

# Assessment of Psycho-Social Factors Affecting the Promotion of Girl-Child Education in Katsina State, Nigeria

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**ABSTRACT:** A Girl child is a prudent seed that breeds the generational continuity of man's existence. Education is a life changing destiny that if equal opportunity is given towards the training of a girl child it could lead to sanity, equal growth and contributions in Nigerian society. The study investigated the assessment of psycho-social factors affecting the promotion of a girl-child education in Katsina State, Nigeria. The researchers adopted descriptive survey research design for the study. The target population was made up of senior secondary school female students' in Katsina State, Nigeria. Multi-stage sampling techniques were utilized for the study. Thus, a total of nine hundred (900) senior secondary school female students participated in the study. The instrument used for data collection was a questionnaire which consists of two (2) sections. Section A consists of personal information of the respondents and Section B contains 'Psycho-social Factors Affecting Girl-child Education Questionnaire (PSFAGCEQ). Two research questions were asked and three hypotheses were tested in the study. Frequency, percentage, standard deviation, mean and rank-order were used to answer research questions while analysis of variance (ANOVA) was used to test the formulated hypotheses. Results show that all the twenty-one (21) psycho-social factors assessed such as poverty, mental ability, lack of finance, religious belief, cultural practice, parental level of education, early marriage, sexual violence among others affect the promotion of girl-child education Katsina State, Nigeria. Also, security issues, personal sanitation and hygiene, gender balance among teachers, lack of finance and poverty ranked 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> among the psycho-social factors affecting the promotion of girl-child education Katsina State. In addition, the results reveals that there is significant difference in the psycho-social factors affecting the promotion of girl-child education across the three zones ( $F_{(2, 897)} = 59.578; P < 0.05$ ); age groups ( $F_{(2, 897)} = 11.682; P < 0.05$ ) and class levels ( $F_{(2, 897)} = 19.374; P < 0.05$ ) in Katsina State, Nigeria. The following recommendations are

*made based on the results of this study girl-child should be given free education in order to increase enrolment of female students in schools and government at all levels, parents and other stakeholders in education should join hand together for the promotion of girl-child education in Katsina state and Northern Nigeria in general.*

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**KEYWORDS:** Education, Psycho-social factors, Promotion, Girl-child education,

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## INTRODUCTION

Education is a pillar that lights up the national development of any nation and a girl –child is a significant factor that aid human development in the global world. Ojo (2017) defines education as a process of training the mind, human behaviour and abilities. Eze and Eze (2018) defined education as the acquisition and transmission of an in-depth knowledge about man’s physical and social environment from one generation to another. Education is the right of every child in Nigeria and it is a means of transforming an individual’s life and potentials so that he or she can be useful for himself and the society (Olutola, Olatoye & Adamu, 2021). The education of the girl child is critical to transforming communities, reducing inequalities, and strengthening economies. However, Ajakaiye (2017) describes a girl child as a biological female individual who is under the supervision and protection of parents or guidance from birth to eighteen years old. However, a girl –child is seen as a productive tree that keeps the world moving in terms of population and development of human potentials. There is a saying that “when you train a girl- child you train a nation”. Also, Offorma (2009) defines a girl – child as a female individual between the ages of zero to eighteen years and the girl-child as defined by UNICEF is a female human being below the age of 18 (Agwam, 2022). Girl-child education has been identified as the backbone of the advanced societies of the world. It is a serious issue that should not be treated lightly because its impact in the society is numerous.

However, several efforts have been made through the Millennium Development Goals (MDGs 2015), Education for All (EFA), Sustainable development goals (SDGs), Nigeria Universal Primary Education (UPE) and Universal Basic Education (UBE) goals stipulate free and compulsory education for all, training of a girl-child and eradication of gender disparities in the global world. Ndeokwelu (2010) asserts that the Federal Government of Nigeria through the Universal Basic Education (UBE) has made a continuous effort to improve the enrolment of girl-child education in the Northern part of Nigeria. The United Nations Children’s Fund (UNICEF) has decried the number of out-of-school girls in the country, saying that over 60 percent of 10 million out-of-school children in Nigeria are girls. Despite the benefits of educating the girl child, over 10 million children in Nigeria - 60 percent of whom are girls - are out of school (Agwam, 2022).

It is important to note that the status of girl-child education in Nigeria needs urgent attention and lasting solution for the nation to develop educationally, economically, socially, morally and technologically. Moreover, UNICEF, Nigeria and other development partners have been working with the government of Nigeria to promote girl- child education. Various initiatives have been undertaken including the current Girls' Education Project 3 (GEP 3) funded by the Foreign, Commonwealth and Development Office (FCDO) of the UK geared towards promoting and enhancing girls' participation in education. Girl Education Empowerment Program (GEEP) as cited in the work of Maigari, Isama'ila, Ibrahim, Kabir and Ibrahim (2020) was established to improve school enrollment of girl child education in developing areas in Katsina State. Despite these interventions, girls' low enrolment, dropout high rate and underage marriage are still very much pronounced. The issues of inequality of girl child education is a pertinent issue in Katsina State with issues of early marriage as a major factor that has hinder girl child education (Mustapha, Aliyu & Ahmad, 2021).

In addition, Agaptus and Blessing (2022) opined that girl child education is confronted with the issues of Marginalization, preference given to boy education, cultural and religious background and patriarchal system in the northern part of Nigeria. Oluyomi and Grace (2016) maintained that the girl child often dropped out school and go into early marriage due to prevalent high rate of insecurity in the northern Nigeria. This aligned with Murtala and Nasiru (2021) that girl child education is faced with the challenges of gender bias, cultural and religious practices, poverty, teenage pregnancy, superstitious belief, early marriage and illiteracy.

In recognition of the disparity in girls' education between North and South zones in the country, Federal Government in collaboration with donor partners such as UNICEF and DFID introduced some interventions such as Strategy for Acceleration of Girls' Education in Nigeria, Girls Education Project in a few local governments of the greatly affected states including Katsina state. Thus, Okeke, Nzewi and Njoku (2008) asserts that poverty, child-labour, quest for wealth, broken homes, truancy, death of parents among others are some of the factors militating against the education of a girl-child in Nigeria. Amirikpa (2010) posits that a girl- child has been deprived access to education, consigned to force early marriage and also a circumstances of human trafficking across national and international boarder thereby leading to their drop out of schools. Also, Ifijeh and Osayande (2011) postulate that socio-cultural factors such as religious dogma, poverty, teenage pregnancy, early marriage, family influence among others are some of the militating against the girl- child education. According to Malhotra (2015) affirms that gender inequality is one of the factors militating against girl child education. Mercy (2017) maintains that faulty home background, early marriage, harmful cultural practices and teenage pregnancy are factors hindering girl child education in Nigeria.

In addition, the study carried out by Adam and Lucy (2018) on factors affecting participation of the Girl Child education (A case study of Mogadishu City). The study examines the effect of early

marriage, early pregnancy, socio- economic and socio- cultural factors on girl child education participation in Mogadishu Somalia. The study adopted a quantitative correlation research design and descriptive survey design. A sample size of ninety- five respondents was drawn from the target population of one hundred and twenty- four respondents in Somalia. Self-structured questionnaire was used as an instrument for data collection. Data collected were analyzed using survey design and inferential statistical tool. The findings revealed that early marriage, teenage pregnancy, and adolescent high rate of fertility hindered girl child participation in education.

One of the most significant tools to empower girls within their family and community is education. Gender inequality in education however remains a huge concern. Despite several national and international legal instruments such as the strategy in Nigeria, many girls still face challenges preventing them from access to education. The situation with girls' education has been worsened by attacks on schools which have made learning environment insecure and discouraged parents and caregivers from sending their wards, particularly girls, to schools. In view of these challenges faced by girl-child, this study will assess the psychosocial factors affecting the promotion of girl-child education in Katsina State, Nigeria. Psychosocial factors as used in this study refer to the psychological and sociological factors that make or mar the promotion of girl-child education in Katsina State, Nigeria.

### **Theoretical Framework for the Study**

The study was based on Human Capital Theory (Schultz, 1960; Becker, 1962 & Gary, 1975). Human capital theorists believe in the potency of formal education as a remedy to national, economic and human development of any nation. It views education of a girl- child as productive increase in human and capital development of a nation. This theory is relevance to the study because it will help government at all levels, parents and other stakeholders in education to understand the importance of a girl- child education and the negative effects of culture, religious dogma, early marriage , poverty, child-labour, human trafficking among others militating against girls-child education and enrolment in Katsina State and Nigeria in general. It will also help them to speak out against gender disparities in Katsina State and Nigeria.

### **Research Questions**

The researchers asked the following questions in the study.

1. What psychosocial factors affecting the promotion of girl-child education in Katsina State Nigeria?
2. What is the rank-order of the psychosocial factors affecting the promotion of girl-child education Katsina State, Nigeria?

### **Hypotheses**

The following null hypotheses were formulated and tested at 0.05 alpha level of significance in the study.

1. There is no significant difference in the psycho-social factors affecting the promotion of girl-child education across the three zones in Katsina State, Nigeria.
2. There is no significant difference in the psycho-social factors affecting the promotion of girl-child education across age groups in Katsina State, Nigeria.
3. There is no significant difference in the psycho-social factors affecting the promotion of girl-child education across class levels in Katsina State, Nigeria.

## **METHODOLOGY**

The research adopted descriptive survey research design for the study. The population of the study consisted of all senior secondary school female students' in Nigeria while the target population was made up of senior secondary school female students' in Katsina State, Nigeria. Multi-stage sampling techniques was used for the study. Firstly, all the schools in Katsina State, Nigeria were divided into three using the existing educational zones (Katsina Zone, Daura Zone & Futua Zone). Secondly, simple random sampling technique was utilized in the selection of three (2) local government areas from each educational zone and six (6) senior secondary schools from each educational zone. Thirdly, fifty (50) senior secondary school female students were randomly selected from the sampled schools. Thus, a total of six (6) local government areas, eighteen (18) senior secondary schools and nine hundred (900) senior secondary school female students participated in the study.

The instrument used for data collection was a questionnaire which consists of two (2) sections. Section A consists of five (5) personal information of the respondents such as name of school, name of Local Government Area, zone, age and class and Section B contains 'Psycho-social Factors Affecting Girl-child Education Questionnaire (PSFAGCEQ) with twenty-one (21) items'. All items in PSFAGCEQ were answered using strongly agree (4), agree (3), disagree (2) and strongly disagree (1).

Two experts in educational measurement and evaluation ascertained the face and content validities of the instruments while test-retest reliability method was used to establish the reliability of the instruments. Reliability coefficients 0.90 was obtained for the PSFAGCEQ. This shows that the instrument is reliable for the study. The data collected from the study were analysed with respect to the research questions asked in the study. Frequency, percentage, standard deviation and mean were used to answer research question 1 while research question two (2) was answered using mean, standard deviation and rank-order.

## **RESULTS**

Three research questions were asked and answered using frequency, percentage, standard deviation and mean. Answers to research questions are shown below:

**Research Question One:** What psychosocial factors affecting the promotion of girl-child education in Katsina State Nigeria?

**Table 1: Summary Table of Frequency, Percentage, standard deviation and mean of respondents' opinion on psycho-social factors affecting the promotion of girl-child education in Katsina State, Nigeria**

S/ N	Psycho-social Factors	SA	A	D	SD	Mean	Decision
1.	My family cannot send me for further education because they do not have plan for it ( <b>Family role</b> )	299 (33.2%)	193 (21.4%)	273 (30.3%)	135 (15.0%)	2.729	Agree
2.	My society do not value girl-child education therefore I feel like not going to school ( <b>Societal influence</b> )	327 (36.3%)	178 (19.8%)	217 (24.1%)	178 (19.8%)	2.727	Agree
3.	I cannot study beyond secondary school because my parents are poor ( <b>Poverty</b> )	283 (31.4%)	236 (26.2%)	265 (29.4%)	116 (12.9%)	2.762	Agree
4.	My brain cannot assimilate what my teacher is teaching me in the classroom ( <b>Mental Ability</b> )	279 (31.0%)	177 (19.7%)	258 (28.7%)	186 (20.7%)	2.610	Agree
5.	I do not have money to further my education into the University ( <b>Lack of finance</b> )	319 (35.4%)	242 (26.9%)	169 (18.8%)	170 (18.9%)	2.789	Agree
6.	My religion prefers boy education to girl-child education ( <b>Religious Belief</b> )	254 (28.2%)	279 (31.0%)	168 (18.7%)	199 (22.1%)	2.653	Agree
7.	My culture prefers boy education to girl-child education ( <b>Cultural Practices</b> )	229 (25.4%)	285 (31.7%)	216 (24.0%)	170 (18.9%)	2.637	Agree
8.	I cannot study beyond secondary school because my parents are not educated ( <b>Parental level of education</b> )	302 (33.6%)	136 (15.1%)	264 (29.3%)	198 (22.0%)	2.602	Agree
9.	I cannot study beyond secondary school because I	275 (30.6%)	196 (21.8%)	223 (24.8%)	206 (22.9%)	2.600	Agree

	want to marry early ( <b>Early marriage</b> )						
10.	I cannot study beyond secondary school because I want to avoid being raped ( <b>Sexual violence</b> )	212 (23.6%)	245 (27.2%)	235 (26.1%)	208 (23.1%)	2.512	Agree
11.	I do not know the importance of girl-child education to me ( <b>Ignorance</b> )	352 (39.2%)	131 (14.6%)	221 (24.6%)	195 (21.7%)	2.713	Agree
12.	If I have opportunity, I will not continue my education into University ( <b>Bad attitude</b> )	330 (36.7%)	128 (14.2%)	199 (22.1%)	243 (27.0%)	2.606	Agree
13.	I go to school because many others girl-child are also there ( <b>Peer influence</b> )	236 (26.2%)	270 (30.0%)	202 (22.4%)	192 (21.3%)	2.611	Agree
14.	I do not like to go school ( <b>Personal perception</b> )	283 (31.4%)	169 (18.7%)	203 (22.6%)	246 (27.3%)	2.542	Agree
15.	I cannot study beyond secondary school because I want to avoid being kidnapped by Bandits ( <b>Security Issue</b> )	395 (43.9%)	193 (21.4%)	147 (16.3%)	165 (18.3%)	2.909	Agree
16.	I cannot study beyond secondary school because girls do not have access to good toilets ( <b>Access to Toilets</b> )	202 (22.4%)	251 (27.9%)	242 (26.9%)	205 (22.8%)	2.500	Agree
17.	I cannot study beyond secondary school because of access to sanitary pads ( <b>Personal Sanitation and Hygiene</b> )	341 (37.9%)	230 (25.6%)	176 (19.6%)	153 (17.0%)	2.843	Agree
18.	I cannot study beyond secondary school because many of the people in high places are not women ( <b>Lack of Role Models</b> )	279 (31.0%)	189 (21.0%)	245 (27.2%)	187 (20.8%)	2.622	Agree

19.	I cannot study beyond secondary school because there are no separate schools for ladies ( <b>Fear of mixing with the opposite sex</b> )	338 (37.6%)	126 (14.0%)	206 (22.9%)	230 (25.6%)	2.636	Agree
20.	I cannot study beyond secondary school because most of the teachers are male ( <b>Gender balance among teachers</b> )	398 (44.2%)	133 (14.8%)	190 (21.1%)	179 (19.9%)	2.833	Agree
21.	I cannot study beyond secondary school because most textbooks have male pictures ( <b>Textbooks not sensitive to Gender</b> )	275 (30.6%)	128 (14.2%)	272 (30.2%)	225 (25.0%)	2.503	Agree

**Note: SA = Strongly Agree; A = Agree; D =Disagree; SD = Strongly Disagree**

Tables 1 reveals the means responses of the participants on the psycho-social factors affecting the promotion of girl-child education in Katsina state, Nigeria. The table shows the rank means of the items 1-21. For each item, the mid-point on the scale is 2.5.

All the twenty-one (21) psycho-social factors affecting the promotion of girl-child education listed above have the means that are greater than the reference means of 2.50. Thus, these are means of psycho-social factors affecting the promotion of girl-child education listed above; Family Role (Mean = 2.729); Societal Influence (Mean = 2.727); Poverty (Mean = 2.762); Mental Ability (Mean = 2.610); Lack of Finance (Mean = 2.789); Religious Believe (Mean = 2.653); Cultural Practice (Mean =2.637); Parental Level of Education (Mean = 6.602); Early Marriage (Mean = 2.600); Sexual Violence (Mean = 2.512); Ignorance (Mean = 2.713); Bad Attitude (Mean = 2.606); Peer Influence (Mean = 2.611); Personal Perception (Mean = 2.542); Sexual Issues (Mean = 2.909); Access to Toilet (Mean = 2.500); Personal Sanitation and Hygiene (Mean = 2.843); Lack of Role Model (Mean = 6.622); Fear with mixing with opposite Sex (Mean = 2.636); Gender Balance among Teachers (Mean = 2.833) and Textbooks not Sensitive to Gender (Mean = 2.503). Therefore, the results have confirmed that all the twenty-one (21) psychosocial factors listed above affect the promotion of girl-child education Katsina State, Nigeria.

**Research Question Two:** What is the rank-order of the psychosocial factors affecting the promotion of girl-child education Katsina State, Nigeria?



**Table 2: Summary table of Mean, standard deviation and rank-order of psycho-social factors affecting the promotion of girl-child education in Katsina State, Nigeria**

Item	Psycho-social Factors	N	Mean	S.D	Rank
15	I cannot study beyond secondary school because I want to avoid being kidnapped by Bandits ( <b>Security Issue</b> )	900	2.9089	1.15271	1 <sup>st</sup>
17	I cannot study beyond secondary school because of access to sanitary pads ( <b>Personal Sanitation and Hygiene</b> )	900	2.8433	1.10963	2 <sup>nd</sup>
20	I cannot study beyond secondary school because most of the teachers are male ( <b>Gender balance among teachers</b> )	900	2.8333	1.19277	3 <sup>rd</sup>
5	I do not have money to further my education into the University ( <b>Lack of finance</b> )	900	2.7889	1.12009	4 <sup>th</sup>
3	I cannot study beyond secondary school because my parents are poor ( <b>Poverty</b> )	900	2.7622	1.03397	5 <sup>th</sup>
1	My family cannot send me for further education because they do not have plan for it ( <b>Family role</b> )	900	2.7289	1.07859	6 <sup>th</sup>
2	My society do not value girl-child education therefore I feel like not going to school ( <b>Societal influence</b> )	900	2.7267	1.14992	7 <sup>th</sup>
11	I do not know the importance of girl-child education to me ( <b>Ignorance</b> )	900	2.7133	1.19325	8 <sup>th</sup>
6	My religion prefers boy education to girl-child education ( <b>Religious Belief</b> )	900	2.6533	1.11109	9 <sup>th</sup>
7	My culture prefers boy education to girl-child education ( <b>Cultural Practices</b> )	900	2.6367	1.05794	10 <sup>th</sup>
19	I cannot study beyond secondary school because there are no separate schools for ladies ( <b>Fear of mixing with the opposite sex</b> )	900	2.6356	1.22291	11 <sup>th</sup>
18	I cannot study beyond secondary school because many of the people in high places are not women ( <b>Lack of Role Models</b> )	900	2.6222	1.12784	12 <sup>th</sup>
13	I go to school because many others girl-child are also there ( <b>Peer influence</b> )	900	2.6111	1.09091	13 <sup>th</sup>

4	My brain cannot assimilate what my teacher is teaching me in the classroom <b>(Mental Ability)</b>	900	2.6100	1.12812	14 <sup>th</sup>
12	If I have opportunity, I will not continue my education into University <b>(Bad attitude)</b>	900	2.6056	1.23040	15 <sup>th</sup>
8	I cannot study beyond secondary school because my parents are not educated <b>(Parental level of education)</b>	900	2.6022	1.16283	16 <sup>th</sup>
9	I cannot study beyond secondary school because I want to marry early <b>(Early marriage)</b>	900	2.6000	1.14470	17 <sup>th</sup>
14	I do not like to go school <b>(Personal perception)</b>	900	2.5422	1.19388	18 <sup>th</sup>
10	I cannot study beyond secondary school because I want to avoid being raped <b>(Sexual violence)</b>	900	2.5122	1.08835	19 <sup>th</sup>
21	I cannot study beyond secondary school because most textbooks have male pictures <b>(Textbooks not sensitive to Gender)</b>	900	2.5033	1.16731	20 <sup>th</sup>
16	I cannot study beyond secondary school because girls do not have access to good toilets <b>(Access to Toilets)</b>	900	2.5000	1.07505	21 <sup>st</sup>

**Key:** S.D. = Standard Deviation

Table 2 reveals that out of twenty-one (21) psycho-social factors affecting the promotion of girl-child education in Katsina state listed above; item 15 (Security Issues) ranked 1<sup>st</sup>, followed by item 17 (Personal Sanitation & Hygiene) which is ranked 2<sup>nd</sup>, followed by item 20 (Gender Balance among Teachers) ranked 3<sup>rd</sup>, item 5 (Lack of Finance) ranked 4<sup>th</sup>, item 3 (Poverty) ranked 5<sup>th</sup>, item 1 (Family Role) ranked 6<sup>th</sup>, item 2 (Societal Influence) ranked 7<sup>th</sup>, item 11 (Ignorance), item 6 (Religious Belief), item 7 (Cultural Practice), item 19 (Fear of mixing with opposite Sex), item 18 (Lack of Role Model), item 13 (Peer Influence), item 4 (Mental Ability), item 12 (Bad Attitude), item 8 (Parental level of Education), item 9 (Early Marriage), item 14 (Personal Perception), item 10 (Sexual Violence), item 21 (Textbooks not Sensitive to Gender), and item 16 (Access to Toilets) ranked 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>, 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup>, 16<sup>th</sup>, 17<sup>th</sup>, 18<sup>th</sup>, 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> respectively.

### Hypotheses Testing

**Hypothesis One:** There is no significant difference in the psycho-social factors affecting the promotion of girl-child education across the three zones in Katsina State, Nigeria.

The stated null hypothesis one was tested using one-way analysis of variance (ANOVA).

**Table 3: Summary table of one-way ANOVA of Psycho-social Factors Affecting the Promotion of Girl-child education across the three Zones**

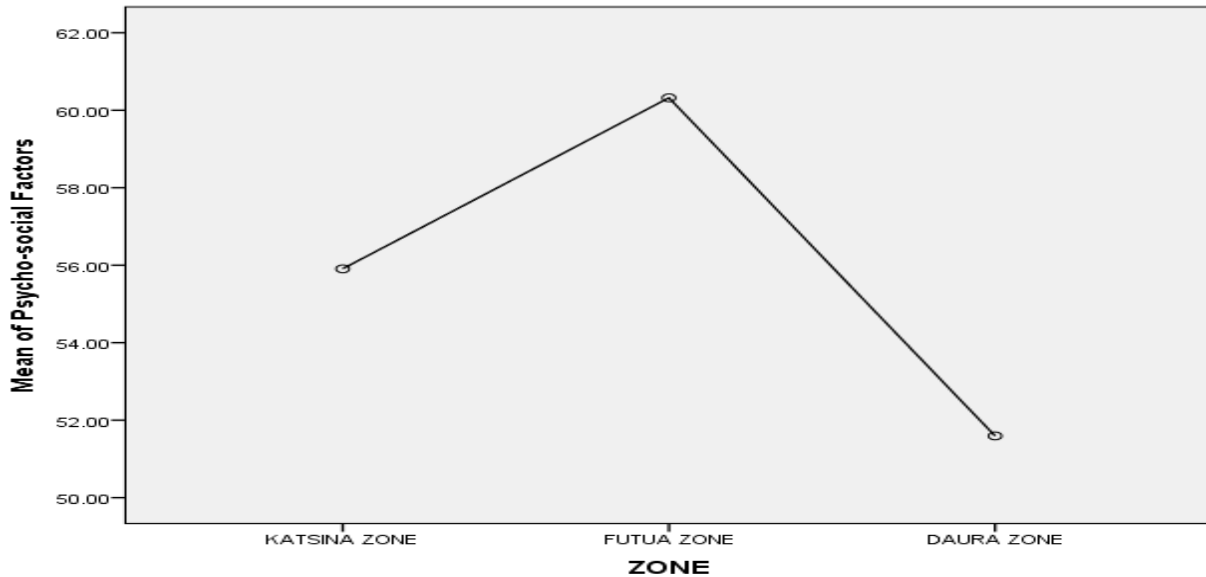
	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F-value</b>	<b>Sig.</b>
Between Groups	11423.707	2	5711853		
Within Groups	85997.053	897	95.872	59.578	.000
<b>Total</b>	<b>97420.760</b>	<b>899</b>			

Results from Table 3 shows an F-value of 59.578 which is significant at 0.05 alpha level ( $P < 0.05$ ). Thus the null hypothesis one is rejected. This implies that, there is significant difference in the psycho-social factors affecting the promotion of girl-child education across the three zones in Katsina State, Nigeria.

Thus, a post-hoc analysis was carried out to find out the sources of the differences. Outcomes of the post-hoc analysis are shown in Table 4.

**Table 4: Summary of Scheffe post-hoc table showing significant difference in the psycho-social factors affecting the promotion of girl-child education across the three zones in Katsina State.**

<b>Zone</b>	<b>N</b>	<b>Subset for alpha = 0.05</b>		
		<b>1</b>	<b>2</b>	<b>3</b>
Futua Zone	300			60.3200
Katsina Zone	300		55.9067	
Daura Zone	300	51.5933		
<b>Sig.</b>		<b>1.000</b>	<b>1.000</b>	<b>1.000</b>



**Graph 1: Mean graph showing the psycho-social factors affecting the promotion of girl-child education across the three zones in Katsina State, Nigeria.**

Table 4 and Figure 1 shows that, the mean scores of psycho-social factors affecting the promotion of girl-child education across the three zones in Katsina State (Daura, Katsina & Futua) were significantly different. Results of mean ranking from Table 4 and Graph 1, also reveals that senior secondary school female students in Futua Zone of Katsina had higher mean of 60.3200, followed by senior secondary school female students in Katsina Zone with mean of 55.9067 and senior secondary school female students in Daura Zone with mean of 51.5933. This implies that psycho-social factors affecting the promotion of girl-child education in Katsina State across the three zones are different that is, some zones are affected than others.

**Hypothesis Two:** There is no significant difference in the psycho-social factors affecting the promotion of girl-child education across age groups in Katsina State, Nigeria.

The stated null hypothesis two was tested using one-way analysis of variance (ANOVA).

**Table 5: Summary table of one-way ANOVA of Psycho-social Factors Affecting the Promotion of Girl-child education across age groups.**

	Sum of Squares	Df	Mean Square	F-value	Sig.
Between Group	2473.178	2	1236.589		
Within Groups	94947.582	897	105.850	11.682	.000
<b>Total</b>	<b>97420.760</b>	<b>899</b>			

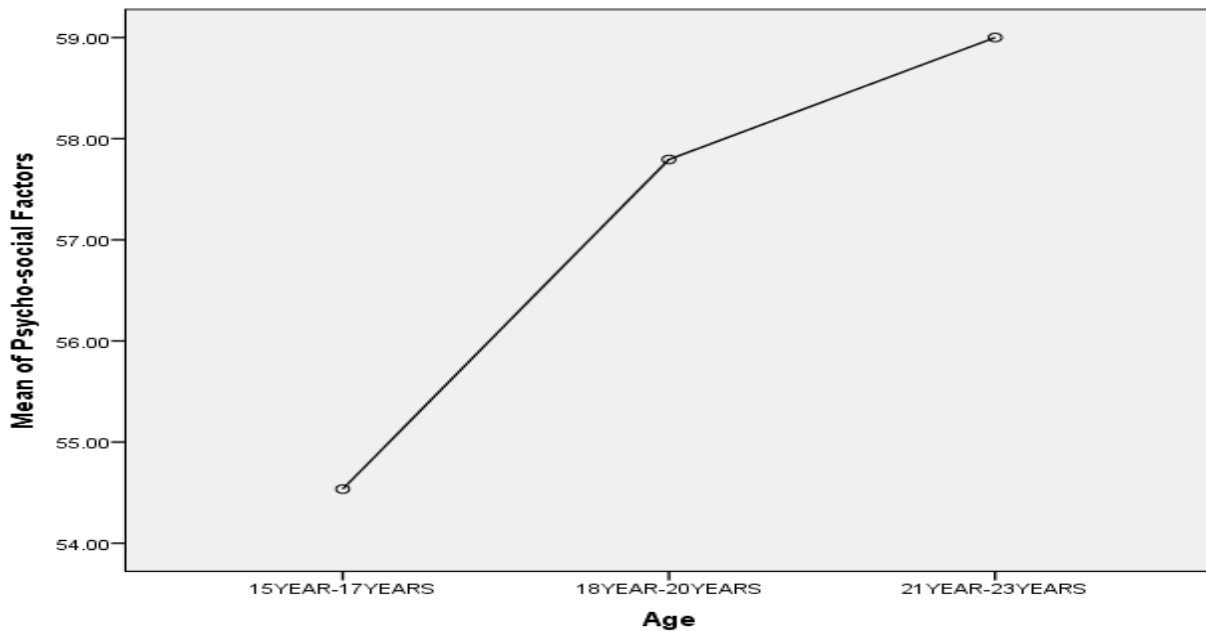
Results from Table 5 shows an F-value of 11.682 which is significant at 0.05 alpha level ( $P < 0.05$ ). Thus the null hypothesis two is rejected. This implies that, there is significant difference in

the psycho-social factors affecting the promotion of girl-child education across age groups in Katsina State, Nigeria.

Thus, a post-hoc analysis was carried out to find out the sources of the differences. Outcomes of the post-hoc analysis are shown in Table 6.

**Table 6: Summary of Scheffe post-hoc table showing significant difference in the psycho-social factors affecting the promotion of girl-child education across age groups.**

Age	N	Subset for alpha = 0.05	
		1	2
21year-23years	24		59.0000
15year-17years	521	57.7944	
18year-20years	335	54.5355	
<b>Sig.</b>		<b>.198</b>	<b>.801</b>



**Graph 2: Mean graph showing the psycho-social factors affecting the promotion of girl-child education across age groups in Katsina State, Nigeria**

Table 6 and Graph 2 reveals that the mean scores of psycho-social factors affecting the promotion of girl-child education across age groups in Katsina State, Nigeria were significantly different. Results of mean ranking from Table 6 and Graph 2, shows that senior secondary school female students from age 21year-23years had higher mean of 59.0000, followed by senior secondary school female students with age 15year-17years with mean of 57.7944 and senior secondary school

female students with age 18year-20years with mean of 54.5355. This implies that psycho-social factors affecting the promotion of girl-child education across age groups are different, that is, some age groups are affected than others

**Hypothesis Three:** There is no significant difference in the psycho-social factors affecting the promotion of girl-child education across class levels in Katsina State, Nigeria. The stated null hypothesis three was tested using one-way analysis of variance (ANOVA).

**Table 7: Summary table of one-way ANOVA of Psycho-social Factors Affecting the Promotion of Girl-child education across class levels.**

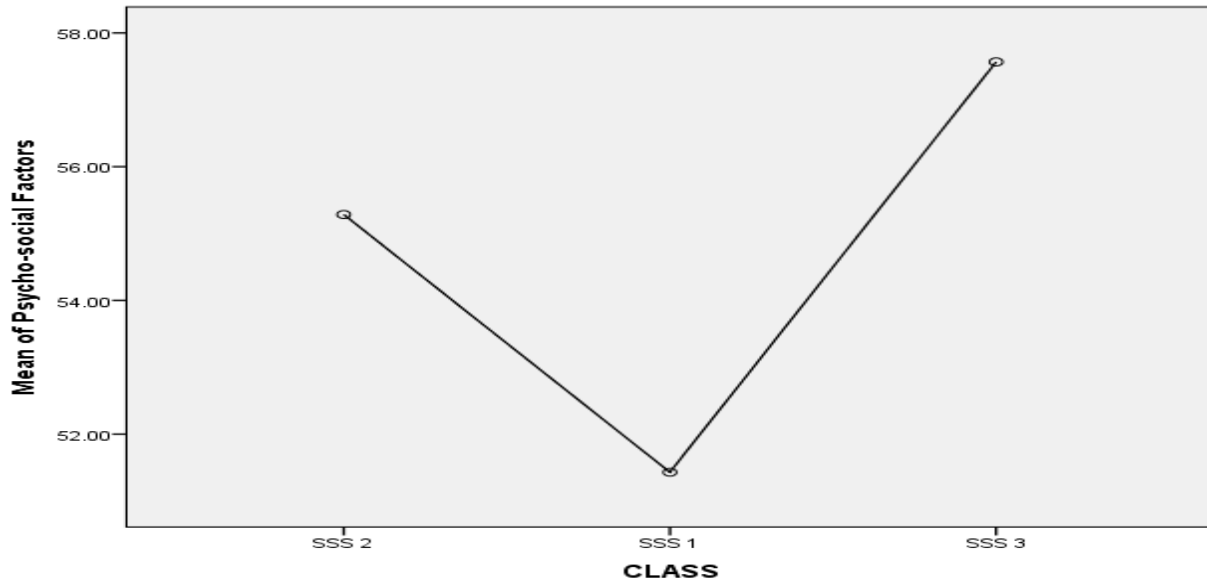
	Sum of Squares	Df	Mean Square	F-value	Sig.
Between Group	4034.118	2	2017.059		
Within Groups	93386.642	897	104.110	19.374	.000
<b>Total</b>	<b>97420.760</b>	<b>899</b>			.

Results from Table 7 shows an F-value of 19.374 which is significant at 0.05 alpha level ( $P < 0.05$ ). Thus the null hypothesis three is rejected. This implies that, there is significant difference in the psycho-social factors affecting the promotion of girl-child education across class levels in Katsina State, Nigeria.

Thus, a post-hoc analysis was carried out to find out the sources of the differences. Outcomes of the post-hoc analysis are shown in Table 8.

**Table 8: Summary of Scheffe post-hoc table showing significant difference in the psycho-social factors affecting the promotion of girl-child education across class levels.**

Classes	N	Subset for alpha = 0.05	
		1	2
SSS 3	478	57.5669	
SSS 2	292		55.2842
SSS1	130	51.4308	
<b>Sig.</b>		<b>1.000</b>	<b>.059</b>



**Graph 3: Mean graph showing the psycho-social factors affecting the promotion of girl-child education across class levels in Katsina State, Nigeria**

Table 8 and Graph 3 shows that the mean scores of psycho-social factors affecting the promotion of girl-child education across class levels were significantly different. Results of mean ranking from Table 8 and Graph 3, reveals that senior secondary school female students in SS3 had higher mean of 57.5669, followed by senior secondary school female students in SS2 with mean of 55.2842 and senior secondary school female students SS 1 with mean of 51.4308. This implies that psycho-social factors affecting the promotion of girl-child education across class levels in Katsina State are different, that is, some classes are affected than others.

## DISCUSSION OF FINDINGS

Result of this study shows that all the twenty-one (21) psycho-social factors listed above such as family role, societal influence poverty, mental ability, lack of finance, religious believe, cultural practice, parental level of education, early marriage, sexual violence, ignorance, and so on affect the promotion of girl-child education Katsina State, Nigeria. The results is supported by the findings of Adam and Lucy (2018) which revealed that early marriage, teenage pregnancy, and adolescent high rate of fertility hindered girl child participation in education. Also, Mercy (2017) supported the findings of the study, the researcher maintains that faculty home background, early marriage, harmful cultural practices and teenage pregnancy are factors hindering girl child education in Nigeria.

Result of this study also reveals that out of twenty-one (21) psycho-social factors affecting the promotion of girl-child education in Katsina state listed security issues, personal sanitation and hygiene, gender balance among teachers, lack of finance and poverty ranked 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> respectively. Supporting this study, Ahmad, Mary and Muhammed (2020) reported that most girl child drop - out of school due to gender bias, cultural and religious belief, poverty, thereby engaging in child labour and child trafficking rather than going to school in Gombe State. Ogunleye, Agbejoye and Oluwaseun (2019) asserts that the submissive and voiceless nature of female folks to the men counterpart in Nigeria has a negative impact on girl- child and have hinder the education of a girl child.

The results of the hypotheses one, two and three reveals that there is significant difference in the psycho-social factors affecting the promotion of girl-child education across the three zones, age groups and class levels in Katsina State, Nigeria. The results is supported by Azikiwe (2000) Onyeama and Odeh (2002) which confirmed that, the very few girl-child that managed to gain access to education is hampered by the school factors. This includes the location of a school, the facilities and environment amongst others. The location of the school is determining factor towards the girl- child assess to school. According to Okafor and Arinze, (2012), some of the obstacles to women education include subjecting women to early marriage, educating the boys in place of girls, demand girls to be inferior and destined to play the roles of wife and mother.

## **CONCLUSION**

The study assessed of psycho-social factors affecting the promotion of girl-child education in Katsina state, Nigeria. All the psycho-social factors such as family role, societal influence; poverty; mental ability; lack of finance; religious believe; cultural practice; parental level of education; early marriage; sexual violence; ignorance; bad attitude; peer influence; personal perception; sexual issues; access to toilet; personal sanitation and hygiene; lack of role model; fear with mixing with opposite sex; gender balance among teachers and textbooks not sensitive to gender affect the promotion of girl child education in Katsina state, Nigeria. In addition the study reveals that security issues, personal sanitation and hygiene, gender in-balance among teachers, and lack of finance are the most psychosocial factors affecting the promotion of girl-child education in Katsina State. Moreover, there is significant difference in the psycho-social factors affecting the promotion of girl-child education across the three zones, age groups and class levels in Katsina State, Nigeria.

## **Recommendations**

The following recommendations are made based on the findings and conclusions drawn in this study.

1. All identified psychological factors affecting the promotion of girl-child education should be addressed by the government through the public enlightenment campaign and provision of incentives.



2. Parents should encourage their female children to go to school.
3. Girl-child should be given free education in order to increase enrolment of female students in schools.
4. Government at all levels, parents and other stakeholders in education should join hand together for the promotion of girl-child education in Katsina state and Northern Nigeria in general.
5. Government should build schools closer to communities which will reduce the distance girl-child travel to go to schools. This will also encourage girl-child to go to school and increase their enrolment and reduce gender inequality in education.
6. Government should stop early marriage of girl-child through public enlightenment and functional legislation prohibit early marriage.

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