

BARRIERS TO EDUCATION FOR ALL; IMPLICATION FOR GIRL CHILD OUT-OF- SCHOOL, IT'S IMPACT AND WAY FORWARD IN ONDO STATE

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Abstract

The study investigated barriers to education for all; implication for girl child out-of-school, it's impact and way forward in Nigeria. Five research objectives and five research questions were generated to guide the study. A descriptive design survey was adopted. The population for the study comprised households in the six (6) geo-political zones in Nigeria from which Ondo State among Southwest region was selected through purposive sampling technique. A sample size of 450 households were selected from six (6) LGAs namely Akoko Northeast, Akoko Southwest, Ifedore, Akure North, Odigbo and ESE-Odo across the three senatorial districts of Ondo State. A researcher designed questionnaire titled Investigating barriers to education for all; implication for out-of-school, girl child (BEAEIOSGC) was designed in priority Grade Range-Very Low, Low, Above Average, High and Very High and validated by two experts in educational management and planning. Pilot test was conducted using Crombach Alpha statistics which gave a reliability of 0.79. After which the final corrections were made in the questionnaire administered and analysed using descriptive statistics and percentage. The findings of the study indicated that cultural, natural, insecurity, death of parents and death of parents are barriers to education for all determining out of school. Based on the findings, it recommends among others that cultural barrier and insecurity challenges will have a more relax syndrome if more pro-active sensitisation and advocacy is put in place by the government towing united Nigeria.

Keywords: Barrier, Education, Girl-child, Out-of-School –Children,

Introduction

A combination of factors had made the achievement of the EFA impossible since the conference held 23 years ago due to years of negligence leading to decay of education, poor education funding, lack of school drive, misappropriation of Nigeria's consolidated revenue (fund), personnel greed at the Universal Basic Education Commission and Ministry of Education at both Federal and State levels. Also, policy somersault particularly its' poor implementation, poor school enrolment due to widen school resources issue and access provided by the State Universal Basic Education Board (SUBEB) accounted for the failure to meet the targeted year of bringing school age children into the school system which stands as deadlock and barriers denying access to education.

Education as a fundamental human right poses strong impetus to be acquired for both societal and human capita developments especially for the children who are potential workforce of the nation. Children education achievement will enhance high scholastic performance, productivity, economic growth and development. According, Lato, (2024) children education is vital because it will contribute importantly to country's economic growth and development in the long run. Also, Abdulkazeem, (2016) said education has immense power of transformation and on its' foundation rest the cornerstone of freedom, democracy, sustainability and human capita development.

These assertions put forward how important education is to individual suggesting inclusiveness of school age children who are denied access to education in spite of the fundamental human right universally affirmed as worldwide ethos enshrine as politer in the international and national constitutions specifically the Federal Government of Nigeria constitution 2009, the Federal Republic of Nigeria Child Right Act, 2003 and the Federal Republic of Nigeria National Policy on Education 2013 staking out the right to education for every school age child with a supportive clause "free and compulsory basic education for all Nigerian children" (Universal Basic Education Act 2014) but, there is lacuna. Large portion of the school age children are out-side school system without access to basic education.

Lato (2021) refers to out-of-school children as percentage rate of school age specific usually between 5-14 years' who are not enrolled in school or have

dropped out school system. Ogunsola (2015) referred Out-of-school children as those in their official school age that are not attending school. Furthermore, the researcher referred to Out-of-school children as compound word used for both boys and girls not attending school with variation on gender to school enrolment, attendance, stay and completion. The assertions implied those who have enrolled but not receiving basic education with the intention of coming back, the dropout or never enrolled children (boys and girls).

In some parts of the country (Eastern areas) the boys mostly are observed not going to school compared to girls while in the northern areas, the girls are more susceptible to school enrolment and attendance such that those who enrolled do not complete their basic education due to inevitable nature demands, ethos of tradition or wilful desires. However, the population of the OOSC do not speak of gender equality rather gender inequality and prejudice concentrated more on the female. The female depicts weakness and fearful anxiety such that once there is diffidence/war, the survivors often fear going to school. According to Joshua and Petrol, (2016) in Olamide & Adoga, (2016) the presence of school environment been in siege mean unsafe place particularly for the girl(s). The girls used in context synonymously represent the girl child as a female human being from birth until she reaches adulthood either called spinster or woman which often used to point out specific eluding rights, challenges, and issues faced by female children such as access to education, healthcare, protection from discrimination, early child marriage, and gender-based violence. Girl child refers to a female human being below the age of 18 years (UNICEF, (2020). Girl child" means a female child from birth to the age of 18, who requires special care and protection due to her age, sex, and vulnerability. (World Health Organization [WHO], 2018). Conversely, the issue of the girl child emphasizes the importance of nurturing, protecting, ensuring their well-being and development as most vulnerable in the societies.

Barrier is an obstacle that arises from difference in value, belief and custom between individual or groups affecting education access and enrolment rate mostly in Northern Nigeria due Islamic beliefs against Christian doctrine and education (Ruoquyyatu, 2013). However, the indices of barrier affecting school age children's education include: Cultural barrier, Natural barrier, Security challenges, Parental death and Poverty.

Certain cultural and social norms, such as early marriage and child labor, can prevent children from attending school. Cultural barrier according to Kazeem, Lief and Stokes, (2011) opined that it is an obstacle that arises from difference in value, belief and custom between individual or groups from different culture. These barriers can impend school enrolment, participation and denial of school age children to access education especially where cultural divergence is prominent between two rivals. For example, Muslims and Christians. In northern Nigeria, many Muslim households and families resist sending their children to school to receive formal education because they believed that formal education is essentially Christian Institution. Uma, Huisman & Smith (2010) said cultural barrier is being emphasised with respect to gender educational gap in developing countries. Kambahampati and Rajan, (2008) said many authors have emphasised the role of culture with respect to gender disparity in education. In northern religion, girls especially are prevented from attending school to receive basic education because their households and family believed that formal education interferes with their traditional Hausa culture, life-style and Islamic doctrine that promote seclusion of girls especially women from socio-economic and socio-political activities in public places. Similarly, in southeastern regions, some of their boys are sent to learn trades and business without completing basic education, but in most cases the education of the girl child is seldom favoured. UNICEF/Nigeria, (2022) reported that social and gender norms (culture) place low value on education thus prompting parents not sending their children to school most especially the girls, to receive basic education or totally withdrawn/dropout without completion.

Natural barriers are physical features seen in the environment like flood, erosion, pandemic, wind-storm, wide-fire, earthquake, rivers, ocean, and desert that restrict peoples' activities and students' education. According to UNICEF and IIEP, (2011) flood, erosion, pandemic and wind-storm serve as barriers to school attendance devastating education sector in both short and long run. Natural barriers stood as walls preventing school age children from attending school to receive basic education, it functions as impediment to enrolment, attendance and being out-of-school especially for school age children from the riverine and erosion prone areas who are more vulnerable to such calamity (education deprivations). A scenario of a ravaged school compound in Edo State (Queen Ede Girls Secondary School

Ikpoba Hill Axis) where Two buildings caved into the moat as a result of high erosion current. The occurrence speaks immediate closure of the school because of the environmental risk and loss of infrastructural facilities making many children to be out of school. UNESCO, (2011) projecting in the past decades said an estimate 175million children every year were likely to be affected by disasters. UNICEF, (2019) aligning, reported experience in the North-East and Niger Delta which presented a picture of emergency challenges of natural barriers effect; for Northern Nigeria alone, there were 1.9million people displaced from their homes as at 2019. The report mentioned sixty percent of them were children denied education. Onyenemezu and Eze, (2021) said natural barriers hinder effective school enrolment of some school age specifics access to basic education especially where loss of infrastructural facilities such as school buildings, classrooms, instructional facilities, chairs and desks among other are affected. Niger Delta; particularly, the riverine areas have little or no infrastructural facilities sequel to the presence of the natural barriers that hinders school age specifics enrolment, attendance, participation, easy movement and transportation to the areas of need (school) due to overflow of the river bank and oil spillage. Further, teachers transferred to such areas vehemently refuse transfer because of safety consciousness and consequently, children in that locality suffers education degradation and detriments of education proliferation.

Security challenges contributes to why school age children are of Out-of-School not receiving basic education in Nigeria. Conflict and insurgence hinder access to school creating an environment where children face increased vulnerability and limited educational opportunity informing increase in OOSC. Vanguard, (2023) reported that Nigeria have more that 10million Out-of- School children. Mojeed, (2022) reported that Nigeria have oscillated between 10.5 and about 15 million OOSC for more than a decade with situation growing worse due to degenerating security situation in the country. UNESCO, (2022) on a contrary opined that Nigeria now has 20million OOSC caused by insecurity. UNICEF, (2019) exposing the experience of security challenges in the North-East of the country said out of the 1.9million people displaced from their home sixty percent of them were children who are out of school. Insecurity has caused many school age children to be out-of-school in Nigeria considering the trauma of the attacks on schools, abduction of school children (chicbok girls), kidnapping

in the northern hemisphere and its' impact; spur parents unwilling to send their wards to school to receive basic education.

Death of parents particularly that of the father poses barrier to school attendance causing out-of-school such that the helpless children could either dropped out voluntarily or withdrawn from schooling due to their financial incapacitation. Ananga, (2011) revealed that parents' death affects children educational enrolment and attendance. Enugu State Government (2014) in the study carried out on OOSC revealed that loss of father mostly denies children from schooling.

Poverty according UNICEF, (2020) means multidimensional deprivations in multiple areas including education, health and living standards implying poor level of income for sustainability, ill health and low levels of education attained. Townsend, (1979) opined that poverty is a concept of relative deprivation which incorporate element of standard of living, limited resources, exclusion and class inequality. Paul, (1993) said poverty refers to economic position- low income, limited resources or low social class. Further, the research mention that poverty depends not only on income but also access to social services (education). Corroborating, Dereck, Bosch & Dethouwer, (1992) said that poverty is not restricted to one dimension for example income but; it manifests itself in all domain of life such as housing, education, health amongst others. By implication illiteracy is synonymous to poverty and that stack illiterate child who grew to adulthood is impoverished academically also; earn low salary.

The main objective of the study is to Investigate Barriers of Education for all; implication for out-of-school girl child, it's impact and way forward in Nigeria with four other specific objectives such as to:

- i. ascertain the extent to which cultural barrier influences Out-Of-School girl child education in Ondo State
- ii. examine the extent to which natural barrier influences Out-Of-School girl child education in Ondo State
- iii. investigate the extent to which security challenge influences Out-Of-School girl child education in Ondo State
- iv. investigate the extent to which death of parents influences Out-Of-School girl child education in Ondo State

- v. examine the extent to which poverty influences Out-Of-School girl child education in Ondo State

Research Questions

The following research questions were generated to guide the study:

- I. Is cultural barrier influencing Out-of- school girl child in Ondo State Ondo State?
- II. To what extent does natural barrier influence Out-of- school girl child in Ondo State?
- III. Is security challenges a cause of out-of-school age Children Education in Ondo State?
- IV. To what extent parental death causes out-of-school age Children Education in Ondo State?
- V. Is poverty a cause out-of-school age Children Education in Ondo State?

Methodology

The population for the study comprised households in Ondo State. A sample size of 450 households were selected from six (6) LGAs: Akoko North East, Akoko South West, Ondo West, Ifedore, Odigbo and Ese-Odo across the three senatorial districts of Ondo State. A researcher structured questionnaire titled Investigating Barriers of Education for All; Implication for Out-Of-School, Girl Child (BEAEIOSGC) was designed with response format Grade Range Low (1), Average (2), Above Average (3), High (4) and Very High (5). The instrument was validated by two experts in educational management and planning. The instrument was pilot in tested three (3) LGAs out-side the population and 0.82 reliability coefficient was obtained. However, three (3) research assistants were trained to assist in the administration of the instrument through direct contact method. 450 questionnaires were administered and returned representing 100%. The research questions were answered with descriptive statistics and percentage. However, taking the median of the grade range; it circles on “Above Average” which stands as the point of unbiased decision rule to the left or to the right. Thus to the left hand side, if the summation is lower than the right hand side before “Above Average” it means negative and verse-versa if higher on the right hand side from “Above Average” it means positive with due respect to the respondents and percentage

Results

Research Question 1: *Is cultural barrier influencing Out-of- school girl child in Ondo State Ondo State?*

Table 1: Extent of cultural barrier influencing Out-of-School Children

Cultural Barriers	Very Low	Low	Above Average	High	Very High	
Frequency	60	55	65	80	190	Total=450
Percentage (%)	13.3	12.3	14.5	17.8	42.2	Total=100

Table 1 revealed 100% response from all the households though with variations in their frequency grade range and percentage such that 60% of 450(13.3%) of the entire household’s response indicated Very low, 55% of 450(12.2%) of the entire household’s response indicated Low, 65% of 450(14.5%) of the entire household’s response indicated Above Average while 80% of 450(17.1%) of the entire household’s response indicated High and 190% of 450(42.0%) of the entire household’s response indicated Very High respectively. This signify that all the grade range have response indications but the households who indicated Very High response 190(42%) was highest than others. In all; it can be deduced that respondents who specifically indicated Above Average, High and Very High respectively are more cumulatively <335(74.5%)Households > compare to Very Low and Low respondents response with lower cumulatively <115(25.5%) Households> than the aforementioned assertion. Therefore, the analysis implied that the Households who indicated Above Average, High and Very High are more indicating that cultural barrier has positive influence and can greatly determine school age girl child education signifying barrier that make them to be out-of-school from receiving basic education disapproving the 25.5% of the Households who indicated Very Low and Low who had mixed feelings about cultural barrier that is less likely to influence Out- of-school age girl child education because there are other variables.

Research Question 2: *To what extent is natural barrier effect to education for all accountable for school age children been out-of-school ?*

Table 2: What extent is natural barrier effect to education for all accountable for school age children been out-of-school

Natural Barriers	Very Low	Low	Above Average	High	Very High	
Frequency	76	64	85	133	92	Total=450
Percentage (%)	14	17	19	30	20	Total=100

Table 2 revealed 100% response from all households though with variations in the frequency grade range and percentage such as 76% of 450(17%) of the entire household’s response indicated Very low, 64% of 450(14%) of the entire household’s response indicated Low, 85% of 450(19%) of the entire household’s response indicated Above Average while 133% of 450(30%) of the entire household’s response indicated High and 92% of 450(20) of the entire household’s response indicated Very-High respectively. This signify that all the grade range have response indications but the households who indicated High response 133(30%) was highest than others. In all; it can be deduced that respondents who specifically indicated Above Average, High and Very High respectively are more cumulatively <310(69%)Households > compare to Very Low and Low respondents response lower cumulatively <140(31%) Households> than the aforementioned assertion. Therefore, the analysis implied that the Households who indicated Above Average, High and Very High are more indicating that natural barrier has positive influence and can greatly determine school age girl child education signifying a barrier that make them to be out-of-school from receiving basic education disapproving the 31% of the Households who indicated Very Low and Low who had mixed feelings about natural barrier that is less likely to influence Out- of-school age girl child education because there are other variables

Research Question 3: *To what extent is security challenges effect to education for all accountable for school age girl been out-of-school?*

Table 3: What extent is security challenges effect to education for all accountable for school age girl been out-of-school

Security Challenges	Very Low	Low	Above Average	High	Very High	
Frequency	26	50	87	172	115	Total=450
Percentage (%)	6	11	19	38	26	Total=100

Table 3 revealed 100% response from all the households though with variations in the frequency grade range and percentage such as 26(6%) of the entire household’s response indicated Very Low, 50(11%) of the entire household’s response indicated Low, 87(19%) of the entire household’s response indicated Above Average while 172(38%) of the entire household’s response indicated High and 115(26%) of the entire household’s response indicated High respectively. This signified that all the grade range have response indications but the households who indicated high response of 172(38%) was highest than others. In all; it can be deduced that respondents who specifically indicated Above Average, High and Very High respectively are more cumulatively <374(83%)Households > compare to Very Low and Low respondents response cumulatively lower <76(17%) Households> than the aforementioned assertion. Therefore, the analysis implied that the Households who indicated Above Average, High and Very High are more indicating that security challenges has high influence and can greatly determine Out- of-school age girl child education signifying a barrier that make them to be out-of-school from receiving basic education disapproving the 17% of the Households who indicated Very Low and Low and claimed that security challenges will be less likely influence Out- of-school age girl child education if there are no other synergising variables as determinants. Hence, it was remarked that security challenge has positive influence and can greatly determine school age girl children education.

Research Question 4: *To what extent is parental death effect to education for all accountable for school age children been out-of-school?*

Table 4: What extent is parental death effect to education for all accountable for school age children been out-of-school

Parental Death	Very Low	Low	Above Average	High	Very High	
Frequency	53	62	164	94	77	Total=450
Percentage (%)	12	14	36	21		Total=100

Table 4 revealed 100% response from all the households though with variations in the frequency grade range and percentage such as 53% of 450(12%) of the entire household’s response indicated Low, 62% of 450(14%) of the entire household’s response indicated Average, 164% of 450(36%) of the entire household’s response indicated Above Average while 94% of 450(21%) of the entire household’s response indicated High and 77% of 450(17%) of the entire household’s response indicated Very High respectively. This signified that all the grade range have response indications but the households who indicated high response of 164(36%) was highest than others. In all; it can be deduced that respondents who specifically indicated Above Average, High and Very High respectively are more cumulatively <335(74%)Households > compare to Very Low and Low respondents response lower cumulatively <115(26%) Households> than the aforementioned assertion. Therefore, the analysis implied that the Households who indicated Above Average, High and Very High are more indicating that death of parental has high influence and can greatly determine school age girl child education signifying a barrier that make them to be out-of-school from receiving basic education disapproving the 26% of the Households who indicated Very Low and Low who claimed that death of parents will be less likely influencing Out- of-school age girl child education because there are other variables as determinants. Hence, it was remarked that death of parents has positive influence and can greatly determine school age girl children education.

Research Question 5: *To what extent is poverty effect to education for all accountable for school age children been out-of-school ?*

Table 5: What extent is poverty effect to education for all accountable for school age children been out-of-school

Poverty	V Low	Low	Above Average	High	Very High	
Frequency	76	64	85	133	92	Total =450
Percentage (%)	17	14	19	30	20	Total =100

Table 5 revealed 100% response from all households though with variations in the frequency grade range and percentage such as 76% of 450(17%) of the entire household’s response indicated low, 64% of 450(14%) of the entire household’s response indicated Average, 85% of 450(19%) of the entire household’s response indicated Above Average while 133% of 450(30%) of the entire household’s response indicated High and 92% of 450(20) of the entire household’s response indicated Very-High respectively. This signified that all the grade range have response indications but the households who indicated High response 133(30%) was highest than others. In all; it can be deduced that respondents who specifically indicated Above Average, High and Very High respectively are more cumulatively <310(69%)Households > compare to Very Low and Low respondents response lower cumulatively <140(31%) Households> than the aforementioned assertion. Therefore, the analysis implied that the Households who indicated Above Average, High and Very High are more indicating that poverty has high influence and can greatly determine school age girl child education signifying a barrier that make them to be out-of-school from receiving basic education disapproving the 31% of the Households who indicated Very Low and Low who had mixed feelings about poverty that is less likely to influence Out- of-school age girl child education because there are other variables.

Discussion of Findings

The result of table 1 revealed that cultural barrier (belief, Value, Custom Gender and Religion) has a positive influence on school age girl child education, it can determine and makes them to be out-of-school without been enrolled to attend and participate in teaching/learning in order to

receiving basic education. The finding of this study is in line with the position paper presented by Ruqayyatu (2013) when she said that Northern Nigeria has suffered low enrolment rate especially at basic education level due to Islamic education as most parents are yet to embrace western education. Quoting Islamic parents; “western education is tied to the Bible and it is an indirect way of changing our culture and religion contrary to Islamic ideology/belief/custom which we must adhere to otherwise; we are seen as offenders”. This assertion makes the acceptance of western education difficult to be embraced by northerners thereby locking children out-of-school from receive basic education especially their girl child. Kazeem et al (2014) in their study reported that culture and religion values play important role in the schooling of children. It is seen as irreconcilable difference between Christian and Islamic religions which play lower odd of school attendance especially with the Islamic religion making the girl child most susceptible to educational denial and being out-of-schools. The result of this analysis showed that no clear conclusion can be drawn because in the northern areas children belonging to Islamic sect are significantly less in school especially the girl child than the boys.

While in southwest and south eastern areas, the effect of Christian religion is highly present though in the south eastern areas of country, the boys are found not going to school compare to the girls. On the other hand, Okeke, (2023) reported that certain cultural and social norms such as early marriage and child labor can prevent children from attending school. Pinnock, (2020) in his study revealed At least 43% of children are forced into child labour denying them from receiving basic education Table 2 revealed that natural barrier (Erosion, thunder storm, hilly, rocky, riverine and waterlog areas as natural phenomenon) has positive influence and can greatly barred school age children education and makes them to be out-of-school thus, prevented from receiving basic education. The finding of this study is in line with the study of Oyeromi, (2014) “Spatal Distribution and Institutional Factors” which revealed that natural barrier contributes to students’ academic performance. He reported that a school compound taking over by heavy erosion flooding the whole school compound creating deep gully can hinder education access. Also, the fell of thunder storm on school roof can remove the entire roofs of school building to hinder effective teaching, learning and stay in school thereby making school age children been out-of-school. Schneider, (2002) in his study revealed that natural barriers are important

factors influencing school age education denial and out-of-school. Further, he reported that topology and soil vegetation has strong effects on school attendance and that may tend to make children out-of-school against the actualisation of the goals and objectives of education for all. Table 3 revealed that security challenge (War, Conflicts, Insurgence, Kidnapping, lifting of students) has high influence and can greatly cause school age children to be out-of-school (OOSC) and equally denies them from receiving basic education. More so, the ongoing conflict in north eastern Nigeria has led to the displacement of millions of people, including children, who are now out of school. Olumide and Adoga (2016) in their work “influence of insurgence on children’s educational development” revealed that security challenges in Nigeria especially in the entire Northern region has slowed down the national plan of achieving education for all as well as Nigeria’s vision 20-20 programme because many people have fled their homes of abode to seek refuge elsewhere which greatly impact the education of their children. Further, UNESCO, (2013) amongst other researchers mentioned that the objectives of MDGs now SGDs still cannot be achieved because of insecurity in the country that had made and force many children out-of-school denying them their right to receive basic education. Ruqayyatu (2013) reported that; Nigeria Demographic Housing and education data survey in 2011 presented a glooming picture of education particularly in the North Eastern and North Western part of the country which revealed that the number of children who have never been enrolled in school is alarming due to insecurity denying children from receiving basic education Table 4 revealed that 74% of the respondents’ indicated that death of parents has high influence and can greatly determine school age girl child education signifying a barrier that make them to be out-of-school from receiving basic education disapproving the 62% of the Households who indicated mixed feelings about death of parents that is less likely to influence Out-of-school age girl child education because there are other variables. Enugu State Government survey (2014) on OOSC revealed that the loss of both parents (3.3%) is less significant than the death of the father (7.7%) which therefore acclaimed to be a cause and barrier to education for the OOSC compare to the mother (1.5%). Ananga, (2011) reported that death of parents affect children school enrolment and attendance thereby causes out-of-school children and education denial. Table 5 revealed that 69% of the respondent’s response proved that poverty has high influence and can greatly determine school age girl child education

signifying a barrier that make them to be out-of-school from receiving basic education disapproving the 50% of the Households who indicated mix feelings about poverty that it is less likely to influence Out- of-school age girl child education because there are other variables. Pinnock, (2020) in his study revealed that Poverty is the biggest barrier to school access, exacerbated by school fees and other costs of education. Furthermore, it revealed that children from poor households are more likely to be out of school than those from wealthier households.

Conclusion

The study concluded that all the households have response indications but there are variations in frequency grade range and percentage. The respondents who indicated Above Average, High and Very High respectively are more <335(74.5%)Households > compare to the respondents who indicated Very Low and Low response <115(25.5%) Households>. Therefore, the analysis of table 1 implied that the Households who indicated Above Average, High and Very High are more indicating that cultural barrier has positive influence and can greatly determine school age girl child education signifying barrier that make them to be out-of-school from receiving basic education disapproving the 25.5% of the Households who indicated Very Low and Low that had mixed feelings about cultural barrier less likely to influence Out- of-school age girl child education because there are other variables. Further, the study concluded that natural barrier can devastate programme and cause children out-of-school. Considering the analysis which implied that Households who indicated Above Average, High and Very High are more indicating that natural barrier has positive influence and can greatly determine school age girl child education. It was also concluded that all the grade range have response indications but the households who indicated high response of 172(38%) was highest than others. In all; it was deduced that respondents who specifically indicated Above Average, High and Very High respectively are more <374(83%)Households > compare to respondents response of Very Low and Low <76(17%) Households>. Thus, the analysis implied that the Households who indicated Above Average, High and Very High are more indicating that security challenges has high influence and can greatly determine Out- of-school age girl child education signifying barrier that make school age girl child to be out-of-school not receiving basic education disapproving the Households who indicated Very

Low and Low(17%) claiming that security challenges will less likely influence Out- of-school age girl child education if there are no other synergising variables as determinants. However, it was concluded that security challenge has positive influence and can greatly determine school age girl children education. The study concluded that death of parents has positive influence and can greatly determine school age girl children education .Thus the analysis indicated Above Average, High and Very High respectively are more <335(74%)Households > compare to Very Low and Low respondents response <115(26%) Households> thereby disapproving the 26% of the Households who indicated Very Low and Low which claimed that death of parents will less likely influence Out- of-school age girl child education because there are other variables as determinants. Contrariwise, it was concluded that death of parents has positive influence and can greatly determine school age girl children education. The study concluded that all the grade range have response indications but the households who indicated High response 133(30%) was highest than others. Thus, it was deduced that respondents who specifically indicated Above Average, High and Very High respectively are more <310(69%)Households > compare to the respondents response of Very Low and Low <140(31%) Households>. Therefore, the analysis implied that the Households who indicated Above Average, High and Very High are more indicating that poverty has high influence and can greatly determine school age girl child education signifying a barrier that make them to be out-of-school from receiving basic education disapproving the 31% of the Households who indicated Very Low and Low which showed mixed feelings about poverty that will be less likely influence Out- of-school age girl child education because there are other variables

Recommendations

Based on the findings of this study, the following below are therefore recommended:

1. Culturally, engagement with the religious and traditional leaders to develop integration of guidelines for school age children who are out-of-school to continue formal and Islamic basic education particularly for the girl child is imperative. Thus the resilience role of traditional and religious leaders is road map in bringing them into the mainstream of basic education thereby reducing the number of OOSC and propagating goals of EFA. Also, providing teaching and

learning materials to aid quality learning as a function. In addition, knowing cultural barrier as a cause of OOSC, the study recommends a more pro-active sensitisation and advocacy to be put in place by the government about a united and one Nigeria.

2. Natural barrier should be a matter of policy guided as it will enable policy makers and stakeholders build ideal responsive plans to engage in both pre and post rehabilitations and reconstructions of drainage and canals to direct erosion saga cushioning the effect of Natural barrier
3. That death as a natural phenomenon is bound to occur and in most cases it hinders learners' education. Thus, guidance should have consciousness of health management by respecting clinical day/date and most especially checking of high blood pressure.
4. Insecurity challenges will have a more relax syndrome if more pro-active sensitization and policy statement are put in place by the government towing about united Nigeria.
5. Poverty alleviation is imperative in achieving the goals, objectives of EFA and encouraging girl child education thus government should provide outside school fees other attracting incentives such school/home feeding, sanitary pads, uniforms and transport conveying the children to and from the school. Also the establishment of a high-level women's group to advocate and do sensitisation for girls' education to boost their enrolment, participation and stay in school to complete basic education.

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