
FACTORS AFFECTING ENROLMENT OF RURAL GIRL-CHILD IN SCHOOLS IN OSUN STATE, NIGERIA

Akinwalere, B.O and Ige, T.O

Department of Agricultural Extension and Communication Technology
Federal University of Technology Akure Ondo State, Nigeria
Email: obakinwalere@futa.edu.ng

Abstract

The study assessed the factors affecting rural girl-child enrolment in schools in Osun state, Nigeria. A multi-stage sampling procedure was used to purposively select one hundred and twenty (120) households' heads and which have at least a girl-child (from 6 to 18 years). The interview schedule was used to collect data from 120 households' heads and were analyzed using descriptive and inferential statistics. Results from the study showed that the mean age of households' heads was 44 years. The majorities (83.3%) of these heads were male and 90% of them were married. The mean household size was 7 persons. They lived on a mean annual income of ₦245,500. The study further revealed that majority (90.8%) of the households' heads enrolled their girl-child in school. The heads had positive perception towards girl-child education. The major factors influencing enrolment of the girl-child are household's income, mother's literacy, parents' occupations and parents' statuses in the society. In addition, the study revealed that there was a significant association between occupations of the parents ($\chi^2=11.69$; $P\leq 0.05$) and position of the girl-child in the family ($\chi^2=10.88$; $P\leq 0.05$) and enrollment of girl-child in schools. It was recommended that there should be free and compulsory education at both primary and secondary levels and payment of school fees at tertiary level should be affordable for parents so that girl-child can compete with their male counterparts from other parts of the

Key Words: Education, Enrolment, Girl-child, Household

Introduction

The girl child is defined as a biological female offspring from birth to eighteen (18) years of age. (Offorma, 2009). This period is made up of infancy, childhood, early and late adolescence stages of development. She further defines education as the process of providing information to an inexperienced person to help him/her develop physically, mentally, socially, emotionally, spiritually, politically and economically.

The concept of girl-child education incorporates the necessary attitudinal, cultural and behavioral trainings 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 areas of computer, weaving/fashion designing as well as catering and interior decoration etc. Ejikeme (2000) 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 as illiterate women in later life and be classified as disadvantaged candidates for adult education.

It was revealed that the girl-child has suffered a lot in Nigerian society as cited by Mohammed (2008). In most Nigerian communities, there are general issues affecting girl-child which are directly and indirectly limiting her educational opportunities and potentials. These predicaments of the girl-child manifest in the area of denial of access to quality education, good

health, survival and incidence of child labour, child trafficking, prostitution and ritual sacrifices. (GISTAREA, 2013)

Despite the effort of Osun state government to prioritise girl-child education, among students not enrolled in school, there are twice as many girls than boys and among illiterates' adults, there are twice as many women than men. (Adekunle, 2016)

Against this backdrop, the study seeks to investigate the factors affecting girl- child education in the study area.

The broad objective of this study is to assess the factors affecting girl-child enrolment in school in the study area.

The specific objectives are to:

1. ascertain the socio-economic characteristics of the respondents;
2. examine the girl-child enrolment in school by the respondents; and
3. determine the various factors influencing their enrolment in school

Hypothesis: There is no significant relationship between socio-economy and girl- child enrolment in school.

2.0 Research methodology

This study was carried out in Osun state. A multistage sampling procedure was used in this study. The first stage involved a random selection of three (3) Local Government Areas (LGAs); (Ayedaade, Osogbo and Ife Central) out of the thirty (30) LGAs in the state. The second stage involved a random

selection of two (2) communities from each LGA. And, the third stage involved a purposive selection of twenty (20) household heads that have a girl-child from each community. Thus, a total of 120 respondents constituted the sample size for the study. Primary data were obtained through interview schedules. Descriptive statistics such as frequency, percentage and mean and charts were used to analyze the objectives while chi-square analysis was carried out to test the hypothesis.

3.0 Results and discussion

The results in Table 1 reveal that about 40% of the respondents were within 41-50 years, 31.7% were between 31 and 40 years, 17.5% were within 51-60 years, 8.3% were between 21 and 30 years respectively. The mean age of the respondents was 44 years. This implies that most of the respondents were still in their active age. It also reveals that majority (83.3%) of the respondents were male while 16.7% were female. This implies that males constitute the larger percentage of the household heads. This is in line with Odefadehan (2012), Ekunwe (2005) and Adedotun (2010) that male-headed households are more than female-headed households in Nigeria. Most (90%) of the respondents were married, 8.3% were widowed and about 1.7% were divorced. The implication of this finding with respect to marital status confirmed the existence of strong family/marriage ties among the respondents. Half of the respondents (50%) practiced Christian religion while 47.5% and 2.5% practiced Islamic and African Traditional religions respectively. This implies that people in Osun state practiced all the religion in the area.

Result also shows that most (56.7%) of the respondents have a household size between 6 and 10 persons, 37.7% have a household size between one and five persons and 5.8% have above ten persons in their households. The mean value of the respondents household size was seven persons indicating a fairly large household size. According to Olumba (2014) citing Oni (2005), large family sizes

could be as a result of polygamous nature of rural farmers. Findings show that, 31.6 % of the respondents completed secondary school education, 20 % of the respondents attended secondary school, 16.7% of the respondents completed tertiary education, 12.5% of the respondents had no formal education, 12.5 % completed primary school and 6.7% attended primary school. The implication of this is that since the respondents in the study area have one form of education or the other could influence their decisions in educating their girl-child. This finding is in agreement with Grissmer (2003) that parent's level of education is the most important factor affecting students' academic achievement. Also 48.3% of the respondents were farmers, 18.3% of the respondents were traders by their primary occupation, 16.7% were civil servants and 16.7% were artisan. 59.2% of the respondents has no secondary occupation, 25% of the respondents have farming as a secondary occupation, 15% were traders and 0.8% of the respondents were artisan. The implication of this is that few of the respondents have other means of livelihood to sustain them and their household.

The majority (75%) of the respondents belong to no social organization, while 25% belong to social organizations. The implication of this is that it may be difficult for the respondents to obtain financial assistance to educate their girl-child. The majority (89.2%) of the respondents had no contact with extension agent, while 10.8% had contact with extension agents.

Also, 37.5% earn between ₦100,001 and ₦300,000 naira as their annual income, 32.5% earn less than ₦100,000 as annual income, 20.8% of respondents earn between ₦300,001-₦300,000 and 9.2 % earn greater than ₦500,000 and annually with the mean income of ₦245,500, it implies that most of the respondents are low-income earners, which might not meet their basic needs, let alone that of sending their children to school.

Table 1 : Socio-economic characteristics of the respondents

Variables	Frequency	%	Mean
Age (years)			
21-30	10	8.3	44
31-40	38	31.7	
41-50	48	40.0	
51-60	21	17.5	
61-70	3	2.5	
Sex			
Male	100	83.3	
Female	20	16.7	
Marital status			
Married	108	90	
Widowed	10	8.3	
Divorced	2	1.7	
Religion			
Christianity	60	50	
Islam	57	47.5	
Traditional	3	2.5	
Household size			
1-5	45	37.7	7
6-10	68	56.7	
>10	7	5.8	
Level of education			
No formal education	15	12.5	
Attended primary school	8	6.7	
Completed primary school	15	12.5	
Attended secondary school	24	20	
Completed secondary school	38	31.6	
Tertiary education	20	16.7	
Primary occupation			
Farming	58	48.3	
Trading	22	18.3	
Artisan	20	16.7	
Civil service	20	16.7	
Secondary occupation			
No secondary occupation	71	59.2	
Trading	18	15.0	
Artisan	1	0.8	
Farming	30	25.0	
Membership of social organization			
No	99	82.5	
Yes	21	17.5	
Contact with extension agent			
No	107	89.2	
Yes	13	10.8	

Table 2: Annual income of the respondents

Naira (₦)	F (n=120)	%	Mean
≤ 100,000.00	39	32.5	245,500.00
100,001 - 300,000.00	45	37.5	
300,001 - 500,000.00	25	20.5	
> 500,000	11	9.2	

3.1 Enrolment of the girl-child

Figure 1 showed that a majority (90.8 %) of the respondents enrolled their girl-child in schools, while 9.2 % did not enrol their girl-child in schools. This implies that more girls will be educated which could lead to girls being self-sufficient and independent in the nearest future. This is in line with Alabi. *et.al*,

2014, that for a girl-child to become a useful adult, she needs a qualitative formal education. This will enable her develop her mind, intellects and skills to contribute meaningfully to her society.

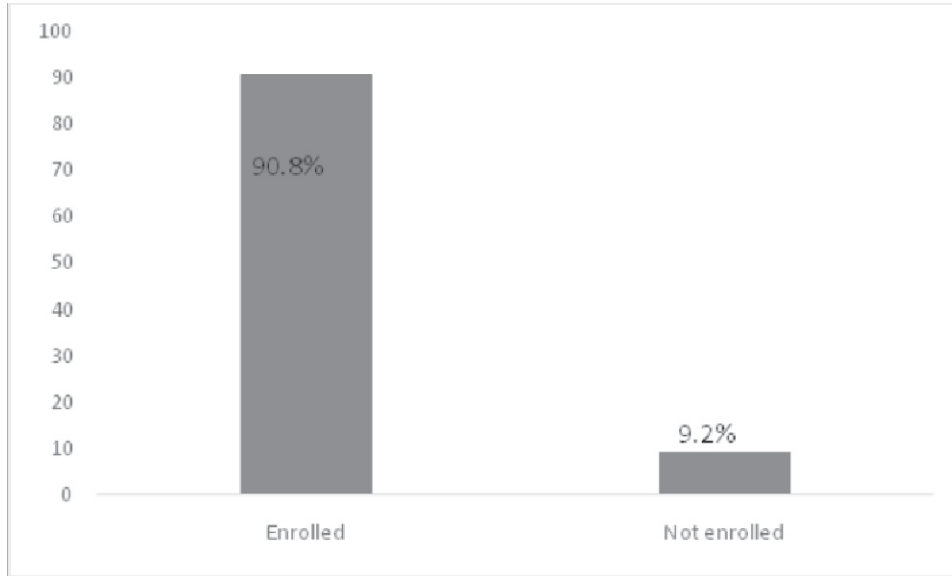


Figure 1: Enrolment of girl-child

Source: Field survey (2017)

3.2 Factors affecting girl-child education

Data in Table 3 shows the mean score of the factors affecting girl-child education. Significant among them include: occupation of the parent ($\bar{X}$ =2.76), family income($\bar{X}$ =2.96), parent s' status in the society ($\bar{X}$ =2.78)and mother's literacy ($\bar{X}$ =2.71).The occupation of parent determines their income which could also contribute to their financial status and if they would be able to finance their girl- child education. Status of the parent in the society as well as mother's literacy have significant effect on the education of girl-child since in most cases they determine the livelihood pattern and access to information regarding the family well being. The study also shows that girls stay at home because of the inability of their parents to pay their school fees, they had to stay at home to assist in their parents business to generate more income for the family. This finding is line with Mohammed (2008) that girls of school ages hawk goods on the street as parents' exploit them.

Sometimes, girls were engaged in early marriages, as a result of poverty and financial problem Parents' status in the society is also an important factor in securing better opportunities for their girls. Mothers lack of access to formal education may constitute an hindrance to girl-child education. The socio-environmental factors that affect girl-child education in least are: culture ($\bar{X}$ =1.79), religion ($\bar{X}$ =1.83),

family structure ($\bar{X}$ =2.15), family size ($\bar{X}$ =2.28), type of households' head ($\bar{X}$ =2.43), and position of the girl child in the family ($\bar{X}$ =2.33). The implication of this is that people in rural area of Osun state are now enlightened to embrace education irrespective of their culture and religious beliefs Research by Rothman (2004) showed that the most important factor associated with the educational achievement of children is not race, ethnicity or residential status. Instead, the most critical factors according to him appear to be socio-economic factors. These factors as stated by him include parental educational levels, neighbourhood poverty, parental occupational status and family income.

Table 3: Factors affecting girl-child education.

Socio-environmental factors	Not at all	Low extent	Moderate extent	High extent	Mean	Decision
Culture	57(47.5)	35(29.2)	24(20.0)	4(3.3)	1.79	Low
Religious belief	57(47.5)	28(23.3)	27(22.5)	8(6.7)	1.83	Low
Family structure	37(30.8)	33(27.5)	45(37.5)	5(4.2)	2.15	Low
Family size	35(29.2)	27(22.5)	48(40.0)	10(8.3)	2.28	Low
Parent status	14(11.7)	22(18.3)	61(50.8)	23(19.2)	2.78	High
Family income	8(6.7)	26(21.7)	49(40.8)	37(30.8)	2.96	High
Mother's literacy	20(16.7)	34(28.3)	34(28.3)	31(25.8)	2.71	High
Occupation of parent	17(14.2)	23(19.2)	52(43.3)	28(23.3)	2.76	High
Type of household head	32(26.7)	26(21.7)	40(38.3)	22(18.3)	2.43	Low
Position of girl-child in the family	32(26.7)	32(26.7)	41(34.2)	14(11.7)	2.33	Low

Source: Field survey (2017) Mean=2.5 (≤ 2.5 =Low extent, ≥ 2.5 =High extent)

3.3 Hypothesis:

There is no significant association between factors affecting enrolment and girl-child enrolment. The result in Table 4 shows that there is no significant association between culture and enrolment of girl-child ($\chi^2=3$; $P \geq 0.005$), Religious beliefs had no significant association with enrolment of girl-child ($\chi^2=2.27$; $P \geq 0.05$), Family size had no significant relationship with girl-child enrolment ($\chi^2=3.84$; $P \geq 0.05$), Family structure had no significant relationship with enrolment of girl-child ($\chi^2=3.13$; $P \geq 0.05$), parent's status ($\chi^2=3.35$; $P \geq 0.05$), family income ($\chi^2=2.59$; $P \geq 0.05$), mother's literacy ($\chi^2=2.92$; $P \geq 0.05$), household poverty and poor financing of education ($\chi^2=7.61$; $P \geq 0.05$) and nature of household head ($\chi^2=4.48$; $P \geq 0.05$). Hence, the null hypothesis is therefore accepted. This could probably be as a result of value placed on

education by the people of Osun state. However, both the occupation of parents ($\chi^2=11.69$; $P \leq 0.05$) and position of girl-child in the family ($\chi^2=10.88$; $P \leq 0.05$) had a significant association with an enrolment of girl-child. This implies that the occupation of parents determines if the girl-child will go to school or not. When the occupation of a parent does not bring sufficient income to the family, it could affect the girl-child education. However, the position of girl-child in the family could be a determinant factor for her enrolment. For instance, in a situation where the girl is the first born, she could be asked to assist her mother in her business or where the mother has just given birth, she could be told to stay back and assist the mother in nursing her baby and allow her siblings to go to school.

Table 4: Chi-square showing the relationship between socio-economic factors and enrolment of the girl-child in schools.

Factors	$\chi^2(p)$	Df	Decision
Culture	3.11(0.38)	3	NS
Religion	2.27(0.52)	3	NS
Family structure	3.13(0.38)	3	NS
Family size	3.84(0.28)	3	NS
Parent's status	3.35(0.34)	3	NS
Family income	2.59(0.46)	3	NS
Mother's literacy level	2.92(0.57)	3	NS
Household financing capacity of education	7.61(0.06)	3	NS
Occupation of parent	11.69(0.01)	3	S
Type of household head	4.48(0.22)	3	NS
The position of the girl-child in the family	10.88(0.03)	3	S

(S=significant)

(N= Not significant)

($P \leq$

Conclusion and Recommendations

The socio-economic characteristics of the respondents indicate that the respondents had an average age of 44years, had an average household size of 7 persons and mean annual income of ₦245,500. The factors that affecting enrolment of girl-child in school are the occupation of parents, household income, the status of parents in the society and mother's literacy level.

Since the income of parents is one of the factors affecting girl-child enrolment, effort should be made by the government at all levels to alleviate poverty at the grass root. Adult education should also be encouraged to eradicate illiteracy especially that of the mothers as they are key role-players in a girl-child education.

References

- Adekunle, I. (2016):. Osun tackles girl child. www.vanguardngr.com
- Alfred, S.D.Y. (2001). Socio-economic and Psychological Factors Affecting the Adoption of Agricultural Innovation by Farm Household in Kogi state Nigeria. Unpublished PhD Thesis. Department of Agricultural Extension Federal University of Technology, Akure, Nigeria.
- Alabi, T. Baha, M. Alabi, S.O. (2014). The Girl-Child: A Sociological View on the Problems of Girl-Child Education In Nigeria. Department of Sociology, University of Abuja, Abuja, Nigeria.
- Bunyi, G. W. (2004). Gender disparities in higher education in Kenya: Nature, extent and the way forward. *The African Symposium*, 4 (1), 43-62.
- Chidebelu, N.P. (2001). Advancing the frontiers of Girl-child education in Nigeria, concepts, challenges and prospects. *Yakubu Gowon Foundation Forum*, Plateau State, Nigeria Resang 18 Press Ltd.
- Ejikeme, G.G. (2000). *Socio-economic and cultural conditions of the girl-child*: Implication for radical social works services in Nigeria. Jos: Deka Printing Press.
- Ejikeme, G.G. (2000). *Socio-economic and cultural conditions of the girl-child*: Implication for radical social works services in Nigeria. Jos: Deka Printing Press.
- GISTAREA, (2013). Girl child Education-Challenges faced in the Society
- Grissmer, R. H. (2003). Beyond Helping with Homework: Parents and Children Doing Mathematics at Home. *Teaching Children Mathematics*, 14, 120–131
- Elizabeth, B. and Michele Casper. (2001). A Definition of "Social Environment", *American Journal of Public Health* March 2001, Vol. 91, No.3
- Mohammed T.D. (2008). Enrolment and Retention of Girl-Child Education: How to Cause and avalanche, A Paper Presented at a Conference on Girl-Child Education in Northern Nigeria held Hamdala Hotel, Kaduna.
- Rothman, J.M. (2004). A Study of Factors Influencing Attitudes towards Science of Junior High School Students. Mexican – American pupils. *Journal of Research in Science Teaching*, 66(1), 40–
- Odefadehan, O (2012). Determinants of Adoption of Selected public health Intervention Strategies by Rural Farming Household in Ondo State, Nigeria. PhD Thesis. Department of Agricultural Extension and Communication Technology. Federal University of Technology, Akure.
- Olunba, C.C (2014). Productivity of Improved Plantain Technologies in Anambra State, Nigeria. *African Journal of Agricultural Research*, vol.9 (29):Pp 2196-2204.