One hundred and four (104) respondents (77%) opined that banning street hawking amongst girls can improve girl-child education, while thirty one (31) respondents (23%) opined otherwise.

4. DISCUSSION

On the problems hindering girl-child education, the study found out that majority of respondents seventy six (76) representing 56% argued that girl-child education was against their culture, while forty (40) respondents representing 30% strongly agreed that girl-child education was against their culture, while thirty five (35) respondents representing 26% agreed that girl-child education was against their culture. These findings correspond with the findings of Muhammad et al (2019) who found out in his study that 85% of respondents emphasized that girl-child education was against their cultural and religious beliefs. Kainuwa & Yusuf (2013) also argued that there was a very slow progress on girl-child education over the years due to cultural traditions and practices of the parents.

Poverty was also another factor hindering girl-child education as found out by the study. Majority of respondents argued that poverty was among the factors preventing parents from sending their girls to schools. Sixty three (63) respondents representing 47% strongly agreed that poverty was among the factors preventing parents from sending their girls to schools, thirty one (31) respondents representing 23% also agreed, while twenty seven (27) respondents representing 20% disagreed and fourteen (14)

respondents representing 10% strongly disagreed. Muhammad et al (2014) also found similar findings among parents in Sokoto South local government.

Early marriage was also among the factors hindering girl-child education as identified by the study. 81 respondents representing 60% opined that early marriage hinders the progress of girl-child education. This correspond with the findings of Onoyase (2018) who found out that parents in Sokoto state believed that girls should be given out in marriage and the scarce resources available should be used to provide education to the male children. Other factors hindering girl-child education identified by the study includes the existence of co-education in schools, lack of parents' education, street Hawking amongst girls as well as the demand for girls' labour at home.

On the solutions to the problems hindering girl-child education as identified by the study, measures such as increased awareness campaign for improvement in girl-child education, monetary assistance for parents with girls of school going age, cancellation of co-education sending female teachers to girls' schools, providing more schools' infrastructure, banning street hawking among girls as well as delaying marrying girls until after secondary school were identified as measures to be taken for improvement in girl-child education.

5. CONCLUSION

The findings obtained from this study indicated that, factors hindering girl-child education include; perception of parents that girl-child education is against their religion and culture; poverty; parents' lack of western education; co-education; hawking amongst girls; early marriage; the demand for girls' labour at home and lack of schools' infrastructure.

Conflict of interest

The authors declare that they have no conflict of interest.

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Ethical approval

This article does not contain any studies with human participants performed by any of the authors.

Data and materials availability:

All data associated with this study are present in the paper.

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