



FACULTY OF EDUCATION  
DEPARTMENT OF EDUCATION AND SPECIAL EDUCATION

## **Limitations of Girl Child Education and Consequences on National Development in Nigeria:** A Teachers', Counsellors' Perspective on Obudu Local Government Area.

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Master's thesis:	30credits
Programme/course:	L2EUR (IMER) PDA184
Level:	Second cycle
Term/year:	Spring/Autumn 20xx
Supervisor:	Stefan Johansson
Examiner:	Elisabet Öhrn

# Abstract

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**Aim:** This research examined the limitations of girl child education and its consequences on national development. The major aim was to investigate through the lens of teachers and counsellors the factors limiting girl-child education and its consequences on nation-building in Nigeria. Specifically, answers were sought from teachers and counsellors in Obudu to address the following objectives: to understand the factors militating against girl child education in Obudu and the consequences of **lack of girl-child education** on national development.

**Theory:** Literature was reviewed in chapter two to capture the entire variables of the study. Additionally, the study adopted two theories as theoretical undercurrents. The theories utilized for the study include Radical Feminism Theory and Bronfenbrenner's Ecological System Theory. They considered the reasons and need for women's agitation for equality and education as well as ecological (environmental) factors which hinder the freedom and rights of women. Keywords and phrases used in the search were girl-child, feminism, education, and national development. Also, the database referenced includes

previous works on the subject matter, Wikipedia, Google, and researchgate.

**Method:** The research method adopted was a descriptive survey design. Questionnaires were administered to one hundred (100) respondents who were teachers or counselors in Obudu Local Government Area. A set of Likert-scale items were formulated under each question. Further, the primary data collected from fieldwork were analyzed in univariate for frequency and percentage distribution. These were executed using the Statistical Package for Social Sciences (SPSS) version 20.0

**Results:** The result revealed that unavailability of single-sex schools, poverty, early marriage, and pregnancy are the major factors limiting girl child education in Obudu. And that, when girls do not get proper education, gender disparities and inequality gaps will increase: crime rates will spiral, commercial sex hawking will be on the high, and there will be a low turnout of women in civic and political activities as well as high risk of sexually transmitted diseases and increase in mother-to-child mortality rate.

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# **CHAPTER ONE**

## **Introduction**

In many developing nations, especially in sub-Saharan Africa, girls' education has become a major subject of concern, particularly because many young girls do not attend school. According to Grace (2010), there are an estimated 121 million out-of-school children in the world, with 65 million of those being females (which is about 53.8% of the total). The majority of these girls live in sub-Saharan Africa (almost 80%). UNICEF estimates that 10.5 million of these children live in Nigeria as of 2022. This places Nigeria at the top of the global and African leaderboards.

## **Background**

In Nigeria, a lot of work has been put into documenting and assessing the position of the girl-child in comparison to the male-child in terms of schooling and education opportunity inequities. This work has been done to an extensive degree. However, more recent research has demonstrated that the status of her existence is poorer than that of her male counterparts during all stages of her life, beginning with her formative and infant years and continuing through her adolescent and adult years (Igube, 2004, as cited in Asare., 2009).

## **Statement of the Problem**

Education is the right of every girl everywhere, and it is the key to changing both the girl's and her community's lives. Girls who do not receive

any education are deprived of the opportunity to reach their full potential and play a productive and equitable part in their families, societies, countries, and the world at large. Education is one of the most essential instruments available to empower women in the household and in society. Furthermore, teaching girls have cascading effect. Literate and educated women are less likely to die after childbirth, have smaller, healthier, and more educated families, and are better equipped to defend their families and themselves from HIV/AIDS, human trafficking, and other types of violence (United Nations Children's Education Fund, 2009).

The rate of out-of-school girls in Nigeria is roughly 40% of the entire out-of-school population, compared to the 60% of the total population of the out of schoolboys. However, this is not all there's to it: there are more girls who have never been to a school than boys in Nigeria, especially in the Northern part of the country. A recent study conducted by the Bill and Melinda Gates Foundation shows that an estimated 30 million children ranging from age 2-18 have never been enrolled in schools in Nigeria, of which a staggering 73% are girls. This means that, whilst ten million (10, 000, 000) children have dropped out of school, thirty million (30, 000, 000) have never in their lives been to school in Nigeria. The reason for more female enrollment lies in higher numbers in secular and metropolitan states such as Lagos, Rivers, Imo, Anambra, and Abia where on the average the ratio stands at girls 60% to boys at 40%.

According to the Federal Ministry of Education (2018), In many other states, including Cross River, the enrolment rate for girl-child is lower than that of boys. The reason is not farfetched. It could be attributed to child bride syndrome which has patterned early marriages in the north and some



riverine areas in the south, teenage pregnancy, or sheer lack of value for the female child.

In many communities within states like Cross River, female genitalia mutilation, child bride and teenage pregnancy remain major social, health, and cultural reasons for low enrolment of girls in school according to Education Development Goals (EDG) Community Development Service Group of the National Youth Service Corps in Obudu, Cross River State, (2017).

There are other reasons which could be responsible for the low enrollment of girls in education: they include poverty, the religious inclination of parents, and cultural standings of the girl-child's ethnicity and or immediate environment.

The overall aim of this study, therefore, is to investigate through the lens of teachers and counsellors the factors limiting girl-child education and its consequences on nation-building in Nigeria. It is important that the views and opinions of the above-mentioned groups be sampled because they relate directly with children as regards their education more than even parents in most cases. More so, they serve as the final lap in the line of curriculum/education policy implementation. It is the hope and understanding of the researcher that the feedback/data to be elicited from them will be vital in the advancement of girl-child education. To achieve this aim, the following research questions were formulated:

### **Research Questions**

- According to teachers and counsellors, what are the major factors militating against girl-child education in Obudu?

- What are the consequences of lack of girl child education on national development according to teachers and counsellors and, are these in contrast to previously established findings?

### **Significance/Relevance of the Study**

The study's goal is to educate policies aimed at improving girls' education in Obudu and throughout Nigeria. Finally, the findings and recommendations will serve as a guide for the government in developing policies to increase girl-child education in Obudu LGA and, by extension, Nigeria, with the goal of improving girl-child education. It will also assist teachers and academic institutions in developing measures to support the girl child. The study will highlight areas for more research in terms of developing interventions and strategies for female child education. Furthermore, it aligns with the United Nations' Sustainable Development Goals 4 (access to quality education) and 5. (gender equality).

Furthermore, the study is meant to have an emancipatory purpose as a social impact activity by identifying and categorizing as well as raising awareness about the factors that impede girl-child education. The discussions with participants in this study will be structured to include ways of amplifying and strengthening the agency and amplifying the voice of the girl child against lack of education. It is the hope of the researcher that this can be achieved by suggesting ways to enable higher enrollment of girls in schools through the creation of equal opportunities for both male and female students.

### ***Chapter 1 recap***

In this chapter, we've spoken about how girls in Obudu, and by extension, Nigeria, are being denied access to basic education. Consequently, the gender disparity in school enrollment has been highlighted, as well as the real and/or imagined issues such as early pregnancy, poverty, and child brides contributing to the absence of girl-child education in Nigeria.

The research problem has been highlighted as the lack of understanding of the factors that restrict girls from obtaining formal education. The purpose of this study is to identify these factors and, if possible, offer solutions to help girls get and stay in school. It contributes to critical educational research and feminist theory on the academic level as well as to the emancipation of girls on the social level, helping to achieve SDGs 4 and 5 through the empowerment of women and girls.

## **CHAPTER TWO**

### **Literature Review & Theoretical Underpinnings**

In an attempt to ground this study on relevant scholarship about girl-child education, I reviewed literature (scholarly materials) pertaining to the broader context of Sub-Saharan Africa, with a focus on Nigeria. The review of literature is divided into sections that explore the *theoretical framework*, *conceptualization*, *implications of lack of girl child education*, and causes for this, whether genuine or imagined. Also, *need for girl-child education*.

#### **Theoretical Framework**

Gender is a critical factor in structuring the types of opportunities and life chances faced by individuals and groups, and strongly influences the roles they play within social institutions from the household to the state. Although the roles of men and women differ from culture to culture, there is no known society that has females who are more powerful than males. In general men's roles are more highly valued and rewarding than women's roles (Ibrahim, 2004, as cited in Giddens., 2010).

In this study, two models were utilized to describe the causes of girl child education difficulty in Nigeria namely, the "Radical feminism" theory and "The ecological model of Bronfenbrenner" theory.

#### **Radical Feminism**

At the heart of radical feminism is the belief that men are responsible for and benefit from the exploitation of women as well as girl-children. The analysis of patriarchy is a central concern. Patriarchy is viewed as a universal phenomenon that existed across time and cultures. Radical feminists often

concentrate on the family as one of the primary sources of women's oppression in society (Igube, 2004). Walby (1990, as cited in Rese., 2005) contended that there are some patriarchal structures that restrict girl-children as well as women's educational opportunities and help maintain male domination. These are paid employment, patriarchal relations within the household, patriarchal culture, sexuality, violence toward females, and the state. Each of these structures has some independence from the others, but they can affect one another, reinforcing or weakening different structures.

Walby (1990) is of the opinion that paid employment has been and remains a key structure in creating disadvantages for women and girl-children. In traditional and even contemporary Nigerian communities, the degree of inequality between men and women in terms of pay, position, condition, and access to well-rewarding occupations has declined only slightly. The gap between men's and women's wages has only been reduced a little and women continue to predominate in low-paid, part-time employment. When girls and women decide not to seek formal education nor seek a paid job, they do so more because of restricted opportunities open to them because of cultural values that suggest that mothers and wives should stay at home. The state's policies and priorities are systematically biased toward patriarchal interests. Women have routinely experienced violence, and the state effectively condones the violence with its refusal to intervene, except in exceptional cases.

De Beauvoir (1949, as cited in internet encyclopedia of philosophy., 2002) argued that men had made women the "Other" in society by the application of a false aura of "mystery" around them; that men used this as

an excuse not to understand women or their problems and not to help them, and that this stereotyping was always done in societies by the group higher in the hierarchy to the group lower in the hierarchy. More so, a similar kind of oppression by hierarchy also happened in other categories of identity, such as race, class, and religion, but she claimed that it was nowhere truer than with gender in which men stereotyped women and used it as an excuse to organize society into a patriarchy.

Two distinctive forms of patriarchy are identified- private and public. Private patriarchy is the domination of women and girls which occurred within the household at the hand of individual patriarchy. Girls are socialized to the belief that they cannot take independent decisions on their own but by a male around them. Public patriarchy is more inclusive. Girls, as well as women, may involve in public life such as education, employment, and politics but the quality and levels of involvement are generally lower compared to their male counterparts (Walby, 1990 as cited in Igube., 2010). In Nigeria, for instance, the enrollment ratio of girls to boys is generally lower in elementary, secondary, and tertiary institutions (Offorma, 2009). Igube (2010) asserted that though women's population is higher than men in Nigeria, the number of women in the labor force is lower than men and more of these women are in low-paid informal employment.

In the opinion of Alabi (2013), the Nigerian woman and the girl-child in some parts of the country are hurrying to regain their virtues through education, since the virtue of individuals in the society has strong implications for the virtues of the society, to retain or strengthen the virtue of the society. For instance, only 20% of women in the North Central and

Northeast of the country are literate and have attended school while the Northeast presents the worst scenarios (UNICEF, 2007). Also, Dugbazah (2009) noted that the gender composition of occupations in both the formal and informal sectors of a country is an important indicator of the economic opportunities open to women. This, if taken seriously shows that men enjoy far more economic opportunities than women in Nigeria.

### **Bronfenbrenner's Ecological System Theory**

Kainuwa et al (2013) unlike various development theories that place emphasis on the nature and nurture interaction in the development of children, Bronfenbrenner's ecological system theory looks at the child's environment in terms of its quality and context. According to Bronfenbrenner, the interaction within these environments becomes more complex for a child.

The ecological model of Bronfenbrenner's theory attempts to explain the differences in individuals' knowledge, development, and competencies through the support, guidance, and structure of the society in which they live. In this regard, therefore, children's education depends largely on the support, guidance, and structure of the society which has to do with the cultural traditions and practices of their parents. In many cases, the education of children is linked with the cultural tradition and practice of their parents who are said to be the microsystem according to ecological theory. Many times cultural traditions and practices of the parents contradict the Western system of education as a result they may serve as barriers to its effectiveness.

In principle, Radical Feminism Theory and Bronfenbrenner's Ecological Theory were used in this study. It is neither uncommon nor out of place for a research study to employ more than one theoretical framework. The decision was influenced by the researcher's intention to establish a clear link between the research questions posed and the theoretical framework(s) utilized. To considerable measures, it is hoped that the first research question is correlated to Bronfenbrenner's Ecological Theory, as it discusses factors within the environment of the girl child that works against her acquiring an education. In the same vein, the interconnectedness of Radical Feminism theory with the second research question can be seen in terms of how women's struggles, and the tenets of feminism founded on women's rights, relate to closing the gap of inequality in wages, economic status, wealth creation opportunities, and financial freedom in an immensely patriarchal society, and how failure to achieve this would not augur well for the girl child and society in which she lives.

### **Concept of Girl Child**

The term 'girl-child' refers to a female between the ages of 6-18 years. The National Child Welfare Policy (1989, as cited by Ada., 2001) defines the girl-child as a female below 14 years of age. Offorma (2009) defines it as a biological female offspring from birth to eighteen (18) years of age. This period is made up of infancy, childhood, early and late adolescence stages of development.

The girl child is a female child who is still a minor and continues to be under the control and direction of her parent(s)/guardian(s) within the provisions of the law and/or traditional stipulations. Thus, hence the legal



age for attaining adulthood is 18 years in Nigeria, which puts the entire female population of the country under this age bracket within the context. This is a significant number given that they constitute roughly 49 percent of Nigeria's female population.

## **National Development**

Nation-building could be at various levels but at the individual level, it encompasses self-capacity in the maximization of skills and creativity leading to innovations and groundbreaking achievements (Ugwu, 2015). Bruntland Commission (1987) suggests that the major aim of national development should be to meet the needs of the present without jeopardizing the ability of the upcoming generation to meet their own needs. And Anokwu (2021), has opined that "sustainable education is the key to achieving development which is non-detrimental to upcoming generations. If not properly educated and presented with equal opportunities as her male counterparts will in the future embrace the same vices which society has decided to protect her from"

Nation-building is a serious national task that must not be carried out by a select few, but by every member of the society. National development according to Anokwu (2021) "is a people's continuous march and collective effort to attain higher and better political, economic, social, and intellectual standing which will usher intolerance at all levels of human interactions and leanings, socially, religiously, culturally, racially, sexually, and much more. This march, made in good faith must not undermine the cultural and native heritage of the people, neither should it negate the significance of globalization or the aim of prosperity for all. Thus, every member of the

society must be equipped by and through the support of the society to stand a chance to contribute his or her best towards building the nation which has thus equipped him or her”

In the quest for nation-building, commonly in Africa, and Nigeria mostly, women have been left behind since the inception of independence. They have been made to go on protests, riots, and demonstrations, and hold conferences to get the attention of the society which has been patriarchal for times unrecorded. In Nigeria, women since 1999 have occupied only 30% of the available political positions, elective and appointive. Presently, they occupy roughly 21% of the leadership positions. This is no different in the labor market as only about 23% of female graduates able to work are currently employed. Thus, it is reflective of how the female child is valued and how her education is weighed against her male counterparts (Uwandu et al, 2019).

### **Consequences of lack of girl-child education**

Today’s girls are tomorrow’s women; the differential treatment of girls and boys can hardly be separated from the preferential treatment of men to women in our society. Being born and growing up as a girl in a developing society like Nigeria is almost like a *curse* due to contempt and ignominy treatment received from the family, the school, and the society at large. The cumulative effects of these discriminatory, exploitative, and unjust treatments have had profound negative impacts on education opportunities available to girl-children (Alabi et al, 2014).

It is then necessary for the girl child to be given the same opportunities as her male counterpart to be adequately equipped with the requisite skills, knowledge, and competencies that will enable her to contribute to nation-building.

Any member of the society who isn't thus equipped to contribute positively has been positioned to contribute negatively. Consequentially, this leads to adverse outcomes that are undesirable and abhorrent to societal and national values as well as universal human values (Anokwu, 2021).

Thus, any individual or group (gender, ethnicity, etc.) not adequately equipped to serve the society meaningfully will eventually be a disservice to the society. In this sense, if the girl child isn't adequately equipped through education, she readily becomes either a tool for or a victim of the following:

- Armed robbery
- Human trafficking
- Commercial sex hawking
- Hunger and poverty
- Diseases informed by lack of education
- Low self-esteem

Today, countless women are still in toxic marriages where they are sexually molested, physically abused, and deprived of their rights simply because they are not educated and by extension, cannot afford their bills when they decide to leave. Owing to lack of education, many women have watched ignorantly as their child/ren died of one disease or the other. Lack of education has informed resistance/refusal on the part of many women to take certain medications antenatal and post-natal. Lack of education

perpetually ties people to superstitions and makes them susceptible to gullibility.

Owing to lack of education, many women have come to accept female genital mutilation notwithstanding its attendant health hazards, sexual disadvantages, and mental and physical downsides.

### **Factors militating against Girl-Child Education**

Every society has its peculiarities in terms of factors that contend with the progress of individuals within the environment. In Obudu, like every other society, this is not different. In brief, some of the factors in this context range from:

- Cultural and religious leanings of the parents to customary and traditional stipulations of the land to,
- Parents' literacy, level of education, and socioeconomic status.
- Access to education is also a major problem. This is simply not just the right to education, but also the ease with which education and its facilities are opened to the girl child. It is also the opportunity driven by the need to close inequality gaps made available to the girl child to acquire education. Convenience, availability, and gender-sensitive education facilities and policies all fall within the umbrella of accessibility.

It is true that many governments make provisions for the education of their citizens, but the provisions most of the time do not take cognizance of the peculiarities of the girl-child. In that case, the girl-child may not have access to education, which is a fundamental human right (Alabi et al, 2014).

It is no news to state that most religions known and practiced in Africa from the history of mankind to date have held a patriarchal outlook. In some extreme situations, women have been considered less human in the scheme of things on religious matters. Culture is next to religion as it regards female discrimination. Thus, “A major deterrent to female take up and follow-through of educational opportunities (even when these are available) is a near-universal fundamental cultural bias in favor of males. The widespread operation of patriarchal systems of social organization; customary early marriage; incidence of early pregnancy (in and out of marriage); heavier domestic and subsistence duties of females (especially in rural areas); generally lower regard for the value of female life, all combine though differentially in each case, to adversely affect the participation of girls and women in formal education. To this list may be added problems of seclusion and security in some areas. Such long-standing constraints result in a dearth of female role models that could challenge the traditional one that is clearly acquired by both sexes at a very early age. The influence of these factors can only be overcome, inter alia by a profound change of attitude on the part of influential males, and in some countries of traditionally-minded powerful females in key family positions” (Amin, 2005, as cited in Alabi et al., 2012).

More so, geographical factors play a role in this regard. Certain institutions especially at a primary level within the rural areas can prove difficult to navigate physically. It then presents the female child with less opportunity to attend school in comparison to her male counterparts who are deemed physically stronger.

## **Need for Girl-Child Education**

As cited in Alabi et al,

- The child is born helpless and must rely entirely on parents and other older members of society to survive and satisfy his/her growth needs in all their ramifications.
- The degree and quality of participation in the life of the society depend to a large extent on the degree and quality of his/her education. This will enable him/her to perform his/her political and other citizenship duties and exercises the rights pertaining thereto effectively.
- Since every citizen benefits from the result of the education of his/her fellow citizen and since every generation receives its education from an older generation, every generation has a duty to reciprocate by educating the generation that comes after it (Ocho, 1988; Offorma, 2009; Asare, 2009). key family positions” (Amin, 2005, as cited in Alabi et al., 2012).

The girl child education is nothing new, probably because of gender disparity in education. Gender disparity in education has kept women marginalized. Women and girls formed the most significant number of people without access to education. In West Africa, about 30 million school-age girls are out of school, and over 10 million girls are from northern Nigeria (Ningi, 2012, as cited in Oritsema., 2021). When a woman is educated, it benefits her family and society greatly. She is best positioned to protect herself and her family from diseases, she contributes to the economy of the home and plays her civic role in promoting the development of the society.

Educating both male and female children to promote gender equity. Training the girl child is a long-time investment with high yields. Apart from

being a fundamental human right, it is through educating the girl child that the goals of equality, peace and development of a country can be achieved. When a girl child is educated, her family is positively impacted; education develops the girl child's mental ability. The years of educating girls from primary to secondary school and even university give room for physical development and eliminate child marriage chances, (Oritsema 2021)

Osita-Oleribe (2007, as cited in Oritsema., 2021) states that "The girl child education is a sine qua non to the realization of the total women empowerment and emancipation across the globe and involves the formal training". Education is linked to societal development, and it is a vital tool for achieving SDGs. Education helps to reduce poverty and inequality, and it is the bedrock of sustainable economic growth. Investing in education facilitates the achievement of other developmental goals. A high rate of children's enrollment in schools tends to improve literacy and, at the same, increase the gross domestic product of a nation (Musa & Bichi, 2019 in Oritsema., 2021).

An educated female has been equipped with the requisite knowledge and skills to protect herself and others around her from rape, injustice, molestation, harassment, exploitation, and all form of discrimination and deprivation in the society. She knows the law; she understands her rights and demands to be treated with dignity and respect. She outgrows gullibility and can think for herself. In this way, she is hardly a victim of human trafficking and underemployment.

### ***Chapter recap***

This chapter has discussed several scholarly texts relating to the subject under investigation. It deliberated and presented erudite views on the conception of terminology and important phrases; the praxis of girl-child nation-building. Also, discussed are the issues around the detriments of lack of girl child education, factors that contribute to it, and the necessity for girls to be educated.



## **CHAPTER THREE: Methodology**

### **Introduction**

The primary focus of this chapter is on the procedure that was followed in gathering data for the study. Outlining the method chronologically, it comprises research design, location of study, the population of the study, sampling technique and sample size, method of data collection, limitations of the study, ethical consideration, and method of data analysis.

### **Research Design**

The formulation of a research design is at the center of any social research process as it provides the basis for actualizing the research plan. The research design is a careful arrangement of situations for acquiring and analyzing data in a manner that aims to combine relevance to the purpose of research. In this regard, this study adopted a descriptive survey design.

The survey design is regarded as the most appropriate design to measure the perceptions of respondents in the study. It is my belief that this design facilitated my collection of data across sections of the population and sample size for comparative analysis.

### **Location**

The study which is on **Limitations of Girl Child Education and Consequences on National Development in Nigeria: A Teachers', Counsellors' Perspective** on Obudu Local Government Area was carried out in Obudu Local Government Area of Cross River State. Obudu is a tourist location (the number one in Nigeria) whose people are mostly farmers, traders, and civil servants. It is bordered in the north by Benue State, in the west by Ogoja, and in the south by the Cameroons. According to the 2006

(most recent) Nigeria census, the population of Obudu LGA is 161, 457. It is currently estimated at over 250, 000.

### **Population and size of the Study**

The study population for this cross-sectional survey consisted of teachers and counselors from 10 public secondary schools in Obudu LGA. The sample will comprise 10 teachers each from the 10 public secondary schools in Obudu summing up to 100 respondents.

### **Sampling Technique**

For this study, the respondents were selected at schools that allowed the researcher access. In this sense, it was a convenience sample. Schools selected include single-sex schools (girls only), coeducational schools, and schools located in more affluent as well as less affluent areas. This was done with a view to getting comprehensive data and varying information that will lead to deeper insight into the subject matter. Copies of the questionnaire were distributed to the respondents randomly by walking into either the staff room or classroom offices. Respondents were in general positive to participate, only a few of the approached were reluctant to participate and declined. The 100 respondents were briefed individually on the expectations of the instrument and what they are required to do.

### **Data Collection**

A questionnaire method of data collection was used. This was chosen with a view to eliciting primary data which is best suited to this study. The

questionnaire was designed and structured properly to capture both close and open-ended questions. The questionnaire was a question format that contains a pre-formulated set of written and carefully worded questions and instructions for the respondents. Its validity and reliability were pilot tested by members of the Master of Research and Public Policy (MRPP) class of 2021 at the University of Lagos. The MRPP class was tested to evaluate the feasibility and ease of filling out the form, time, and confidentiality protection of respondents. This was conducted within a two-week interval. Thereafter, Pearson Product-Moment Correlation Coefficient statistics was used to compute the reliability.

The instrument had three parts. Part (A) solicited the background information of respondents. Part (B) asked for the participant's views on the factors that impede girl child education. Part (C) elicited information from respondents on the consequences of lack of girl child education on national development. The questions were developed in line with previous research reviews as regards the inequities between boys' and girls' access to education. Part B and C consisted of a set of questions with a modified Likert scale (four alternatives, ranging from strongly agree – strongly disagree). Four alternatives are often preferred as opposed to scales with a “neutral” mid-point, which may exacerbate modesty response style and flatten variance (Jude & Kuger, 2018). The questions in parts B and C were developed and piloted by the researcher. The items were developed with specific attention to the recommendations outlined in Lietz (2010),

considering for example question length, grammar, specificity, and simplicity. Although items were constructed for this study, their design was inspired by items in international surveys like PISA and TALIS, where students and teachers are to consider various kinds of statements, for example regarding their working conditions, typically on a four-point Likert scale.

The questionnaire instrument was deemed appropriate for the study because it was less time-consuming and more flexible for the busy respondents. Also, the COVID-19 restrictions played against the idea of interviewing respondents as many of them were unwilling to be interviewed. Again, as of the time of distributing the questionnaires, schools had barely two weeks to vacate for the Easter holidays.

### **Validity and Limitations of the Study**

There is a number of possible biases that need to be addressed: although the questionnaires could be considered well developed according to the pilot study, some respondents might have challenges understanding the questions while some might not be sincere in their responses. Social desirability behavior is a common problem for survey data, as in when respondents state what is most appropriate rather than what is actually true for them. However, in the data, there are no signs that all teachers select the same response category and there is a good variety of responses for each survey question.

## **Ethical Consideration**

Following the provisions of ethical consideration by Anokwu (2021), *confidentiality, the anonymity of the respondents, informed consent, do no harm, integrity, and honesty, right to privacy, and respect for human rights*, the researcher briefly explained the purpose (solely for academic) of conducting the research to the respondents. The self-completion questionnaire did not by any means provide the identity of any of the respondents.

## **Data Analysis**

After the collection of data from respondents, the data were screened for completeness and coded for entry. All these were done using the Statistical Package for Social Sciences (SPSS) software version 20.0 as a tool for data analysis. For purpose of simplification, data were presented in tables. It was analyzed along with a univariate format for frequency and percentage distribution.

## **Education For Sustainable Development**

Under the Agenda for Sustainable Development, there are 17 goals set to be achieved by the year 2030 which is an action plan for the globe. Goal 4 represents the educational goal and is aimed at ensuring "inclusive and equitable education, and promote lifelong learning opportunities for all,". There are ten targets under this Goal. Not all the targets in Goal 4 are related to the study, however, the following targets were used as signposts in delivering the research objectives:

Goal 4.1 states that by 2030, all girls and boys will have received free, equitable, and high-quality primary and secondary education, resulting in relevant and effective learning outcomes.

Within the Nigerian space, boys and girls have not had free access to education. Though there have been cases of past and present administrations announcing education as free. These are done sparsely and within state levels and do not last or aren't backed by law as policies. They are mostly political pronouncements or executive fiats which are quashed by the next administration. However, primary education in public schools is subsidized through private-public partnerships such as Petroleum Education Trust Fund, Universal Basic Education Board (UBE), and the like. Yet, this isn't enough because poor parents still find it difficult to send their female daughters, especially to school, more so now that Nigeria has been confirmed as the poverty capital of the world.

Goal 4.5. states: eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including people with disabilities, indigenous peoples, and vulnerable children, by 2030.

All humans, irrespective of their social status, race, age, gender, nationality, and other persuasions as well as inclinations, especially those deemed to be under vulnerable circumstances such as women and children, should be given access to equitable and quality education. Within this target goal, girls were the interest group for the current study. Girls are expected to have access to inclusive, equitable, high-quality education and opportunities for the purpose of contributing meaningfully to society and competing fairly within and amongst their male counterparts. This has not been the case in Nigeria, where rigid curricula are set and do not allow for sex education which will enable the girl child to understand herself, body and sexuality better; and unadaptable to meet the needs of female learners. So far, co-educational schools and even single-sex schools for girls have lacked

resource facilities, human and material as well as sufficient technical aid, thereby limiting equal access and quality education for female students particularly because the Nigerian space is highly patriarchal, and constantly has culture, religion and social norms playing against the development and higher human freedom of women.

Target 4. a: Build and upgrade educational facilities that are child, disability, and gender-sensitive, and provide a safe, non-violent, inclusive, and effective learning environment for all. This goal emphasizes the relevance of substantial infrastructure as well as safe, inclusive environments that promote learning for all, regardless of gender. Most so-called co-educational schools, have yet to upgrade their infrastructure and overall environment to accommodate the needs of the girl-child.

Target 4. c: By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small Islands developing states. Teachers and academic facilitators within academia play a crucial role in achieving all the SDG 4 targets. This is because the equity gap in education is worsened by scarcity and inequitable distribution of professionally trained teachers and counsellors. Teachers and educators must be empowered through qualitative and standardized recruitment, remuneration, and periodic training.

This target also influenced the research objectives and questions, which centered on teachers' and counsellors' perceptions of limitations of girl child education and consequences on national development. Nigeria is a signatory to the Sustainable Development Goals and has been tasked with meeting these targets by 2030. Yet, there is clear evidence going by the scheme of things that Nigeria is not prepared or is doing very little towards actualizing

this goal. More so, there's a high dearth of counsellors in the Nigerian education sector to professionally guide female students in their life paths while at school.

It, therefore, remains to be seen whether or not the leadership of Nigeria is ready to achieve these targets by churning out policies and programs that will bridge the gap in gender disparities and help change the narrative or will the status quo remains the same.

### ***Chapter recap***

This chapter has detailed the steps and scientific procedure to be adopted by the researcher with a view to sampling technique, data collection, and analysis. Also, it shed light on the location of the fieldwork to be conducted, the instrument for data collection (questionnaire), sample size, ethical consideration, and study limitations. Further, the Education for Sustainable Development has been discussed with a view to establishing the study's relevance towards meeting sustainable development goal 4 of the UN agenda.



## **CHAPTER FOUR**

### **Results**

After the collection of data from the respondents, the data were screened for completeness, edited for consistency, and coded for entry. All these were done using Statistical Package for Social Science (SPSS) version 20.0 as a tool of data analysis. It was analyzed along with a univariate format for frequency and percentage distribution; and bivariate analysis for cross-tabulation of the variables of the study. The open-ended questions were analyzed using the content analysis method. Data were presented in tables for simplification and characterization of data and summary of findings. Also, out of the 100 questionnaires distributed, 97 were collected and out of the 97, only 93 were adequately and properly filled after the screening was conducted.

**Table 4.1: Background information of respondents (N=93)**

<b>Variables</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Age Category</b>		
20-29	13	13.9
30-39	27	29.3
40-49	23	24.7
50-above	30	32.1
<b>Gender</b>		
Female	42	45.2
Male	51	54.8
<b>Highest Education Level</b>		
Primary	-	
Secondary	-	
Certificate/Diploma/NCE	19	20.4
Graduate B.Ed./BSc.	69	74.2
Postgraduate	5	5.4
<b>Children</b>		
Yes	87	93.5
No	6	6.5
<b>Position in School</b>		
Classroom teacher	81	87.1
Counselor	12	12.9
<b>Years of experience</b>		
1-2	3	3.2
3-5	9	9.7
6-9	24	25.8
10-above	57	61.3
<b>Total</b>	<b>93</b>	<b>100%</b>

**Source:** Field survey, 2022

Table 4.1 shows the background information of the respondents. According to the age category of respondents, 13.9% (13) were between age 20 and 29 years, 29.3% (27) of the respondents were between age 30 and 39 years, further 24.7% (23) respondents were between age 40 and 49, with 32.1% (30) respondents being 50 years and above. From the data on the first variable, it is evident that respondents aged 50 years and above are the

largest group, though they are in the minority if compared to the sum up a percentage of other age groups together.

The respondents' gender distribution stands at 45.2% (42) female and 54.8% (51) male. This shows that majority of the respondents were males. Evidently, there are more males in the distribution of gender of respondents.

On the education level of the respondents, Certificate/ Diploma and NCE holders stood at 20.4% (19), and 74.2% (69) respondents were graduates with either Bachelor of Education or Bachelor of Science degrees. More so, 5.4% summing up to only 5 respondents held a postgraduate degree in either master's or doctorate. According to the data collected, the majority of the respondents were graduates with a degree in either Bachelor of Education or Bachelor of Science. The least were those with a postgraduate degree having either a master's or doctorate.

Respondents who had children were 93.5% (87) as against 6.5% (6) who have no children. This data avers that a vast majority of respondents have experience in parenting because they have children.

Classroom teachers were 87.1% (81) of the respondents whereas, 12.9% (12) were counsellors. The data proves that there's a dearth of counsellors in public secondary schools in Cross River State.

Regarding years of experience, 3.2% (3) have between 1-2 years' experience, while 9.7% (9) of the respondents have 3-5 years of experience. Also, 25.8% (24) respondents have 6-9 years of experience as against 61.3% (57) respondents who have 10 years and above experience. It clearly shows that there are a greater number of respondents with substantial years of experience either as teachers or counsellors.

**Table 4.2: Distribution on factors and extent to which they impede girl child education.**

Variable	Frequency	Percentage
<b>Unavailability of single-sex schools for girls</b>		
Not at all	27	29
To some extent	19	20.5
Quite a bit	8	8.6
A lot	39	41.9
<b>Total</b>	<b>93</b>	<b>100</b>
<b>Parents cannot afford education for their daughters</b>		
Not at all	26	28
To some extent	11	11.8
Quite a bit	20	21.5
A lot	36	38.7
<b>Total</b>	<b>93</b>	<b>100</b>
<b>Many girls become pregnant too early/before school graduation</b>		
Not at all	3	3.2
To some extent	17	18.3
Quite a bit	21	22.6
A lot	52	55.9
<b>Total</b>	<b>93</b>	<b>100</b>
<b>Parents' religious beliefs in Obudu do not support girl child education</b>		
Not at all	93	100
To some extent	-	
Quite a bit	-	
A lot	-	
<b>Total</b>	<b>93</b>	<b>100%</b>

**Source:** Field Survey, 2022.

Table 4.2 above shows the statistical records of respondents on research question one which has four variables. The data shows that 27 (29%) of the respondents do not believe that lack of single-sex schools for girls is an impediment to girl-child education. On the other hand, 19 (20.5%) of the respondents were of the view that the unavailability of single-sex schools girls to some extent act as an impediment to girl child education.

Similarly, 8 (8.6%) of the total number of respondents agreed that a dearth of single-sex schools hinders the education of the girl child quite a bit, whilst a total of 39 (41.9%) opined that the lack of single-sex schools for girls has a huge impact on the education of the girl child: invariably, they are of the opinion that more single-sex schools would boost the enrolment levels of girls into schools.

On the second variable: **parents cannot afford the education of their daughters**, 26 (28%) of the respondents do not consider it as a factor limiting girl child education, whereas 11 (11.8%) agreed that it is a factor that hinders girl child education. Next, 20 (21.5%) were of the view that lack of finance on the part of parents was quite a factor hampering girl child education. Similarly, 36 (38.7%) of the total population responded that the poor political economy of the parents was a key factor impeding the education of the girl child. Thus, it implies that a vast majority of the respondents agreed that funding education for the girl child in Obudu poses a major challenge to parents. It is not surprising as the major occupations in Obudu include, petty trading, subsistent farming, artisan, etc.

The third variable saw 3 (3.2%) do not consider teenage pregnancy a hindrance to girl child education as against 17 (18.3%) who believe that girls getting pregnant early or before school graduation is to some extent a limitation to girl child education. Evidently, 21 (22.6%) of the respondents viewed that teenage pregnancy hampered the education of females quite a bit, whilst a massive 52 (55.9%) responded that getting pregnant early/before school graduation caused a disruption or total lack of enrolment for girls in Obudu a lot. It could be deduced that early/teenage pregnancy is rife in Obudu and consequently, hampers the education of the girl child who must drop out or not get enrolled to nurse and nurture a child.

Lastly, on research question one, the 93 respondents (100%) all agreed that religion has nothing to do with low enrolment and/or lack of education of the girl child.

**Table 4.3: Distribution of respondents' opinions on consequences of lack of girl child education on national development.**

Variable	Frequency	Percentage
<b>When girls do not get proper schooling, gender disparities and inequality gaps increase</b>		
Strongly Disagree	-	
Disagree	-	
Agree	32	34.4
Strongly Agree	61	65.6
<b>Total</b>	<b>93</b>	<b>100</b>
<b>Crime rate will increase if girls do not get an education</b>		
Strongly Disagree	13	13.9
Disagree	5	5.4
Agree	34	36.6
Strongly agree	41	44.1
<b>Total</b>	<b>93</b>	<b>100</b>
<b>The risk of sexually transmitted diseases and infections will increase when girls are illiterate</b>		
Strongly Disagree	-	
Disagree	-	
Agree	18	19.4
Strongly Agree	75	80.6
<b>Total</b>	<b>93</b>	<b>100</b>
<b>We will see an increase in mother-child mortality rates if girls are not educated</b>		
Strongly Disagree	21	22.6
Disagree	18	19.4
Agree	49	52.6
Strongly Agree	5	5.4
<b>Total</b>	<b>93</b>	<b>100</b>
<b>Reduction in the number of women in participation in political and civic activities</b>		
Strongly Disagree	15	16.2
Disagree	16	17.2
Agree	31	33.3
Strongly Agree	31	33.3
<b>Total</b>	<b>93</b>	<b>100</b>
<b>There will be an increase in commercial sex hawking</b>		
Strongly Disagree	-	
Disagree	4	4.3

Agree	56	60.2
Strongly Agree	33	35.5
<b>Total</b>	<b>93</b>	<b>100%</b>

**Source:** Field Survey, 2022.

Data in table 4.3 shows the distribution of the consequences of lack of girl child education on national development based on the views of respondents. The first variable: **When girls do not get proper schooling, gender disparities and inequality gaps increase**, had 32 (34.4%) of respondents agree, whilst 61 (65.6%) strongly agree. Invariably, this means that no respondent neither disagreed nor strongly disagreed with the statement. Based on the above, educating the girl child is considered a veritable means of bridging the gap in gender inequalities and disparities in the society.

On crime rate increment, 13 (13.9%) of the respondents were of the view that the crime rate would not increase if girls do not get properly educated as they strongly disagreed, followed by 5 (5.4%) who only disagreed. Consequently, a total of 18 (19.3%) of the respondents did not see any relationship between a lack of girl child education and an increase in the crime rate in society. This contrasts with 34 (36.6%) of the respondents who agreed that lack of girl child education meant an increase in crime rate, and 41 (44.1%) strongly agreed that lack of education for the girl child leads to an increase in rate. The data implies that the majority of the respondents find a correlation between lack of girl child education and crime rate increase.

Further, 18 (19.4%) of the respondents did agree that the risk of sexually transmitted diseases would increase with the girl child was not educated. Likewise, 75 (80.6) of the total number of respondents strongly agreed that an increase in sexually transmitted diseases would be

experienced when/if girls are not educated. None of the respondents disagreed nor strongly disagreed with the statement.

According to 21 (22.6%) of the respondents, lack of education for the girl child does not cause an increase in mother-child mortality as they strongly disagreed, followed by 18 (19.4%) who disagreed with the statement on the variable. In contrast, 49 (52.6%) agreed that lack of education for girls endangers their lives and that of their babies when and if they get pregnant, followed by 5 (5.4%) who strongly agreed. Hence, lack of education is widely considered a factor responsible for increment in mother-child mortality. It could be assumed that the 58% of respondents who either strongly agreed or only agreed believed education has many facets and has ripple effects on the individual. A literate female means an individual that can read and write. She understands the instructions and recommendations she must follow medically to ensure her safety and that of her child. Whilst the 42% who either disagreed or strongly disagreed believed that local/traditional midwives who are not formally educated served the same purpose for pregnant women and that these pregnant women were in safe hands as against the orthodox medical approach.

On the reduction in women's participation in political and civic activities, 15 (16.2%) strongly disagreed that it is because of a lack of education for the girl child. Similarly, 16 (17.2%) disagreed. This makes a total of 31 (33.4%) who do not think lack of girl child education causes a reduction in the level and amount of women's participation in political and civic activities. Whereas 31 (33.3%) of the respondents strongly agreed with another 31 (33.3%) also agreed that lack of girl child education causes a low turn up of women in political and civic participation. This means that a total of 66.6% of respondents believe that there's a correlation betwixt girl child



education and higher women participation in political and civic activities. And that failure to educate the girl child results in low participation. Dissimilarly, 33.4% opined that the low turnout of women in political and civic activities was not because of the lack of education for the female child.

Lastly in table 4.3, the sixth variable: **There will be an increase in commercial sex hawking:** saw only 4 (4.3) disagree. 56 (60.2%) agreed that girls without education were more susceptible to commercial sex hawking, likewise, 33 (35.5%) strongly agreed. Thus, a massive poll of 95.7% agreed that one of the causes of commercial sex hawking is lack of girl child education and lack of enlightenment of the girl child, inferred to mean that educating the girl child would serve as one of the panaceas for commercial sex hawking.

## **CHAPTER FIVE**

### **Discussion on findings, Summary, Conclusions & Recommendations**

#### **Introduction**

This chapter provides an overview of the research findings stemming from the study. It also provides conclusions that were drawn from the research and offers suggestions/recommendations for future research on the subject matter under investigation.

#### **Discuss on findings:**

Based on data collected, it was found that there are more classroom teachers (81) than counsellors (12). This means that most of the respondents were individuals who interact daily and more closely with students of all gender and in so doing have a deep understanding of the girl child phenomena with regards to education. And that there is a high dearth of school counsellors in the study location because most of the schools had no counsellors.

That a vast majority of the respondents (87) were equal parents in their respective homes as against a small number (6) who have no children as of the time of this data collection. It won't be out of place to state that the majority of the respondents have interactions with children both at work and at home. Thus, their grasp of the girl child concept goes beyond classroom/professional but also parental. Though biases may exist, it could be stated that data elicited from respondents with the background information can be relied on to reflect the true situation of the girl child in Obudu.

If true that years of experience can be a key indicator to mastery and understanding of a subject matter or phenomena, then the data gathered can be considered credible hence a majority of the respondents (57) have consistently been in the field of teaching, counselling, and interacting with female children.

### **Research question one**

That addressing research question one, unavailability of single-sex schools, poverty, and early marriage/pregnancy were considered as the topmost factors militating against girl child education. These, though ecological factors, are interconnected with the radical feminism theory: the belief that men are responsible for and benefit from the exploitation of women as well as girl-children. There are more single-sex schools for boys than for girls. Teenage/child bride and early pregnancies are not advisable for the health, psychological, and mental wellbeing of the girl child. Men are responsible for giving out their underaged daughters in marriage and men also are the ones who marry these underaged girls. Thus, three ecological factors are greatly responsible for the lack of/limited schooling of girl children namely, lack of/unavailability of single-sex schools, poverty, and early marriage/pregnancy. A couple of factors have formed a combined force against the education of women. These range from early pregnancies, early marriages, poverty, and consideration of female education as secondary to that of boys and certain inhibitive religious practices common in the Northern part of Nigeria (Rahab, 2003).

## **Research question two**

All the respondents agreed that when girls do not get proper education, gender disparities and inequality gaps increase. In her theory, De Beauvoir according to the Internet Encyclopedia of Philosophy posited that “women need access to the same kind of activities and projects as men, be treated as equal to men and that laws, customs, and education must be altered to encourage this”. There are no laws that state or enforce compulsory education for the girl child in Obudu and Nigeria at large. This is a major limitation and if not altered, gender disparity and inequality will not decrease.

Further, without proper education for the girl child, crime rates will spiral, and commercial sex hawking will be high. This is because people who do not have the requisite skills and competencies to be gainfully and meaningfully employed are prone to crime. Commercial sex hawking exposes the individual and clients to more crimes/social vices such as drug abuse, homicide, and human trafficking as well as the risk of contracting STDs and STIs.

As a signatory to the 1995 Beijing agreement on women’s participation, Nigeria has done more in terms of appointment to political and public offices for women, than equipping women with the skills and knowledge required to manage such portfolios. The number of women in civic and political activities will continue to reduce unless there is an alteration in the system to ensure that women are equipped academically, intellectually, and professionally to contribute meaningfully to national development.

More so, mother-child mortality will go high without proper education for the girl child. A reduced population translates to reduced manpower and GDP. A population of unenlightened women makes for an unhealthy population.

## **Summary**

This research examined the limitations of girl child education and its consequences on national development. The major aim was to investigate through the lens of teachers and counsellors the factors limiting girl-child education and its consequences on nation-building in Nigeria. Specifically, answers were sought from teachers and counsellors in Obudu to address the following objectives: to understand the factors militating against girl child education in Obudu and the consequences of lack of girl child education on national development.

Literature was reviewed in chapter two to capture the entire variables of the study. Additionally, the study adopted two theories as theoretical undercurrents. The theories utilized for the study include Radical Feminism Theory and Bronfenbrenner's Ecological System Theory. These considered reasons and need for women's agitation for equality and education as well as ecological (environmental) factors which hinder to freedom and rights of women.

The research method adopted was a descriptive survey design. Questionnaires were administered to one hundred (100) respondents. Further, the primary data collected from fieldwork were analyzed in univariate for frequency and percentage distribution. These were executed using the Statistical Package for Social Sciences (SPSS) version 20.0.

## **Conclusion**

This study was conducted on Limitations of Girl Child Education and its Consequences on National Development: A Teachers' and Counsellors' Perspective in Obudu LGA. Given the findings, the researcher draws conclusions as follows:

Based on respondents' views and most agreed upon, unavailability of single-sex schools, poverty, and early marriage/pregnancy are the major factors limiting girl child education in Obudu. And that, when girls do not get proper education, gender disparities and inequality gaps will increase: crime rates will spiral, commercial sex hawking will be on the high, and there will be a low turnout of women in civic and political activities as well as high risk of sexually transmitted diseases and increase in mother-to-child mortality rate.

### **Relationship to previous findings**

In contrast to the current study, previous research findings show that according to Kainuwa et al, (2013): Conclusions from the literature were drawn, and the paper concludes that Parents' cultural practices and traditions serve as barriers to girl-child education in Zamfara State Nigeria.

Also, Olaiya (2014): The study revealed that the problems facing girl-child education in Kebbi state are not far from poverty, early marriage, and cultural and religious misconceptions.

And Alabi et al (2013) Child participation in schooling is influenced by sector, age, gender household poverty status, and regional differences. The fact that girls suffer from disadvantages relative to boys is not enough to conclude gender discrimination in child schooling in Nigeria. However, the challenges facing girls are eased to some degree in urban Nigeria, but no systematic evidence emerges of this effect in Nigeria.

Additionally, Alabi et al (2014) The paper revealed some of the cultural and traditional beliefs and practices in Nigeria which constitute major barriers to the education opportunities for girl-child.

Thus, as shown in previous works, poverty, and early marriage/pregnancy have mostly been considered factors that limit girl child education irrespective of region in the Nigerian space, but religious and cultural factors depend largely on what is obtainable within each region.

### **Recommendations**

- Government and public policy experts should make education free and compulsory for all to lift the burden of financial implications off the

shoulders of poor parents. This will translate to free and compulsory education for the girl-child.

- Government and its private sector partners through Public-Private Partnerships (PPPs) should establish more single-sex schools for girls. Not only, but ventures such as Petroleum Trust Fund, Education Trust Fund State Universal Basic Education Board, and the like must also improve the quality and quantity of funding and materials provided for the academic and educational needs of schools.
- That ventures within the school framework such as Parents-Teacher Association (PTA), with NGOs and the immediate host communities where schools are located must collaborate in an attempt to amplify their advocacy for the rights of the girl child to education and social protection.



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# Appendices

## Appendix 1

### QUESTIONNAIRE

Nmajeme Onyinyechi. J,  
International master's in educational research,  
University of Gothenburg,  
Sweden.

Dear Respondent,

I am a postgraduate student at the University of Gothenburg, Sweden, pursuing a degree in International Master's in Educational Research.

As part of the requirements for this degree, I am undertaking an academic research project entitled: *Limitations of Girl Child Education and Consequences on Nation Building in Nigeria: A Teachers' and Counsellors' Perspective on Obudu Local Government Area (LGA)*. You have been selected to participate in this study.

I am therefore kindly requesting you to take some time and fill out the questionnaire form attached. Please note that the information you provide will be treated with the utmost confidentiality and will be used for academic purposes only. The questionnaire will just take about 5 minutes to complete.

I thank you in advance for your kindest cooperation.

**Nmajeme Onyinyechi, J.**  
**Researcher**

### QUESTIONNAIRE

#### INSTRUCTION

- i. Indicate your response by marking with a tick ☐ and provide details where required.

- ii. Please answer the questions as frankly, honestly, and objectively as possible.
- iii. Please answer the questions as they apply to you personally.

## **PART A**

### **BACKGROUND INFORMATION**

1. What is your age? (Please mark one choice)

20-29

☐

30-39

☐

40-49

☐

50-above

☐

2. Indicate your gender (please mark one choice)

Male

☐

Female

☐

3. Indicate your highest level of Education? (Tick appropriately)

Primary  
BSc

☐

Secondary

Certificate/ Diploma/ NCE

☐

Undergraduate/ B.Ed./

☐☐

Postgraduate

☐

4. Do you have children? (Tick appropriately)

Yes

☐

No

☐

5. If your answer above is yes, how many children do you have?

\_\_\_\_\_

6. What is your position in the school? (Tick appropriately)

Classroom Teacher  
☐

Counsellor  
☐

7. How long have you been on this job? (Tick appropriately)

1-2  
☐

3-5

☐

6-9

10-above

☐

☐

## PART B

**In the following, you will be asked some questions about girl-child education in Obudu.**

**To what extent do you think the following factors impede girl child education?**

*Please mark one choice in each row.*

	Not at all	To some extent	Quite a bit	A lot
1. Unavailability of single-sex schools for girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Parents cannot afford education for their daughters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Many girls become pregnant too early/before school graduation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Parents' religious beliefs in Obudu do not support girl-child education.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Please, feel free to provide more information on other factors that you believe are impediments to girl child education**

.....  
.....  
.....  
.....



## PART C

### **What do you think about the consequences of lack of girl child education on national development?**

*Please mark one choice in each row.*

<b>How strongly do you agree or disagree with the following statements about the consequences of lack of girl child education on national development?</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Strongly Agree</b>	<b>Agree</b>
1. When girls do not get proper schooling gender disparities and inequality gaps increase	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Crime rate will increase if girls do not get education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The risk of sexually transmitted diseases and infections will increase when girls are illiterate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. We will see an increase in mother-child mortality rates if girls are not educated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Reduction in the number of women in participation in political and civic activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. There will be an increase in commercial sex hawking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**To the best of your knowledge, kindly add more information on other consequences of lack of girl child education on national development:**

.....

.....

.....

.....

This is the end of the questionnaire. Thank you very much for your participation.

### Background information of respondents (N=93)

Variables	Frequency	Percentage
<b>Age Category</b>		
20-29	13	13.9
30-39	27	29.3
40-49	23	24.7
50-above	30	32.1
<b>Gender</b>		
Female	42	45.2
Male	51	54.8
<b>Highest Education Level</b>		
Primary	-	
Secondary	-	
Certificate/Diploma/NCE	19	20.4
Graduate B.Ed./BSc.	69	74.2
Postgraduate	5	5.4
<b>Children</b>		
Yes	87	93.5
No	6	6.5
<b>Position in School</b>		
Classroom teacher	81	87.1
Counselor	12	12.9
<b>Years of experience</b>		
1-2	3	3.2
3-5	9	9.7
6-9	24	25.8
10-above	57	61.3
<b>Total</b>	<b>93</b>	<b>100%</b>

**Source:** Field survey, 2022

## Distribution on factors and extent to which they impede girl child education.

Variable	Frequency	Percentage
<b>Unavailability of single-sex schools for girls</b>		
Not at all	27	29
To some extent	19	20.5
Quite a bit	8	8.6
A lot	39	41.9
<b>Total</b>	<b>93</b>	<b>100</b>
<b>Parents cannot afford education for their daughters</b>		
Not at all	26	28
To some extent	11	11.8
Quite a bit	20	21.5
A lot	36	38.7
<b>Total</b>	<b>93</b>	<b>100</b>
<b>Many girls become pregnant too early/before school graduation</b>		
Not at all	3	3.2
To some extent	17	18.3
Quite a bit	21	22.6
A lot	52	55.9
<b>Total</b>	<b>93</b>	<b>100</b>
<b>Parents' religious beliefs in Obudu do not support girl child education</b>		
Not at all	93	100
To some extent	-	
Quite a bit	-	
A lot	-	
<b>Total</b>	<b>93</b>	<b>100%</b>

**Source:** Field Survey, 2022.

## Distribution of respondents' opinions on consequences of lack of girl child education on national development.

Variable	Frequency	Percentage
<b>When girls do not get proper schooling, gender disparities and inequality gaps increase</b>		
Strongly Disagree	-	
Disagree	-	
Agree	32	34.4
Strongly Agree	61	65.6
<b>Total</b>	<b>93</b>	<b>100</b>
<b>Crime rate will increase if girls do not get an education</b>		
Strongly Disagree	13	13.9
Disagree	5	5.4
Agree	34	36.6
Strongly agree	41	44.1
<b>Total</b>	<b>93</b>	<b>100</b>
<b>The risk of sexually transmitted diseases and infections will increase when girls are illiterate</b>		
Strongly Disagree	-	
Disagree	-	
Agree	18	19.4
Strongly Agree	75	80.6
<b>Total</b>	<b>93</b>	<b>100</b>
<b>We will see an increase in mother-child mortality rates if girls are not educated</b>		
Strongly Disagree	21	22.6
Disagree	18	19.4
Agree	49	52.6
Strongly Agree	5	5.4
<b>Total</b>	<b>93</b>	<b>100</b>
<b>Reduction in the number of women in participation in political and civic activities</b>		
Strongly Disagree	15	16.2
Disagree	16	17.2
Agree	31	33.3
Strongly Agree	31	33.3
<b>Total</b>	<b>93</b>	<b>100</b>
<b>There will be an increase in commercial sex hawking</b>		
Strongly Disagree	-	
Disagree	4	4.3
Agree	56	60.2
Strongly Agree	33	35.5
<b>Total</b>	<b>93</b>	<b>100%</b>

**Source:** Field Survey, 2022.