



## Research Article

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# Innovations for Attaining Sustainable Development Goal: Persisting in Schools in Nigeria

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## Abstract

*The study was carried out to determine challenges of girl child education as regards persistence in secondary education as well as determine innovations that will help to prevent this act in Delta state public secondary schools. It is an expose facto design that employed survey method to obtain the data. The population of the study consisted of 14,877 public secondary teachers in Delta state. The sampling technique adopted was the cluster and random sampling using balloting system. A total number of 744 teachers were sampled to form the sample size. The instrument utilized was the Innovation for Attaining Girl Child Persisting in School Questionnaire (IAGCPSQ). Analysis was carried out using descriptive statistics of mean rating, standard deviation. The hypotheses were tested using t- test. The study found the most outstanding challenges of school persistence and the most crucial innovation aimed at encouraging girl child in school. Based on the findings, it was recommended that abrogation of cultural barriers that inhibit girl child education be made, orientating girl child towards the value of education, making school environment friendly to girl child learning, improving living conditions of families amongst others.*

**Keywords:** *Persisting, sustainable Development Goals, Girl-child education Innovation*

## 1. Introduction

Education is an inalienable right of every citizen and its role in the overall wellbeing of the individuals and nations cannot be overemphasized. It is a weapon for self-realization, empowerment and liberation from ignorance and superstition to be able to fit into the economic, social, political life of a nation. No wonder nations invest in education as a necessary policy objective in order to attain sustainable development. Hence the definition of Harrison and Mayer (1971) when they contended that; "Education is the key that unlocks the door to modernization is apt for national development". They noted that education do not necessarily teaching people to know what they do not know but teaches one how to act, to think and to behave as they were not accustomed to act.

Even though every sex should be given access to education, the education of the girl child is taking

a centre stage in national and international discourse such as the United Nations (UN) Sustainable Development Goals agenda as a lot of challenges are facing her thereby making her not to complete secondary school education. Many nations realize that the sure way of investing in the education of her citizenry is through formal education. An important climax of formal education is certification that enables the recipient to be recognized as qualified to take occupational positions in various aspects of national endeavours as well as to be self-employed thereby contributing to the economic development of a nation. Therefore, formal education is a very veritable tool for enhancing the capacity and capability of a person to live an independent life as well as contributing his/her quota to national development. Abalasei and Popescu (2015) opined that formal education is important because it plays a decisive role in shaping the human personality by facilitating the access to the values of culture, science, art, literature, and techniques that will help galvanize the human experience for national development. Hence Alabi, Bahah and Alabi (2014) maintained that Girl child desires informal/formal educations to become a suitable and useful adult, since it will enable them to develop their minds, skills, intellects and contribute evocatively to the society. Therefore, girl child education is purposive and intentionally planned education programme that will place her in a position to be useful to her and the society at large. Fayemi, Adanikin, Adewusi, Ajayi, Olomjobi, Oso and Olusola (2013) espoused the education of the girl child as being able to affords her the opportunity to develop essential skills, self-confident thereby making her to be able to participate effectively in society and arm themselves from vices such as sexual exploitation and HIV/AIDS.

However, the trajectory of girl child education in Nigeria is not much of a pleasant one and this could prevent the attainment of the Sustainable Development Goal 5 and the concomitant effect on national development. This is because many girls do not seem to persist in school to complete their education. Reisinger (2016) explained that how a student continues his or her education from one term to another is persistence. It therefore means that persisting in school of the girl child is undertaking an educational programme to full course.

Data indicated that out-of-school girls in Nigeria are over 5.5 million and that 40% women compared to 28% men have never attended school, UNESCO (2014). UNESCO (2014) also put the Net Enrolment Rate at primary school level to be 56% for girls and 61% for boys. Female adult illiteracy is about 63% (Global Education Monitoring Report 2019). At least over 10 million inadvertent pregnancies are observed each year amid adolescent aged 15–19 years (WHO 2020). UNICEF (2007) revealed that in sub-Saharan Africa, over 80 percent of the 65 million out school children are girls. In the same vain, UNICEF (2013) noted that one out of every five children that do not go to school is a Nigerian child. She equally noted that the North -East and North-West of Nigeria have female primary net attendance rates of 47.7 percent and 47.3 percent respectively; this evidently meant that more than half of the girls are not in school. Tinuola (2011) study showed that about 45% female had dropped out from school and involved in hawking or alternative jobs in Nigeria to improve their lives and that of family household. According to her, the hawking can only make a paltry average daily gain of one U.S. dollar even as the hawking makes them vulnerable to child-sex and other abuses. Children who are abused in this way may not persist in school and no doubt, the girl child will have a large share of out of school child. This is corroborated by the National Population Commission (NPC) [Nigeria] and ICF (2019) that put the educational attainment of Nigerians to be 36% of females while that of male as 27%. In the same vein, they revealed that the net attendance ratio (NAR) at secondary school level, (NAR) was 49%. This also implies that many children and most especially girls did not persist in school to attend secondary education.

The Nigeria National Bureau of Statistics (NBS) and United Nations Children's Fund (UNICEF) (2017) equally found in a survey that in Nigeria, 18.5 percent of women fewer than 15 years were married compared to men that were 2.2 percentage. The National Bureau of Statistics (2018) revealed that in junior secondary schools, the completion rates for girls and boys in 2018 were 38.9 and 43.3 percent respectively while the completion rates for girls and boys in senior secondary schools were lower than the completion rates in primary schools and junior secondary schools for both gender, with an average of 30 per cent, (28.7 for girls and 33.2 for boys). Apart from these worrisome national revelations, the United Nations Nigeria (2014) found that in Delta state, ratios of girls to boys in primary, secondary and

tertiary education was 46% for girls and 54% for boys. Judging from the outlook in Nigeria and the situation in Delta state, if girl child education is neglected, she may have low human development index for women. All and sundry most synergize to curb this act. In the light of the above revelations, it is worrisome that the Nigeria government does not seem to have fully come to the realization of the consequences of girl child not persisting in school to graduate. Thanks to global efforts of the Sustainable Development Goals (SDGs) that would help to position girl child education in the right direction if the targets are implemented.

The highly commended path way to universal development - Sustainable Development Goals (SDGs) is product of a meeting of world leaders who congregated at the United Nations Headquarters in New York, September 2015, to deliberate and adopt a fresh comprehensive, determined and transformational advance agenda. The evolved document was a seventeen Sustainable Development Goals (SDGs) agenda and 169 targets that are aimed at the betterment of the life of humanity. Goal 5 pertains to educational provision of the girl child and in recognition of this, Goal 5 was summarised as; end all forms of discrimination against women and girls; eliminate all forms of violence, trafficking, sexual exploitation, harmful practices (early or forced marriage or genital mutilation), Recognize unpaid care and domestic work through provision of public services; infrastructure policies for social protection; promote shared obligation within the household/family and guarantee women's participation/equal chances for public life, leadership, and economic.

From the targets of Goal 5, if favourable conditions are not provided for the girl child in school, the possibility of persisting in school could be elusive thereby making the attainment of SDG 5 difficult. It is worrisome that the Nigerian government does not seem to accommodate suggestions on improvement of girl child education and the fear is palpable that SDGs could follow the wrong path of the MDGs if drastic measures are not taken. This fear is not unfounded as the Committee on the Elimination of Discrimination against Women (CEDAW) (2006) hammered on plans towards achieving MDGs that were not followed and hence the laudable goals that were not fully achieved. This assertion is corroborated by the Office of the Senior Special Assistant to President Muhamadu Buhari on Millennium Development Goals (2015) and UNDP (2015) who had noted that the MDGs were not attained. The Special Assistant to President Muhamadu Buhari on Millennium Development Goals (2015) lamented thus:

“Consequently, as MDGs exit they wish to firm assurance of Nigeria's obligation to completing the incomplete business of MDGs in new development framework”. Since formal education is widely acknowledged as a means of attaining national aspiration, SDG 5 can be attained if the challenges of persistence in school can be resolved through innovative ways in the light of cultural, socio-economic, political and other challenges that beset girl child.

According to Amadi (2013), the cultural issues militating contrary to girl-child education are flawed beliefs, that training of girls-child enhance promiscuous and lead to unwanted pregnancy. Boys are mixed into roles which advance their privileged status while girls are mixed into parts which continue to make them to be subjugate status and generally powerless (Okafor 2010). The African Child Policy Forum (ACPF) (2018) ranked Algeria, Tunisia and South Africa which are in the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> position on child friendliness index whereas Nigeria was placed on the 29<sup>th</sup> position. Human Right Watch (2019) observed that although Nigeria's Child Rights Act protects the rights of girls to education during and after pregnancy, yet many school girls are sent from school when discovered that they are pregnant. Ede and Kalu (2018) citing Ezeamalu (2014) and Amalu (2010) observed that out of the 36 states of Nigeria, only 26 States have passed the Child Rights Act for onward enforcement. At the same time, they lamented that in places like Akwa Ibom state, children are still maltreatment by being beaten and tagged as witches and wizards.

Innovations are needed to in order to chart a new course for girl child education. Hornby (2005) explains innovation as the introduction of new things, idea or ways of doing something. The fact remains that there have been policies and conventions on girl child education, but implementation has been the problem. Innovation comes when people are no longer comfortable or satisfy with their present conditions and must adopt radical change without minding whose horse is gourd. Like the

doctrine of necessity (The basis on which extra-legal actions by state actors, which are designed to restore order are found to be constitutional) can be apt for the case of girl child persistence in school. The maxim on which the doctrine is based originated in the writings of the medieval jurist Henry de Bracton (25 June 1770 – 14 February 1780). There is an emergent need for concerted and conditional enforcement of legislation by all and sundry -government, legislature, NGO, communities to join hand to solve the problem of girl child not persisting in school. Akinloye, (2018) had implored religious leaders to resolve the issue of girl child education.

Para-Mallam (2012) citing Para-Mallam (2010) stresses the importance of a gender responsive strategy that guarantees equitable educational development *outcomes* for men/boys and women/girls through fundamental steps to address converging cultural and religious gender bias in the wider society. Environmental factors such as influence of bad friends, lust for money, undertaking dangerous journeys because others are doing it, social value for education that seem to be dwindling as interest is on quick money are factors that make girl child to persist in school. Outcome variables such as – employment after graduation from school, living condition of some educated people, respect earned in the company of other people who are not educated (business people) could also make the girl child not to persist in school. Other to mention is the school environment. Most school are unconducive for learning in many states of Nigeria. Poor toilet facilities are a serious threat to girl child remaining in school to learn. Federal Ministry of Education Nigeria (2006) and Unterhalter and Jo Heslop (2011) found out in their study that lower proportion of girls actually reaches the end of Junior Secondary School in Nigeria and hence the population eligible for exams is smaller.

## 2. Review of Related Literature

UNICEF (2013) revealed that states in the North-East and North-West of Nigeria have female primary net attendance rates of 47.7 percent and 47.3 percent, respectively. The implication was that majority of the girls did not persist in school. Girl's in Education in Nigeria (2014) hinted that girls in the North West and North East regions are among the most vulnerable to not being persistence in school. They also emphasized that the poorest families in rural areas of the North West and North East regions are worst hit in the saga of never attending school. In the same vein, Mvendaga, Ifeanyichukwu and Apine (2014) and Gabriel; Atakpa and Ifatimehin (2019) asserted that the Northern part of Nigeria, which comprises three geo-political zones have few girls enrolling in school in primary and secondary schools level, stressing that tertiary education attendances almost a mirage for them. Federal office of statistics (2004) also revealed that only 20%, 20% and 45% of the women from the North-West, North-East, and North Central respectively are literate. UNESCO (2014) revealed that 70% young women (age 15-24) in the North West have not completed primary school. This could arise from the non-persistence of girls in school. The culture of early marriage prominent in the Northern could be a factor militating against persisting in school.

It is however noted by Federal Ministry of Education Nigeria (2006) that because of income generating activities to support their household, boys in the South-East drop out drop out of school while girls are left schooling. Asiegbu and Okorji (2018) study in Anambra state also agree with Federal Ministry of Education Nigeria (2006) that income generation for families makes boys prone to dropping out of school. African Charter on the Rights and Welfare of the Child (2011) noted that while boys work on the streets, girls are always employed as sex workers in bars.

However, girl child pregnancy is a factor that cut across all geopolitical zones as a factor that makes the girl child not to persist in school. Uche (2013) attributed school dropout amongst various factors, pregnancy in 74 per cent of cases among girls at secondary school in Bayelsa state. Nigeria. Amadi (2019) study on teenage pregnancy in Nigeria showed that teenage girl would be forced to withdraw from school to meet the financial obligations of being a mother. This goes to show that pregnancy is a serious factor of persistence in school .Onyeka; Miettola; Ilika and Vaskilampi (2011) qualitative research with 46 teachers in Anambra State, Nigeria also corroborate the study of Amadi (2019) when they found that half of the teachers have no clue on what to do about pregnant girls in

their schools and that expulsion was the only way out.

Early marriage could be factor of school persistence. Many Nigerian girls are vulnerable to early marriage especially in the Northern part of the country, a viewed equally shared by Asiegbu, Okorji and Bosah (2015). Education Policy Data Centre (2014) using the logit regression models in testing the relationship between early marriage and attendance found that marriage is an influential analyst of attendance outcomes noting that married girls were intensely less probable to attend than their unmarried peers. UNICEF (2018) asserted that Sub-Saharan Africa is one of the regions with uppermost occurrence of child marriage; before 18 years about 38% of women were married instead of them being in school. Compassion International (2020) is of the view that improved enforcement of premature marriage laws would upsurge average years of women education in sub-Saharan Africa with 39%. Education Policy Data Centre (2014) citing Jenson & Thornton (2009) maintained that early marriage does not encourage formal education bearing in mind that the married girl would be occupied with new roles of family hood

School violence is a factor negating persistence of girl child in school. It could take various dimensions such as rape, bullying and other forms of harassment. Falade & Fasuan (2017) reported a case of Mr Ibitoye Babatunde who raped a 10 years old girl. Okorie (2017) opined that journey to school may be unsafe in rural areas, since many girls experience harassment and physical attacks on public transportation in urban areas. United Nations Children's Fund, Nigeria (2016) and Uche (2013) attributed school dropout to a complex combination of factors amongst which is poverty is 89 per cent of cases in a study undertaken in Bayelsa state, Nigeria. Kobani (2014) findings also show that culture of the people and the rate of poverty impedes the girl-child education. Agusiobo (2018) also attributed factors responsible for dropping out of school to include socio-cultural, economic and socio-economic, school-based, governance as well as some bottlenecks.

Availability of physical resources in schools could interfere with girl child persistence and convenience facilities are very important. Oforima (2009) asserted that girl child peculiarities are not taken cognizance of by many governments in provision of facilities. Kipchumba and Sulaiman (2017) attributed non persistence of girl child in school to mensal periods in Somalia, stressing that lack of hygiene facilities and the social stigma in using cleaning facilities where they exist also exacerbate the problem of non-persistence in school. Akporehe and Osiobe (2020) lamented that girls could abandon school when her male counterpart laughs at her if her dress is soiled. Save the Children (2017) founded out that in Ivory Coast, 60% of schools lack toilets, a situation which may not be far from Delta state public schools. According to Ossai (2021) unavailability of adequate toilet facilities, poor personal hygiene and inadequate water supply has led to the high level of helminthic infestations among school children, blaming this on indiscriminate disposal of human faeces. This goes to prove that the girl child needs a clean and secluded place from boys to ease herself. Asiyai (2012) had found that facilities in public secondary schools in Delta State are generally in a state of disrepair. Nonpersistence of girl child in school could also emanate from the girl child herself. Girl child could deliberately play truancy because of misplaced interest.

### 3. Statement of the Problem

Fear is being entertained that attaining the SDG 5 would be a challenge in Delta state secondary schools as girl child persistence in school seems an intractable problem arising from some probable challenges she could be facing. It is therefore necessary to identify the challenges that the girl child faces in Delta state secondary schools that could make them not to persist in school as well as identify innovative ways of mitigating the challenges to girl child persistence in school. The questions that arise are- are there challenges to girl child persistence in secondary education in Delta state public primary schools? and what innovations can be applied to resolve the problems of girl child non-persistence in secondary education in Delta state public primary schools.

The purpose of the study is therefore to identify challenges to persistence of girl child in secondary education as well as identify innovation that will mitigate against non-persistence of girl child in Delta

state public secondary schools. The study will help policy makers and school management in prevention and management of non-persistence in secondary education in Delta state, Nigeria.

#### 4. Research Questions

To guide the study, 3 research questions were raised

1. What are the challenges that girl child faces in school which makes them not to persist in school?
2. What factor makes girl child more vulnerable to non-persistence in school?
3. What are teachers' views on innovations for ensuring persistence of girl child in school?

#### 5. Hypotheses

1. There is no significant difference between male and female teachers on factors which makes girl child more vulnerable to non-persistence in school.
2. There is no significant difference between male and female teachers' views on innovations for ensuring persistence of girl child in school.

#### 6. Methodology

The study is an expose facto design that used a survey method to collect data from teachers who are the respondents. The instrument used for the study is a self-designed instrument called Innovation for Attaining Girl Child Persisting in School Questionnaire (IAGCPSQ). It a 30 item instrument that was validated by experts in test construction and their inputs were used to improve on it. The reliability was tested with split-half and the instrument consists of a 5-point rating scale of Strongly Agree (5 points) Agree (4 points) Disagree (3 points) and Strongly Disagree (2 point), never (1 point). The instrument was administered with the aid of 6 research assistance for a period of 1 month. Analysis was carried out using descriptive statistics of mean, standard deviation and ranking; the hypotheses were tested using t-test.

#### 7. Presentation of Results and Discussion

7.1 *Research Question 1: What are the challenges that girl child faces in school which makes them not to persist in school?*

**Table 1:** Mean rating, standard deviation and ranking analysis on challenges that girl child faces in school which makes them not to persist in school

S/N	Challenges that girl child faces in school	Mean	SD	Rank	Decision
1.	Girls who give birth feel stigmatized and do not come back to school	3.60	1.16	1 <sup>st</sup>	Agree
2.	Girls are sometimes harassed when coming to school	3.46	1.02	2 <sup>nd</sup>	Agree
3.	Many girls always come late to school	3.40	1.18	3 <sup>rd</sup>	Agree
4.	Girls are shy to come to school with pregnancy	3.38	1.09	4 <sup>th</sup>	Agree
5.	Girls do not concentrate in class	2.76	1.11	5 <sup>th</sup>	Disagree
6.	Girls are easily carried away by lovers to forget about school	2.48	1.12	6 <sup>th</sup>	Disagree
7.	Girls always stay at home when under menses	2.35	1.15	7 <sup>th</sup>	Disagree

Data in Table 1 shows mean rating, standard deviation and ranking analysis on challenges that girl child faces in school which makes them not to persist in school. The result revealed that respondents agreed on items 1-4 with mean benchmark of 3.00 and above, but disagreed on items 5-7 with mean benchmark less than 3.00. However, the ranking shows that girls who give birth feel stigmatized and do not come back to school, girls are sometimes harassed when coming to school, many girls always come late to

school and girls are shy to come to school with pregnancy were ranked 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> respectively as challenges that girl child faces in school which makes them not to persist in school.

7.2 *Research Question 2: What factor makes girl child more vulnerable to non- persistence in school?*

**Table 2:** Mean rating, standard deviation and ranking analysis on factor that makes girl child more vulnerable to non- persistence in school

S/N	Factors that makes girl child more vulnerable to non- persistence in school	Mean	SD	Rank	Decision
1.	Excessive use of cane by teachers	3.57	1.13	1 <sup>st</sup>	Agree
2.	Boys always beat the girls in their classes	3.56	1.13	2 <sup>nd</sup>	Agree
3.	Because of house chores	3.55	1.14	3 <sup>rd</sup>	Agree
4.	Girls are taking into marriage early	3.52	1.15	4 <sup>th</sup>	Agree
5.	Boys are always hostile to girls	3.51	1.11	5 <sup>th</sup>	Agree
6.	Some parents compel the girl child to finish all house chores before going to school	3.47	1.15	6 <sup>th</sup>	Agree
7.	Schools have no facilities for Crèche for girls who give birth	3.41	1.20	7 <sup>th</sup>	Agree
8.	Some male teachers sexually abuse female students	3.38	1.14	8 <sup>th</sup>	Agree
9.	Lack of books	2.66	1.15	9 <sup>th</sup>	Disagree
10.	The distance to school is too far	2.63	1.14	10 <sup>th</sup>	Disagree
11.	Teachers are not caring	2.55	1.13	11 <sup>th</sup>	Disagree
12.	Schools lack of toilets	2.53	1.14	12 <sup>th</sup>	Disagree
13.	Lack of uniforms	2.48	1.12	13 <sup>th</sup>	Disagree
14.	Parent pay more attention to their boy child education more than the girl child	2.43	1.14	14 <sup>th</sup>	Disagree
15.	Pregnant girls are expelled from school	2.41	1.13	15 <sup>th</sup>	Disagree

Data in Table 2 shows mean rating, standard deviation and ranking analysis on factor that makes girl child more vulnerable to non- persistence in school. The result revealed that respondents agreed on items 1-8 with mean benchmark of 3.00 and above, but disagreed on items 9-15 with mean benchmark less than 3.00. However, the ranking shows that excessive use of cane by teachers, boys always beat the girls in their classes, because of house chores, girls are taking into marriage early, boys are always hostile to girls, some parents compel their girl child to finish all house chores before going to school, schools have no facilities for crèche for girls who give birth and some male teachers sexually abuse female students were ranked 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> respectively as factor that makes girl child more vulnerable to non- persistence in school.

7.3 *Research Question 3: What are teachers' views on innovations for ensuring persistence of girl child in school?*

**Table 3:** Mean rating, standard deviation and ranking analysis on teachers' views of innovations for ensuring persistence of girl child in school

S/N	Innovations for ensuring persistence of girl child in school	Mean	SD	Rank	Decision
1	House hold data of girl child should be captured	3.72	1.10	1 <sup>st</sup>	Agree
2	Ensuring that pregnant girls are retained in school	3.65	1.17	2 <sup>nd</sup>	Agree
3	The learner tracking system	3.52	1.09	3 <sup>rd</sup>	Agree
4	Engaging parents in training of awareness of the education of the girl child by female personalities	3.52	1.18	4 <sup>th</sup>	Agree
5	Co-education of boys who impregnated girl in streamed schools	3.44	1.14	5 <sup>th</sup>	Agree
6	Ensuring that pregnant girls return to school after giving birth	3.43	1.07	6 <sup>th</sup>	Agree
7	Community participation in schooling of the girl child	3.42	1.07	7 <sup>th</sup>	Agree
8	Provides tuition fees/monthly stipends for unmarried girls in school	3.38	1.20	8 <sup>th</sup>	Agree

Data in Table 3 shows mean rating, standard deviation and ranking analysis on teachers' views of innovations for ensuring persistence of girl child in school. The result revealed that respondents agreed on all the items with mean benchmark of 3.00 and above. However, the ranking shows that house hold data of girl child should be captured, ensuring that pregnant girls are retained in school, the learner tracking system, engaging parents in training of awareness of the education of the girl child by female personalities, co-education of boys who impregnated girl in streamed schools, ensuring that pregnant girls return to school after giving birth, community participation in schooling of the girl child and provides tuition fees/monthly stipends for unmarried girls in school were ranked 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> respectively as teachers' views of innovations for ensuring persistence of girl child in school.

7.4 Hypothesis 1: There is no significant difference between male and female teachers on factors which makes girl child more vulnerable to non- persistence in school.

**Table 4:** t-test summary on difference between male and female teachers on factors which makes girl child more vulnerable to non- persistence in school.

Variables	N	Mean	SD	Df	t-cal.	t-crit.	Decision
Male Teachers	319	52.56	4.40	742	1.04	±1.96	Not Sig.
Female Teachers	425	51.60	4.16				

\*Level of Significance =0.05

Data in table 4 shows t-test summary of difference between male and female teachers on factors which makes girl child more vulnerable to non- persistence in school. Result of the study shows that t-calculated value of 1.04 was less than t-critical value of ±1.96 with 742 degree of freedom at 0.05 level of significance. This implies that there is no significant difference between male and female teachers on factors which makes girl child more vulnerable to non- persistence in school.

7.5 Hypothesis 1: There is no significant difference between male and female teachers' views on innovations for ensuring persistence of girl child in school.

**Table 4:** t-test summary on difference between male and female teachers' views on innovations for ensuring persistence of girl child in school

Variables	N	Mean	SD	Df	t-cal.	t-crit.	Decision
Male Teachers	319	28.65	3.08	742	1.22	±1.96	Not Sig.
Female Teachers	425	27.84	3.14				

\*Level of Significance =0.05

Data in table 5 shows t-test summary of difference between male and female teachers' views on innovations for ensuring persistence of girl child in school. Result of the study shows that t-calculated value of 1.22 was less than t-critical value of ±1.96 with 742 degree of freedom at 0.05 level of significance. This implies that there is no significant difference between male and female teachers' views on innovations for ensuring persistence of girl child in school.

## 8. Discussion of Results

Finding of research question 1 revealed that girls who give birth feel stigmatized and do not come back to school, girls are sometimes harassed when coming to school, many girls always come late to school and girls are shy to come to school with pregnancy as challenges that girl child faces in school which makes them not to persist in school. This finding supports Asiegbe and Okorji (2018) study in Anambra state also agree with Federal Ministry of Education Nigeria (2006) that income generation for families

makes boys prone to dropping out of school. African Charter on the Rights and Welfare of the Child (2011) noted that while boys work on the streets, girls are always employed as sex workers in bars. Okorie (2017) opined that journey to school may be unsafe in rural areas, since many girls experience harassment and physical attacks on public transportation in urban areas. Offorma (2009) asserted that girl child peculiarities are not taken cognizance of by many governments in provision of facilities. Kipchumba and Sulaiman (2017) attributed non persistence of girl child in school to mensal periods in Somalia, stressing that lack of hygiene facilities and the social stigma in using cleaning facilities where they exist also exacerbate the problem of non-persistence in school.

Findings of research question 2 and hypothesis 1 revealed that excessive use of cane by teachers, boys always beat the girls in their classes, because of house chores, girls are taking into marriage early, boys are always hostile to girls, some parents compel their girl child to finish all house chores before going to school, schools have no facilities for crèche for girls who give birth and some male teachers sexually abuse female students as factor that makes girl child more vulnerable to non- persistence in school. Hypothesis tested shows that there is no significant difference between male and female teachers on factors which makes girl child more vulnerable to non- persistence in school. These findings support Uche (2013) attributed school dropout amongst various factors, pregnancy in 74 per cent of cases among girls at secondary school in Bayelsa state. Nigeria. Amadi (2019) study on teenage pregnancy in Nigeria showed that teenage girl would be forced to withdraw from school to meet the financial obligations of being a mother. This goes to show that pregnancy is a serious factor of persistence in school. Onyeka; Miettola; Ilika and Vaskilampi (2011) qualitative research with 46 teachers in Anambra State, Nigeria also corroborate the study of Amadi (2019) when they found that half of the teachers have no clue on what to do about pregnant girls in their schools and that expulsion was the only way out. Agusiobo (2018) also attributed factors responsible for dropping out of school to include socio-cultural, economic and socio-economic, school-based, governance as well as some bottlenecks.

Findings of research question 3 and hypothesis 2 revealed that house hold data of girl child should be captured, ensuring that pregnant girls are retained in school, the learner tracking system, engaging parents in training of awareness of the education of the girl child by female personalities, co-education of boys who impregnated girl in streamed schools, ensuring that pregnant girls return to school after giving birth, community participation in schooling of the girl child and provides tuition fees/monthly stipends for unmarried girls in school as teachers' views of innovations for ensuring persistence of girl child in school. Hypothesis tested shows that there is no significant difference between male and female teachers' views on innovations for ensuring persistence of girl child in school. These findings are in agreement with Akinloye, (2018) had implored religious leaders to resolve the issue of girl child education.

## 9. Recommendations

1. Housing female students in school. This will be a sure way of monitoring girl child education. This implies that girl compulsorily making all secondary school girls to be in the boarding house. A proper monitoring can then be made to ensure that girls are always in school and classes to learn except during the holiday time when they are to be with their parents.
2. Create chances for women to acquire positions of authority in the education sector. This can be replicated in other states of the Nigeria.
3. Accurate data- Accurate data is needed for planning of girl child education. This will require that house hold data be obtained to able to capture girl in their homes. By so doing, accurate data of the girl child can be obtained for planning purposes. Psaki (2016) noted that policy makers in several Sub-Saharan countries lack robust data on 'schoolgirl pregnancy.
4. Enforcement of policies aimed at encouraging girls to be in school. As already stated Nigeria is a signatory to many conventions and declarations, but implementation is her problem. These policy statements should be fully domesticated in Nigeria.

5. Empowering families to alleviate poor family's hardship- United Nations Children's Fund, Nigeria, (2016) study found out that Poverty has been identified as the main reason preventing girls' enrolment and retention in school.
6. Cash and in-kind transfer programmes for girls, in particular from disadvantaged groups-The Federal government cash transfer programme is an example that it is possible to reach poor families. Likewise, a concerted effort to identify school age girl's child family and giving them cash could be a means of encouraging the girl child to persist in school. United Nations Children's Fund, Nigeria (2016) has reported the success of the programme in Nigeria.

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