

## Socioeconomic Factors and Girl Child Education (A Case Study of Some Selected Secondary Schools in Jega)

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**ABSTRACT:** This research work focus on the socioeconomic factors affecting girls' child education in Jega metropolis, Kebbi state. Three (3) schools were selected out of fourteen (14) secondary schools using simple random sampling, two hundred and fifty (250) students were draw from the target population using Slovene formula for sample size determination and twenty one teachers (21) teachers were also selected out of twenty eight (28) total population. Questionnaire was used to obtain information. Simple frequency distribution, percentages and mean was used to analyse the data. Based on the findings of the research, the result in table 1, on the question asked to the teachers; Does parental levels of income affects girls child education in which the findings show that out of 21 total respondents, 17 (82%) respondents are the majority that agreed on the parental level of incomes affect girl child education. Also in table 2, on the Students responses; on the question asked Does your Religion Permit Girl Child Education? In which the findings show that 140 (56%) respondents agreed that, their religion permit girl child education are the majority. The researcher conclude that, from the findings, it indicates that parental levels of income affects girl child education. The researcher recommended that, The Ministry of Education (MOE) should put in more effort to support girls since they are equally needed to participate fully just like boys. This should be done through implementing policies that are already in existence. The enforcement of girls' re-enrolment back to school after delivering babies should also be implemented.

**Keywords:** Socioeconomic Factors, Girl Child, Education

### I. INTRODUCTION:

#### Background to the Study

Education in its general sense, is a form of learning in which knowledge, skills and habits of a group of people are transferred from one generation to the next through teaching training, research or simply through auto dictatism (Mbiling 1991). Education for girls is one of the criteria path ways to promote social and economic development (World Bank 2009). Since 2002, United Nations Educational scientific and cultural organization (UNESCO) and the global community have been striving to attain the Dakar Education for all (EFA) goal. Considering the fact that education for girls and women is an urgent priority, the Dakar framework for action contained a time-bound goal (goals 5) devoted specifically to gender parity and equality in education. Moreover, special attention had been paid to women and girl in other goals; for example, goal two stipulates that by 2015 all children, particularly girls' children in difficult circumstances and those belongings to ethics minorities will have access to a complete free and compulsory primary education of quality.

In Africa, many girls are prevented from getting the education entitled to them because families often send their daughters out to work at a young age, so that they can get the addition incomes they may need to exist beyond subsistence level, and finance the education of sons. It has been reported in BBC News (2006), that African societal view point favours boys over girls because boys maintain the family lineage. Additional reasons why girls do not have adequate access to education in Africa include the fact that many have to stay home to nurse relative with HIV/AIDS. That their mothers were not educated is another reason that makes them feel that their daughters do not need education. Furthermore, some families do not believe in education of girls.

In Uganda, Birungi (2008) cited the rampant fire in schools as examples of the gaps in implementation of the girl-child education. She noted that the previous year's floods in eastern Uganda left many schools in disrepair and these were seen as forms of exclusion. Children in Bundibugyo district cannot access schools during the raining season and Government has done nothing to alleviate the problem.

In Kenya, girl-child education is elusive. Mwangi, (2004) wrote that a combination of poverty, disease and backward cultural practices continued to deny the girl-child their right to education. Even with the introduction of free primary education, access to education is still remaining a wide dream to many Kenyan children. Despite the introduction of free primary education in the country which accounted for an increase in enrolment, a sizeable number of children, especially girls, still find themselves out of school owing to a number of reasons. These reasons are: demands for their labour in the homes such as assisting in looking after their young siblings; child marriage, doing house chores, death of mother, and looking after the sick member of the family. Some of the girls are given to marriage against their wish and when they refuse, they are threatened with death. The children are given to marriage at a tender age in quest of dowry from the husbands. But how much is the amount and for how long does it last? The girls lament that because of the setbacks they still their parents had did not escape from poverty and nothing to show for the dowry received.

UNICEF (2003) reported that in Sub-Sahara Africa, the number of girls out of school each year has risen from 20 million in 1990 to 24 million in 2002. Of the 25 selected countries studied, fifteen (15) were in Sub Saharan Africa. The criteria studied were: low enrolment rates for girls; gender gaps of more than 10 percent in primary education; countries with more than one million girls out of school. The fifteen countries included Chad, Nigeria, Sudan, Tanzania, Eritrea, Ethiopia and the Democratic Republic of Congo.

The federal ministry of education in Nigeria (FME, 2006) found out that, in the southern part of Nigeria, a moderate bias towards boys' enrolment is evident in the south west of Nigeria, while the south east displays a bias girls towards girls' enrolment. In the north there is strong evidence of bias towards boys' enrolment. Offorma (2008) confirmed that disparity is more in the northern part of the country in favour of the boy-child than in the southern part. In the southern eastern Nigeria, there are more girls than boys in the secondary schools, but more boys than girls in the pre-primary, except for Ebonyi and Imo state.

### **Problem Statement**

There were more boys than girls participating in secondary schools education in Jega metropolis. Therefore, this causes a lot of concerns to the researcher and call for gender diagnosis. Therefore, the main research problem of this study borders on finding the socioeconomic factors affecting girls child education in Jega metropolis.

### **Research Questions**

The following research questions had been formulated to guide the study

1. What are the socio-economic factors affecting the girl child education in Jega metropolis?
2. To what extent have socio economic factors affects girl-child education in Jega Metropolis?

### **Hypothesis**

The following hypothesis were also formulated to guide the study

HO<sub>1</sub>: There is no significant relationship between socioeconomic factors and girls child education in Jega metropolis.

HO<sub>2</sub>: There is significant relationship between socioeconomic factors and girls-child education in Jega metropolis.

### **Scope of the study**

#### **Geographical Scope**

Jega is a city located in Kebbi state, Nigeria. It is found in 12.22 latitude and 4.38 longitude and it is situated at elevation 214 meters above sea level. Jega has population of 73,495 making it the second biggest city in Kebbi state. It operates on the WAT time zone, which means that it follows the same time zone as Birnin Kebbi, Kebbi state, Nigeria. The selected schools to be involved in this research are : Government day secondary school Jega, located in the west of Jega metropolis, Government Girls day secondary school Jega located in the east of Jega metropolis and Government day secondary school Oke Jega located at the south west of Jega metropolis.

### **Significant of the Study**

The result of the study could be used by the school administrators and teachers in understanding girl-child socio-economic factors and give them necessary guidance and counselling to improve principals' influence on girl child participation in secondary education in Jega Metropolis. The information may be used by the educators to sensitize teachers on how to make girls to have a positive attitude towards participation in education. The findings may also be used by the Ministry of Education to enhance provision of teaching learning resources to enable girls to participate well in secondary education. The findings may sensitize parents to be aware of their roles in supporting the girl- child participation in education. Finally the results of the study may add to the existing knowledge on factors affecting principals' influence on girl-child education

## **II. LITERATURE REVIEW**

### **Socioeconomic Factors**

According to a draft report of the Australian commission on health Krieger, Williams and Moss (2007) refer to socioeconomic position as an aggregate concept that includes both resource-based and prestige-based measures, as linked to both childhood and adult social class position from among the children

Additionally, low income and education have been shown to be strong predictors of a range of physical and mental health problems, including respiratory viruses, arthritis, coronary disease, and schizophrenia. These problems may be due to environmental conditions in their workplace, or, in the case of disabilities or mental illnesses, may be the entire cause of that person's social predicament to begin with. Education in higher socioeconomic families is typically stressed as much more important, both within the household as well as the local community. In poorer areas, where food, shelter and safety are priority, education can take a backseat. Youth audiences are particularly at risk for many health and social problems in the United States, such as unwanted pregnancies, drug abuse, and obesity

### **Income**

Income refers to wages, salaries, profits, rents, and any flow of earnings received. Income can also come in the form of unemployment or worker's compensation, social security, pensions, interests or dividends, royalties, trusts, alimony, or other governmental, public, or family financial assistance. Income can be looked at in two terms, relative and absolute.

Akanle (2007) also mentioned Parental income in his work to be a strong factor upon which the academic and vocational successes of secondary and junior secondary school students lie. According to his investigation, parental income cannot be sufficient to sustain the academic and personal social life of the student in sub rural school areas. And this can seriously affects the psychological balance or homeostatic balance in the classroom, which causes low concentration, low perception, frustration, sickness and emotional disability in academic performance of the students and can also lead to dropping out or withdrawal. Therefore a child may be found to perform poorly in his school work and even drop out of school, when he is deprived of essential needs. This is consistent with Bugembe et al (2005) finding which suggested that child welfare at school is a determinant of child retention and also incorporates the rights of children to adequate living standards (shelter, nutrition and healthcare, water, and sanitation services) that are vital for child growth and development .Bugembe et al (2005) explained that In urban areas, most poor families can hardly afford the cost of water talk less of education of their children; this without no doubt lead to a low academic performance and high dropout rate

### **Occupation**

Occupational prestige, as one component of Socioeconomic Factors, encompasses both income and educational attainment. Occupational status reflects the educational attainment required to obtain the job and income levels that vary with different jobs and within ranks of occupations. Additionally, it shows achievement in skills required for the job. Occupational status measures social position by describing job characteristics, decision making ability and control, and psychological demands on the job. Occupations are ranked by the Census (among other organizations) and opinion polls from the general population are surveyed. Some of the most prestigious occupations are physicians and surgeons, lawyers, chemical and biomedical engineers, university professors, and communications analysts. These jobs, considered to be grouped in the high SES classification, provide more challenging work and greater control over working conditions but require more ability. The jobs with lower rankings include food preparation workers, counter attendants, bartenders and helpers, dishwashers, janitors, maids and housekeepers, vehicle cleaners, and parking lot attendants. The jobs that are less valued also offer significantly lower wages, and often are more laborious, very hazardous, and provide less autonomy.

### **Research Methodology**

This study adopted a descriptive survey research design. Sapsford (2007) defines survey research as the collection of quantifiable data from a population for purposes of description on identify verifications that may point to casual relationships. This design was appropriate for the study because it captured people's opinion, beliefs and attitudes about the socioeconomic factors affecting girl-child education in Jega metropolis. The descriptive survey design was suitable because it involved qualitative approach collection of information, for opinion and views then quantitative data approach for data analysis regarding the effect of socioeconomic factors on girl-child education in shortest time possible.

### **Research Population**

The population of this study are some selected senior secondary school in Jega metropolis. The population consist of seniors students and teachers for each selected secondary schools. These schools include the Government day secondary school Jega, with 115 senior students and 10 teachers, Government day secondary school OKE Jega, with 122 senior students and 8 teachers, Government Girls day secondary school Jega with 120 senior students and 11 teachers. This research work was conducted with this reference schools with total population of senior students of about 357. And the number of teachers of about 29. This formed the target population from which research sample would be drawn.

### **Sample Size**

The sample size for this study was obtained using Slovic formula (1960). In Government day secondary school Jega, 87 senior students were selected as respondents and 8 teachers, followed by Government day secondary school OKE Jega with 79 senior students selected as respondents and 7 teachers, and Government Girls day secondary school Jega with 84 senior students as respondents and 6 teachers. The total sample size of these three (3) secondary schools is 250 students respondents and 21 teachers as sample size for this study.

### **Research Instrument**

The major instrument for collecting data from the respondents was questionnaire designed to elicit information. The instrument is tagged on finding information on socioeconomic factors affecting girls child education. The Questionnaire comprises of two sections. Section A is the personal Bio-data of respondents while section B comprises of items designed to solicit information on the variables of the study. The open ended questionnaire was used for this study.

### **Data Analysis**

Frequency distribution and percentage were employed to analyse the data. This method has been adapted by the researcher as it appropriate and suits the nature of the topic for the study.

## **RESULT**

**Research Question 1: What are the socio-economic factors affecting the girl child education in Jega metropolis?**

**Table 1: Does Parental Level of incomes Affect Girl Child Education?**

S/N	Name of school	Yes	%	NO	%	Total	
						Responses	%
1	Government day secondary school Jega	5	24	3	14	8	38
2	Government day secondary school OKE Jega	6	29	1	5	7	34
3	Government girls day secondary school Jega	6	29	0	0	6	28
	<b>Total</b>	<b>17</b>	<b>82</b>	<b>4</b>	<b>19</b>	<b>21</b>	<b>100</b>

Source: Field survey

From table 1 above, from the Teachers responses; in government day secondary school Jega, out of 8 respondents, 5 (24%) respondents agree that parental level of incomes affect girl child education, while 3 (14%) respondents do not agreed. Also in government day secondary school OKE Jega, out of 7 respondents, 6 (29%) respondents indicates positively, and 1 (5%) respondents indicates no. In government girls day secondary school Jega, out of 6 respondents, all the total 6 (29%) respondents believe that parental level of incomes affect girl child education. This implies that out of 21 total respondents, 17 (82%) respondents are the majority that agreed on the parental level of incomes affect girl child education.

**Table 2: Does your Religion Permit Girl Child Education?**

S/N	Name of school	Yes	%	No	%	Total	
						Responses	%
1	Government day secondary school Jega	57	23	30	12	87	35
2	Government day secondary school OKE Jega	39	16	40	16	79	32
3	Government girls day secondary school Jega	44	17	40	16	84	33
	<b>Total</b>	<b>140</b>	<b>56</b>	<b>110</b>	<b>44</b>	<b>250</b>	<b>100</b>

Source: Field survey

From table 2 above, from the Students responses; in government day secondary school Jega, out of 87 respondents, 57 (23%) respondents indicate their religion permit girl child education, while 30 (12%) respondents, said no. In government day secondary school OKE Jega, out of 79 respondents, 39(16%) respondents also indicate their religion permit girl child education, and 40(16%) said no. While in government girls day secondary school Jega, out of 84 respondents, 44 (17%) respondents agree indicate their religion permit girl child education, and 40 (16%) respondents said no. This shows that 140 (56%) respondents agreed that, their religion permit girl child education are the majority

**Research Question 2: To What Extent Have Socio Economic Factors Affects Girl-Child Education in Jega Metropolis?**

**Table 3: Are your School Levies Paid in time by your Parents?**

S/,N	Name of school	Yes	%	No	%	Total	
						Responses	%
1	Government day secondary school Jega	30	12	57	23	87	35
2	Government day secondary school OKE Jega	39	16	40	16	79	32
3	Government girls day secondary school Jega	40	16	44	17	84	33
	<b>Total</b>	<b>109</b>	<b>44</b>	<b>141</b>	<b>56</b>	<b>250</b>	<b>100</b>

**Source: Field survey**

From table 3 above, from the Students responses; in government day secondary school Jega, out of 87 respondents, 30 (12%) of the respondents said that, their school Levies pay in time by their parents, while 57 (23%) said no. In government day secondary school OKE Jega, out of 79 respondents, 39 (16%) respondents indicates that their school Levies paid in time by their parents, and 40(16%) respondents indicates no. In government girls day secondary school Jega, out of 84 respondents, 40(16%) respondents shows that their school Levies paid in time by their parents, while 44 (17%) respondents shows that their school Levies not paid in time by their parents. This implies that out of 250 (100%) total respondents, 141 (56%) of the respondents are the majority of respondents indicates that their school Levies are not paid in time by their parents.

### III. Discussion of the Findings

**Research Question 1: To find out how socioeconomic factors affecting girls child education in Jega metropolis**

From the findings in table 1, on the question asked to teachers: Does Parental levels of Income Affects Girl Child Education? The finding indicates that in the total three (3) selected secondary schools, out of the 21 total respondents, 17 (82%) respondents are the majority that agreed on the parental level of incomes affect girl child education

This finding supports the study of Akanle (2007) whom mentioned that Parental income in his work to be a strong factor upon which the academic and vocational successes of secondary and junior secondary school students lie. According to his investigation, parental income cannot be sufficient to sustain the academic and personal social life of the student in sub rural school areas. And this can seriously affects the psychological balance or homeostatic balance in the classroom, which causes low concentration, low perception, frustration, sickness and emotional disability in academic performance of the students and can also lead to dropping out or withdrawal. Therefore a child may be found to perform poorly in his school work and even drop out of school, when he is deprived of essential needs.

**Research Question 2: To examine how Socio-Economic Status of the Parents Affects the Education of their Children in Jega metropolis Kebbi state.**

From the findings in table 3 on the question asked to the Students: Are your School Levies Paid in time by your Parents? This Shows that out of 250 (100%) total respondents, 141 (56%) of the respondents are the majority of respondents indicates that, their school Levies are not paid in time by their parents.

This finding is in line with Bugembe et al (2005) who explained that In urban areas, most poor families can hardly afford the cost of water talk less of education of their children; and this without no doubt lead to a low academic performance and high dropout rate.

#### **IV. Conclusions**

From the findings in table 1.2.3, above on this study socioeconomic factors affecting girls child education in Jega metropolis it would be concluded that; There is significant relationship between socioeconomic factors and girls-child education in Jega metropolis. According to Guttman journalist, customs, poverty, fear and violence are the reasons why 60% of the estimated 113 million out of a UNESCO courier girls still account for school children, and majority live in sub Africa and South Asia. Many countries on the African continent rank among the poorest in the world. The on -going HIV/AIDS epidemics, over-crowding in cities, tribal war fare and despotic government shave contributed to the degeneration of the beautiful African land into a human rights catastrophe. At the centre of the devastating situation is the girl-child. The girl-children appear to be the most vulnerable and most undervalued members of the world society. In a region where many are struggling to get enough food and to stay alive, remain out of reach of the various violent rebel armies, and to care for those stricken with various diseases, a basic education, especially for girl children, is low on the list of priorities. The right to education, which is a fundamental human right, is frequently denied to girls in some Africa countries. The United Nations Secretary General, Kofi Annan, stated that in Africa, when families have to make a choice, due to limited resources, of educating either a girl or a boy child, it is always the boy that is chosen to attend school.

#### **V. Recommendation**

From the findings of the study and conclusion on the basis observed in the cause of this study, the researcher made some recommendations on the numbers of ways socioeconomic factors affecting girls child education in Jega metropolis. The following are recommendations made by researcher are:

The Ministry of Education (MOE) should put in more effort to support girls since they are equally needed to participate fully just like boys. This should be done through implementing policies that are already in existence. Some of these policies are provision of sanitary pads/towels which the Ministry of Education had committed itself to provide. The enforcement of girls' re-enrolment back to school after delivering babies should also be implemented.

The Board of Governors (BOG) should also give priority to buying books, radios, computers and other necessary learning and teaching materials so as to increase girls' participation in secondary schools education. The board should tally with the five year strategic plan that was set at the onset of free secondary education that every school should have a book ratio of 1:2 and where possible 1:1 by the end of the first five years of free secondary.

Parents should also be educated and sensitized by the school B.O.G that the Ministry of Education is not fully responsible for the payment of levies. The Ministry of Education only carters for tuition fees and the parents have to come in and pay the development fees as well as feeding programme fees.

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