

Assessment of the Factors Militating Against Girl-Child Education in Kontagora Local Government Area, Niger State

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Abstract

The study evaluated factors that constrain and hinder Girl-child education in Kontagora Local Government Area of Niger State, Nigeria. Primary data was used for this study. The theoretical framework used for this study is a synthesis of human capital theory and Erikson's psychosocial theory. The descriptive statistic and percentages were used to examine factors that militate against Girl-child education in Kontagora Local Government Area of Niger State. The chi-square test was also used to test hypothesis by evaluating the association between the factors that militate and hinder Girl-child education at secondary school level. It was found that traditional practices in study area do not permit the education of the Girl-child. However, poverty and parental ignorance played a vital role in preventing Girl-child education in Kontagora Local Government Area. Although poor parental education and awareness is a hindrance to girl-child education in study area, it established that there is a significant association between the factors militating against the Girl-children in general and Girl-child education at secondary level in Kontagora Local Government Area of Niger State. It was recommended that there is need for the government to introduce cultural and heritage policies in the education system. These can serve as catalysts to ignite Girl-child development in the study area. A policy of scholarships and free education could also be introduced to encourage and boost the morale of parents. This could transform their attitudes leading to positive outcomes that can lead to development of Girl-child education.

Keywords: Girl-child, Girl-child education, Girl-child Development

Introduction

Girl-child education is an issue of concern in most developing countries of the world today, especially in sub-Saharan Africa, where a large number of young girls do not attend school. 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. Offorma (2009) defines girl-child as a biological female offspring from birth to eighteen (18) years of age. However, Girl-child education has become a major issue of concern in most developing countries of the world today. Despite repeated commitments, the approval of international and regional conventions for education for all and a multitude of programmes and projects to ensure access to quality primary and secondary schooling for all children.

In Nigeria, the social relations and activities of Nigerian women and men are governed by a patriarchal system of socialization and cultural practices which favor the interests of men above those of women. The women are in subordinate position particularly at the community and household levels and male children are preferred to the females. In the same vein, Agwagah

and Agule (2009); Offorma,2009); Alabi et al., (2012) identified the preference of some parents have for certain disciplines, girls' negative attitude towards mathematics, teachers' negative attitudes to students, poor methods of teaching and inadequate importance attached to Girl-child education by the government/society as possible factors that influence the participation of the Girl-child in Science Technology Engineering and Mathematics (STEM). The consideration of the girl-child education at secondary to that of boys in some societies and in some religious set ups, could also be responsible for the wastage rate among females at all levels of education. Furthermore, the United Nations International Children's Emergency Fund (UNICEF,2007) identified poverty, early marriage and teenage pregnancy; inadequate school infrastructure; cultural and religious biases; gender bias in content and teaching and learning processes; poorly qualified teachers among others as some of the barriers to Girl-child education.

Education is meant for all, in fact, it is the fundamental human right of every child whether boy or girl, able or disabled to acquire basic education. There should therefore, be no discrimination as to who goes to school and who does not, hence education recognizes and helps to unlock the potentials in every child. Low enrolment of the Girl-child in school is widening the educational and economic gap between the men and the women folks in Northern Nigeria and Niger State in particular. Addressing the challenges of girl-child education in Kontagora LGA has become necessary in view of not only the ignorance of rural dwellers on the importance of education, but also the dehumanizing practice of keeping the Girl-child out of school. In light of this however, this study seeks to assess the parental attitude towards the Girl-child education among secondary school students in Kontagora Local Government area of Niger State from 2015 – 2020.

Empirical Literature

The study of Okorie (2017) opined that children arrive at birth as packaged gifts with great but latent potentials. Training (especially formal education) nurtures, prepares and matures them to unleash these to humanity in service and live a fulfilled life; Girl-child is not left out but girl children, in Nigeria, do not have the same opportunity as boys. The study investigated the challenging Factors Militating against Girl-child Education in Nigeria. The factors include poor family background, religious isolation, disability, early marriage and pregnancy, gender-driven violence, cultural discrimination and attitudes against women's status and role. Legislative and legal provisions have been recommended to alleviate the obstacles and enhance the girl child's right to partake in, and gain the dividends of education. Formal education is very essential in developing the value systems of girl children which would lead to the development of good families, good society and ultimately good nation. Hence the slogan: if you educate a boy, you educate an individual but if you educate a girl, you educate a nation.

Also, Maji and Maji (2016) in their study on "encouraging girl-child education for better reproductive health in Nigeria". The paper aimed to re-emphasize and reawaken the mind of humanity on the undisputable importance of girl-child education as a tool for improving reproductive health in Nigeria. They found that the girl-child is important in national healthcare system include reducing infant and child mortality rates, reduces women's fertility rate, decrease maternal mortality rates, decrease early child marriage, improved communication between couple and sense of control over one's life and protection of HIV/AIDS and other related infections. The study concluded education is indeed important for girl child especially now that the nation is striving to achieve higher level of healthcare delivery. In line with this, Adam and Abubakar (2016), made their contribution in a study titled "Correlate of poverty and culture on girl-child out of schools in Bauchi State, Nigeria". The purposes stated to guide the

study include, to find out the correlation between poverty and girl-child out of school and to find out the correlation with girl-child out of school in Bauchi. The researcher got more information to facilitate his work from secondary sources, correlation research design, population and sample size, questionnaires, and interview. The study found that there is a relationship between poverty and girl-child out of school, also that there is a relationship between culture and girl-child out of school. The author concluded by saying that government should introduce and maintain a school feeding program, subsidizes school uniform for the poor and should use sanction to ensure that culture does not hinder girl-child education.

The study of Nwokolo and Nwokolo (2016) revealed that education is the bedrock for any sustainable development. This is because education is an inevitable tool and its mastery is a basic condition for sustainability and development of any emergent world. In Africa and with reference to Nigeria, despite the fact that education is a veritable tool the girl child is still lagging in formal education This may be attributed to some factors including; attitude, culture, beliefs, parental factors, societal norms and low self-concept. It is for the above reasons that counselling intervention strategies are needed so that our young ones will have a better chance of changing the society through education. It is against this backdrop that the study was carried out. The study adopted the descriptive study design. The study was carried out in the south east states of Nigeria. The study found that that attitude, low self-concept, culture, beliefs, and societal norms among others play significant role in influencing Girl-child Education. The study agrees that a sustainable development needs Education to back it up. And so, the study recommended that the counsellors in the south east should counsel the young girls on attitudinal change, assertive social skills, self- concept and interest among others.

Tyoakaa, Amaka and Nor (2014) stated the importance of girl-child education cannot be over emphasized. Hence, this study therefore examined the problems and challenges of girl-child education in kebbi state, with particular reference to Kalgo local government area. The study found that the problems facing girl-child education in Kebbi state is not far from poverty, early marriage, cultural and religious misconceptions. And so, the study recommended that government, non-governmental organizations, parents, traditional and religious leaders should join hands in the enlightenment campaign for the benefits and need to educate a girl-child.

Alabi and Alabi (2013) in their study observed disparity in the education of male and female youths is a global issue particularly in developing countries like Nigeria. The dominance of male gender in schools in general and in the study of certain school subjects or career in particular has been affirmed by research reports. For instance, existing literature indicated low enrolment of females in school. This has strong implications for national development. This study explored secondary sources of data to indicate the participation of female gender particularly in acquiring knowledge and skills in educational sector. The analysis concluded gave birth to suggestions on ways of bringing education to the doorstep of the girl-child in Nigeria. Child participation in schooling is influenced by sector, age, gender, household, poverty status and regional differences. The study recommends that the government and other stakeholders in women affairs should strive to create conducive enabling socio-political and economic conditions which will discourage societal preference for male children and the traditional belief that the position of a woman is in the kitchen.

Amadi (2013), also made contribution in his work “Socio-cultural factors on the girl-child education in secondary schools in Ihiala of Anambra, Nigeria” the research was specifically on discovering how culture of the people hindered the general education of the young girls. Questionnaires, interview and also secondary sources were used in gathering information for

the work. It was found that cultural and traditional beliefs have significant effect on the girl-child education, because they believe the girl will change name once married. Other factors include unwanted pregnancy, breeding of many children, and finance. The study concluded that concluded that scholarship should be awarded to female students, and encourage parents not to abandon their pregnant daughters, rather send them to school after childbirth.

Other studies among which include Abdulkarim and Mamman (2014) who carried out a study on non-formal education and the girl-child in northern Nigeria: issues and strategies. The methodology used for the study is a combination of right-based approach and participatory strategy in the implementation of the programme. They opined that Girl-child education as a programme aimed at giving out of school girls vocational skills to help them break through economically.

In view of this, Stronquist (2000) in his study found that Girl-child education involves equipping girls who later grow into women with the knowledge, abilities and mental powers with which they will be useful to themselves, the family and the society. Thus, the study of Moulton (1997) found that women education helps women take advantage of opportunities that could benefit them and their families, prepare women for the labor force and help them understand their legal as well as their reproductive rights. While Ayodo (2010) carried out a study on the The position of secondary education in Kenya. The study used descriptive statics to analyze the position of secondary education. The findings of the study revealed that the quest for the provision of quality education continues to be a matter of leading concern to both consumers and providers of the education service in Kenya and other developing countries due to its relevance in advancing the contributions of the girl child.

Theoretical Framework

The theoretical framework adopted here is Erikson psychosocial theory. Proponents of human capital theory include Schultz, 1961, Becker, 1993; Mincer, 1974) place more emphasis on investment in higher education (HE) as both a public and private investment decision for governments and its people. As a public investment, the fundamental argument is that investing in education leads to economic growth through increased productivity, social stability, and healthier lifestyles.

On the other hand, as a private investment choice, investing in education leads to increased lifetime earnings for those with more years of schooling, access to better paying jobs etc. While Erikson's theory is based on what he calls the "epigenetic principle", encompassing the notion that we develop through an unfolding of our personality in predetermined stages, and that our environment and surrounding culture influence how we progress through these stages. This biological unfolding in relation to our socio-cultural settings is done in stages of psychosocial development, where "progress through each stage is in part determined by our success, or lack of success, in all the previous stages.

Erikson described eight stages, each with a major psychosocial task to accomplish or crisis to overcome. He believed that our personality continues to take shape throughout our life span as we face these challenges. The transmission mechanism reveals that human capital theory encompasses a set of skills/characteristics that increase a worker's productivity. Based on the Becker approach, human capital is directly useful in the production process. More explicitly, human capital increases a worker's productivity in all tasks, though possibly differentially in different tasks, organizations, and situations. The role of human capital in the production process may be quite complex, there is a sense in which we can think of it as represented

(represent able) by a unidimensional object such as the stock of knowledge or skills, and this stock is directly part of the production function. Secondly, the Gardener approach sees human capital as multi-dimensional of skills. A simple version of this approach would emphasize mental vs. physical abilities as different skills. Similarly, the Schultz/Nelson-Phelps views see human capital as the capacity to adapt. According to this approach, human capital is especially useful in dealing with “disequilibrium” situations, or more generally, with situations in which there is a changing environment, and workers have to adapt to this.

It is in view of the above that the Erikson’s psychosocial theory emphasizes development of the individual whereby the Girl-child is an individual who is expected to develop from different stages to be able to accomplish psychosocial tasks so as to overcome risk and stress in the process of development. Achieving this development can lead to productivity and stability. Following this, the Girl-child education is seen as development of the Girl-child skills that could increase her productivity. Educating the Girl-child could therefore contribute to improving skills that could enable them to be productive and self-reliant. And so, developing the Girl-child is human capital development that can ensure that the Girl-child is exposed to both multidimensional and psychosocial development skills in order to be mentally stable, physically stable, mentally alert and physically alert.

This theory emphasizes that educating the Girl-child can allow them to have the capacity to adapt. For instance, in situations where there is unfavourable environmental factors education can enable the Girl-child create innovative strategies for stability, growth and development without any form of supervision. This makes the Girl-child useful, better and productive leading to increased productivity, social stability, healthier lifestyles and capacity to adapt. This paper is based on framework as it supports the multidimensional and psychosocial development benefits of educating the Girl-child which in turn has a multiplier effect towards ensuring productivity, social stability and healthier lifestyle that could ensure growth and development.

Summary of the life stages:

1	0–1	Hope: Trust vs. Mistrust	Trust (or mistrust) that basic needs, such as nourishment and affection, will be met
2	1–3	Will: Autonomy vs. Shame	Sense of independence in many tasks develops
3	3–6	Purpose: Initiative vs. Guilt	Take initiative on some activities, may develop guilt when success not met or boundaries overstepped
4	7–11	Competence: Industry vs. Inferiority	Develop self-confidence in abilities when competent or sense of inferiority when not
5	12–18	Fidelity: Identity vs. Role Confusion	Experiment with and develop identity and roles
6	19–39	Love: Intimacy vs. Isolation	Establish intimacy and relationships with others
7	40–64	Care: Generativity vs. Stagnation	Contribute to society and be part of a family
8	65+	Wisdom: Integrity vs. Despair	Assess and make sense of life and meaning of contributions

Source: Erikson Psychosocial Theory

Methodology

A descriptive and inferential methodology was used for this study because they provide significant tools for categorical analysis on the hypothesis of the responses on the factors militating against Girl-child education in Kontagora Local Government. The target population of this research comprise of people or the respondents living in the study area for not less than ten years. The sample size was statistically determined using Taro Yamane formula for a finite population. The need for each item was based on the five-point rating interval that was used in the study. Chi-square test statistic was used to assess the factors militating against Girl-child and Girl-child education in Kontagora Local Government Area of Niger State. As a decision rule in the chi-square test, accept the null hypothesis if the calculated chi-square test is less than the table value, while if the calculated value is greater than the tabulated value, the research hypothesis was not supported by the research finding and thereby refuted.

Presentation and Analysis of Data

The data collected was analyzed using frequency and percentage from the personal data of the respondents. Frequency, percentage and mean were used to analyze and to answer the research question. The mean for each item was calculated based on five-point rating interval that was used in the study. In addition, the research hypothesis was tested using chi-square test statistic. The research hypothesis was tested at 0.05% level of significance. The analysis was performed using IBM statistical package for social sciences (IBM SPSS 20) and MINITAB 13. To strengthen the analysis, some of the views and opinions of respondents' interviews was discussed as they relate to the objectives of the study. The analysis is interwoven with findings from the result of in-depth interviews and a quantitative survey.

Cross-Sectional Survey

The cross-sectional survey only was adopted for this study.

Sample Size of the Study

Population

Based on the 2006 population census, Kontagora Local Government Area has a population size of 218,074. The population was projected to be 213,500 in 2019 based on National Population exponential annual growth rate of 2 – 9%. The population of the study consists of the department of Education and social development, Local Government Education Authority, parents, teachers and community leaders. The totality of these groups constitutes the population. The sample size was statistically determined using Taro Yamane formula for a finite population. This is in line with the view of Uzoagulu (1998) who stated that a sample size statistically determined was more tolerable than determining the size by mere appropriation of percentage. Uzoagulu (1998) stated further that sample size should always be determined statistically except in a casual study where accuracy and appropriate procedure are not too important. This study adopts the Steely Yamane 's formula arriving at sample size.

The method is depicted as follows

$$n = \frac{N}{1 + N(e)^2}$$

Where;

n= Sample size;

N= Population size;

e= Level of Significance (5%)

To find N, it is the sum total of (213,500) population of Kontagora local government area.

N= 213,500

Therefore N= 213,500

$$n = \frac{N}{1 + N(e)^2}$$

$$1 + N(e)^2$$

$$n = \frac{213,500}{1+213,500 (0.05)^2}$$

$$n = \frac{213,500}{1+ 213,500 (0.0025)}$$

$$n = \frac{213,500}{1+ 5337525 (0.0025)} = 399$$

$$n=399$$

Sampling Technique

Sampling has to do with obtaining a part of population that is representative of the whole population of study. For the purpose of this study, a simple random and purposive sampling technique was adopted. Simple random sample is a subset of individuals (a sample) chosen from a larger set (a population). Each individual is chosen randomly and entirely by chance, such that each element has the same probability of being chosen at any stage during the sampling process. A simple random sample is an unbiased surveying technique which was used to select questionnaire for respondents. Any respondent who agreed to respond to the questionnaire formed a sample for this study therefore, giving equal chances to members of the general public to contribute to this research. A purposive sample, also commonly called a judgmental sample, is one that is selected based on the knowledge of a population and the purpose of the study. The subjects are selected because of some characteristic. This technique was used to select respondents for the interview. Interview respondents were selected based on their specific knowledge of the girl-child education within the study area.

Sources of Data

For this study, both primary and secondary data were collected. Primary Source is data generated by the researcher through firsthand information. The primary source of data collection was used by administering questionnaires. The questionnaires were prepared on a close-ended format using the Likert Scale which has a five-response categorization and also some open-ended and close ended questions were included. The secondary sources of data were collected from printed works of other scholars who have written on this particular field. The data which supplemented the primary source were collected through policy implementation documents, journals, articles, newspapers and the use of internet.

Results and Discussion of Findings

This section examined the factors militating against the Girl-child education in Kontagora Local Government Area of Niger State. In addition, if parents attitude affected the enrolment of the girl child into secondary schools.

Table 1: Socio-Demographic Characteristics of the Respondents

Gender Distribution		
	Frequency	Percentage
Male	212	53.1
Female	187	46.9
Total	399	100.0
Age Distribution		
15-24	167	41.9
24-40	150	37.6
41-55	59	14.8

56 & above	23	5.7
Total	399	100.0
Marital Status		
Single	232	58.1
Married	153	38.4
Widow/Widower	14	3.5
Total	399	100.0
Educational Qualification		
Primary school cert	43	10.8
SSCE/GCE	159	39.8
OND/ND	87	21.8
HND/First degree	84	21.1
Post graduate	26	6.5
Total	399	100.0
Occupational Distribution		
Civil servant	76	19.1
Student	192	48.1
Trader	50	12.5
Farmer	21	5.3
Others	60	15.0
Total	399	100.0

Field Survey 2021

Table 1 shows that 212 representing 53.1% of the total respondents were male while 187 representing 46.9% were female. It shows that a greater percentage of the respondents were male.

Age Distribution From the table, the response rate from the respondents reveals that 41.9% of the respondents fall within the age bracket of 15-24 years, 37.6% are between the age of 24-40 years, 14.8% are between the bracket of 41-55 years and lastly 5.7% are 56 and above. Therefore, since majority of the respondents in the study area fall within the age group of 15-24 years representing 41.9% and could be seen as the active age of the population. **Marital Status:** The reveal the response rate of respondents on marital Status. The table reveals that 58.1% are single, 38.4% are married and 3.5% are either widow or widower. Therefore, we conclude that majority of the respondents are single, representing the active population of the study area.

Educational qualification: Table 4 shows that 10.8% of the respondents have primary school certificate, 39.8% have SSCE/GCE, 21.8% are OND/ND holders, 21.1% are HND/ First degree holders, 6.5% are Post Graduate. A greater proportion of the respondents are SSCE/GCE holders. This general pattern of the assessment of the respondents is important for the assessment of the respondents' knowledge about the challenges of education in the study area. Figure 4.4 shows a clear picture of the response rate of the respondents. It shows that majority of the respondents have SSCE and GCE. This is similar to the findings of Nkpolu (2014) and Kobani and Nkpolu (2014). They emphasize in their study that literacy level has the potential to increase productivity. Therefore, since majority the respondents have attained the level of SSCE and GCE, it has the potentials to improve productivity.

Occupational Distribution: Table 5 shows that 76 representing 19% of the respondents are civil

servants. While 192 representing 48.1% of the respondents are students. 50 representing 12.5% are traders. And 21 representing 5.3% are farmers while 60 representing 15% are involved in other jobs other than the above listed occupations. Figure5 shows a clear picture of the response.

The Major Constraints Affecting Girl-child Education

Table 2: Major Constraints to Girl-child Education in the Study Area

Traditional and Cultural Practices serve as Constraints to Girl Child Education		
Respondents	Frequency	Percent
Agreed	181	45.4
Undecided	53	13.3
Disagreed	165	41.3
Total	399	100.0
Poverty and parental Ignorance Affect Girl Child Education		
Agreed	231	57.0
Undecided	53	13.3
Disagreed	115	29.7
Total	399	100.0
Poor Parental Education and Awareness		
Agreed	336	84.2
Undecided	13	3.3
Disagreed	50	12.5
Total	399	100.0

Field Survey 2021

Table 2 shows that 45.4% of the respondents agreed that the traditional and cultural practices in the community do not permit the education of the Girl-child. While 41.3% disagreed and 13.3% are undecided. Therefore, we conclude that traditional practices in Kontagora Local Government Area do not permit the education of the girl-child. These findings are similar to the empirical findings of Okorie (2017) and Amadi (2013) but different from Tyokaa, et al (2014). The studies of Okorie (2017), Adam and Abubakar (2016) and Amadi (2013) indicated the factors that militate against Girl-child education which they listed as poor family background, religious isolation, disability, early marriage and pregnancy, gender-driven violence, cultural discriminations and attitudes against women's status and roles. Secondly, while Tyokaa et al (2014) maintained that the problems were not only due to poverty, early marriage, cultural and religious misconceptions but also the inability to provide basic education for the rural populations as well as the inequality between the male and female children enrollment in schools in Kebbi State, Nigeria.

Table 2 also revealed that 57% of the respondents agreed that extreme poverty and parental ignorance among the parents is among the major constraint of girl-child education in the study area, 29.7% of the respondents disagreed with this view while 13.3 % were undecided. Based on this, poverty and parental ignorance appears to play a vital role in preventing Girl-child education in Kontagora Local Government Area. The study is similar to the findings of Okorie (2017), Adam and Abubakar (2016) and Amadi (2013) in that the factors that militate against girl child education include poor family background, religious isolation, disability, early marriage and pregnancy, gender-driven violence, cultural discriminations and attitudes against women's status and roles.

In addition, the table also showed that 84.2% of the respondents agreed that poor parental

education and awareness is a hindrance to Girl-child education in this community, 12.5% disagreed and 3.3 % undecided. Based on this, poor parental education and awareness is a hindrance to girl-child education in Kontagora Local Government Area.

Table 3: Hypothesis Testing

H₀: There is no significant association between the factors (Traditional and Cultural Practices, Poverty and Parental Ignorance, and poor parental education and awareness) militating against Girl-child and Girl-child education at secondary level in Kontagora Local Government Area of Niger State

Crosstab							
			Poverty and Parental Ignorance Affect Girl Child Education			Total	
			Agreed	Undecided	Disagreed		
Educational Attainment	Primary School Certificate	Count	43	0	0	43	
		% of Total	10.8%	0.0%	0.0%	10.8%	
	SSCE/GCE	Count	159	0	0	159	
		% of Total	39.8%	0.0%	0.0%	39.8%	
	OND/ND	Count	29	53	5	87	
		% of Total	7.3%	13.3%	1.3%	21.8%	
	HND/First Degree	Count	0	0	84	84	
		% of Total	0.0%	0.0%	21.1%	21.1%	
	Postgraduate	Count	0	0	26	26	
		% of Total	0.0%	0.0%	6.5%	6.5%	
	Total		Count	231	53	115	399
			% of Total	57.9%	13.3%	28.8%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	592.324 ^a	8	.000
Likelihood Ratio	607.789	8	.000
Linear-by-Linear Association	317.879	1	.000
N of Valid Cases	399		

Table 4

Crosstab							
			Traditional and Cultural Practices serve as Constraints to Girl Child Education			Total	
			Agreed	Undecided	Disagreed		
Educational Attainment	Primary School Certificate	Count	43	0	0	43	
		% of Total	10.8%	0.0%	0.0%	10.8 %	
	SSCE/GCE	Count	138	21	0	159	
		% of Total	34.6%	5.3%	0.0%	39.8 %	
	OND/ND	Count	0	32	55	87	
		% of Total	0.0%	8.0%	13.8%	21.8 %	
	HND/First Degree	Count	0	0	84	84	
		% of Total	0.0%	0.0%	21.1%	21.1 %	
	Postgraduate	Count	0	0	26	26	
		% of Total	0.0%	0.0%	6.5%	6.5%	
	Total		Count	181	53	165	399
			% of Total	45.4%	13.3%	41.4%	100. 0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	419.391 ^a	8	.000
Likelihood Ratio	552.948	8	.000
Linear-by-Linear Association	297.921	1	.000
N of Valid Cases	399		

a. 1 cells (6.7%) have expected count less than 5. The minimum expected count is 3.45.

Test of Hypothesis from Table 3

The result of the chisquare in table table 4.3

Decision Rule

Accept H_0 if $X^2 < X_t$

Reject H_0 if $X^2 > X_t$

$X_c^2 = 592.324$

$X_t = 17.53$

Df = 8

$\alpha = 5\% = 0.05$ (1 tail test).

The study used a two-tail test to get the X_t . Thus $\alpha/2 = 0.05/2 = 0.0025$.

Test of Hypothesis from Table 4

Decision Rule

Accept H_0 if $X^2 < X_t$

Reject H_0 if $X^2 > X_t$

$X_c^2 = 419.391$

$X_t = 17.53$

Df = 8

$\alpha = 5\% = 0.05$ (1 tail test).

The study used a two-tail test to get the X_t . Thus $\alpha/2 = 0.05/2 = 0.0025$.

The chi-square test in table 4.3 revealed that X_c^2 (592.324) is greater than X_t (17.53), therefore we reject the null hypothesis (H_0) and conclude that there is a significant association between the factors militating against the Girl-child and Girl-child education at secondary level in Kontagora Local Government Area of Niger State. Secondly, the chi-square test in table 4.4 revealed that X_c^2 (419.391) is greater than X_t (17.53), therefore we reject the null hypothesis (H_0) and conclude that there is a significant association between the factors militating against the Girl-child and Girl-child education at secondary level in Kontagora Local Government Area of Niger State.

Therefore, both chi-square test confirms that there is a significant association between factors militating against the Girl-child and Girl-child education at secondary level in the study area. These findings are in agreement with the empirical findings of Okorie (2017) and Amadi (2013) and but different from Tyokaa, et al (2014). The study of Okorie (2017), Adam (2016) and Amadi (2013) indicated the factors that militate against girl child education which were listed as poor family background, religious isolation, disability, early marriage and pregnancy, gender-driven violence, cultural discriminations and attitudes against women's status and roles.

Discussion of Findings

The study on the factors militating against Girl-child education in Kontagora Local Government Area was able to establish that 45.4% of the respondents agreed that the traditional and cultural practices in the community do not permit the education of the girl-child. While 41.3% disagreed and 13.3% are undecided. Traditional practices in Kontagora Local Government Area do not permit the education of the girl-child. The findings also revealed that 57% of the respondents agreed that extreme poverty and parental ignorance among the parents is among the major constraints of girl-child education in the area, 29.7% of the respondents disagreed with this view while 13.3 % undecided. Based on this, poverty and parental ignorance played vital roles in preventing girl-child education in Kontagora Local Government Area.

In addition, the findings revealed that 84.2% of the respondents agreed that poor parental education and awareness is a hindrance to girl-child education in this community, 12.5% disagreed and 3.3 % undecided. Based on this, poor parental education and awareness is a hindrance to girl-child education in Kontagora Local Government Area. Lastly, the chi-square test indicates that there is a significant association between the factors militating against the Girl-child and Girl-child education at secondary level in Kontagora Local Government Area of Niger State.

Conclusion

The study area is faced with some constraints that affect Girl-child education. These constraints are observed to serve as hindrance for the success of the development of the Girl-child especially in Kontagora Local Government Area. Empirically it has been observed that Girl-child education is affected by the traditional practices in Kontagora Local Government Area which do not permit the education of the girl-child. Following this, poverty and parental ignorance also played a vital role in preventing girl-child education in Kontagora Local

Government Area. Based on this, poor parental education and awareness is a hindrance to girl-child education in Kontagora Local Government Area.

Recommendations

This assessment of the factors militating against Girl-child education is able to establish that there is a significant number affect the Girl-child and their education at secondary school level in the study area. Hence, the following recommendations and suggestions are made:

There is need for the government to introduce cultural and heritage policies in the curriculum of education. This could serve as catalysts to ignite development of the study area. It could also improve on the attitudes of parents towards the Girl-child. Secondly there is need for proper enlightenment on house-to-house basis to create awareness in both the rural and urban areas in Kontagora Local Government. This will serve to bring Government closer to the people. Lastly, a scholarship and free education policy could be introduced to encourage and boost the morale of parents. This can transform their attitudes leading to positive outcomes that can lead to development of Girl-child education.

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