

## IMPACT OF ENVIRONMENT ON GIRL-CHILD EDUCATION IN NUMAN EDUCATION ZONE ADAMAWA STATE NIGERIA.

GANNA Mary Demshemino <sup>1</sup> , Usman Bakari (PhD)<sup>2</sup>

1,2 Department of guidance and counselling, Faculty of education Taraba State University Jalingo

### Abstract

This paper investigated the Impact of Environment on Girl-Child Education in Numan Education Zone Adamawa State Nigeria two research objectives guided the study and two research hypotheses were formulated and tested at 0.05 level of significance. The study adopted descriptive survey design. The population of the study was 5,323 comprising of 4,450 SSS II female students and 873 female teachers from public senior secondary schools in Numan education zone, Adamawa State. The sample size for the study is three hundred and sixty-eight (368) respondents (Teachers and students). Using simple random sampling technique. Self-developed structured questionnaire, titled 'Environmental Factors Affecting Girl-child Education questionnaire (EFAGCEQ)' was used for the study. The instrument was duly validated by three experts in the Faculty of Education, Taraba State University, Jalingo. The reliability of the instrument was obtained using Cronbach-Alpha and yielded a reliability coefficient of 0.75. Chi-square goodness of fit was used to test the hypotheses. The findings revealed that socio-economic factors influences girl child education in Numan education zone Impact of socio-cultural factors on girl child education in Numan education zone Adamawa state is high, Based on the findings of the study, it is concluded that Education is an essential tool to national development Improving the educational status of the citizenry through the girl child education presents enormous potentials for wealth creation and reducing poverty. The study recommends that the law makers in conjunction with traditional authorities should enact by-laws to sanction parents who deny school going age females the opportunity to enroll or further their education, Existing by- laws should be strengthened to sanction culprits, The ministry of Gender, Children and Social Protection in collaboration with the law makers should conduct mobilization/sensitization on the importance of female Education. Cultural practices and entrenched beliefs that continue to be barriers to education should be addressed through sensitization programmes, education and community involvement in larger scale to address the situation.

**Keywords:** Impact, Environment, Girl-Child Education, Numan Education Zone, Adamawa State.

## Introduction

Education in its general sense is a form of learning in which knowledge, skills, abilities and habits of a group of people are transported from one generation to the next through teaching training, research or simply through auto-dictates. India leads the world in the number of children and the majority of them are girls. While the enrolment of girls in public education has increased substantially since independence. In the present world, overall female participation in education at all levels is still below 50% (Miller, 2017). Education for the girls is one of the principles that track ways to promote social and economic development. According to EFA global observing report 2021-04, increasing the educational level of girls has an encouraging influence upon economic growth. Since 2002, United Nations Educational Scientific and Cultural Organization (UNESCO) and the global community have been striving to attain the Education for all (EFA) goals. Taking into consideration the fact that education for girls and women is a crucial preference, the Darker Framework for Action contained a time-bound goal; Goal five is dedicated explicitly to gender parity and equality in education (Ouma, 2021).

Moreover, special attention had been paid to women and girls in other goals; for example, goal two stipulates that by 2023, all children, especially girls in difficult circumstances and those belonging to ethnic minorities will have access to complete free and compulsory primary education of good quality. To encourage participation of girls in education, parents are required to provide them adequate teaching and learning facilities, protect them against societal problems, prohibit child marriage, practices of female foeticide, female infanticide, and provide financial assistance clothing and proper nutrition (Ouma, 2021). The individuals need to formulate this viewpoint that girls should be sent to schools and acquire education. They should create a pleasant environment within the house to promote education and learning. Education is regarded as an investment, whose returns are valued throughout the lives of the individuals. Through education, people acquire information, awareness, skills and attitudes essential for sustainable economic growth and general development. In the academic field, whatever they learn, they make use of it throughout their lives.

Education for girls is one of the criteria path ways to promote social and economic development (World Bank 2019). According to EFA global monitoring report 2021/04 increasing the educational level of girls has a favourable impact on economic growth. Since 2002, United Nations Educational Scientific and Cultural Organization (UNESCO) and the global community have been striving to attain the Nigerian Education for All (EFA) goals. Considering the fact that education for girls and women is an urgent priority, the Darker Frame work for Action contained a time-bound goal devoted specifically to gender parity and equality in education. Moreover, special attention had been paid to women and girls in other goals; for example, goal two stipulates that by 2023 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities will have access to a complete free and compulsory primary education of good quality.

In Africa, women are considered as men's properties or pleasure objects. They are also considered as a 'machine' meant for producing children. These situations have resulted in unfair treatment of women especially with regards to education of the male-child than the female child. In the traditional Nigerian society, there exist the believe that women are second class citizen (Enejere, 2021). The author further avers that gender inequality in Nigeria is promoted by religious and communal customs. Young girls particularly in Northern Nigeria are denied the benefit of education. This has given consequences for both the individual and the society at large. Obinaju (2024) sees education as inalienable right of all irrespective of the person's circumstance.

Education in its general sense is a form of learning which the knowledge, skills, values, benefits and habits of a group of people are transferred from one generation to the next through storytelling, discussion, teaching, training or research. Education has been described as the most important aspect of human development, a key to a successful living, especially girl-child education (Micheal, 2021). Girl-child education is a catch-all term for a complex set of issues and debates surrounding (primary education, secondary, and tertiary and health education in particular) for girl and women. Denying the girl-child access to education implies making her a dysfunctional member of the society. Statistics show that many girls are not enrolled in school. The global figure for out of school children is estimated at 121 million, 65 million are girls with over 80 percent of these girls in sub-sahara Africa including Nigeria (UNICEF, 2017). The concern of this study is that despite the campaign by the Federal Government, United Nation Children Education Fund (UNICEF) and stakeholder in education to improve girl-child education in Nigeria, the level of discrimination on girl-child education is still high.

At the Pan African Conference held at Ouagadougou, Burkina Faso, in March/ April of 2021, it was observed that Africa was still behind other regions of the world in female participation in education. Gender disparity was attributed to the age long belief in male superiority and female subordination (Okojie, 2016). Discrimination of girls in education furthermore persists in many African societies due to customary attitude; gender biased and prioritized child education systems (Kabira, 2022). Lack of education affects other aspects of the life of a woman and that of children in Africa. It was estimated that every additional education a girl receives after primary education, child's survival rates increases by about 5%. In Africa, about 18 million girls are without education and more than 2/3 of Africa's 200 million illiterate adults are women. To enable girls participate in education parents are expected to provide adequate teaching and learning facilities, protection against early pregnancy and marriages, personal effects like pads, less housework to enable them have humble time for school homework, prompt school fees payment, clothing and nutrition, positive motivation to change attitude, good accommodation at home and above all be role model in all actions and talks that parents portray (GCN, 2024).

Socio-cultural factor, socio-economic and attitude of parents on girls' education have not kept pace with modernity (United Nations, 2021). Education is an investment whose returns are highly valued throughout the world. Worthen and Sanders (2017) observed that in most nations' education is increasingly reviewed as a primary means of solving social problems. Through education, people acquire knowledge, skills and attitudes necessary for sustainable economic growth and general development. In Nigeria, as in many developing countries, trends of gender inequality, not only in education but also in the labour market, political leadership and social and

economic spheres. Education is a key factor in determining development trends, particularly in contemporary world. National governments have embraced the idea of equal education for all as a matter of priority.

Out of 100 million children, 60 million were girls having no access to primary and secondary education: likewise, out of 90 million illiterate adults, two thirds ( $\frac{2}{3}$ ) of them were women. Nigeria as a nation realized the important role that education plays in development of the society. At independence the government realized that education is necessary for social and economic development of the country. Nigeria attempted to provide Universal Free Primary Education (UFPE) amidst meagre resources was first articulated in the sessional paper No. 10 of 1965 on African Socialism, when the government committed itself to eradicating ignorance, poverty and disease, as was stated in the Ominde Report of 2024. To eradicate the vices, it was noted that education had a major role to play. People need education to be able to critically look at issues. It is presuming that with an education, people would learn how to take care of themselves and therefore, fall sick less often. Healthy people can engage in productive economic activities to create wealth. In view of the above, the government of Nigeria has heavily invested in education of its citizens. The heavy investment in education by the government is well demonstrated in the country annual budget where education sector alone takes more than one third ( $\frac{1}{3}$ ) of the national budget.

As a nation, Nigeria is committed to the provision of education to all in an attempt to achieve gender parity in education. This has been clearly demonstrated by her participation in the world conference on education; in Lagos and Thailand in 1990 and subsequent endorsement of Education for All (EFA) Declaration made in Nigerian, Senegal in the year 2020. Since the Lagos conference of 1990 several strategies and education programmes have been put in place in an attempt to achieve gender parity in education in Nigeria. Some of these 4 programmes on gender parity include the national conference on Education for All held in Lagos in 2022 and in the 2024 national symposium on education of the Girl- Child. One major resolution was the adoption of a policy on re-entry. The policy permitted pregnant girls to come back to school after giving birth (MOE, 2024). However, despite the various national policies and the signing of international agreements, gender disparities still persists in the Nigeria education system.

Over the last decade the politics of gender in developing countries like Nigeria have been carried out with the context that women deserved better in terms of numerical representation. Though women constitute slightly over half of Nigerians population majority are poor. Education Report of Nigeria (2024) mostly known as Ominde Commission and other education reports made recommendation to the need for accelerating the education of the girl child. Federal Republic of Nigeria (2021) recognised the tremendous efforts made by the Nigeria government to improve girls' education including affirmative action on the expansion of facilities to enable the girl child to study science subjects and a policy to allow a girl who drops out of school due to pregnancy to continue with education (Koringura, 2024). World Bank (2016), noted that the only way to reduce the disparities in women's involvement in economic activities is to involve girls in education by developing girl friendly measures and packages which should include locating many schools to the communities, waiving school fees, having locally based female leaders as role models and flexible school calendar that could carter for girl's domestic duties and responsibilities.

Efforts to address gender disparities in education at policy level have remained largely superficial and uncoordinated despite the fact that Nigeria as a nation signed the frame work of action in which one of the goals was to eliminate gender disparity in primary and secondary education. There has been gender disparity in favour of boys almost at all levels of education systems in Nigeria (MOE, 2017). The gender gap in access, participation and achievement broadens as we progress from early childhood education to primary and secondary education. This is revealed by the economic survey, 2001 – 2022 which shows that enrolment in primary school in Nigeria from 1998 to 2022 was 89% boys and 88% girls.

### **Statement of the Problem**

Literacy among marginalized parents in Nigeria is low and is seen to be another possible dimension contributing to the low participation by these zones in education. According to the Nigeria literacy survey conducted countrywide, zones such as Numan education zone have the lowest literacy level of only 8.1% whereas Yola south has 87.1% literacy achievement and the overall national literacy level is 61.5% (Yetu, 2017). This inequality is reflected in all aspects of life. For example, the ratio of doctors to the population in Adamawa state is 1: 356,340 contrasting with Delta State with a ratio of 1: 10,000, consequently the mortality rate at birth and for children under five years is high (SID, 2024). Closely linked to the low literacy level is high unemployment in the female of Nigeria (SID, 2024) and lack of transition to higher education which are a backdrop to the deliberate avoidance by some parents of education for their female children (Krätli, 2021).

Cultural practices make females keep on lagging behind males in education, and this problem has existed since the colonial period while the second and third Millennium Development Goals focus on enhancing girls' education and addressing the gender gap in the delivery of education, still there exists the problem of inequity and inequality in the education system particularly at secondary school and tertiary levels. This inequality seems to have worsened since 1990s. Some of the researchers have cited inadequacy of funds due to poverty, distance to schools, cultural practices and sexual harassment to be among the factors which have contributed to poor schooling among girls in African countries (Bendera, 2018). Hence, affirmative action is required to address the situation. This therefore causes a lot of concern to the researcher and call Investigation on environmental factors affecting girl-child education in Numan education zone Adamawa state.

### **Objective of the Paper**

The purpose of this paper is to determine the Impact of environment on girl-child education in Numan education zone Adamawa state Nigeria. Specifically the paper intends to Determine:

- I. The Impact of socio-economic factors on girl child education in Numan education zone Adamawa state.



- II. The Impact of socio-cultural factors on girl child education in Numan education zone Adamawa state.

### Research Hypotheses

The following research hypotheses were formulated for the study and were tested at a level of significance:

**H<sub>01</sub>:** There is no significant Impact of socio-economic factors on girl child education in Numan education zone Adamawa state

**H<sub>02</sub>:** There is no significant Impact of socio-cultural factors on girl child education in Numan education zone Adamawa state.

### Literature Review

Girl-child needs the sound knowledge to enable her cope with the situation of performing her role. Apart from the fact that the girl-child needs western education to pass the test of time and enable her to have confidence to participate fully in the affair of the community, she equally needs the education to cope with the need of the 21 century parenting, home management, community development and nation at large. The concept of girl-child education incorporates the necessary attitude, cultural and behavioural training which parents give to their daughters at home to enable them become useful, resourceful and respectful citizens of their countries. It also includes the functional teaching or training in skills acquisition which many girls undertake in the shades of seamstress or in computer training centres, weaving/fashion designing centres as well as catering and interior decoration centres, etc. Most importantly, the concept is over specialized and highly controlled trainings acquired in schools, colleges and other institutions of higher learning, (Ogundipe, 2017). Ejikeme (2020) captured this fact when he said that denying girl-children access to early childhood education makes them socially excluded, creating room for them to grow up to become illiterate women in later life and be classified as disadvantaged candidates for adult education, women empowerment programmes and other women rescue remedial or support programmes that smack off underdevelopment. Unfortunately, the right of a girl-child to access quality education has been denied and there are consequences. Though some of the challenges are deeply rooted in our traditional background, they have affected the society at large.

Manguwat (2023) agree with this when she says that operation and discrimination against women and girls have been so deeply ingrained, for so long in virtually every culture. Girl-child education particularly in Northern Nigeria in the last two decades has not been very encouraging. Education is the right of every child. The Child's Right Act (2021), sections 15 (1) (2) state that every child has the right to free, compulsory and universal basic education and it shall be the duty of government in Nigeria to provide such education and that every parent or guardian shall ensure that his/her child or ward attends and completes. In most parts of Northern Nigeria, education is more of a privilege than a right especially for girls. If they are lucky to be enrolled, many are withdrawn prematurely because of the culture of early marriage.

The ministry of education is likely to see it as the formal school programme for all girls in school to ensure they obtain the best learning experience. Those from the non-formal sector see it as an educational programme designed for out of school girls to help them make up their missed chance of schooling. Some see it as a programme aimed at giving out of school girls vocational skills to help them break through economically (Abdulkarim & Mamman, 2024). Girl-child education is the process through which the girl-child is made functional members of her society (Giwa & Ali, 2016). It is a process through which the girl-child acquires knowledge and realizes her potentialities and uses them for self-actualization, to be useful to her and others. It is a means of preserving, transmitting and improving the culture of the society. In every society education connotes acquisition of something good, something worthwhile (Ocho, 2023).

### **Socio-economic factors and girl child in secondary school education**

Low income is a function of poverty. The level of family income is one of the most influences on demand on secondary education and translates on participation of secondary education (FAWE 2022). According to Republic of Nigeria (2023) parents especially poor ones increasingly neglect their daughters demands. Poor families would certainly find it difficult to pay fees for girls and even cater for pocket money besides the basics like sanitary towels, clothes among others. Poor families tend to have a large population of siblings as opposed to high income families (Chepchieng, 2024). In many areas parents were reluctant to send their daughters to school for fear of losing income. Their schooling was not seen to add any value to bride wealth but instead lowered it making girls to be denied education even in wealthy households; they were valued and categorized as part of household property (Mbilingi & Mbughuni, 2021). Republic of Nigeria (2023) reported that girls' participation in Secondary education had been negatively affected due to socio-economic factors that 50% were below the poverty line. In view of this, the prohibitive fees and other levies charged by educational institutions have had a negative impact on girls' effective participation on effective secondary education. In Nigeria, a practice which is as a result of poverty is the issue of child labour. According to Republic of Nigeria (2023) child labour is a rampant practice that continues to keep children particularly the girl-child out of school. Many school age girls are employed as house girls and baby sitters in both urban and rural areas in order to meet their own and their parents' economic needs. Such children cannot effectively participate in secondary education (Nacobile, 2022).

### **Socio-cultural factors and girl-child education**

The socio-cultural factors refer to the people's way of life as expressed through out their attitudes, virtual beliefs, values and pedagogy systems from generation to generation through the community's socialization systems, (Brock and Cammish, 2021) Girl child network (GCN), 2024 mentioned culture and traditions as inhibiting factors affecting girls' participation in secondary education and the main aspects being female Genital Mutilation (FGM) and early marriages. The socio-cultural factors and its influence on the education of girls and issues on poor attitude or low participation in the system had been expressed well in Mbiti (2021) who alludes that there are four major reasons that lead to girls withdrawal from education system which include greater demand made on girls by their families in

connection with household duties, pre-arranged marriages leading to drop-out of girls from school, the girls who were circumcised become rude to teachers seeing female teachers as their equals and uncircumcised teachers (female and male) as children thus affecting girls' participation in secondary education.

Once the girls undergo FMG, they were made to feel that they had become adults and mature. In school they become shy and uninterested and most of them get married and others simply drop out of school and stay at home awaiting marriage. In Nigeria initiation/circumcision ceremonies are scheduled to take place during the school holidays but the process begins earlier, leading to absenteeism from school. The circumcised children also take longer to heal before they can go back to school. Initiation ceremonies involve both boys and girls but the expectations after the ceremony are more on girls than on boys because girls are engaged for marriage after initiation in some community (Republic of Nigeria, 2023).

### Methodology

The paper adopted a descriptive survey design, Sambo, (2016) asserts that survey research is a study in which a random sample is taken from a well-defined population, data is collected from the sample, a statistic is calculated from the data, and the statistics is used to estimate the true parameter in the population. The population of the study consists of 5,323 comprising of 4,450 SSS II female students and 873 female teachers from public senior secondary schools in Numan education zone, Adamawa State (Adamawa State Post Primary Management Board (ASPMB) School Census, 2023). The sample size for this study is three hundred and sixty-eight (368). Multi-stage sampling was used to select the sample size for the study. The instrument for data collection is a self-developed structured questionnaire, titled 'is a 'Environmental Factors Affecting Girl-child Education questionnaire (EFAGCEQ). It was arranged in two sections A and B. Comprising of twenty items three experts from the Faculty of Education, Taraba State University, Jalingo vetted the instruments, their corrections and moderations were noted and formed part of the instrument for use in the study. They were specifically requested to assess the items based on, the quality of its language and the logicity of its arrangement and the relevance of the items in addressing the purpose of the research. The validated instrument was administered to a sample of forty (40) respondents drawn outside the study area. The school selected for pilot testing is outside the sampled school for the main study but have some degree of similarities with the sampled school. The scores obtained from the pilot testing were subjected to Cronbach Alpha method to determine the internal consistency of the EFAGCEQ. The reliability coefficient of 0.75 was obtained which was esteemed to be reliable. The data collected were analysed using mean ( $\bar{x}$ ) and standard deviation (sd) while inferential statistics of chi-square was used to test the hypothesis at 0.05 level of significant.

**Hypothesis One:** There is no significant Impact of socio-economic factors on girl child education in Numan education zone Adamawa state

**Table1** Chi-square Test of Impact of socio-economic factors on girl child education in Numan education zone Adamawa state



	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	82.899	20	.000
Likelihood Ratio	76.203	20	.000
Linear-by-Linear Association	70.717	1	.000
N of Valid Cases	372		

From Table 1, chi-square at 20 degree of freedom ( $\chi^2 = 82.899$ ,  $p = .000$ ). This signifies that there is significant Impact of socio-economic factors on girl child education in Numan education zone Adamawa state. Thus, null hypothesis there is no significant Impact of socio-economic factors on girl child education in Numan education zone Adamawa state is not retained. Rejecting the hypothesis implies that socio-economic factors impacted on girl child education in Numan education zone Adamawa state

**Hypothesis Two:** There is no significant Impact of socio-cultural factors on girl child education in Numan education zone Adamawa state.

**Table2:** Chi-square Test of Impact of socio-cultural factors on girl child education in Numan education zone Adamawa state.

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	83.699	20	.032
Likelihood Ratio	78.665	20	.000
Linear-by-Linear Association	80.042	1	.000
N of Valid Cases	372		

Table 2 presents chi-square test at 20 degree of freedom ( $\chi^2 = 83.699$ ,  $p = .032$ ). This signifies that is significant Impact of socio-cultural factors on girl child education in Numan education zone Adamawa state. Thus, null hypothesis that there is no significant Impact of socio-cultural factors on girl child education in Numan education zone Adamawa state is retained. Rejecting the hypothesis implies that socio-cultural factors on girl child education in Numan education zone Adamawa state.

## Discussions

Hypotheses tested at at 20 degree of freedom ( $\chi^2 = 82.899$ ,  $p = .000$ ). This signifies that there is significant Impact of socio-economic factors on girl child education in Numan education zone Adamawa state.

The result is in agreement with the result of Andrew and Agahiu, (2021) examines the implications of Girl-child to nation building in the 21st century in Nigeria findings revealed that , some hindrances to effective girl-child education such as economic factors, sexual violence and abuse, political factors, the school environmental factors and socio-cultural and religious factors were highlighted. The present study findings does not contradict the findings of David, (2024) conducted a study in rivers state Nigeria the findings from the study showed that socio-economic factors affect participation of girl child in secondary education. This resulted to lack of school uniform, lack of school fees, lack of teaching learning materials, high rate of drop-out and lack of personal effects for those with poor socio-economic background.

Hypotheses tested at at 20 degree of freedom ( $\chi^2 = 83.699$ ,  $p = .032$ ). This signifies that is significant Impact of socio-cultural factors on girl child education in Numan education zone Adamawa state. The study findings are in agreement with the study conducted by Samuel, (2021) carried out in Amassoma in Southern Ijaw Local Government Area of Bayelsa State to identify the socio-cultural factors affecting female child educational development. The findings that the fundamental causes to female child educational problems were traditional beliefs and attitudes towards the female child including male child preference and involvement of the female child to domestic chores such as fetching of firewood, hawking and exposing her into early marriage.

Notwithstanding the finding of this study is not contrary to the findings of Gitonga (2019) Investigated the girl child's participation in secondary education in Nyahururu Division of Laikipia District. The findings established that both family and school related factors hinder girl child from accessing and completing secondary education. The main factors hindering secondary education were lack of school fees due to poverty, lack of moral support from family members. There was also discrimination by parent as compared to boy child. Girls are also overworked at home and therefore lack time to concentrate on studies. The finding of this study is not contrary to the findings of Okafor (2024) conducted a study to examine the issue of gender inequality in education with a view to finding out what can be done to redress the imbalance. The study identifies that attitude of parents, traditional practices, socio-economic of parents and general illiteracy rate in Maiduguri Metropolis as some of the factors militating against women.

## Conclusions

Based on the findings of the study, it is concluded that Education is an essential tool to national development. Improving the educational status of the citizenry through the girl child education presents enormous potentials for wealth creation and reducing poverty. It is therefore an undeniable fact that local institutions serve as valuable actors for girl child education, thus promoting education as a whole in the country. Local institutions in their bid to improve upon the girl child education encounter challenges which hamper their efforts. Thus, the recommendations

made in this study should be taken into consideration by policy makers in order to spearhead the activities of these local actors in girl child education. Policies should be geared towards reducing challenges hindering local institutions which are into girl child education through enhancing accessibility and promoting effective means of transportation and providing a pooling mechanism for resource mobilization. Girl child education should be the course for all Nigerians.

### **Recommendations**

The following recommendations are based on the findings: Law makers should do mobilization/sensitization on the importance of female Education. Cultural practices and entrenched beliefs that continue to be barriers to education should be addressed through sensitization programmes, education and community involvement in larger scale to address the situation, Government through the ministry of education, Information, civil society organizations, NGOs, the media and community leaders must collectively initiate outreach and orientation activities to highlight the importance of female education and subsequently dispel the myth some people have about female education.

### **References**

- Abdulkarim, G. & Mamman, F. (2024). Influence of family socio-economic status and Gender Students' Academic performance: A study of Baringo District Secondary Schools, Egerton University.
- Andrew, S. & Agahiu, B. (2021). The challenges of information technologies for education in Africa: consideration for 21st century, *African Journal of Information Technology and Educational Media (AJITEM)* (2), 119 -124
- Bendera, J., (2018). Women's education in Sub-Saharan Africa: Obstacles facing women and girls access to education: The case of Kenya.
- Brock, I & Cammish, U. (2021). Perspectives in citizenship education in the 21st century. *Journal of Qualitative Education* 3(2), 115-119.
- Chambers 21st Century Dictionary, Mavri Robinson, Allied Chambers (China) Limited New Delhi.
- Chepcheng, J. & Kiboss, U. (2024). ). Intersectionality, Critical race theory, and the primacy of racism: race, class, gender, and disability in education. *Qualitative Inquiry*, 21(3), 277-287
- David, I. (2024). Promoting female education for national development. *Journal of Women in Colleges of Education (ESCET-JOWICE)* Maiden Edition pp. 109-114
- Ejikeme, M. (2023). Perception of parents on the socio-cultural, religious and economic factors affecting girl-child education in the Northern parts of Nigeria: *AfricanResearchReview. Ethiopia: An International Multidisciplinary Journal*, 7(3), 60-71.

- Enejere. L. A., (2021). Assessment of availability and access to primary education in the Southern part of Adamawa State. A case study of Jada, GangeToungo LGAS. Unpublished M.Sc Thesis, Department of Geography, FUT,Yola.
- FAWE, (2022). Closing the gender gap in Education. Curbing drop out.FAWE News magazine volume 8 No. 3.
- Gitonga, M. (2019). Gender, power and politics in Nigeria.Makurdi: Aboki Publishers, p.314.
- Giwa, N. & Ali, O. (2016). Women empowerment for educational development in Nigeria.Minna: The Belt Journal of Education, 1(1). 118-128.
- Kabira, O (2022). ‘Failing education system responsible for insecurity’ PUNCH [Online], FEBRUARY 12, 2022
- Krätli, T. M. (2021). Does prospect theory explain the disposition effect? Journal of Behavioral Finance, 12(3), 141-157. doi:10.1080/15427560.2021.601976
- Manguwat, J. (2023). The impact of women education and empowerment on national development. Journal of Qualitative Education, 9(1), pp. 90-95
- Mbilingi, M. & Mbughuni, U. (2021). Women in rural development: feminist and non-feminist perspective. Paper presented at Centre for Social and Economic research: Ahmadu Bello University, Zaria.
- Mbiti, J. (2021). Adolescent family structure and educational progress. Developmental Psychology, 27(2), 314-320.
- Micheal, B, M. Y., (2021). Cultural traditions and practices of the parents as barriers to girl-child education in Zamfara State Nigeria. International Journal of Scientific and Research Publications, 3(11) 2250-3153
- MOE, J.K. (2024). Influence of family socio-economic status and Gender Students’ Academic performance: A study of Baringo District Secondary Schools, Egerton University.
- MOEST, A. (2019). Northern Nigeria lagging behind in education — Senator. Premium Times Wednesday, September 2, 2023
- Nacobile, T. (2022). ), Extended single-parent households and children’s behaviour”, The Sociological Quarterly, 34(3):543-549.
- Obinaju B, M. Y., (2024). Cultural traditions and practices of the parents as barriers to girl-child education in Zamfara State Nigeria. International Journal of Scientific and Research Publications, 3(11) 2250-3153

- Ocho, Y. (2023). School Trading and Child Labour in Yenegoa. *International Journal of Scientific Research in Education*, 4.1, 36-46.
- Ogundipe, I. (2017). Family effects on student achievement in HongKong.Asia Pacific Journal of Education, 26(1), 21-35.
- Okafor, O. (2024). Child abuse in Africa: Nigeria as focus. *International Journal of Early Childhood*, 35.1 & 2, 95-113.
- Okojie, C. H, (2016). Human Rights Condition in Northeastern Nigeria Amnesty International
- Ominde, I. (2024). The Guardian Development Network. <http://www.guardian.co.uk> Retrieved on 21st June, 2021
- Ouma, U.S, (2021).2, 000 Primary School Pupils Study in 2 Classrooms In Bauchi. Source: Naij.com newsNANPM News
- Sambo, Z. (2016). School Trading and Child Labour in Yenegoa. *International Journal of Scientific Research in Education*. 4.1, 36-46.
- Samuel, V. (2021). ). The Socio-Economic Impact of Child Labour in Nigeria, Akwa Thorn State, Uyo.
- Sanders, T. M. O., (2017). The Position of Secondary Education in Kenya, Proceeding of Educational Management Society of Kenya.
- UNESCO (2024). Education for All: Global Monitoring Report. Teaching and Learning for All. UNESCO: Paris
- UNICEF (2021). Information Sheet: Girls' Education. Nigeria Country Office, September 2021. Abuja.
- World Bank (2019). Nigeria population - female (% of total). Retrieved on October 10, 2024 by 3.50pm from <https://tradingeconomics.com/nigeria/population-female-percent-of-total-wb-data.html>
- Worthen, M & Sanders, K. (2017). "Divorce in Igbo Society. Continued indigenous normative mindedness". *The Nigerian Journal of Social Studies* 3 (v). pp 96-98.
- Yetu C, (2017)). ETS Identifies Factors Affecting Student Achievement. Washington. D.C.