



Poverty and Child Labour as Correlates of Girl-Child Attrition in Bauchi State: Counselling Intervention

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ABSTRACT

This study focused on poverty and child labour as correlates of girl-child attrition in Bauchi State: Counselling Intervention. A correlation design was used to carry out this study. The study focused on the Bauchi state, Nigeria. The population of the study consisted of 1.3million school girls in the government senior secondary schools in Bauchi state. The study had a sample of 384 out-of-school girls using the table for determining the sample size (Krejcie and Morgan, 1970). Disproportionate stratified sampling techniques were employed. The researcher develop a research instrument called poverty and child labour as correlates of girl child school dropout questionnaire (PCLCGCSDQ). The questionnaire was used for data collection. The instrument was validated by experts in the field of educational guidance and counselling. The instrument was tested through the test re-test reliability method. While data collected were analysed using mean and standard deviation and the hypotheses were tested using Pearson Product Moment Correlation (PPMC). And hypothesis 4 was tested using simple regression. The study revealed among others that there is a highly positive relationship between poverty and girl-child school dropouts. There is a highly positive relationship between child labour and girl-child school dropouts. There is a highly positive relationship between school fees and girl-child school dropouts. Based on the findings, the finding of research indicated that culture was not considered a cause of girl-child school drop-out in Bauchi state secondary schools. Based on these findings, it could be concluded that there was no significant and positive relationship between the culture and girl-child school dropout in Bauchi state secondary schools. The study recommended among others, that adequate funding should be ensured in the sector alongside budget allocation, and budget implementation to the girl-child and less privileged girls should be adequately taken-care of by the government.

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INTRODUCTION

Girl child education goes beyond getting girls into school, it is also about ensuring that girls learn and feel

safe while in school, complete all levels of education with skills to effectively compete in the labour market, lean the socio-emotional and life skills necessary

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to navigate and adapt to a changing world. They make decision about their own lives and contribute to their communities and the world. Girls education is a strategy development priority, better educated women/girl-child tend to be healthier, participated more in the marry at a later age and enable to render better health care and education for their children, should they choose to become mothers. All these factors combined can help to lift households, communities and nations out of poverty. According to the United Nations Educational Scientific and Cultural Organization (2017) estimates one hundred and thirty million (130,000,000) girls between the ages of 6 and 17 are out of school, half of 15 million girls of primary school age in sub-Saharan African will never enter classroom. United Nations Educational Scientific and Cultural Organization (UNESCO, 2017).

Poverty remains the most important factor for determining whether a girl can access education or not (Grey, 2017). For example, in Nigeria, only 4 percent of poor young women/ girls in the North West zone can read, compared with 99 percent of rich young women/ girls in the South East, many studies consistently re-enforced that girls who face multiple disadvantage such as low family income, living in remote underserved location, disability or belonging to a minority ethno-linguistic or group are farthest in term of access to and completion of education caused by poverty, cultural norms and practices, poor infrastructure and violence United Nation Educational Scientific and Cultural Organization (UNESCO, 2017). In Bauchi state like

many other parts of the world inaccessibility, low participation, and withdrawal and dropping out of girl children from schools is attributed to many factors of cultural traditions and practices of the parents towards the education of their daughters. Prominent among these factors are, socio-cultural beliefs, customs, early marriage, pregnancy, insecurity, harassment, employment in domestic markets, personal engagement, practiced by the parents and also the female students own decision to drop out of schools (Grey, 2017).

Part of the roles the counsellor could play should include identifying indigent students who are likely to drop out of school as a result of poverty, and help negotiate some form of scholarship or financial assistant for them. Adolescent girls who are not doing well academically should be identified by the counsellors and remedial classes should be organized for them. The female teachers in schools should be counseled on the need to vacate positively to the girls. All forms of sexual harassment and bullying should be discouraged. There is need for personal social counseling, either in group or individual basis where all concerned are counseled (Adeyemo, 2015). The Nigerian government has intention to educate all her citizens by the year 2020 has made her committed to introducing a compulsory education for every child between the ages of four and eight years in formal free uninterrupted nine (9) years schooling (Wikipedia, 2016). This is made up of primary and junior secondary schools. Universal Basic Education Commission (UBEC, 2012) in one year of her objectives said the government will ensure a free,

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compulsory, uninterrupted nine (9) years education, this includes primary and junior secondary education (Grey, 2015).

Obviously, the good intention and promise to educate all citizens had met a great obstacle that hindered the government from achieving her targeted goal probably due to poverty and culture of the people which out many children out of school. The most affected in this situation is the girl-child. Her poor family is usually force to make choices best on preferences with boy-child counterpart in the family (Adam, 2016). Nigerian finder (2016) posted that the girl child education is always sacrificed for that of the boy-child (Garritzman, 2016).

Poverty is a condition where the family of the girl child could not provide her the basic needs for her feeding, clothing, school materials, school fees and shelter. World Health Organization (WHO), (2014) defined poverty as absolute terms of low income. Therefore, family's income directly influences the girl-child education. United Nations International Children Emergency Fund (UNICEF, 2015) believed that many children do not attend school because their labour is needed at home or to bring additional income to the home. This made many families unable to meet the cost of sending their girl-child to school. Such as buying uniforms, textbooks, other school materials and transportation. Therefore, the rate of girl-child drop out remains very high. The constraints against girl-child drop out has spared the state. Nigerian Bulletin (2013) posited that 79,322 girls are not in schools in Bauchi state. Despite the effort of the government in providing free

education in the state, it faced problems of poverty and culture among the people of the state (Adam, 2016).

Although, it is stated in the world summit in Copenhagen in 1995 that, we will ensure full and equal access to education for girls and women recognizing that investing in women's education is the key elements in achieving social quality, higher productivity and social returns in terms of health, low infant mortality and the reduced need for high fertility (maguawat & Abama, 2019). Unfortunately, despite this commitment to female education and girls in particular, there seem to be constraint militating against girl's education pursue in Nigeria and Bauchi state in particular. It was expressed by UNICEF (2015) that children below 15 year cover 45 percent of the country population in Nigeria. The same population does not attended secondary schools (UNICEF, 2015). It is believed in Africa and of course in some part of Nigeria that most parents give preferential treatment to boys especially in matter concerning education. It is really so sad that up till now in some societies, girls are still made to live in their shadows, denied education and other rights, socially exploited so much that their rights to attain womanhood before going into child caring are being aborted and abused (Martina Jummai Saleh, April, 2012). In situations, when they are allowed to attend school, a good number of them are later withdrawn for one reason or another before or without completing school (Hindman, 2019). The popular: adage" if you educate a man you educate an individual but if you educate a women you educate a nation, because literacy has the power to acquire

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the essential skills, knowledge and attitude to move the nation forward (Adam, 2016).

Child labour is defined as the employment of children's in an industry or business especially when illegal or construed exploitive. The term "child labour" is often defined as work that deprives children of their childhood, their potential and mental development (James, 2012). It refers to work that is mentally physically, socially and morally dangerous and harmful to children. A child is any individual who is below the age of 18 years, in Nigeria, any person who is between the ages of 0 and/or below 18 years is regarded as a child (Adam, 2016). Children of school age are send to work as domestic servants in the homes of rich people in some cases (Adam, 2016).

School dropout in simplest meaning is the untimely withdrawal from school. These students who withdraw from school prematurely end up not obtaining any certificate of graduation, the issue of school dropout is a global problem confronting the education industry around the world. Researchers like: Mohsin, Aslam and Bashir (2014); Decos (2015), Bridgeland, Dilulia and Morison (2016), and Oghurba (2018) have since buttressed this fact.

The issue of school dropout in Nigeria has been with us for a very long time. Fafunwa, (183) noted that dropout is one of the most serious problems that have continued to bedevil our educational system since independence in 1960. From the colonial administration. Even before our independence, the problems of dropout has already established its grip on our

educational system. This can be buttressed with the remark made by Nuffied Foundations in 1953 that in the west coast of Africa, a considerable proportion of student's drop out of school ear year.

This study has come at a time when there is high rate of insecurity in the country as a result of criminal activities. Survey by both the print and electronic media tends to indicate that over 85% of the criminal activities perpetuated in Nigeria are done by youths who dropped out of schools. This development has become a cause of concern to all well meaningful Nigerians. This tends to suggest that our educational system is in trouble and thus needs a very serious attention, in refocusing it and restructuring it for the attainment of national goals.

Decos (2015) commenting on the importance of graduation from senior secondary school noted that; with the economy changing from a dependence on manufacturing towards more reliance on technology services and a knowledge economy, the need for education beyond junior secondary school have grown. In Nigeria of today, senior secondary school certificate are considered as the minimum requirement for most jobs and status positions. This development have serious implications for the economic well-being of dropouts and the society at large. In this era of global economic meltdown and global attainment of all its youths who are the leaders of tomorrow.

Statement of the Problem

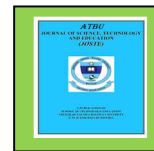
Millions of girls aren't at school today. They are shut out of education due to discrimination, poverty, emergence and culture. These girls have

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the same homes and dreams and boys (Adam, 2016). They want to learn, fulfill their potential, work and help their families and communities. But too often they were treated as second class. They were exploited, abused and simply disregarded in many countries. Figures from United Children's Funds (UNICEF), last year showed that about 32 million girls of primary school age of 29 million of lower secondary school age were not getting on education (Yusuf, 2018). But a new index published by the one campaign put the number of girls not in school in any age group at 130 million (UNICEF, 2012). To this end, the problem in Bauchi state is that; the girls are sent to hawk, domestic servants where the parents have no enough money to send their children to schools and give the female-child uniform, levies and so on (Yusuf, 2018). They thought that her education will be benefited more by her husband. The main thrust of this study is to examine poverty and child-labour as correlate of girl-child school dropout in Bauchi state senior secondary schools.

Objectives of the Study

The main objective of the study was to investigate the poverty and child labour as correlate to girl child attrition in Bauchi state. Specifically, the objectives of the research were as follows:

- i. To determined poverty as it relates to girl child attrition.
- ii. To determined child labour as relates to girl-child attrition.

Hypotheses

The research study seek sought to test the following null hypotheses as follows:

Ho₁: There is no significant relationship between poverty and girl child attrition.

Ho₂: There is no significant relationship between child labour and girl child attrition.

METHODOLOGY

A correlation design was used to carry out this study. The research method is design to elicit information aim at establishing the cause of correlates of girl child school dropout in secondary schools in Bauchi state, it was considered more appropriate to use correlational survey. It involves random sampling of the variables or the subjects in the research method in which the respondents or participants fill a questionnaire centred on the subjects of interest (Creswell, 2015). This design method is very flexible as researchers can gather large amount of data in very little time. However, it is subject to survey response bias and can also be affected by biased survey questions or under-representation of survey respondents or participants (Creswell, 2013). The study focused on Bauchi state, Nigeria.

The population of the study consisted of all the government senior secondary schools in Bauchi state from the three major educational zones in the state. The number that constituted the population was 1.3 million out of schools girls in Bauchi state senior secondary schools. The study had a sample of 384 out of school girls using the table for determining sample size (Krejcie and Morgan, 1970). Disproportionate stratified sampling techniques employed to select the sample based on strata.

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Table 1: Sample Size

S/NO	EDUCATIONAL ZONE	SAMPLING SIZE
1.	Bauchi south educational zone	128
2.	Bauchi central educational zone	138
3.	Bauchi north educational zone	128
	Total	384

Snow ball sampling techniques employed to get at the targeted out school girls. The researcher recruited three affected girls from each zone to assist in getting the required sample size. The researcher develop a research instrument called poverty and child labour as correlates of girl child school dropout questionnaire (PCLCGGCSOQ). The questionnaire was used for data collection. The instrument was validated through experts in the field of educational guidance and counseling. The instrument was tested through test re-test reliability method. The researcher collected data for the study through administration questionnaires.

While, data collected was analysed using mean and standard deviation and the hypotheses were tested using Pearson Product Moment Correlation (PPMC). And hypothesis was tested using simple regression.

RESULTS

Hypothesis One

Ho₁: There is no significant relationship between poverty and girl child attrition.

The hypothesis was tested using PPMCC and the result is presented in table 7. The descriptive information result for the hypothesis was analysed using PPMCC and the mean scores were one: (N=384(100%), M=21.24, SD=5.24) and (N=384(100%) M=19.25, SD=4.88).

There was positive relationship between the two variables ($r=-.856^{**}$, $n=384$, $p < 0.05$) with poverty associated with level of school dropouts. This indicates that there is a high positive relationship between poverty with high girl child school dropouts. It means poverty influences high level of girl child attrition.

Table 2: PPMCC analysis of relationship between poverty and school dropouts.

Variables		Poverty	School dropouts
Poverty	Pearson correlation	1	.856**
	Sig (2-tailed)		.000
	N	384	384
School dropouts	Pearson correlation	.856**	1
	Sig (2-tailed)	.000	
	N	384	384

Correlation is significant at 0.05 level (2-tailed)

Ho₂: There is no significant relationship between child labour and girl child school dropouts.

The hypothesis was tested using PPMCC and the result is presented in table 8. The descriptive information

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result for the hypothesis was analysed using PPMCC and the mean scores were one: (N=384(100%), M=21.32, SD=5.13) and (N=384(100%) M=19.38, SD=4.81).

There was positive relationship between the two variables ($r=-.833^{**}$, $n=384$, $p < 0.05$) with child labour

associated with level of school dropouts. This indicates that there is a high positive relationship between child labour with high girl child school dropouts. It means child labour influences high level of girl child school dropouts.

Table 3: PPMCC analysis of relationship between child labour and school dropouts.

Variables		Child labour	School dropouts
Child labour	Pearson correlation	1	.833**
	Sig (2-tailed)		.000
	N	384	384
School dropouts	Pearson correlation	.833**	1
	Sig (2-tailed)	.000	
	N	384	384

Correlation is significant at 0.05 level (2-tailed)

SUMMARY OF FINDINGS

The following were the summary of the findings of this study;

1. There is a high positive relationship between poverty and girl-child attrition.
2. There is a high positive relationship between child labour and girl-child attrition.

DISCUSSION OF FINDINGS

The study revealed that poverty is related to girl-child attrition. It indicates that poverty causes girl-child dropout at school. This study coincide with the findings of Dakwa, Chioma and Chabaya, (2014) in a study they conducted in Zimbabwe, who reported that poverty emerged as the underlying cause of school dropout among girls in Ethiopia.

In the same vein, Yasin (2016) reported in his findings that economic factors, child labour and early marriage among others constitute the highest

percentage that caused girls to drop out of school in Ethiopia.

Poverty-related causes of school dropout dilemma of the girls child in rural Zimbabwe. The findings sought to examine “teachers and head” perceptions on the poverty related causes of school dropout among girls in rural Zimbabwe. A sample of 40 randomly selected teachers and five heads from schools participated in the study. An open ended questionnaires was administered to the teacher sample while heads were interviewed. The content analysis approach was used to analyze that from the finding, poverty emerged as the underlying cause of such monetary constraints, attitude towards education, cultural practices, and peer influence.

The findings indicate a need for communal support systems to be encourage to assist struggling families who cannot afford to pay school fees for their children. Cultural and family

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practices should be addressed to afford girls children opportunities to attend school until they meaningful complete their studies.

In hypothesis two, the findings revealed that there was a significant relationship between child labour and girl-child dropout in secondary school. This finding is similar to the work of Vong and Pholphirul (2018) who reported that child labour especially with regard to girls has a strong impact on school dropout.

In a similar study, Adegbeuro, Opasina, Fahintola and Olomokere (2007) revealed that majority of their respondents perceived that effect of child labour on education is unfavourable to the girl-child. The study coincide with the report of International Labour Organization (ILO) (2000) that the role of child labour keeps children way from school as well as the lack of accessible affordable of good quality of education.

CONCLUSION

The finding of the research indicated that culture was not considered as a cause of girl-child school drop-out in Bauchi state secondary schools. Based on these findings, it could be concluded that there was no significant and positive relationship between the culture and girl-child school dropout in Bauchi state secondary schools. It was also discovered on the results findings that early marriage has not served as the factor cause girl-child school dropout in Bauchi state. It was evidently discovered from this study that, lowering direct cost of education for girls by ensuring free education in reality, expanding the number of schools, places and singles sex school to

cater for those in rural areas who may not afford to live out of their homes due to economic hardship, community participation in schools management, child care should not be placed hard on the girl in the family to help them read at home, paying allowance to girls from less privilege home in school among others are panacea that chances enrolment and completion (avoided dropout) of girls child dropout in Bauchi state secondary schools.

RECOMMENDATIONS

From the foregoing factors mentioned in the findings of this study, it is recommended that:

1. Adequate finding should be ensured in the sector alongside budget allocation, budget implementation to the girl-child.
2. Less privilege girls should be adequately taken-care by the government.
3. Government should abolish school fees for the girl-child in the state as these will motivate the girls to attend school in large numbers or lowering direct cost of education for girls by ensuring free education in reality.
4. Government should provide school materials to the girl-child as many girls will continue with their studies as these will increase enrolment, retention and completion for the girl-child.
5. Paying allowances to girls from less privilege homes in schools.

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