

# MANAGING THE CHALLENGES FACING EFFECTIVE IMPLEMENTATION OF GIRL CHILD EDUCATION POLICIES UNDER THE UBE SCHOOLS IN EKITI STATE

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**Abstract:** The study examined managing the challenges facing effective implementation of girl child education policies in UBE schools in Ekiti state, Nigeria. Two research questions guided the study. Descriptive survey was adopted for the study. A sample of 72 principals and their vice principals (administrations and academy) from the total 24 government-owned UBE schools in Ekiti state was purposively selected for the study. Challenges to Implementation of Girl Child Education Questionnaire (CIGCEQ) served as instrument for data collection. The data was analyzed with the aid of mean and standard deviation and the following results revealed: that poor completion rate of girl schooling, government/limited political will, paucity of data for policy making, implementation and evaluation, and the prevalence of inequalities in geographical as well as socio-economic status among regions of Nigeria, the problem of the supply side in respect of female teachers, limited accountability and transparency in implementing education projects in Nigeria, and lack of interest and commitment to duty by the teachers were not the challenges facing the effective implementation of girl child education policies in UBE of Ekiti State, Nigeria. The result also revealed that the Sustainable Development Goals (SDGs) strategy, the inauguration of civil society organizations, the use of motivating technology in schools, encouragement of citizenship participation, promotion of female teachers' by Local Education Authorities and provision of Scholarships to Girls by the government are strategies to be adopted by the school management for effective implementation of girls' education in UBE schools of Ekiti state. The study recommended the adoption of action plan, employment and retention of qualified personnel, improved funding of girl child education to take care of effective teaching and learning, provision of reasonable incentives to teachers for effective implementation of girl child education policies in Ekiti state.

**Keywords:** Managing; Challenges; Effective implementation; Girl child; Education policy

## 1 INTRODUCTION

Girl child education in Nigeria was relegated until the entrenchment of civilization came to reveal their capacity several decades ago which led to the slogan that whatever men can do women can do better. Before then, Women's potential was not tested in formal organization and the belief of the traditional society relegated women to the role of assistance to men. They were meant to be given out for marriage, for farm work, for childbearing, for businesses et cetera. This trend continues until the enactment of education which unequivocally stated and emphasized education for all regardless of sex and tribe was implemented. Despite the proclamation of this policy, it takes the frantic effort of the government in the historical observation of these researchers to convince the rural dwellers to enrol their girl children in schools making the gaps between male and female citizens in Nigerian sectors of the economy to have long been pronounced in favour of male until this very recent times when girl child education policies in the form of protection are enforced in all parts of Nigeria that boosts their population in education as well as sectors of the Nigerian economy.

A girl child as conceptualized by Murtala and Nasiru [1] is a person below 14 years of age. Juliem viewed the girl-child as a biological female offspring from birth to eighteen (18) years of age. Similarly, The girl child in the opinion of Agusiobo [2] is referred to as the female human being, a child under 18 years of age - the girl child who will grow and eventually become a woman; This is the age before one becomes a young adult. This period covers the crèche, nursery or early childhood (0–5 years), primary (6–12 years) and secondary school (12–18 years). During this period, the young child is totally under the care of the adult who may be her parents or guardians and older siblings. It is made up of infancy, childhood, and early and late adolescence stages of development. During this period, the girl-child is malleable and builds and develops her personality and character. She is very dependent on those on whom she models her behaviour through observation, repetition and imitation. Her physical, mental, social, spiritual and emotional developments start and progress to get to the peak at the young adult stage [3]. This means, educating them at this stage is more of catching them young to teach the values of Nigerian society and enable them to become responsible citizens that can contribute meaningfully to the development of the country. It is obvious from the literature elsewhere that there is not any greater precious funding than in girl child education.

Girl child education according to Ifijeh [4] is a technical means by which ladies, who are morphing into girls, are geared up with the skills, knowledge, habits, and expectancies that allow them to be purposeful for themselves and for contributors to society. There is not any greater precious funding than in girl child education. Girl child education is one

of the nice investments her family, her network and her country can make [5]. It is a famous reality that a lady's schooling can set in motion a virtuous cycle of improvement. Girls with better education marry later, have more healthy kids, earn extra cash and reinvest in their households and groups, and play a greater energetic function in maintaining their groups and international locations. More knowledgeable ladies and girls aspire to emerge as leaders, increasing the United States of America's management and entrepreneurial talent. The schooling of ladies creates an area for destiny knowledgeable generations. Women with greater years of schooling are much more likely to discover employment, personal and run businesses; and earn better wages. Highly knowledgeable ladies and younger girls are more healthy adults and feature more healthy kids, ensuing in fewer mothers. Educated ladies/girls are much less probably to be sufferers of home and sexual violence. Educated ladies/girls are more remarkable and effective at paintings and are higher paid. Educated girls assist in minimizing the population explosion and do now no longer permit their daughters to emerge as sufferers of early marriages. It is in light of these contributions that the federal government of Nigeria promulgated and enacted some laws and established bodies to promote girls' education in the country [6].

The federal government enacted laws and established bodies to promote girl child education in an attempt to critically review the legal framework for formal education in order to improve Nigeria's educational attainment. To achieve its educational goals in the country, the federal government made efforts to promote free, compulsory, quality education for school children. This is further to the efforts of worldwide institutions, non-governmental companies and different actors within the schooling sector. Although the point of interest of rules and applications is directed in the direction of kids, in maximum instances the point of interest is on ladies as opposed to boys because of the specificities and vulnerabilities of ladies. The Constitution of the Federal Republic of Nigeria 1999 (as amended): The Government's instructional targets are contained in Section 18(1) of the Constitution of the Federal Republic of Nigeria 1999 (as amended), which states that the Government shall direct its rules to make sure that there are same and suitable instructional possibilities in any respect ranges and that: the nation promotes technological know-how and technology. The authorities will try to eliminate the illiterate and shall offer the loose obligatory and general number one schooling each time possible. The Constitution gives the beneficiary to be loosened from discrimination primarily based totally on race, location of origin, sex, faith or political opinion. One scenario herein governments are reluctant to pursue gender-balanced employment rules is discrimination in opposition to girls' education [7].

According to the UNESCO Institute of Statistics, there are 757 million adults, along with a hundred and fifteen million adolescents, who cannot examine or write an easy sentence. Women make up two-thirds of all person illiteracy (63%), youth. Young girls make up 59% of the hundred and fifteen million illiterate people. South and West Asia and sub-Saharan Africa are away from gender equality: girls elderly 15 and over are much less probably to be literate than guys of the equal age group. Meanwhile, youngsters in East Asia and the Pacific have done gender parity, becoming a member of adults and youngsters in Central Asia, Latin America and the Caribbean, and Central and Eastern Europe. About fifty-seven million kids around the sector are not in college. According to the report, kids in conflict-affected international locations are nevertheless suffering to visit college. 95% of the 28. five million kids who do now no longer get hold of number one schooling stay in low- and middle-profits international locations - 44% in sub-Saharan Africa, 19% in South and West Asia and 14% within the Arab States. Girls make up 55% of the overall and feature frequently been sufferers of rape and different sexual violence related to armed conflict. However, the study intends to examine managing the challenges facing effective implementation of girl child education policies: under the UBE in primary schools in Ekiti state.

## 2 NIGERIA'S POLICIES ON GIRLS' EDUCATION

Since Nigeria's independence in 1960, the government has made concerted efforts in ensuring its citizens gain access to education. However, the focus on girls' education became more prominent in the late 1980s. The Blueprint on Women's Education was launched in 1986. The Blueprint on Women's Education was aimed at improving the chances of education for women. The curriculum has been reviewed for merging with the 9-year basic education curriculum, with adaptable learning tools such as interactive radio instructions.

In addition, to further ensure that the needs of women were further included as part of the nation's development priorities, the National Commission for Women was created to formulate a national policy for women and development in 1989. According to Adebore and Olomukoro [8], this led to the creation of women's education units at federal and state levels of improving access to education for women and girls at national and sub-national levels. There are limited available statistics to show the enrolment rate or level of literacy within this era. However, the success of this project can be felt with an increase in the enrolment rate of girls in primary school from over 32% in 1970 to over 86% in 1994. In 1991, the National Commission for Mass Literacy Adult and Non-formal Education (NMEC) was created to end illiteracy in Nigeria. Women and girls are well prioritized in the projects of NMEC. Other policies created in the 90s include the Family Support Basic Education Programme which was aimed at increasing access to education for girls living in rural areas. According to Dauda [9], this programme made impressionable steps, including the construction of early childhood education centres and primary schools. It also constructed WASH facilities such as public toilets. In 1999, Universal Basic Education was revised, to reduce inequalities in education relating to gender and geography. As a result of these policies, the literacy rate for 15-24-year-old girls and young women increased from 62.5 in 1991 to 68.2% in 1999. To support global and local development frameworks including the National Economic Empowerment and Development Strategy (NEEDS) and the Millennium Development Goals, in 2004, the Universal Basic Education Act was an instrument enacted to ensure free compulsory qualitative education for all children. This led to the creation

of the Universal Basic Education Commission. It addresses issues such as the role of the government at all levels and parents in ensuring children attend school. The Gender Education Programme (GEP) which also began in 2004 aims to reduce gender disparity through different projects such as the Students Tutoring, Mentoring and Counselling (STUMEC), Mothers Association, Teachers Development Pedagogy Module (TBTD) and Girls' Education Movement (GEM). These projects have recorded successes such as the training of stakeholders through the School-based management committee platforms for mentoring and training of students, and the establishment of the Mothers' Association which is a useful platform to mobilize women to take an interest in ensuring their girls go to school [10].

Over 5000 Mothers' Associations have been created countrywide with workshops on entrepreneurship and income-generating activities to ensure women are empowered to participate in financial decision-making procedures in their households. GEP has also been instrumental in establishing Second Chance Centres which are targeted at girls who have dropped out of school as a result of barriers such as early marriage and teenage pregnancy [11].

The National Policy on Education was created in 2004 and revised in 2007. It outlines the values of Nigeria and resonates with the fact that education is a tool through which Nigeria can be developed. It further aims to ensure all children are educated. It was revised to include early childhood education which is a key tool for improving the quality of education for both girls and boys. The National Policy on Gender in Basic Education was launched in 2007, the objectives are to promote equal access and participation in the basic enrolment of girls and boys, achieve a high level of retention completion and performance rate, advocate for the support of key stakeholders, enabling environment for planning, implementation and achievement of the goals. To support this policy, the Federal Ministry of Education further designed the National Framework on Girls and Women in Education which was aimed at increasing the quality of education accessible to girls through amongst other techniques, a rights-based approach[16].

The National Gender Policy, created in 2006 aims to recognize the differences between men and women while addressing the inequalities between men and women. It highlights important actions such as cultural reorientation through sensitization and dialogues and ensuring strategic partnerships with important stakeholders such as the parliament at national and sub-national levels, civil society organizations, intergovernmental agencies as well as bilateral agencies.

Between 2004 and 2007, when most of these policies such as the National Policy on Education, National Gender Policy, the Universal Basic Education Act and the National Policy on Gender in Basic Education were revised or created, the enrolment rate for girls in primary school grew from 61.47% in 2004 to over 63.24% in 2006. The enrolment rate took a downturn to over 62.6% in 2007. It drastically reduced to 56.7 per cent in 2008. This could be explained as a result of the 2007/2008 economic crisis (and Nigeria's dependence on foreign aid for the implementation of education projects), and political transition and policy discontinuation. The enrolment rate gradually began to increase again in 2009 when it was 57.84% and approximately 58.1 in 2010. Female enrolment is a controlling variable in the gender parity index. The number of out-of-school children which was near 4 million in 1999 was reduced to over 3.886 million in 2004, however, despite the efforts of the government through the above-mentioned policies and projects created to support them, the number of out-of-school children increased to over 4.07 million girls in 2007 from an estimated 3.88 million in 2006. It further increased to 4.87 million in 2008 and reached an all-time high of 4.97 million in 2010.

Other policies include the Child-Friendly Initiative and the federal female teachers' scholarship scheme amongst others. The Child Rights Act was adopted in 2003 by the federal government 2003 and as of 2011, UNICEF posits that the Child Rights Act has only been adopted in 24 out of 36 states in Nigeria[17]. From 2010 to date, other policies and projects to support these policies have been adopted. The Conditional Cash Transfer (CCT) programme was also launched as part of a social protection measure to cater for vulnerable households. Pilot programmes ran in Kano (2010, assisted by World Bank), Katsina and Bauchi (assisted by DFID) state. One of the major objectives of this programme is to create incentives for households to ensure the retention and enrolment of girls in school. Other supportive and follow-up actions included the National Policy on Education, (2004 Revised; 2014), the Universal Basic Education Act (2004), the Constitution of the Federal Republic of Nigeria (1999), the Education for All (EFA) Fast Track Initiative and the Commonwealth Plan of Action are working towards meeting all the targets set, in particular, those on education and gender equality.(MDGs 2&3 & SGDs 4and 5). However, this study intends to find out the management of the challenges facing effective implementation of girl child education policies under the UBE in primary schools in Ekiti state.

### **3 CHALLENGES FACING THE EFFECTIVE IMPLEMENTATION OF GIRL CHILD EDUCATION POLICIES**

#### **3.1 Poor Completion Rate of Girls' Schooling**

Low completion, drop-out and transition rates continue to plague the education sector, especially in some regions. For instance, a drastic reduction in the completion of primary education by girl children in the north was witnessed in 2004-2006 despite government efforts to mainstream girls into schools. The gender parity still stands at about 0.89%; the primary school completion rate gender parity index is at its lowest point- over 0.79. In the North, only 3% of girls complete secondary school according to the Presidential Committee on the North East[12]. It is yet to be known whether this scenario has extended to UBE schools in Ekiti state in Nigeria.

#### **3.2 Governance/Limited Political Will- Implementation and Ownership by State and Local Governments**

While some policies are implemented at the federal level, there is a limited trickle-down effect at the local level. This provides a huge gap that needs to be filled by the federal government and civil society. 10 states in Nigeria as of 2016 are yet to provide counterpart funding to access 30 billion Naira worth of funds to provide universal basic education. The counterpart funding enables ownership at the state level. In addition, Nigeria has not been able to implement the UNESCO Declaration of appropriating 26% of its federal annual budget to the education sector. This, therefore, is a political will of the government to limit the status of education in Nigeria. No, known empirical evidence has shown that the Ekiti state government has such a weak political will that halts education to its present state.

### **3.3 Paucity of Data**

Availability of up-to-date disaggregated data acts as a barrier to policymaking, implementation and evaluation. This further brings out the problem of synergy between national and local levels of government and even international development partners. The latest available data for analysis on important databanks such as the World Bank database for education indicators is for 2010 which is obsolete to meet up the current trends [13]. No literature evidence according to the knowledge of the researchers has depicted that data disaggregation is affecting the effective implementation of girl child education policies at UBE of Ekiti state, Nigeria.

### **3.4 Inequalities**

Geographical, as well as socio-economic forms of inequalities, affect access to education for girls. Education indicators from 2012 show high disparities between the North and South of Nigeria even within a particular state. While states like Ekiti, and Anambra show attendance ratios as high as 90, northern states show ratios as low as 19.7 (Yobe) and 32.2 (Borno) (OSSAP-MDGs, 2012). This rate of attendance percentage buttressing Ekiti state in the last 10 years is still doubted in the present time with particular reference to UBE of Ekiti state.

### **3.5 Supply Side Barriers in Respect of Female Teachers**

There is a need for at least 1.3 million teachers to address the learning needs of girls and boys in Nigeria. Furthermore, there is a need for female teachers in particular as research shows that parents are more likely to send their girls to schools when they have female teachers. However, the unprofessionalism of the teaching profession remains a challenge. Because of the limited respect in society, Research evidence is yet to reveal whether male teachers outnumber female teachers in Ekiti state with reference to UBE schools.

### **3.6 Corruption**

There have been reports about the limited accountability and transparency in implementing education projects in Nigeria. Accountability measures set in place to monitor the funds meant for education are low. This has impeded ensuring that vulnerable populations have access to basic goods such as food and shelter, further impeding on their ability to access education. Besides, there are cases of financial misappropriation which affect the provision of quality educational facilities in schools. This may or may not affect Ekiti state UBE schools probably due to an observed strategy for monitoring, and supervision among others by the state government.

### **3.7 Poor Infrastructure and Inadequate Facilities**

Another factor can be attributed to poor infrastructure and inadequate facilities in schools whereby pupils sit on dirty floors to learn. This is a major source of discouragement as the learning environment is not pleasant enough to entice these young girls to remain in school for any reasonable length of time.

### **3.8 Lack of Interest and Commitment to Duty by the Teachers**

This problem is strengthened by the governments, the major employers of teachers, who refuse to pay teachers' salaries and other fringe benefits promptly. This often results in frequent industrial actions embarked upon by teachers for several months at a time.

## **4 STRATEGIES TO BE ADOPTED FOR MANAGING THE CHALLENGES FACING THE IMPLEMENTATION OF GIRL CHILD EDUCATION**

The following are strategies adopted in the management of girl child education policies in Nigeria:

### **4.1 Location of Schools Nearer to the Communities**

Schools should be located closer to communities to encourage girl child attendance and completion. This will bring schools closer to communities, create culturally appropriate facilities, and establish more single-gender schools, particularly in the Muslim areas where co-educational schools are frowned upon [2]. This strategy might not be a factor

in Ekiti state probably due to their earliest enlightenment and exposure to the dividends of education to the elite class the world over and Nigeria as a nation.

#### **4.2 The Sustainable Development Goals (SDGs) Strategy**

The SDGs clearly place a strong emphasis on girls' education. The international development framework also strongly highlights the guiding principle of —leaving no one behind. These goals set the agenda for the next 15 years, and like its predecessor, will set the tone for core development actions such as resource mobilization and strategic partnerships that can promote girls' education as well as increase opportunities for accessing education for girls, particularly those living in conflict-affected areas such as the North-East of Nigeria [1].

#### **4.3 Inauguration of Civil Society Organizations**

Civil society Organizations for over a century have played a strong role in ensuring access to education for children, especially girls. To this end, the creation process of the SDGs has further identified core civil society groups such as faith-based rulers, community-based organizations as well as the usual actor- the local and international non-governmental organizations who have participated in the making of the sustainable development framework. If these networks are maintained, they will play a strong role in combating numerous barriers to education for girls such as stereotypes, harmful cultural practices, including early marriage and the avoidance of radicalization which has inhibited the access to education for children in the northeast, especially girls [8].

#### **4.4 The Use of Motivating Technology in School**

Technology exposes us to a world of numerous possibilities. With the right tools, girls can easily access school learning materials from technology devices. They can even be connected to peers all around the world as well as volunteers and mentors who are available to teach. Furthermore, technology provides a platform through which other challenges such as accountability and transparency can be achieved.

#### **4.5 Encouragement of Citizenship Participation**

More citizens are beginning to know their rights and want to engage in governance measures to improve access to education for girls and boys nationwide. Although this is still a growing number, the possibilities from this rising interest from the nation at large pave the way for more accountability from the government, and more volunteers in education, especially in the northeast where help is highly needed.

#### **4.6 Promotion of Female Teachers' by Local Education Authorities**

The Local Education Authorities should promote the appointment of female teachers by increasing the supply of female teachers, providing incentives for teachers who teach in rural areas where social conditions are harsh, and providing training locally through the weekend, part-time training programmes such as the N.T.I., distance learning to update the knowledge and skills of teachers already on the job and new entrants into the profession and providing training to meet traditional norms, and values of the people [14].

#### **4.7 Provision of Scholarships to Girls by Government**

The government should lower the costs of education to parents by providing scholarships for girls particularly those from poor homes and rural areas, providing textbooks in the core subjects (at primary and secondary levels) and uniforms, and finding ways of reducing the need for girls' labour, particularly among the low- income families [15].

### **5 STATEMENT OF THE PROBLEM**

Over the years, many policies aimed at enhancing girl child education in Nigeria generally and Ekiti state, in particular, have been promulgated but their functionality and efficacy are short-lived probably due to variation in political administration and incessant change of leadership at all levels of education.

Literature evidence shows that many challenges facing the effective implementation of such policies favouring girl child education have been discovered elsewhere as they barricade the actualization of educational objectives of such education but are yet to be known whether they have effects on the education sector in Ekiti state. Research evidence elsewhere has revealed that supply-side barriers, corruption, immediate versus secondary needs, access to education for host communities, limited political will, paucity of data, inequality and very low completion rate are challenges bewitching effective implementation of girl children's education policies in Nigeria but yet to empirically determine their effects on education in Ekiti state. Observations have shown that some plausible strategies such as citizenship participation, a proliferation of technology, and prioritization of civil society effort among others have been synergized in the management of the challenges facing girl child education policies in Nigeria generally but the efficacy is still

doubted hence, there is urgent need to carry out a research on the management of the challenges facing effective implementation of girl child education policies under the UBE in primary schools in Ekiti state.

## 6 PURPOSE OF THE STUDY

The main purpose of the study was to address the management of the challenges facing effective implementation of girl child education policies under the UBE in primary schools in Ekiti state. Specifically, the study sought to:

1. Find out the challenges facing effective implementation of girl child education policies.
2. Ascertain the plausible strategies to be adopted for the management of the challenges facing effective implementation of girl child education policies.

## 7 RESEARCH QUESTIONS

The following research questions guided the study:

1. What are the challenges facing effective implementation of girl child education policies under the UBE in primary schools in Ekiti state?
2. What are the plausible strategies to be adopted for the management of the challenges facing effective implementation of girl child education policies under the UBE in primary schools in Ekiti state?

## 8 RESEARCH METHODS

The study adopted a descriptive survey design. This is because the study is concerned with the description of conditions that exist. This method, therefore, facilitates the easy collection of data. The design was considered appropriate for the study because the researchers do not have any intention to manipulate the study's variables but to study them as they occur naturally.

Ekiti State is the study area. Ekiti State has 16 administrative local government areas with its headquarters at Ado Ekiti. The state has an estimated population of 2,801,887 (National Bureau of Statistics) and is academically blessed with outstanding primary, secondary and tertiary institutions. It is blessed with 25 Basic schools across the state with the exception of one being private (Ekiti State Ministry of Education).

The study population involves all the government-owned UBE principals and their Vice principals (administrations and academy) totalling 72 from the total 24 government-owned UBE schools in Ekiti state. The choice of this population was based on the fact that they are the implementer of these policies and can provide accurate data needed for the study. The sample used for this study was a total of 72 principals including their Vice Principals who were purposively used from the whole 24 government-owned UBE schools for a fair representation of the sample. The sample size cut across the 16 local government areas of Ekiti state.

The instrument for data collection was a self-developed questionnaire titled Managing Girl Child Education Policy Questionnaire (MGCEPQ). MGCEPQ consists of two parts designed to elicit responses from respondents. Section "A" Sought background information about the respondents while section "B" of the MGCEPQ consists of the questions answered by the respondents and was clustered into A and B with a four-point response mode of Strongly Agree (SA) =4, Agree (A) =3, Disagree (D) =2 and Strongly Disagree (SD) =1.

MGCEPQ was carefully read through by three experts. Two experts from Educational Management Department and one from Measurement and Evaluation. All from Ekiti State University, Ado-Ekiti, Ekiti state. This was aimed to ensure that all issues and questions were relevant and properly addressed in the research topic.

To ensure reliability, the MGCEPQ was administered to twenty (20) selected staff outside the study area to ensure the internal consistency of the instrument. Their responses were analyzed by Cronbach Alpha Correlation Co-efficient on the SPSS and yielded 0.82 indicating that the instrument is 82% reliable for use.

The instruments were administered by the researchers to the respondents under the UBE in primary schools in Ekiti state. This was to enable the researcher to get first-hand information from the respondents on the subject.

For the data collection, two research assistants were enlisted and trained on how to administer and retrieve the questionnaire. The researchers visited the various UBE schools with the aid of those assistants and administered the questionnaires which were used to obtain accurate information from respondents.

In analysing the data collected, the researchers made use of mean and standard deviation to determine the factors affecting the effective implementation of girl child education policies under the UBE in primary schools in Ekiti state. The cut-off point for determining the acceptance and rejection was put at 2.50. Any item with a mean of 2.50 above was meant for acceptance while an item with a mean score less than 2.50 was a rejection.

## 9 RESULTS

**Research Question 1:** What are the challenges facing effective implementation of girl child education policies under the UBE in primary schools in Ekiti state?

**Table 1** Means Responses on the Challenges Facing the Effective Implementation of Girl Child Education Policies in Ekiti State

S/NO	ITEMS	SA	A	D	SD	TOTA	X	DECISION
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1	Poor completion rate of girl schooling	2	4	40	26	1.75	1.32	Reject	
2	Government/limited political will	1	2	50	19	1.79	1.34	Reject	
3	Paucity of Data for policy making, implementation and evaluation	4	8	20	40	1.66	1.29	Reject	
4	Prevalence of inequalities in geographical as well as socio-economic status	5	9	21	37	1.77	1.33	Reject	
5	Problem of supply side in respect of female teachers	7	7	26	32	1.85	1.28	Reject	
6	Limited accountability and transparency in implementing education projects	4	2	14	52	1.42	1.19	Reject	
7	Lack of interest and commitment to duty by the teachers	5	12	25	30	1.88	1.37	Reject	
<b>Overall mean</b>						<b>1.73</b>	<b>1.31 not sign</b>		

Source: Field work 2022

N<sub>1</sub>=72 Respondents

The table above shows the mean responses of respondents on the challenges facing the effective implementation of girl child education policies in Ekiti State. The table shows that items 1, 2, 3, 4, 5, 6 and 7 were rated as 1.75, 1.79, 1.66, 1.77, 1.85, 1.42 and 1.88 with their corresponding standard deviation being 1.32, 1.34, 1.29, 1.33, 1.28, 1.19 and 1.37 showing rejection to all the items as Challenges Facing the Effective Implementation of Girl Child Education Policies in Ekiti State. The overall mean of 1.73 with a corresponding standard deviation to be 1.31 was so close and also not significant meaning that the respondents disagrees with the items of investigation as the obvious Challenges facing the effective implementation of girl child education policies in Ekiti State.

**Research Question 2:** What are the plausible strategies to be adopted for the management of the challenges facing effective implementation of girl child education policies under the UBE in primary schools in Ekiti state?

**Table 2** Means Responses on the strategies to be adopted for the management of the challenges facing effective implementation of girl child education policies in UBE schools of Ekiti state

S/NO	ITEMS	SA	A	D	SD	X	SD	DECISION
8	Location of schools nearer to the communities	2	4	40	26	1.75	1.32	Rejected
9	Sustainable Development Goals (SDGs) strategy	59	10	1	2	3.75	1.94	Accepted
10	Inauguration of civil society organizations	35	31	11	5	3.61	1.90	Accepted
11	The use of motivating technology in schools	44	18	5	5	3.40	1.84	Accepted
12	Encouragement of citizenship participation	36	21	12	3	3.35	1.83	Accepted
13	Promotion of female teachers' by Local Education Authorities	27	37	3	5	3.19	1.79	Accepted
14	Provision of Scholarships to Girls by Government	47	23	1	1	3.61	1.90	Accepted

**Overall mean****3.23 1.79 Significant**

Source: Field work 2022

The table above shows the mean responses of respondents on the strategies to be adopted for the management of the challenges facing effective implementation of girl child education policies in UBE schools of Ekiti state. The table shows that items 9, 10, 11, 12, 13 and 14 were rated as 3.75, 3.61, 3.40, 3.35, 3.19 and 3.61 with their corresponding standard deviation of 1.94, 1.90, 1.84, 1.83, 1.79 and 1.90 showing acceptance to almost all the items as strategies to be adopted for the management of the challenges facing effective implementation of girl child education policies in UBE schools of Ekiti state. Except item 1 with a mean rating of 1.75 with a standard deviation of 1.32 that was rejected as not a strategy adopted for managing the challenges facing effective implementation of girl child education in the area. The overall mean of 3.23 with a corresponding standard deviation of 1.79 reveals that respondents agree to those items of investigation as the obvious strategies adopted by UBE school management for managing the challenges facing effective implementation of girl child education in Ekiti state.

## 10 DISCUSSION OF FINDINGS

The first finding of the study revealed that poor completion rate of girl schooling, government/limited political will, paucity of data for policy making, implementation and evaluation, and the prevalence of inequalities in geographical as well as socio-economic status, the problem of the supply side in respect of female teachers, limited accountability and transparency in implementing education projects in Nigeria, and lack of interest and commitment to duty by the teachers were not the challenges facing the effective implementation of girl child education policies in UBE of Ekiti State, Nigeria. These findings are apt considering the organized and performing state of public schools in Ekiti state. This finding is corroborated by Agusiobo [2] who discovered that girl education is one of the bases for sustainable development of any country and should be prioritized by any meaningful government. This finding is supported by Juliem who stated that education should be prioritized in the national issues and budget since education is the bedrock of any society.

The finding of the study also revealed that the Sustainable Development Goals (SDGs) strategy, the inauguration of civil society organizations, the use of motivating technology in schools, encouragement of citizenship participation, promotion of female teachers' by Local Education Authorities and provision of Scholarships to Girls by the government are strategies to be adopted by the school management for effective implementation of girl child education under UBE in primary schools in Ekiti state. This finding is embodied by the study of Murtala and Nasiru [1] who revealed that accurate adoption of suitable strategies for effective implementation of education policies in schools leads to quality actualization of educational objectives in schools. It is obvious from literature that even when the country was experiencing poor enrolment of girl children in schools nationwide, the Ekiti state government was experiencing a high rate of students attendance inclusive of girl children in the state partly due to proper implementation of educational policies in the areas of monitoring, supervision, inspection, provisions and earlier awareness of the dividends of education accruing to the elite class in the area and beyond.

## 11 RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made:

1. First, the Nigerian Government should incentivise girl-child education through the provision of scholarships around the country. This would enable poor parents and even those that have to consider sending boys to school over scarce resources to be able to send their girls to school.
2. Adoption of an action plan should be appropriated by the Ekiti state government. This will assist them in the prevention of delay in the implementation of policies that requires immediate response by the consumer and beneficiaries of education in the state.
3. Employment and retention of qualified personnel to take care of UBE schools should be prioritized in the annual budget of the state. This will assist them in the maintenance of the status quo and also make them a place of reference in the national agenda.
4. Improved funding of girl child education to take care of effective teaching and learning in school. It will make female teachers stay longer in the teaching job in the state as this will serve as an encouragement to parents who wish to enrol their female children under female teachers in schools.
5. Provision of reasonable incentives to teachers in the forms of promotion, scholarship, study leave with pay, in-service, attendance to conferences, workshops, seminars, capacity buildings etc. These incentives will go a long way in effective implementation of girl child education policies in Ekiti state.

## 12 CONCLUSION

This study sought to investigate the management of the challenges facing effective implementation of girl child education policies under the UBE in primary schools in Ekiti state, Nigeria and was concluded based on the findings that the Ekiti state government has no problems with a poor completion rate of girl schooling, government/limited

political will, paucity of data for policy making, implementation and evaluation, the prevalence of inequalities in geographical as well as socio-economic status among regions of Nigeria, the problem of the supply side in respect of female teachers, limited accountability and transparency in implementing education projects, and lack of interest and commitment to duty by the teachers facing their UBE schools. However, Ekiti state government based on the findings was able to manage the little challenges facing the implementation of girl child policies through the adoption of the Sustainable Development Goals (SDGs) strategy, the inauguration of civil society organizations, the use of motivating technology in schools, encouragement of citizenship participation, promotion of female teachers' by Local Education Authorities and provision of Scholarships to Girls by government.

## COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

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