EFFECT OF THE CONTRIBUTIONS OF GOVERNMENTAL AND NON-GOVERNMENTAL ORGANIZATIONS ON BURSARY/SCHOLARSHIP SUPPORT ON GIRL-CHILD EDUCATION IN NIGERIA

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Abstract

This study entitled "Effects of the Contributions of Governmental and non-government organisations on bursary/scholarship support of girl-child education in Nigeria" is an attempt to assess the level of contributions given to boost girl-child education in Nigeria through financial support in form of scholarship or bursary. The study was necessitated by the need to encourage girls' participation in education. The study has one objective, that is to examine the contributions of governmental and non-governmental organisation in bursary/scholarship awards to support girl-child education. There is one research question and one research hypothesis. The survey research design in form of descriptive method was used to conduct the study covering twelve states from the six geopolitical zones of Nigeria. The population of the study comprised of girl-child, parents, principals, officials of ministry of Education, international agencies officials and non-governmental organisations. In all, the population size was 670,812 while NGOs, officials of ministries of education and international agency officials were 60 respectively. A questionnaire of 77 items was administered to the respondents. The descriptive statistics of mean and standard deviation (SD) were used to respond to the research questions, while inferential statistics – Analysis of Variance (ANOVA) was used to test the hypothesis at P 0.05. the outcome of the hypothesis testing that showed that the hypothesis was rejected. Therefore, Scheffe's multiple comparisons and post hoc test was used to find out where the respondents differ in their opinions on the items of the questionnaire. The findings revealed that, financial support provided for the girl child through scholarship/bursary allowance was not adequate to cover the overall needs of the girl child in school because of her peculiar nature. The researchers recommend that both governmental and non-governmental organisations should give full scholarship to girls with outstanding performance in order to enable them complete their education career.

Introduction

Education is the most vital instrument for human development. Hence, political, economic and social progress in general depend on it. However, according to the summary report of UNESCO, millions of children around the world still fail to gain access to schooling and even a larger number among those who do enrol leave prematurely, that is, dropping out before the skills of literacy and numeracy have been properly gained. Majority of them are girls. As a result of this, the report maintains that more than 860 million adults globally are illiterates and almost two third of them are women (UNESCO 2003).

At the world education forum held in Dakar (Senegal 2000), six major goals for education were adopted which are to be achieved within 15 years (Kachiro, 2003). Among these goals, achieving equality in educational opportunity for the girl-child was given urgent attention. It demands achievement of parity in enrolment and retention of girls and boys at the both primary and post primary levels of education by the year 2005, and full equality throughout the educational levels by the year 2015.

Governmental and Non-Governmental Intervention Programmes

In an effort to bridge enrolment and retention gap between boys and girls in school, the governmental and non-governmental organisations have introduced some programmes such as:

a. **African Girls' Education Initiative (AGEI).**

This is a programme for African countries funded by the Norwegian Government which seeks to increase girls' enrolment and completion rates; reduce girls' dropout and repetition rates; reduce significantly and, where possible, eliminate completely gender gaps in primary school enrolment and completion rate.

The implementation of AGEI in Nigeria commenced in 2001 with states that had been identified as having extremely low enrolment of girls in primary schools. The states were Jigawa, Kebbi, Sokoto, Yobe, Bayelsa and Ebonyi. Later on, Adamawa and Edo states were added making a total of 8 states. As at now, the following impacts have been recorded in the target states:

- 28% increase in girls' enrolment;
- 80% decrease in drop-out rates;
- 40% increase in number of female teachers in the target schools (FMWA & MGD Office, 2010).

b. Strategy for the Acceleration of Girls' Education in Nigeria (SAGEN)

The programme was initiated in the year 2003 and it is a joint effort of the federal government of Nigeria and UNICEF. The geographical focus of SAGEN are as follows: The priority states are 11 and these have the highest levels of gender disparities. They include: Kebbi, Sokoto, Kano, Zamfara, Katsina, Jigawa, Bauchi, Yobe, Gombe, Borno and Adamawa states.

1. Other states that have gender related problems include Edo, Ebonyi and Bayelsa.

2.   Street children – Lagos, Federal Capital Territory and River States

3.   JICA (Japan International Cooperation Agency) alliance on school construction – Niger, Kaduna and Plateau.

4.   Advocacy and replication of the SAGEN framework. (FGN/UNESCO, 2003).

c.   Girls' Education Project (GEP)

This project was initiated in 2004 and it was premised as an on-going project involving the Federal Ministry of Education (FME), United Kingdom Department of International Development (DFID) and the United Nations Children's Fund (UNICEF). It specially paid attention to some states in the northern part of the country: namely: Bauchi, Borno, Jigawa, Katsina, Niger and Sokoto on the basis of high gender gaps in school enrolments. For instance, Sokoto has 19%, Katsina 33%, Jigawa 36%, Yobe 31%, Bauchi 35% and Niger 35% girls in primary education (Mamman, 2008). The programme had a total of about 720 school communities operating within its framework (FMWA & MDG, 2010). Specifically, the goal of GEP is the rapid translation of the MDG target (3), that is: "to eliminate gender disparity in primary and secondary education preferably by 2005 and at all levels of education not later than 2015".

State Governments' Financial Support for Girl-Child

With the intervention of the federal government and international organisations in girl-child education through programmes stated above, the various state governments on their part got involved in various state-based and sponsored programmes poised to ensure that the girl-child at state level has increased access to educational opportunities. The states represented under the study are Bauchi and Yobe from the North-East. Some financial initiatives undertaken by the Yobe Sate government include:

i.   Scholarship for girls: The state governments provided scholarship and also paid WAEC and NECO fees for girls. This is an effective way of encouraging parents to enrol their daughters into schools.

ii.   Payment of fees and examination dues for girls which solves the problems of non-payment of examination fees as a result of poverty.

In the southern geopolitical zone, available data from the federal Ministry of Education in 2001 revealed that girls' participation in basic education in the zone were of the ranges between 49% and 51.3% which is above the national average of 43.9%. This means that girl-child education programmes in the zones are receiving serious positive attention and community support from parents, non-governmental organisations and stakeholders.

NGOs Programmes on Girl-Child Education

Non-Governmental organisations have been contributing immensely to development and stability, spanning barriers and increasing popular participation in development projects. NGOs are positive dynamic agents of community development because they operate close to the grassroots and, therefore, tend to understand the

operations and concerns of local people, their cultural values as well as their physical and social conditions (Cernea, 1998). Again, NGOs promote more participatory, appropriate and equitable development interventions than other development agencies established and ran by government. They are not hierarchical or bureaucratic therefore they can make and implement decisions quickly and react rapidly to changing circumstances and events. Furthermore, NGOs are more concerned with the wellbeing of the poor and disadvantaged people. As such, they are more transparent and accountable to the local people than government agencies (Cernea, 1998).

In short, various interventions have been undertaken by the federal government, development partners and civil society organisations as well as communities to promote girls' education in Nigeria. With support from the Norwegian Government, UNICEF in partnership with government, has successfully implemented the African Girls' Education Initiative (AGEI) from 2001-2003. It was AGEI that laid the foundations for the development of strategy for Acceleration of Girls' Education in Nigeria (SAGEN). And then SAGEN, with support from other major international development partners, which was launched by UNICEF and the Federal Ministry of Education in July, 2003.

The Role of Parents in Girl-Child Education in Nigeria

Education, as viewed by Tambuwal (2003), is the process of learning to live as a useful and acceptable member of the society. It involves the development of one's intellectual and moral potentialities as well as provides practical skills for seeking livelihood. Henceforth, women who are educated usually differ in many ways from their less educated counterparts. Most often, they are wealthier and healthier, because they reside in urban areas and have better access to social amenities. Again, educated women have a greater ability to make decisions, to move freely, to earn money and have control over their earnings.

Statement of the Problem

Despite these innovative programmes and projects put in place by the governmental and non-governmental organisations in order to correct and redefine the purpose of education fro both sexes, such efforts are not completely successful. Equality in educational opportunities is more challenging especially in Nigeria where there are different ethnic groups with different norms and values, beliefs, religion, perceptions, attitudes and practices. Again, in Nigeria, traditionally, a woman is associated with child rearing and home care. Hence, she is regarded as belonging to the subordinate group, while mean are regarded to be superior. It is thus assumed that in various Nigerian societies, some roles are predominantly for women while others are for men. Like reproductive activities relating to childbirth, child care, caring for the sick, provision of food and home care activities are all for women (FMWASD & UNICEF, 1998), while community and state survival and well being is assigned to men. In most cases, roles played by men are more highly valued than those of women. Thus, men play the role of

leader/owner, while women are expected to submit to the leadership (IPG Report on Women Empowerment, 2003). The research work however, intends to find out whether financial assistance given by government and non-governmental organisations had any effects on girl-child education in terms of enrolment, retention and completion of basic education. Since girl-child education is a vital aspect of educational development and nation building there is need to give girl child education special attention without this the aim of girl-child education may be defeated. Therefore, there is need to investigate the contribution of governmental and non-governmental organisations on the provision of bursary/scholarship support on girl-child education in Nigeria for the purpose of enhancing girl-child education programme for national development.

Research Objective
The study has the following objective:
- To examine the contributions of governmental and non-governmental organisations in bursary/scholarship awards to support girl-child education in Nigeria.

Research Question
What are the impacts of contributions of governmental and non-governmental organisations in bursary/scholarship awards in support of girl-child education in Nigeria?

Research Hypothesis
The following hypothesis was stated to guide the study and shall be tested in the process of this research at $P \leq 0.05$.

There is no significant difference in the mean opinion scores of the various categories of respondents (girl-child, parents, officials of ministry of education, NGOs, international agency officials and principals) on the impacts of provision of bursary/scholarship awards by governmental and non-governmental organisations.

Methodology
This research discusses the methods, procedures or techniques employed in the conduct of this work. Specifically the research work consists of the research design, population, sample and sampling techniques, instrumentation, pilot study, validity and reliability of the instrument, procedure for data collection and data analysis.

Research Design
The study is a survey research design, involving descriptive method. The choice of this design was informed by the need to describe what the current situation is with regard to particular educational planning problem such as girl-child education (Bello and Ajayi, 2000).

Population

The population of this study is made up of the girl-child, the parents, the principals, officials of ministry of education (OME), NGOs and the International agency officials from twelve states selected, two from each geopolitical zone. In all, the total population for the twelve states under study is 670,812, while the schools are all public junior secondary schools in Nigeria with a total population of 18,338 (National Bureau of Statistics, 2008). Specifically, the total number of schools in the twelve states under study is 6,184

Table 1: Population of the Study

State	No. of Jnr. Sec. Schools	No. of Girl-child Students	Parents	Principals	Officials of Ministry of Education	No. of NGOs
Katsina	476	32,323	8,081	476	135	-
Zamfara	254	12,520	3,130	254	121	-
Bauchi	288	28,256	7,064	288	96	-
Yobe	289	22,459	5,615	289	105	-
Nasarawa	483	35,428	8,857	483	113	-
Niger	513	25,640	6,410	513	156	-
Cross River	487	31,505	7,876	487	201	-
Rivers	800	35,493	8,873	800	183	-
Anambra	504	102,553	25,683	504	87	-
Enugu	498	45,596	11,399	498	120	-
Osun	690	64,482	16,121	690	123	-
Oyo	902	93,994	23,499	902	156	-
Total	**6,184**	**530,248**	**132,563**	**6,184**	**1,596**	**221**

Source: Federal Social Statistics Office (2011)

Table 1 shows the population of the study in the twelve states comprising of Girl-Child students in public junior secondary school, principals, parents and officials of ministries of education and a number of NGOs. Consequently, the population of this study is 670,812.

Sample and Sampling Procedure

Nigeria has six geopolitical zones which are: North Central comprising Benue, Kogi, Kwara, Nasarawa, Plateau, Niger and the Federal Capital Territory Abuja. North Eastern states include: Borno, Adamawa, Bauchi, Gombe, Taraba and Yobe. North Western states are: Jigawa, Kaduna, Kano, Katsina, Kebbi, Sokoto and Zamfara. South Eastern states are: Abia, Anambra, Ebonyi, Enugu and Imo. The states under the South-South comprise of Akwa-Ibom, Bayelsa, Cross River, Delta, Edo, and Rivers, while the South West Zone has Ekiti, Lagos, Ogun, Ondo, Osun and Oyo States.

The states selected are: Katsina, Zamfara, Nasarawa, Yobe, Bauchi, Cross River, Rivers, Osun, Oyo, Anambra and Enugu. Three public junior secondary schools were selected per each senatorial zone, making nine (9) schools per state. Eighteen (18) schools were selected per geopolitical zone using simple random sampling technique. Balloting method was used during which all the junior secondary schools in the local government areas of the three senatorial districts had an equal chance of being selected. Likewise, selection of the twelve states was based on the recommendation of Sambo (2008) who maintained that in a descriptive research, a good sample of up to 10% is a good representation. Therefore, twelve states out of thirty seven, including the Federal Capital Territory, Abuja, give about 45% representation.

Table 2: Sample for the Study

States	No. of Jnr. Sec. School	Girl-Child Student	%	Parent	%	Principal	%	MOE Officials	%	Int. Agency Official	%	NGOs	%
Katsina	9	18	8.3	30	7.7	9	8.3	5	8.3	5	8.3	5	8.3
Zamfara	9	18	8.3	40	10.3	9	8.3	5	8.3	5	8.3	5	8.3
Bauchi	9	18	8.3	30	7.7	9	8.3	5	8.3	5	8.3	5	8.3
Yobe	9	18	8.3	25	6.4	9	8.3	5	8.3	5	8.3	5	8.3
Nasarawa	9	18	8.3	25	6.4	9	8.3	5	8.3	5	8.3	5	8.3
Niger	9	18	8.3	25	6.4	9	8.3	5	8.3	5	8.3	5	8.3
Cross-River	9	18	8.3	30	7.7	9	8.3	5	8.3	5	8.3	5	8.3
Rivers	9	18	8.3	35	9.0	9	8.3	5	8.3	5	8.3	5	8.3
Anambra	9	18	8.3	35	9.10	9	8.3	5	8.3	5	8.3	5	8.3
Enugu	9	18	8.3	40	10.5	9	8.3	5	8.3	5	8.3	5	8.3
Osun	9	18	8.3	36	9.3	9	8.3	5	8.3	5	8.3	5	8.3
Oyo	9	18	8.3	37	9.5	9	8.3	5	8.3	5	8.3	5	8.3
Total	108	216	100	388	100	108	100	60	100	60	100	60	100

Table 2 shows the distribution of sample sizes with percentages. The total number of the sample size is 892.

Instrumentation

The researchers self-developed a Girl-Child Education Evaluation Questionnaire (GCEEQ) in the form of structured questions which was used in this study. The four modified Likert rating scale was employed by the researcher to measure the information collected from the questionnaires that were administered to all the respondents in the study. Each respondent was asked to respond to each of the 4 scale Likert rating items in

terms of five degrees of approval or with the four modified Likert type rating scale system, respondents do not only agree or disagree with item statements, but it allows them to indicate their level of agreement or disagreement. The questionnaire was divided into two sections. Section A provided space for demographic data such as age, occupation, educational qualification and years of working experience of the respondents. Section B was on items on Girl-child education support.

Validity of the Instrument (GCEEQ)

In order to determine the content and face validity of the instrument, items on the questionnaire were subjected to critical assessment by experts including the research supervisors from the Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria, Nigeria and Federal College of Education, Zaria, Nigeria with the rank of professors and chief lecturers.

Pilot study

A pilot study was carried out in Zaria local government area of Kaduna State in order to familiarise the researcher with the intended operation of the main research and to test the reliability or otherwise of the research instrument. The data collected from 200 questionnaires administered by the researcher had 185 of the questionnaires returned, providing the study with a 92.5% response rate. Likewise, respondents, having been informed about the intents of the study and what was desired from them, had no problem with the items in the questionnaire. Split half method was used and odd and even number procedure. Crombach alpha correlation coefficient statistics was used for analysis.

Reliability of the Instrument

Reliability of the instrument was determined by analysing the data collected from the pilot study. The result revealed that 0.75 was obtained from Crombach's Alpha Statistics using Split Half method which involved selection of odd and even numbers. This indicated a high reliability of the instrument for data collection.

Procedure for Data Collection

The researchers were assisted by trained Research Assistants to administer the instruments in the sampled states and schools. The participants/respondents were contacted at their various places, these are: homes and workplaces to administer the instrument.
The researcher, together with the research assistants, explained the purpose and nature of the research instrument and participants were required to respond to the instrument without interference. They were allowed to make observations, ask questions or seek clearance in case of areas of doubts.

Procedure for Data Analysis

As stated earlier, the study is descriptive in nature. Therefore, information collected through the questionnaire were compiled, analysed and discussed using the Mean and Standard Deviation (SD), while the hypothesis was tested using inferential statistics, Analysis of Variance (ANOVA). Data obtained from the study were tested at Alpha level of 0.05 of significance. Also, Scheffef's multiple comparisons and post hoc test were employed to detect or find out where the respondents differ in their opinions on the various items on the research question

Data Analysis and Result Presentation
Research Question

How do respondents view the impact of bursary/scholarship award given by governmental and non-governmental organisations to enhance girl-child education in Nigeria?

To answer the above question, items 1-15 of Section F of the questionnaire were used. Mean scores and standard deviation were used and the result is presented in Table 3.

Table 3: Mean Standard Deviation of Opinion of Respondents on Provision of Infrastructural Facilities Provided by Governmental and Non-Governmental Organisations for Girl-Child Education

Respondents	N	Mean	Std Deviation
Girl-Child	216	55.1415	7.57451
Principals	108	53.7000	6.02268
Parents	388	54.6045	7.19750
Official (OME)	60	56.4375	7.39114
NGO	60	52.3143	8.00461
UNICEF	60	53.2143	6.32660
Total	**892**	**54.5062**	**7.23962**

The result in Table 3 shows the mean opinion scores of girl-child as 55.14, school principals 53.70, parents 54.60, OME 56.44, NGO officials 52.31 and UNICEF officials as 53.21. This information reveals that OME has the highest mean opinion scores of 56.43 while NGO officials have the lowest mean opinion scores of 52.31.

Hypothesis

There is no significant difference in the mean opinion scores of the various categories of respondents about the bursary/scholarship awards given by governmental and non-governmental organisations to enhance girl-child education in Nigeria.

Table 4: Analysis of Variance of Mean Opinion Respondents on Bursary/Scholarship Awards for Girl-Child Education in Nigeria

	Sum of Squares	df	Mean Square	F	Sig.
Between groups	905.570	5	181.114		
Within Groups	45741.147	886	51.627	3.508	.004
Total	**46646.716**	**891**			

Significant at P = 0.0

Table 4 result shows the sum squares between and within groups as 905.57 and 45741.14 deg fr .5 and 886. The mean sum of square is 181.11 and 51.62 for between and within groups. F value is 3.5, p value is .004. the hypothesis is rejected because the p-value of 0.004 is less than the alpha value of 0.05 and df=5 and 886. There is a significance difference in the mean opinion scores of respondents on the scholarship/bursary allowances given by governmental and non-governmental organisations to support girl-child education in Nigeria

Table 5: Post hoc Scheffe's Test to Identify the Difference of Opinions of Respondents on Bursary/Scholarship Awards to Support Girl-child Education in Nigeria

Factor		Mean Difference (i-j)	Sig.	Remark
Girl-Child	Principal	1.44151	.741	No. Sig
	Parent	.53705	.980	No. Sig
	OME	-1.29599	.864	No. Sig
	NGO	2.827722	.150	No. Sig.
	UNICEF	1.92722	.582	No. Sig
Principal	Girl-Child	-1.44151	.741	No. Sig
	Parent	-.90446	.941	No. Sig
	OME	-2.73750	.266	No. Sig
	NGO	1.38571	.909	No. Sig
	UNICEF	.48571	.999	No. Sig
Parent	Girl-Child	-.53705	.980	No. Sig
	Principal	.90446	.941	No. Sig
	OME	-1.83304	.514	No. Sig
	NGO	2.29017	.313	No. Sig
	UNICEF	1.39017	.822	No. Sig
OME	Girl-Child	1.29599	.864	No. Sig
	Principal	2.73750	.266	No. Sig
	Parent	1.83304	.514	No. Sig
	NGO	4.12321*	.032	No. Sig
	UNICEF	3.22321	.187	No. Sig
NGO	Girl-Child	-2.82722	.150	No. Sig
	Principal	-1.38571	.909	No. Sig
	Parent	-2.29017	.313	No. Sig

	OME	-4.12321*	.032	No. Sig
	UNICEF	-.90000	.990	No. Sig
UNICEF	Girl-Child	-1.92722	.582	No. Sig
	Principal	-.48571	.999	No. Sig
	Parent	-1.39017	.822	No. Sig
	OME	-3.22321	.187	No. Sig
	NGO	.90000	.990	No. Sig

In Table 5, the post hoc test result shows that the hypothesis is retained, because the p-value of all the six categories of respondents is greater than alpha value. This means there is no significant difference in the mean opinion scores of the various categories of respondents on the impact of provision of bursary/scholarship awards by governmental and non-governmental organisations.

Discussion of Findings

Governmental and non-governmental organisations should do everything possible to enable girls to acquire education to the highest level for better participation in national development. This study has discovered that the bursary/scholarship award provided by governmental and non-governmental organisations are not sufficient to take care of the needs of the girl-child in school. This is shown in Table 3 where the mean scores of the six categories of respondents vary. Officials from ministries of education show high support for whether or not government gives adequate financial support to boost girl-child education in Nigeria to improve the situation in terms of retention and completion. There were positive responses by all respondents on the items that if governmental and non-governmental agencies provide scholarship allowance to girl children from poor parents and intelligent girls, it would encourage parents to send their daughters to school because some of the financial burdens are lessen. The payment of WAEC and NECO fees by governments in the following states: Katsina, Bauchi, Yobe, Cross River, Rivers and Enugu has assisted many parents. United Nations (2000) is of the view that ". . . all actors should join effort by providing school feeding programme, transport and boarding schools when necessary". Pameda (2006) agreed with the need to give financial support to women education where she says "individuals and organisations should be encouraged to participate in financing women education".

Recommendations

The following recommendations are put forward by the researcher:
1. Both governmental and non-governmental organisations should give financial assistance to girls through scholarship or bursary award so as to encourage their full participation and continuity in education.
2. Girls with outstanding performance should be given full scholarships to enable them to complete their education up to undergraduate and postgraduate levels.

3. Parents should avoid segregating their children when it comes to educational opportunities, and support.

Conclusion

In conclusion, it is interesting to note that the girl-child education programme in Nigeria is making a giant stride towards achieving its target through the efforts of both the governmental and non-governmental organisations, including international agencies. However, there exists significant difference in the opinions of respondents on various issues relating to girl-child education programmes in Nigeria.

The financial assistance provided by governmental and non-governmental organisations through bursary/scholarship awards is grossly inadequate to cater for all the needs of girl-child in school. In most cases, parents cannot augment what these outfit offer to the beneficiaries. Therefore, they marry the girl-child out before completing at least the basic level of education.

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289

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