

Effect of Universal Basic Education Programme (Ube) on Girl-Child Education Enrolment in Katsina Local Government Area of Katsina State

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ABSTRACT

In a bid to address girl-child education challenges and promote greater access to basic education generally, the Federal Government as a signatory to the Jomtien Declaration on Education for All (EFA, 1990) and other international treaties introduced the Universal Basic Education (UBE) Program in 1999. The UBE program seeks to ensure an uninterrupted access to 9-year formal education by providing free, and compulsory basic education for every child of school-going age, with a particular emphasis on the girl child and other disadvantaged groups. Against this backdrop, this study attempted an assessment of the effect of the UBE program on girl-child education in Katsina LGA with a particular focus on enrolment rate of the girl child. Data were generated from mainly secondary source but complemented with interviews and questionnaires. Findings of the study revealed that the UBE program has brought about increased educational enrolment of the girl-child owing to the free and compulsory basic education policy of the program, establishment of girls' model primary schools, enlightenment on girl child education, provision of bus services and increased provision of infrastructures. Nevertheless, the program has encountered challenges such as inadequate infrastructure arising from poor funding, low value accorded girl-child education by parents, inadequate competent teaching staff, etc. The study therefore recommends increased allocation of funds; employment of more qualified and competent teachers

as well as their training and retraining; imposing stiff sanctions on parents withdrawing their female children from schools; and upward review of teachers' welfare packages to boost their morale.

Key words: Effect; Universal basic education; Programme; Girl-child; Enrolment

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INTRODUCTION

The quest for the eradication of illiteracy in today's world is a basic concern for every society. This is largely due to the fact that education is now a yardstick for measuring the level of a country's development. To be categorized as developed nation, a country ought to get rid of illiteracy among its citizens by ensuring that every member of the society have had access to basic education. Stressing the importance of education, UNESCO in 2003 asserted that all nations should ensure that education is made 'a right' for all its citizens regardless of gender if sustainable development must be attained.

For many centuries, girl/women's education has been neglected due to the inferior position accorded women compared to men in most societies across the world, especially in developing countries. In the traditional Nigerian society, girls/women are accorded second class status as they are mostly seen as a man's property and considered as 'machine' meant for producing children. Thus, the average rural Nigerian parent would rather invest in the education of the son rather than that of the daughter (Ada, 1992). This situation has resulted in unequal opportunities for women compared to men especially in

regards to **acquiring education**. In the Northern part of the country especially, educating the girl child is seen as a waste of resources as it is believed that sooner or later she will be acquired by some man. Instead, the average parent in the north would rather be concerned with bringing up the girl-child to be a good wife and mother.

To make matter worse, the culture of early marriage, a pervasive phenomenon most prominent in the Northern parts of the country results in the girl-child being betrothed to a man almost as old as her father at an early age of 13 or even less. While at the age of 15 or above, some have been given completely away in marriage.

As a result of the discriminatory treatment being meted out on the girl-child and of course, women, a wide gap exist between women and men in terms of educational attainment. UNESCO in 2014 submitted that the literacy rate for Nigerian female stood at 47% as against 53% for male, yet female constitutes half of the population if not more. The report further revealed that girls' enrolment was lower in the Northern Nigeria with Bauchi having 39%, Katsina 27% and Sokoto 15%.

In a similar vein, Alice (2012), reported that girls' Net Enrolment Rate (NER) in some states in the south are as high as 70%, while in the north, some states have an NER as low as 24%. Alice further submitted that the picture is worse in secondary schools, with a national female enrolment ratio of 44%. The regional breakdown shows an alarming disparity, with girls' NER of 60% in the south-west and only 10% in the north-west. Between 2002 and 2005, completion rates improved for boys by 3% (from 83.4% to 86.4%), while they declined for girls by 8% (from 83% to 75%) (Alice, 2012). Dropping out of school early is a significant issue among girls. Over 5.5 million girls are out-of-school (UNESCO, 2014). 12% girls compared to 10% boys will drop out of primary school in the last class (i.e. class 6), before completion. 70% young women (age 15-24) in the North West have not completed primary school (UNESCO, 2014).

The situation of the girl-child education in Katsina state is no different from the gloomy statistics presented above. UNESCO, 2003 Survey ranked Katsina state third among the states with low girls enrolment after Sokoto and Zamfara respectively. Katsina had a gender gap of 32.2% as at 2003 (UNESCO, 2003). In 2016, Katsina state has a GER of 679,587 for girls as against 850,043 for boys with a disparity of 13.08% (Federal Ministry of Education, 2017). The girl child education completion rate of 50.2% represent the second lowest after Kebbi state with 42.1% (British Council Report, 2012). The NBS Report of 2009 revealed that Katsina has a literacy rate 43.3 for women as against 72.8 for men, which is one of the lowest in the North West (NBS, 2009). The drop out or attrition rate in the state is also worrisome as UNICEF report of 2004 revealed a GER of 79% and a NER of 55%, meaning that 24% of the girls that enrolled into basic education had to drop in the course of their study.

Today, the girl-child education is a matter of concern for nations across the world. Education is now seen as the right of every girl child and the key to transforming both the life of girl and that of her community. Girls without education are denied the opportunity to develop their full potential and play a productive and equal role, alongside boys in their families, societies, countries and the world at large. One of the most important tools available to empower women within the family and society is education. Literate and educated women are less likely to die in childbirth; more likely to have smaller, healthier and better educated families; and better able to protect their families and themselves from HIV/AIDS, trafficking and other forms of violence (UNICEF, 2009).

In a bid to address this girl child education challenge and promote greater access to basic education generally, the Federal Government introduced the Universal Basic Education (UBE) programme in 1999 to provide greater access to, and ensure qualitative basic education throughout Nigeria. It is against this backdrop that this study attempts to examine the effect of the UBE programme on girl child education enrolment in Katsina LGA of Katsina State.

Objectives of the Study

The central objective of the study is to examine effect of the UBE programme on girl child education enrolment in Katsina LGA. Specifically, the study seeks to:

- i. Find out the level of girl child educational enrolment in selected primary schools in Katsina LGA since the implementation of the UBE programme.
- ii. Find out how the UBE programme has contributed to the present level of girl child educational enrolment in selected primary schools in Katsina LGA.
- iii. To identify factors militating against increase girl child educational enrolment in selected primary schools in Katsina LGA.

Hypothesis of the Study

H₀: The Universal Basic Education (UBE) Interventions have no significant effect on the current rate of girl child education enrolment in selected primary schools in Katsina LGA.

Context of the Study

The study was conducted using five (5) selected public primary schools in Katsina LGA of Katsina state. The selected schools are Nagogo Model primary school, Gidado primary school, Gobarau primary school, Jabiru Abdullahi Model primary school and Shinkafi QMPS. These selected schools were randomly drawn from Katsina town as well as its suburb. The study focused on the 6 years Primary Education (6 – 11+ years) component of the UBE programme. It was particularly concerned with the enrolment of girl child at this level of basic education. The period of study covers 2008 to 2016 education session.

1. CONCEPTUAL CLARIFICATIONS

1.1 Concept of Education

Education has been seen in several ways by different scholars, thus no single universally accepted definition of education exists. Yakubu (2004) defines education as the shaping or modification of behaviour of an individual with the view of developing desirable habits, skills and attitudes for adequate adjustment in the society. To Okafor (1984), it is a process through which a person acquires knowledge, skills, habits and values that enables him to function effectively as a member of the society. Education generally aims at imparting knowledge, attitudes, skills, values, and beliefs into an individual to assist him/her achieve a reasonable degree of competence in the various facets of everyday life (Okocha, 2007). In a nutshell, the main function of education is the provision of appropriate skills, abilities and competence of both mental and physical nature as necessary equipment for the individual to live productively in the society.

Summarily, education entails the process of providing information to a person to enable him/her develop physically, emotionally, spiritually, socially, economically, etc. It basically involves acquiring adequate and appropriate knowledge, skills, attitude and value to be able to function optimally as a citizen. It is also seen as a means through which a person whether young or old acquire knowledge and skills to aid the actualization of their potentialities and contribute positively to societal development. In this sense, girls/women education would mean the process by which they acquire knowledge, skills, norms and values that are necessary for their development and actualization of their potentials in order to contribute meaningfully to societal development.

1.2 Concept of Universal Basic Education

Basic education is a fundamental education, or foundation education or bottom-line education upon which every other education whether formal, informal or non-formal can be built, and without which any educational structure erected, will not have chances of success (Nwana, 2000). The UBE concept has three main components—Universal, Basic and Education. Universal connotes a program that is meant for all facets of the society. The term ‘basic’ relates to the base, take off point, fundamental essential, spring board, bottom line, etc. required and of course expected (Amuchie, Asotibe & Christina, 2013). This shows that basic education is the starting point in the acquisition of knowledge. Without basic education, higher education cannot be acquired. Thus, the importance of basic education to all citizens. Enoch & Okpede (2000), described basic education as the form of education which is essential for life and must equip an individual with necessary skills to survive in his environment.

1.3 Girl Child Education

The girl-child is a biological female offspring from birth to seventeen (17) years of age. This is the age before one

becomes young adult. The United Nations Convention on the Rights of the Child, defines ‘child’ as “all those below the age of 18 years unless national laws grant majority of earlier age.” Adaramola (1997) sees the girl child as “a female offspring from birth to age 18.” Akimade (1999) on the other hand, defines the girl child as any female human being between the ages of 0 -17 years. In the context of this paper, the girl child refers to a female person that is between the ages of 0 and 18 years.

Girl-child education can be seen in different light. It incorporates the necessary attitude, cultural and behavioural training which parents give to their daughters at home to enable them become useful, resourceful and respectful citizens of their countries. It also includes the functional teaching or training in skills acquisition which many girls undertake in the shades of seamstress or in computer training centres, weaving/fashion designing centres as well as catering and interior decoration centres, etc. Most importantly, the concept refers to specialized and highly controlled trainings acquired in schools, colleges and other institutions of higher learning (Chidebelu, 2009).

Girl-child education is the process through which the girl-child is made functional members of her society (Iwalaiye, Abah, Johnson, Giwa & Ali, 2016). It is a process through which the girl-child acquires knowledge and realizes her potentialities and uses them for self-actualization, to be useful to her, others and the society at large. Stronquist (2000) maintain that Girl-child education involves equipping girls who later grow up to women with the knowledge, abilities and mental powers with which they will be useful to themselves, the family and the society. Women education helps women take advantage of opportunities that could benefit them and their families, preparing women for the labor force and helping them understand their legal as well as their reproductive rights. Basic education provides girls and women with an understanding of basic health, nutrition and family planning, giving them choices and the power to decide over their own lives and bodies (Uzoma, 2013).

Denying girl-children access to early childhood education makes them socially excluded, creating room for them to grow up to become illiterate women in later life and therefore classified as disadvantaged candidates for adult education, women empowerment programs and other women rescue remedial or support programs that smack off underdevelopment. Unfortunately, the right of a girl-child to access quality education has been denied and there have been consequences such as high level of poverty among women folk, maternal mortality, poor access to economic opportunities, etc.

The plights of girl-child education have resulted in several deliberations in different part of the world. The PAN African conference on the education of girls marked a milestone in meeting challenges of achieving education for all in 21st century. This reinforced the conclusion of

the Jomtien conference in Thailand in 1990 which set a task of improving the quality of girl-child education in the world. The attempts to address the problems of girl-child education were further straightened by some events. Firstly, the call made during the 42nd session of the International Conference in 1990 for the elimination of all gender stereotyping education. Secondly, the convention on the rights of the child in 1990 which established universal access to primary education with special emphasis on girls as a goal of the development in 1990s. Thirdly, the world summit for children in New York 1990 buttressed the importance of education of the girl-child to enhance women's status and their roles in development. Fourthly, the six conference of Ministers of Education and those responsible for economic planning in African member states in Dakar 1991. Fifthly, the International Conference on assistance to African children which identified the need for quantitative goals especially to reduce the disparity between boys and girls (Nelson, 2015).

Education of the girl child has been shown to contribute immensely to the development of the family, the society and the nation. Psacharopoulos and Patrinos, (2004) reported that child girl education contributes to the various aspects of their lives such as increased productivity, family health and nutrition, reduced fertility rates and related child mortality rates. Child girl education empower the girl child to become self-sufficient adult capable of taking decision and controlling her life. Jatau in Esomonu (1999) believes that the burden of nation building rests much on women. She goes on "we need women to create a blissful home, have well-educated and well-behaved children. (Mercy, 2017)

So many factors have been reported to be responsible for low enrolment of girls in schools in northern Nigeria. Mukhtar et al. (2011) cited in Tyoakaa, Amaka & Nor (2014) identified religious misinterpretation, cultural practice, poverty, early marriage, illiteracy, inadequate school infrastructure as some of the factors militating against girl-child education. To majority of the parents, girl-child education is less important because no matter what level of education the girl attains, their hope is to see the girl-child get married. To some parents, western type of education is termed to be a way of negative transformation and initiation of an individual into materialism, promiscuity and inculcation of western cultural ideologies. With almost 70% of the Nigerian population living below the poverty line, girls are often sent to hawk wares on the streets. Barriers to girl-child education in Nigeria especially in the north have been identified as poverty, early marriage, cultural and religious misconceptions as well as teenage pregnancy (Williams, 1960).

1.4 The Situation of Girl Child Education in Nigeria

The education sector is characterised by a wide range of challenges in the provision of equitable access, quality

and management. While the total number of children enrolled in primary schools nationwide has increased from 17.9 million in 1999 to 20.7 million in 2011, data reveal wide disparities in enrolment, retention, completion and literacy rates by gender, region, residence, ethnicity and wealth (UNESCO, 2014).

The latest national education statistics from 2011 present a Primary Gross Enrolment Rate (GER) of 85% and a Primary Net Enrolment Rate (NER) of 59%. Primary enrolment figures have fluctuated only marginally in Nigeria in the recent past. After peaking in 2006, when the GER was 96% and NER 63%, they have remained static or in decline (British Council Report, 2014; UNESCO, 2014).

Gender Parity Index (GPI), the ratio of girls to boys at each level of education consistently shows fewer girls than boys enrolled in school. Indeed, the majority of out-of-school children are girls. The GPI of the gross enrolment rate declines between primary and junior secondary school. Gender disparities in access to basic education are compounded by regional disparities. 14% more girls of primary school age are enrolled in the South West compared to the North West region (BC Report, 2014). In all southern regions, there is gender parity or over-parity in net enrolments, while a little over two-thirds the number of girls to boys are enrolled in the North West and North East (BC Report, 2014).

The number of children out-of-school in Nigeria grew by 42% between 1999 and 2010 (UNESCO, 2014). Rural residence exacerbates regional disparities in enrolment. Three times more primary school age children out-of-school live in rural areas compared to urban areas (36% compared to 12%). Ten times more children and adolescents of primary or junior secondary school age are out of school in the North East and North West compared to regions of the South. Girls living in rural areas in Northern states are among the least likely to ever attend school (BC Report, 2014).

Girls are slightly less likely than boys to complete primary school: 65% of the primary cohort completed primary school in the year ending 2010, of whom 66% were boys and 64% girls (UNESCO, 2014). While 92% children in urban areas have completed primary school, only 67% of those in rural areas have done so (World Inequality Database on Education, 2011). By region the disparities are also stark: for example, 30% of children in Bauchi State in the North East have completed primary school compared to 92% in Abia in the South East. All states with below average primary school completion rates are in Northern Nigeria (WIDE, 2011). The mean number of years of education received has increased by around just 1.5 years since 1999.

The above educational statistics on girl child reveal very little progress in the accessibility of not only the girl child but school-age children to quality basic education. According to the British Council report (2014), Nigeria

is in fact one of the handful of countries far from the Education for All target with the slow progress to date.

1.5 The Universal Basic Education (UBE) Program

The UBE program was launched by the Federal government under the regime of Olusegun Obasanjo on the 30th of September, 1999 in Sokoto State. The UBE program is a product of several international and regional summits and conventions. The chief of them are the World Conference on Education for All held in Jomtien, 1990; the Pan-African conference of the education for girls in Ougadougou, 1993; and the OAU decade of education in Africa, 1990.

The UBE program is a 9 year compulsory basic education for primary and junior secondary school levels which is aimed at providing greater access to, and ensuring qualitative basic education throughout the country. It seeks to ensure an uninterrupted access to 9 year formal education by providing free and compulsory basic education for every child of school going age with greater emphasis on girls and a number of underserved groups such as the poor; street and roaming children; rural and remote population; nomads; migrants; minorities; refugees; and disabled. (UBE Act, 2004)

The UBE program consists of three (3) components:

- i. Early Childhood Care and Development Education (ECCDE) 3-5 years.
- ii. 6 years primary Education 6 – 11+ years
- iii. years Junior Secondary Education 12 - 14+ years (UBE Act, 2004)

The universality, free and compulsory intention of the program implies that appropriate opportunities will be provided for the basic education of every Nigerian child of school going age, that parents have an obligation to ensure that children in their care avail themselves of such opportunities and that sanctions will be imposed on persons, societies or institutions who prevent children adolescents and youth from benefitting from the UBE. (UBE Act, 2004)

The thirty-six states of Nigeria are key implementers of the nation's Universal Basic Education Program. The Universal Basic Education Commission (UBEC) is the body charged with the implementation of the UBE scheme in Nigeria headed by an Executive Secretary. The state Universal Basic Education Boards (SUBEB), are charged with the responsibilities of implementing, coordinating, directing, administering, and overseeing of the policies of the UBE program in their respective state's teaching and learning process, headed by an Executive Chairman.

2. METHODOLOGY

The study adopted a survey research design where data were obtained from both primary and secondary sources. Secondary data were retrieved from reports and documents

on educational statistics at the Katsina Local Education Authority (LEA). Primary data on the other hand were sourced through a random administration of structured questionnaires to the sampled population of teachers and interviews were conducted with head teachers and officials of the State Universal Basic Education Board (SUBEB). The study employed the Krejcie & Morgan (1970) formula to arrive at a sample of 164 from a parent population of 287 teachers (Planning, Research & Statistics, Katsina LEA, 2017). Data generated were processed and presented employing descriptive statistical tools such as frequency tables, percentage and mean. Interview responses were analyzed qualitatively alongside questionnaire responses as supports or counter claims. Interview responses were analyzed qualitatively based on themes drawn from the interview guide. In the test of hypotheses, the research employs the Regression Analysis.

3. RESULTS AND DISCUSSIONS

Out of the one hundred and sixty-four (164) questionnaires administered to teachers in the selected UBE schools, one hundred and fifty-eight (158) were retrieved and found to be correctly filled and were therefore used for analysis. This figure represents 96.3% of the total number of questionnaires administered.

3.1 Characteristics of Respondents

Analyses of the demographic characteristics' of the respondents reveal a preponderance of males with 58.8% as against females with 41.2%. The age distribution shows that 17.5% were in the age bracket of 21-30 years; 31.3% fall within ages of 31 and 40; and 51.2% of them which constitute majority were 41 years and above. In respect of their marital status, 8.3% were single; 4.2% were separated; another 8.3% are widowed; and majority of them with 79.2% were married.

Their educational qualifications reveal that 58.8% have ND/NCE; 35.6% of them have HND/BSC; and 5.6% have postgraduate certificates. Evident here, is that a large number of the respondents have either NCE or ND, the basic qualification requirement for teaching at the primary level. The length of service shows that 6.3% of them had put in 5 years and below in the service; 20% had put in between 6-10 years; 45.6% had served for 11 to 15 years; 18.8% had put in 16 to 20 years; and 10.6% had put in more than 21 years in service. This shows that majority of the teachers have spent considerable period of time in service. The implication is that majority of them have garnered substantial experience in the profession.

3.2 Girl Child Educational Enrolment in the Selected Primary Schools

This section presents data obtained from the Katsina State Local Education Authority (LEA) and SUBEB regarding the educational enrolment statistics of girls in the selected UBE primary schools.

Table 1
Girl Child Enrolment figure in the Selected Primary Schools (2008 – 2016)

| Name of school | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|----------------------|------|---------------|----------------|-----------|---------------|-------------|------------|------------|-----------|
| Nagogo SMPS | 320 | 380 | 670 | 752 | 1297 | 1128 | 1151 | 1166 | 1189 |
| Gidado Pry Sch. | 444 | 492 | 852 | 924 | 996 | 1382 | 1412 | 1418 | 1510 |
| Gobarau Pry Sch. | 752 | 841 | 1114 | 1185 | 1254 | 2260 | 2285 | 2293 | 2324 |
| Jabiru Abdullahi MPS | 1719 | 1810 | 2189 | 2393 | 2441 | 3840 | 3854 | 3854 | 3876 |
| Shinkafi QMPS | 521 | 588 | 1016 | 1141 | 1291 | 1766 | 1775 | 1775 | 1805 |
| Total | 3756 | 4111 | 5841 | 6395 | 7279 | 10376 | 10477 | 10506 | 10704 |
| Percentage Increase | - | 355 (9.5%) | 1730 (42.1) | 554 (9.5) | 884 (13.8) | 3097 (42.5) | 101 (0.97) | 130 (1.24) | 198 (1.9) |

Source: Katsina LEA (2017); Katsina SUBEB, (2017)

Data contained in table 1 above reveal a consistent and steady increase in the educational enrolment of the girl child in all the selected UBE primary schools. A summation of the enrolment figures at all levels in the selected schools show that in year 2008, there was a total girl child enrolment figure of 3756. In year 2009, enrolment was 4111 representing a 9.5% increase from the previous year. In year 2010, it was 5841 representing 42.1% increase from the previous year. By 2011, enrolment of the girl child was put at 6395 with an increase of 9.5%. In year 2012, there was 13.8% increase in the education enrolment of the girl child which puts the figure at 7279. By 2013, a massive increase of 42.5% which put the enrolment figure at 10376 was recorded. A

marginal increase of 0.97% was recorded in 2014, with an enrolment figure of 10477. In year 2015, the girl child enrolment was 10506 representing a 1.24% increase from the previous year. Year 2016 has an enrolment figure of 10704, thus indicating a marginal increase of 1.9% from 2015.

The data presented here, no doubt revealed that there has been steady and consistent increase in the girl child educational enrolment in the LGA over the years since implementation of the UBE program began in the state. How the UBE intervention has contributed to this steady and consistent increase in the girl child education enrolment is the focus of our analysis in the next section.

3.3 Contributions of the UBE Programme to the Present Level of Girl-Child Educational Enrolment

Table 2
UBE Programme's Implementation Strategies

| Variables | Strongly agreed | | Agreed | | Undecided | | Disagreed | | Strongly disagreed | |
|--|-----------------|------|--------|------|-----------|------|-----------|------|--------------------|------|
| | (Freq) | (%) | (Freq) | (%) | (Freq) | (%) | (Freq) | (%) | (Freq) | (%) |
| Making basic education free and compulsory | 56 | 35.4 | 78 | 49.4 | 8 | 5.1 | 9 | 5.7 | 7 | 4.4 |
| Establishment of Girls Model Primary Schools | 51 | 32.3 | 80 | 50.6 | 11 | 6.9 | 9 | 5.7 | 7 | 4.4 |
| Provision of bus services | 35 | 22.2 | 65 | 41.1 | 18 | 11.4 | 29 | 18.4 | 11 | 6.9 |
| Enlightenment of parents on the importance of girl child education | 39 | 24.7 | 72 | 45.6 | 20 | 12.7 | 19 | 12.0 | 8 | 5.1 |
| Increased provision of infrastructures in UBE schools | 31 | 19.6 | 42 | 26.6 | 21 | 13.3 | 42 | 26.6 | 22 | 13.9 |

Source: Researcher Survey, 2018

As it can be seen in the table, 36.3% and 49.4% 'strongly agreed' and 'agreed' respectively that the free and compulsory basic education policy of the UBE programme is a factor responsible for girl-child enrolment. 83.8% of the respondents see establishment of girls' model primary schools as another factor responsible for the increased girl child enrolment. Public enlightenment of parents on the importance of girl child education and increased provision of infrastructures in UBE primary schools are other factors responsible for the current rate of girl child education enrolment in the state as opined by 37.3% and 66.9% of the respondents respectively. It can be deduced from these data that the free and compulsory

basic education policy of the UBE programme, establishment of girls' model primary schools, public enlightenment of parents on the importance of girl child education and increased provision of infrastructures in UBE schools are major factors responsible for the current rising trend in the educational enrolment of the girl child in the state.

In a similar vein, interviews with UBE officers at the LEA secretariats and heads of teachers reveal that the state government's provision of bus services to UBE girls' schools in Katsina, abolishment of all manners of fees, establishment of special girls' model science primary schools, sponsor of female student teachers from

rural areas under a Special Female Teacher Scholarship Scheme (FTSS), and the establishment of the Office of the Girl Child attached to the Special Adviser to the State

Government on Girl Child education as among prominent factors responsible for the steady increase in girl child education enrolment rate in the state.

3.4 Factors militating against girl child educational enrolment

Table 3
Factors Militating Against Girl Child Educational Enrolment

| Variables | Strongly agree | | Agree | | Undecided | | Disagree | | Strongly disagree | |
|---|----------------|------|--------|------|-----------|------|----------|------|-------------------|------|
| | (Freq) | (%) | (Freq) | (%) | (Freq) | (%) | (Freq) | (%) | (Freq) | (%) |
| Poor school environment in terms of infrastructures | 54 | 34.2 | 75 | 48.7 | 10 | 6.3 | 11 | 6.9 | 8 | 5.1 |
| Inadequate qualified teaching staff | 34 | 21.5 | 66 | 41.8 | 21 | 13.3 | 24 | 15.2 | 13 | 8.2 |
| Poverty as a factor | 63 | 39.9 | 78 | 49.3 | 11 | 6.9 | 9 | 5.7 | 7 | 4.4 |
| Low value accorded girl child education | 39 | 24.7 | 72 | 45.6 | 20 | 12.7 | 19 | 12.0 | 8 | 5.1 |
| Long distance trek to schools | 31 | 19.6 | 42 | 26.6 | 21 | 13.3 | 42 | 26.6 | 22 | 13.9 |

Source: Researcher Survey, 2018

As it can be seen in the table, 34.2% and 48.7% of the respondents strongly agreed and 'agreed' respectively that poor school environment in terms of facilities such as classrooms and furniture have negatively affected girl-child enrolment. 89.2%, of them see 'poverty' as another factor inhibiting girl-child education enrolment. Other factors include inadequate qualified teaching staff, low value accorded to girl-child education, and long trekking distance to schools as opined by 63.3%, 70.3% and 46.2% of the respondents respectively.

Interviews conducted with UBE officers and executives of PTA at the schools did not contradict responses of class teachers contained in the table above. The UBE officials as well as PTA executives complained of insufficient budgetary allocation from the government to provide adequate and necessary infrastructures such as classrooms, furniture, learning materials, etc. to make the school

environment convenient and conducive for learning. They unanimously agreed that the rising level of poverty in the areas, shortage of competent teaching staff, low value accorded girl-child education, and long distance trek to schools are major factors inhibiting girl-child education enrolment in the state amidst the UBE intervention. This finding is in line with the observations of Abutu (2014) and Abari & Oshun (2010), who pointed out that inadequate and inconsistent funding, shortage of infrastructures, and shortage of qualified teaching personnel have been the major problems of the UBE program in Nigeria.

3.5 Hypothesis testing

H₀: Universal Basic Education (UBE) Interventions have no significant effect on the current rate of girl child education enrolment in selected primary schools in Katsina LGA.

Table 4
Regression Analysis Coefficients

| | Unstandardized coefficients | | Standardized coefficients | | T | Sig. |
|----------------|-----------------------------|------------|---------------------------|------------|--------|------|
| | B | Std. error | Beta | Std. error | | |
| (Constant) | .210 | .062 | | | 3.411 | .001 |
| free_basic_edu | .055 | .040 | .056 | .041 | 1.379 | .170 |
| infrastructure | .010 | .011 | .019 | .020 | .933 | .352 |
| est_of_gms | .891 | .039 | .920 | .040 | 23.023 | .451 |

Source: SPSS Product

The results of the table above show that there is a significant effect of the UBE interventions on the current rate of girl child enrolment in UBE schools at co-efficient $r = .170, .352, \text{ and } .451$, where $p < 0.05$. This summarily reveals that UBE interventions such as free and compulsory basic education policy, establishment of model girls' schools, provision of infrastructures and enlightenment campaigns on importance of girl child education have had significant effect on the current rising rate of girl child enrolment in Katsina LGA. The null hypothesis which states that UBE Interventions have no significant effect on the current rate of girl child education

enrolment in selected primary schools in Katsina LGA is therefore rejected.

4. CONCLUSION AND RECOMMENDATIONS

Education is now seen as a right for every girl-child, and key to transforming both the life of the girl and her community. Improving and widening access to education, especially basic education, is not only an objective in itself but also accelerates social and economic advancement. The introduction of the UBE program has no doubt improved girl-child educational enrolment in

the LGA. Nevertheless, certain factors such as inadequate facilities, poverty, poor parental care, low value accorded girl-child education, etc. have continued to hamper girl-child education in the LGA. It is therefore suggested that adequate facilities are provided in schools, and continued, aggressive enlightenment of parents/guardians on the importance of girl-child education be embarked upon.

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