UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL.15 (1);
https://unijerps.org
2021 Impact Factor: 5.641; 2020 Impact Factor: 5.355.
January-June, 2023
Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363

INFLUENCE OF SCHOOL LOCATION ON GIRL-CHILD ENROLMENT, RETENTION AND COMPLETION OF JUNIOR SECONDARY SCHOOL IN NORTH-EAST NIGERIA

Yagana Alhaji Abba (PhD)
Department of Education, Borno State University, Maiduguri, Nigeria
Email: yaganaalhajiabba@gmail.com

ABSTRACT
The purpose of the study was to determine the influence of school location on girls in enrolment, retention and completion of junior secondary schools in North-East Nigeria. Three hypotheses were tested. In this survey, 769 respondents from Kanuri-dominated Local Government Areas in Borno and Yobe State took part. Data was gathered using a pro-forma and a questionnaire. Charts were utilized to for data presentation and independent sample t-test was employed to test the hypotheses. The study's findings showed that the location of the school had great impact on how many girls enroll, retained and complete junior secondary schools. The study therefore, recommended that government should make provision to educate girl-child particularly where parents cannot afford to educate them.

Keywords: Girl-child, Enrolment, Retention, Completion, Location

Introduction
In its general sense, education is a type of learning in which the information, abilities, and behaviors of a population are passed down from one generation to the next through instruction, study, or even just autocratic dictation. (Muhammad, Danjuma, Jega & Samaila, 2022). One of the requirements for promoting social and economic growth is education for girls (Deepika, Reddy, Kameswari, and Sreedevi, 2022). Whether a male or a girl, education is a necessary component of a living being, according to Dualle, Onkware, and Nabiswa (2022). Being smarter, learning new things, and being aware of global realities all benefit from it. The education of girls must be a priority for the nation's overall growth because women are crucial to the nation's overall functioning.

Education is generally acknowledged as a tool to foster economic development. It is defined in simple terms as a platform for teaching, learning and acquiring knowledge. Apart from the acquisition of knowledge, one may earn respect from society when educated because to be uneducated is sometimes associate to one being a low life person. Education has been a necessity in the lives of individuals over the years especially in this 21st century and hence considered as a compulsory action in most parts of the world. Interestingly, education has been a goal to be achieved by individuals, societies, communities, organizations, governments

and the world as a whole. The awareness of its importance has become one of the most talked-about topic today and with that regard, much effort is sorted to bring education to all humans (Gyasi, Lulin, Chen and Amissah, 2020).

Our culture continues to struggle with gender imbalance in education, particularly for girls from rural areas and poorer socioeconomic origins. The education of girls has received increased attention recently, especially in underdeveloped nations. Education for girls is so important for the growth of any civilization that any willful disregard of their education could be dangerous for the entire society. This is true because research shows that educating girls has a bigger impact on eradicating poverty and fostering sustainable development. Unfortunately, there are numerous obstacles to girls' education in Nigeria. (Saka-Olokungboye, Ilugbami, Ilugbami, Olateru-Olagbegi, 2022).

Human settlements take on both rural and urban characteristics in the majority of the world's emerging nations. The majority of African societies are typically rural outposts. Nigerian rural families have seized the chance that elementary and secondary schools exist in their communities to send their kids there for a contemporary education, which they hope will provide their kids better futures. Due to remote location of most rural dwellers, they are most times constrained by distance to send their children to far away and high fee-parley urban schools. Most schools, especially in rural areas are located some distance from the pupils' residence, where there is such a long walking distance, girls feel the effects more severely, hence she cannot be enrolled or even when enrolled she will not complete (Plan, 2012). Evidence from Africa indicates parents' reluctance to send girls to schools far from home because girls are considered to be weaker than boys and hence unable to burn up the energy required to walk to and from school every day (Mushi & Mauki, 2012).

Empirical review's equally lay credence on the effects of school location on the education of girl-child. In Borno State, so many girls have been denied education as a result of the activities of Boko Haram insurgents targeting schools and who are opposed to Western Education. In 2014, over 200 girls were abducted from Government Girls Secondary School, Chibok besides those who managed to escape or the ones later freed, many have not been found till date, (Grema, 2021). The fact is, any school cited at the outkirt of the town, village or large settlement is at danger of being attacked. Chibok village is about one hundred and twenty four (124) kilomiters from the state capital and the school is located at a distance from the village.

Female education in the North East which was originally very poor even before insurgency, has worsened as a result of attacks on schools by insurgents and kidnappings of female students. This state of insecurity has forced parents to keep their daughters at home and this affects girl-child education. The trauma inherently experienced by victims can cause them to develop disinterest in education. It has been shown that due to this trend, female students

are apprehensive of being kidnapped and as such, stay away from school.

Mohammed (2015) examined the prospect of girl-child education in the North-East, Nigeria using a sample size of 180 teachers for the study. It was discovered that the prospect girl-child education in the North-East was not commendable. Embwa, Shaur, Sammy and Namasaka (2018) examined the effects of cultural factors on low access to basic education among girls in Bali Local Government Area of Taraba State Nigeria. Their finding revealed that parents preferred to educate their male than female children.

In a related development, Ugwuaba (2008) conducted a study to investigate the factors inhibiting girl-child education in Nigeria. The results indicated that factors such as school location, and violence against girls were responsible for poor enrolment and high level of out of school girls. Girl child usually suffers set back in terms of access to formal education. Parents tend to give priority to the education of the male child as opposed to the girl child. Male children are therefore considered as privileged heirs who should be trained to take over the family affairs after the exit of the father. On the other hand, Kanuri girl children are usually given out early for marriage, confined to the role of satisfying their husbands, keeping the home and continuously remaining dependent on the husband for everything. The location of the school, to a greater extent could also affect girl child education among the Kanuri's in Borno and Yobe States. This value system do influence the education of the Kanuri girl child thereby hindering them from being socially and economically independent as a result of culture.

Research Question

i. Does school location has influence on girl-child enrolment, retention and completion of junior secondary school in North East Nigeria?

Research Hypotheses

The following hypotheses were tested at 0.05 significant level:

H_{01}: School location has no influence on girl-child enrolment in junior primary school in North East Nigeria

H_{01}: School location has no influence on girl-child enrolment in junior primary school in North East Nigeria

H_{01}: School location has no influence on girl-child enrolment in junior primary school in North East Nigeria

Research Method

The design of this study was a descriptive survey design. According to Iheanacho and Iheanacho (2012), descriptive survey design described the data or phenomenon under study by answering the questions of who, what, where, when and how. The population for this study involves the parents of all the Kanuri girl-child in Junior Secondary Schools in all the twenty eight Kanuri dominated local government areas of Borno and Yobe States which is about eight-hundred and twenty-seven thousand, five-hundred and twelve (827,512) Kanuri parent in rural and urban areas of Borno and Yobe States. A pro forma and a questionnaire were used for data collection. The pro forma was

used to get information on girl-child enrolment, retention and completion of junior secondary school while the questionnaire was used to get information on the opinion of parents on the influence of location on girl child enrolment, retention and completion of junior secondary. Simple random sampling technique was used in drawing a sample of three-hundred and eighty (380) from Borno and three-hundred and eighty (380) from Yobe making a total of seven-hundred and sixty (760) all together in the two states. The questionnaire were distributed but 679 were retrieved and used for analysis.

Presentation of Results

The demographic characteristics of the respondents such as age and parents' occupation were presented in charts

Parents' Occupation

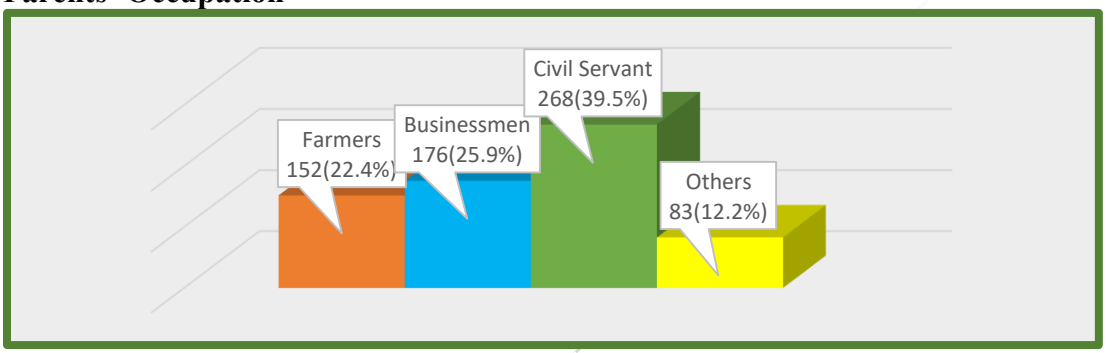


Figure 1: Bar-chart showing the distribution of the respondents by occupation

Figure 1 revealed that 152(22.39%) of the respondents are farmers, 176(25.92%) of the respondents are businessmen, 268(39.47%) of the respondents are civil servants and 83(12.22%) of the respondents are housewives.

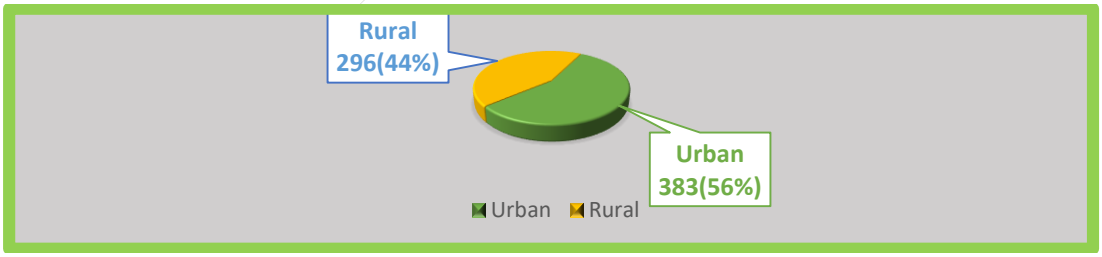


Figure 2: Pie-chart showing the distribution of the respondents based location of residence (rural and urban)

Figure 2 revealed that 383 representing 56% of the respondents are living in urban areas while 296 respondents representing 44% are living in rural areas. Therefore, majority of the respondents are living in urban areas.

Table 1: Influence of School Location on Girl-Child Education in Junior Secondary School

S/N	ITEMS	SA	A	DA	SD	Mean
1	Distance to school especially in rural areas discourages girls from remaining in school to complete their education	233 (34.32%)	311 (45.80%)	198 (29.16%)	63 (9.28%)	3.42
2	Provision of teaching and learning resources in the rural schools	187 (27.54%)	294 (43.30%)	141 (20.77%)	57 (8.39%)	2.90
3	Improvement of school infrastructure	208 (30.63%)	241 (35.49%)	165 (24.30%)	65 (9.57%)	2.87
4	Families in rural areas do not consider schooling as an important tool for child progress in society.	199 (29.31%)	328 (48.31%)	97 (14.29%)	55 (8.10%)	2.99
5	Due to absence of several basic social amenities in rural areas, learning is not effective	227 (33.43%)	283 (41.68%)	102 (15.02%)	67 (9.87%)	3.02

Table 1 gives the responses of the parents on the influence of location on girl child enrolment, retention and completion of junior secondary schools. Result revealed that some of the factors influence girl child enrolment, retention and completion include: distance to school(mean = 3.42), provision of teaching and learning materials especially in the rural schools(mean = 2.90), improvement of school infrastructure with mean of 2.87, lack of awareness by people in rural areas with mean of 2.99 and lack of basic social amenities in the rural areas with mean of 3.02.

Table 2: Summary of the independent sample t-test on the mean difference of parents on girl-child enrolment by location

Location	N	Mean	SD	Df	T	p-value	Remark
Rural	296	6.19	0.694	677	-16.783	0.00	Reject H_0
Urban	383	8.85	2.177				

Table 2 gives the result of the difference in socio-cultural values of Kanuri people based location in relation to girl child enrolment. Results revealed that there is significant difference in girl child enrolment because the p-value of (0.00) is less than the level of significant ($\alpha = 0.05$). The results further revealed that the mean score of parents in the urban area 8.85 is higher than parents of the rural areas with mean 6.19.

Table 3: Table 1: Summary of the independent sample t-test on the mean difference of parents on girl-child retention by location

Location	N	Mean	SD	df	T	p-value	Remark
Rural	296	6.25	0.659				
				677	-22.581	0.00	Reject H_0
Urban	383	8.27	1.180				

Table 3 gives the result of the difference in socio-cultural values of Kanuri people based location in relation to girl child retention. Results revealed that there is significant difference in girl child retention between parents of urban area and parents who live in the rural areas because the p-value of (0.00) is less than the level of significant ($\alpha = 0.05$). The results further revealed that the mean score of parents in the urban area (8.27) is higher than the mean of the parents in the rural areas with mean 6.25.

Table 4: Summary of the independent sample t-test on the mean difference of parents on girl-child completion of JSS by location

Location	N	Mean	SD	df	T	p-value	Remark
Rural	296	3.64	0.482				
				677	-23.978	0.00	Reject H_0
Urban	383	4.91	0.676				

Table 4 gives the result of the difference in socio-cultural values of Kanuri people based on location in relation to girl child completion of junior secondary schools in Borno and Yobe State. Results revealed that there is significant difference in girl child completion between female students in urban and urban areas with p-value of (0.00) is less than the level of significant ($\alpha = 0.05$). The results further revealed that the mean responses of parents in the urban area (4.91) is higher than the mean response of the parents in the rural areas with mean 3.64. Therefore, location has influence on girl child enrolment, retention and completion in junior secondary schools in Borno and Yobe State. Hence hypothesis one is rejected.

Conclusion

Based in the findings of this study, it was concluded that the school location has significant influences on girl-child enrolment. Factors such as distance to school, provision of teaching and learning materials especially in the rural schools, improvement of school infrastructure, lack of awareness by people in rural areas and lack of basic social amenities in the rural areas has influence on girl child enrolment, retention and completion. And in most cases, even the ones being enrolment find it difficult to be retained

in the schools as well as completing the junior secondary schools.

References

Deepika, K. S., Reddy, R. G., Kameswari, S. L. & Sreedevi, P. (2022). Status of Girl Child Education in Rural and Tribal Areas of Telangana State. *Journal of Community Mobilization and Sustainable Development, 17*(2), 585-591.

Dualle, A. O., Onkware, K., & Nabiswa, F. (2022). Effects of Socio-Cultural Practices on Humanitarian Response for Girl-Child Education among South Sudanese Girls in Kakuma Camp, Kenya. *International Journal of Social Sciences and Humanities Invention, 9*(11), 7322-7335.

Iheanacho, A. C. & Iheanacho, A. A. (2012). *Research Methodology for Social Sciences and Education*. Stirling-Horden Publishers Ltd.

Gyasi, P. A., Lulin, Z., Chen, Y., & Amissah, E. B. (2020). Assessing Girl Child Education and Parental Consciousness and Involvement in the Ashaiman Municipality. *International Journal of Scientific Research in Science, Engineering and Technology, 7*(5), 333-360.

Muhammad, S., Danjuma, M., Jega. S. U. & Samaila, D. (2021). Socioeconomic Factors and Girl Child Education (A Case Study of Some Selected Secondary Schools in Jega). *International Journal of Arts and Social Science, 4*(4), 56-63.

Saka-Olokungboye, N., Ilugbami, F. M., Ilugbami, J. O., & Olateru-Olagbegi, O. (2022). Poverty: As an Impediment to Girl-Child Education in Akoko Ondo State. *British Journal of Multidisciplinary and Advanced Studies, 3*(2), 64-77.