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EDITORIAL POLICY

JONAED - The official Journal of the Nigerian Academy of Education - shall publish articles that make original contributions to general issues in education with emphasis on well researched empirical studies, and with a view of promoting excellence in Nigerian education. Review articles that present the state of the art of broad or specific areas of education as well as position papers and/or proposals on contemporary educational issues shall also be welcome. There shall be two (2) issues in one volume of the journal which shall be published in May and November of each year respectively. The maiden issue was out in November 2003.

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EDITORIAL BRIEF

Contributors' attention is drawn to the need to strictly adhere to the guidelines set out in the section on "Notes to contributors". Contributors must pay particular attention to the statistics used in future papers to ensure that they are appropriate and accurate. The guidelines on tables are to be strictly adhered to. Failure to follow the guidelines will lead to turning down of papers that fail to comply.

This second issue has eleven published articles that are also relevant to all levels of education. The articles like the ones in volume 11, No.1, cover a wide range of interesting topics such as Effects of Goal Setting and Self Efficacy Techniques on students, Policy Formulation and Management Issues in Nigeria and Teachers' Opinion on Insecurity of Girls' Education in North Eastern Nigeria.

The services of members of the Editorial Board who took part in the review process are hereby acknowledged.

Professor (Mrs.) T.A. Bolarin, FNAE
Editor-in-Chief

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Teachers' Opinions on Insecurity on Girl-Child Education in North- Eastern Nigeria

Bello, M. B. Ph.D.

*Department of Social Sciences Education
Faculty of Education, University of Ilorin.
muhinat4islam@yahoo.com*

Yusuf, A. Ph.D.

*Department of Social Sciences Education
Faculty of Education, University of Ilorin.*

Omotoso, N. A.

*Department of Social Sciences Education
Faculty of Education, University of Ilorin.*

&

Muhammad, Riskat

*Department of Educational Foundation
Shahu Shagari College of Education, Sokoto.
riskatmuhammad@yahoo.com*

Abstract

This study examined teachers' opinion on the influence of insecurity on girl-child education in north eastern Nigeria. This is a descriptive research of a survey type. The population for this study consisted of all secondary school teachers in Oyo State. While the target population was secondary schools in three local government in Oyo State (they are: Ibarapa- Central, Ibarapa north and Ibarapa East). A total number of 597 were sampled out of a total population of 2,321 at margin of error 3.5%. A 13 items Researchers designed questionnaire with psychometric properties of content validity, and 0.69 reliability index was used to elicit the needed data from the respondents. Descriptive statistical analysis was employed to analyze the data that were collected for the study. Mean and standard

deviation were employed to answer research question using 2.0 accepted mean value as the basis in determining the strength or otherwise of the research statements while Analysis of Variance (ANOVA) and t-test were used to test the null hypothesis 1 and hypotheses 2 to 3 respectively at 0.05 alpha level. The findings revealed that majority of the teachers opine that insurgency has negative effect on girl-child's education in North-Eastern Nigeria. No significant difference exists in the teachers opinion on the negative effect of insecurity on the education of the girl-child on the basis of either gender or place of residence. Based on the findings of the study, it was recommended among others, that there should be provision of adequate security for girl-children's education in the northern part and Nigeria in general by both the school leaders and government at all levels.

Keywords: Insecurity, girl-child, insurgency and Education

Introduction

Education is as important and very essential to man as life itself on this planet, earth. In fact it is a very important means of developing any nation. The term education has not lent itself to any strict consensual definition as it depends on the perspective from which one views it. It can be considered as the process of acquiring knowledge, skills, factors, interest, abilities, competence and the cultural norms of a society by people to transmit this life to the coming generations so as to enhance perpetual development of the society (Okoro, 2011). Education is critical for the economic development of any nation and the achievement of the wider Millennium Development Goals (MDGs) in areas such as poverty reduction, nutrition, child survival and maternal health. (UNESCO, 2011).

However, in spite of the importance attached to education both nationally and internationally, Nigeria, a developing country is being confronted with economic, social, political and educational challenges. The challenges led to the introduction of different reforms at different levels of the national operation. The reforms were designed to bring about developments in areas of needs through infusion of modern methods and values. Specifically, education constitutes of a major focus because it is believed that education is an instrument of national development and thus, it could be employed to achieve political, economic and social developments. To achieve national development, every member of the society (male and female) needs to be carried along. According to Salman, Oyawoye and Yahaya (2011), the World Conference on Education for All, (EFA) held in Geneva in 1990 stressed the need for gender equity in education. The Beijing conference of 1995 and the Millennium Development Goals (MDGs) of 2005 also emphasized gender equity.

In Nigeria, the National Policy on Education (FRN; 2008) also acknowledges the need to equalize educational opportunities between girls and boys. Gender equity is a major issue in the on-going reform programs embarked upon by the Federal Government of Nigeria and it is designed to address gender imbalance in education. This is because girls' access to basic education, especially in the Northern states of Nigeria has remained low, United Nations International Children's Emergency Fund (UNICEF, 2007).

Northern Nigeria forms a significant population in the country that has greatly been disadvantaged in education matters (Salman, Oyawoye & Yahaya, 2011). Efforts to educate them have failed to register remarkable progress largely due to irrelevant education programmes whereas access to education is seen as central to attainment of MDGs. There still exist barriers to access to

education and places of priority on continuing to expand access as captured in one of its goals: “to ensure that all children, including girls have access to and complete free and compulsory primary education (FRN, 2010).

Girl-child education is a powerful tool for development, particularly in developing countries like Nigeria, where social welfare and economic advancement are constrained by population growth and a weakly developed human resource base, especially in the area of science and technology (African Academy of science, 2011). The dividends of girl-child education are numerous to mention. These include better management of the home environment, effective use of health services, and application of improved hygiene and nutrition practices, reduced fertility, lower child mortality, longer life expectancy, better child health care, smaller families and better educated children (Salman, Oyawoye & Yahaya, 2007). In addition, United Nations International Children’s Emergency Fund (UNICEF, 2007) revealed that girl – child education does not only bring the immediate benefits of empowering girls, but is seen as the best investment in a country’s development.

Girl-child education also provides the opportunity for the development of essential skills such as, self confidence, effective participation in educational activities, protection against HIV/AIDS, sexual exploitation and self reliance among others. Girl-child education in Nigeria had a mandate to contribute to improving the quality of education in Nigeria but many girls are suffering exclusion (Institute of Education, London, 2012). The role of females in Nigerian society has been erroneously conceptualized to child bearing and housekeeping. This is why, in most developing countries males are groomed for career in technical and scientific fields while females are guided to concentrate their efforts on home economics.

Researchers (Jonhston 1992; Olawoye 1998; Oke, 2000) identified factors that affect girl-child education as home background, parent preference, poverty and early marriage. As girl-child in some parts of the country are hurrying to regain their virtues through education, some girl-child in the other part of the country are losing their virtue through insecurity. The progress Report of the administration of president Good Luck Jonathan in 2012 revealed that the government has introduced girl-child Education programme in Adamawa, Yobe, Zamfara, and Nasarawa but insecurity which is arguably, the biggest threat to global peace and stability in the contemporary times did not allow it to reflect in the North-East, geopolitical zone. Most of the North-East geopolitical states have mainly rural, agricultural and Muslim population. Poverty remains high and basic education indicators show that enrolment, attendance and transition remain generally low.

Since 2010 the states (Buachi, Nasarawa, Yobe, Adamawa, Pleatue, Gombe and Taraba) had witnessed a significant amount of unrest due to ethno-religious conflict and insurgency which results in insecurity (Akinfala, Akinbode & Kemmer, 2014). Regular school activities have sometimes been disrupted during crisis periods. Kidnapping of girl-child has also occurred which also disrupted the school activities (Institute of Education, London, 2012). Therefore it is against this background that this study sought to determine stakeholders' opinion of insecurity on girl child education in north eastern Nigeria

Statement of the Problem

There should be no barrier to educating girls. Only when girls and women have unhindered access to quality education can their potentials be fully developed and society made better by their contributions (Musa, 2005). Girl-child has greatly been disadvantaged in education matters. Efforts to educate them have

failed to register remarkable progress largely due to irrelevant education programmes whereas access to education is seen as central to attainment of MDGs. Despite this articulate position and interventions to expand access to all since independence, the girl-child has largely been excluded from meaningful access to education due to national issues such as insecurity that affects them.

In spite of government efforts, there are still gaps due to problems. Other reasons include lack of capacity to monitor and mainstream gender issues into education programme and most importantly, lack of fund. There is also socio-cultural problems which hinder the full participation of girls in school. When funds are limited in the family, preference is given to educating boys over girls while girls are used to run errand at home and as caregivers in the family. Other socio-cultural problems include harmful traditional practices that affect girls emotionally and cultural practices such as early marriage and in some cases where religion constraint girls for aspiring into higher status as boys (Olukoya & Elias, 1996). These among other reasons have limited girls education in Nigeria. Although a great deal of literature point at the low level of education among female children in Nigeria, most of these studies attributed the low level of female children's education to economy, religious and cultural beliefs, (Deininger, 2003; Sperling, 2005; FGN and UNICEF, 2001; UNESCO, 2002; ACTIONAID Nigeria, 2003 UNESCO, 2000, Sifuna, 2005, Achunine 200.7) Also studies have been conducted in the areas of insecurity in Nigeria such as; students perceptions of insecurity on female enrolment and dropout by (Kainuwa & Yusuf, 2013), but little if not none has examine the teachers' opinion of insecurity on girl child education in North-Eastern Nigeria. In order to fill these identified gaps, this study examines the teachers' opinion on insecurity on girl child education in North- Eastern Nigeria.

Purpose of the Study

The main purpose of the study was to examine teachers' opinions on the influence of insecurity on girl-child's education in North-Eastern Nigeria. Specifically the study investigated:

1. teachers' opinion of insecurity on girl-child education in North-Eastern Nigeria.
2. whether teachers differ in their opinion on the influence of insecurity on girl-child education in the North-western Nigeria on the basis of gender.
3. whether teachers differ in their opinion on the influence of insecurity on girl-child education in the North-western Nigeria on the basis of place of residence.

Research Questions

The following questions were raised for the study:

1. What is the teachers' opinion of insecurity on girl-child education in North-Eastern Nigeria?
2. Is there any significance difference in the opinion of teachers on the basis of gender?
3. Is there any significant difference in the opinion of teachers on the basis of place of residence?

Research Hypotheses

- Ho₁ There is no significant difference in the opinions of teachers' on the Influence of insecurity on girl-child education in North-Eastern Nigeria on the basis of gender.
- Ho₂ There is no significant difference in the opinions of teachers' on the influence of insecurity on girl-child education in North-Eastern Nigeria on the basis of the place of residence.

Methodology

This is a descriptive research of a survey type. The population for this study consisted of all secondary school teachers in Oyo State.

While the target population was secondary schools teachers in three local government in Oyo State (they are: Ibarapa- Central, Ibarapa north and Ibarapa East). A total number of 597 were sampled out of a total population of 2,321 at margin of error 3.5%. (Research Advisors, 2006). A 13 items Researchers' designed questionnaire with psychometric properties of content validity, and 0.69 reliability index was used to elicit the needed data from the respondents. Descriptive statistical analysis was employed to analyze the data that were collected for the study. Mean and standard deviation were employed to answer research question using 2.0 accepted mean value as the basis in determining the strength or otherwise of the research statements while Analysis of Variance (ANOVA) and t-test were used to test the null hypothesis 1 and hypotheses 2 to 3 respectively at 0.05 alpha level.

RESULTS

The results of the study were presented below;

Research Question One: What is the teacher's opinion on insecurity on girl-child education in North-Eastern Nigeria?

Table 1: Teachers' opinion on insecurity on girl-child education in north-Eastern Nigeria.

s/n	Statements	N	Mean	St.D
1	Insecurity situation in the North-Eastern region of Nigeria would increase girl-child access to basic education.	597	3.021	.75
2	Insecurity brings about girl-child marginalization.	597	3.55	.53
3	Because of the activities of insurgency to schools, girl-child enrolment in schools is low.	597	2.63	.85
4	Political injustice induces insecurity thereby posing negative effect on girl-child education.	597	2.66	.94

5	The state of insecurity in the north-eastern part of the country affects girl-child education more than their male counterparts.	597	2.78	1.10
6	Insecurity in the North-east affect parental economic status, which invariably influence girl-child access and opportunity to schooling negatively.	597	3.28	.49
7	Frequent abduction of school girls in their dormitory, occasional kidnapping of school girls on their way to school have reduce their attendance in schools drastically.	597	3.04	.74
8	The insurgent attacks have affected the girls schooling through mindless attacks on their schools.	597	2.99	.87
9	The state of insecurity in the society leads to parental negative attitude towards girl-child access to basic education.	597	2.62	.81
10	Parental financial status in the North-eastern region does not support their girl-child access to schooling.	597	3.02	.75
11	Most educational activities on girls education in mostly affected states has been suspended since most teachers and school heads in region are among the internally displaced persons.	597	2.72	.80
12	Female teachers and school girls were traumatize, and afraid of going to their schools on fear of attacks from insurgents. This affects girl-child access to schooling negatively.	597	3.54	.49
13	Educational planners and inspectors of	597	2.80	.92

girls education programme can't conduct periodic checking on schools as most education officers in the region were currently out of their states. This serve as a threat to girl-child access to schooling.

Table 1 revealed that the teachers were of the opinion that insecurity in the north-eastern part of Nigeria affect girl-child schooling negatively since the mean score of all the items ranges between 2.62 to 3.55 which is greater than the accepted mean score of 2.0.

Hypothesis One: There is no significant difference in the opinion of teachers on the influence of insecurity on girl-child's education in North-Eastern Nigeria on the basis of gender.

Table 2: *t*-test summary of the opinion of teachers on the influence of insecurity on girl-child's education in North-Eastern Geopolitical Zones on the basis of gender

Gender	N	Mean	St.d	T	df	Sig(2-tail)	Decision
Male	345	38.36	7.11				
				1.494	595	.135	Not Significant
Female	252	37.57	5.23				
<i>P</i> >0.05							

Table 2 shows there was no significant difference in the teachers opinions on the basis of gender ($t = 1.494$; $df = 595$; $P < 0.05$). The hypothesis is therefore not rejected in the light of the result.

Hypothesis two: There is no significant difference in the opinion of teachers on the influence of insecurity on girl-child education in North-Eastern Nigeria on the basis of the place of residence.

Table 3: *t*-test summary of the opinion of teachers on the influence of insecurity on girl-child's education in North-Eastern Nigeria on the basis of the place of residence

Place of Residence	N	Mean	St.d	T	df	Sig(2-tail)	Decision
Urban	291	37.49	11.76	1.546	595	.123	Not Significant
Rural	306	36.42	4.98				

***P* < 0.05**

Table 3 reveals that *t*-value is 1.546 with significant probability value (*P* value) of 0.123. Since the probability value, *P*-value = 0.123 > 0.05 alpha level, the null hypothesis is therefore not rejected.

Summary of the Findings

The findings in this study can be summarized as follows:

1. secondary school teachers in Ibarapa Central, North and East local government areas opined that activities of insurgency which created state of insecurity in the North-eastern geo-political zones of Nigeria have negative effects on the education of girl-child in the areas;
2. teachers opinions were not different on the basis of either gender or place of residence.

Discussion of the Findings

Girls' education is the provision of quality and affordable education to all girls of school age. The finding reveals that, the insurgency has affected girl-child education negatively in north

eastern Nigeria. There are higher responses from the respondents that, majority of the school girls have been hurt in the presence of other fellow students during attack in their schools, and also since the abduction of the Chibok school girls in April 14, 2014, the female students were afraid of being kidnapped and this has prompted them to stay away from school in the mostly affected states of the region. This finding is inline with The progress Report of the administration of President GoodLuck Jonathan in 2012 which revealed that the government has introduced girl-child Education programme in Adamawa, Yobe, Zamfara, and Nasarawa but insecurity which is arguably, the biggest threat to global peace and stability in the contemporary times did not allow it to reflect in the North-Eastern geopolitical zone of the country. Also the findings of Akinfala, Akinbode and Kemmer (2014) corroborated this finding by revealing that since 2010 States like Buachi, Nasarawa, Yobe, Adamawa, Pleatue, Gombe and Taraba have witnessed a significant amount of unrest due to ethno-religious conflict and insurgency which have resulted in insecurity with manifestations of rape and kidnapping of girl-child mostly and parents have resulted into withdrawing their female children from schools.

Respondents were also of the opinion that parental economic status was affected by the activities of the insurgency in the areas. This invariably rendered these parents poor, have negative effect on the educational life chances of their female children. The finding of this study is in agreement with the finding of Atayi (2008), which revealed that parental poverty level lessens the possibility and opportunities of girl-child access to school. This however, lead to low female students' enrolment and high dropout more especially among those from low income families.

Findings also posited that, majority of the schools have been closed indefinitely while most primary and secondary school

2. Special allowance or remuneration should be made available to teachers teaching in the North-eastern part of Nigeria, this would go a long way in boosting girl-child access to education.
3. Free education must be ensured by the federal government of Nigeria at basic school level

In conclusion activities of insurgency such as the Boko haram has displaced millions people in north eastern Nigeria (NEMA, 2015). It has also become a threat to the entire country. Their activities have crippled the socio-economic activities in Nigeria, Cameroon, Niger Republic and Republic of Chad. Many Nigerians residing in Adamawa state, Borno state and Yobe state are currently internally displaced (NCRM, 2015). The Boko Haram insurgency in north eastern region of Nigeria, have slowed down the nation's abilities of achieving the Millennium Development Goals project (MDGs), Education For All (EFA), and as well as Nigeria Vision 2020 programs. The senseless insurgent attacks have negative impact on socio-cultural values of the people of north eastern region. Above all the educational life chances of the girl-child are very slim when compared with that of her counterparts. In order parts of the Country as most schools have been closed in the north-eastern states of the country.

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