CORRELATE OF POVERTY AND CULTURE ON GIRL-CHILD OUT OF SCHOOLS IN BAUCHI STATE, NIGERIA

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Abstract

Determining the relationship between poverty and girl-child out of school in Bauchi State were among the objectives of this study. Correlational survey design was used. The population of the study was made up of 79,322 girls out of school in the state. A sample of 384 participants was purposefully selected using the table for determining sample size by Research Advisors. Two self-designed instruments; Poverty as Correlate Girl-child out of School Inventory (PCGSI) and Culture as Correlate Girl-child out of School Inventory (CCGSI) were used in testing the two hypotheses. A co-efficient of 0.82 and 0.87 respectively were established for the stability of the items. The data was analyzed using descriptive statistics and Pearson product moment correlation coefficient. Hypotheses were formulated and tested at α=0.01 level of significance. Findings from the study showed that: there is a high positive significant relationship between poverty and girl-child out of school in Bauchi State. However, the need for government to introduce, strengthen and maintain a school feeding programme, subsidized school uniform and address poverty among the populace were among the recommendations made from this study.

Keywords: Poverty, Culture, Girl-Child, Out Of School.

Introduction

The Nigerian government intention to educate all her citizens by the year 2020 had made her committed to introducing a compulsory education for every child between the ages of four and sixteen years in a formal free uninterrupted nine years schooling (Wikipedia, 2016). This is made up of primary and junior secondary schools. Universal Basic Education Commission (UBEC) (2010) in one of her objectives said, the government will ensure a free, compulsory, uninterrupted nine years education, this includes primary and junior secondary education.

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

Poverty is a condition where the family of the girl-child could not provide her the basic needs for her feeding, clothing, school materials, school fees and shelter. World Health Organisation (WHO) (2014) defined poverty as absolute terms of low income less than the United State of America's $2 a day. Therefore family's income directly influences the girl-child education. United Nations International Children Emergency Fund (UNICEF) (2015) believed that many children do not attend school because their labour is needed at home or to bring additional income into the home. This made many families unable to meet the cost of sending their girl-children to school. Such as buying uniforms, textbooks, other school materials and transportation. Therefore, the rate of girl-child out of school remains very high.

Bauchi state is one of the 36 states in Nigeria including the capital territory Abuja. The impediment of girl-child out of school has not spared the state. Nigerian Bulletin (2013) posited that 79,322 girls are out of school in Bauchi state. Despite the effort of the government in providing free education in the state it faced problems of poverty and culture among the people of the state. Kainuwa & Yusuf (2013) reported that Zamfara state had experienced inaccessibility, low participation, withdrawal and dropping out of girl-child from school which was attributed to many factors of cultural tradition and practices towards the education of the girl-child. In most cases the highest status accorded to marriage and motherhood impact negatively on female participation in education.

Statement of the Problem

The girl-child developed more successfully if given education but when denied she becomes helpless and cannot contribute to the country in the challenging world of technology. It was indicated that poor children are likely to do worse on indices of school achievement than non-poor children (WHO, 2014). This may likely make them drop out of school because they are likely to repeat or drop in grade. Sometime the girl is requested to work to supplement her family's income. This situation could stop her from going to school. Lack of providing uniform and school materials could make the girl child drop out of school. A girl who thinks she is mature enough for marriage as stipulated by her culture may not likely concentrate in her school works as she feels that it will be of little use to her in the future roles as mother and wife. The fear of early pregnancy which is a disgrace prior to marriage may likely make some parents withdraw the girl-child out of school, to give her out for marriage. The beliefs that the biological family may not benefit from educating a daughter since the girl becomes a member of her husband's family when she marries and they (husband's family) will reap the fruits obtained from her educational benefits. In African tradition and culture women were expected to exclusively assume the role of mothers and wives, home makers and less capable physically and mentally in all areas (UNICEF, 2015). This may likely make parents to look at girl-child education as inferior which may likely make them not to support girl-child education. To this end, the main thrust of this study is to explore poverty and culture as correlate of girl-child out of school in Bauchi state.

Purpose of the Study

The following purposes were stated to guide this study as thus:

1- To find out the correlation between poverty and girl-child out of school.
2- To find out the correlation between culture and girl-child out of school.

Research Questions

The following research questions were stipulated to guide this study as thus:

1- Does poverty correlate with girl-child out of school in Bauchi state?
2- Does culture correlate with girl-child out of school in Bauchi state?

Hypotheses

The following were postulated to test the hypotheses at 0.01 level of significance.

1- There is no significant relationship between poverty and girl-child out of school in Bauchi state.
2- There is no significant relationship between culture and girl-child out of school in Bauchi state,

Research Design

Correlational research design was employed for this study. The justification for using this research design is to access co-variation among poverty and girl-child out of school in Bauchi state. According to Kowakzyk (2015) it is a relationship between two variables which numerically represent the strength and direction of the relationship.

Population and Sample Size

The population of the study consisted of all the 79,322 girls out of school in Bauchi state. It became necessary for the researcher to get a representative sample using Research Advisor's table for determining sample size from the given population. Therefore, a sample size of 384 participants was drawn from the population (Research Advisor, 2006). The sample was purposively selected from the three zones in the state (Bauchi North, Bauchi Central and Bauchi South). The selection of the sample size was presented in table 1 below:

Table 1: sample participants of girl-child out of school in Bauchi state

S/No		Sample size
1	Bauchi North	128
2	Bauchi Central	98
3	Bauchi South	158
	Total	348

Table 1 showed 128 participants were selected from Bauchi North zone, 98 from the central zone and 158 from the southern zone respectively.

Instrumentation

Two questionnaires titled Poverty as Correlate Girl-child out of School Inventory (PCGSI) and Culture as Correlate Girl-child out of School Inventory (CCGSI) were developed by the researcher and used in this study to test the hypotheses. The instruments were divided into section A, B and C respectively. While section A dealt with personal information of the sampled participants. Section B contained 10 items on poverty as correlate girl-child out of school on a modified four point Likert scale ranging from strongly agree to strongly disagree. Of the 10 items 3, 5,7,10 were negative response items and the rest were positive responses. Section C contained 10 items on culture as correlate girl-child out of school on a modified four point Likert scale ranging from strongly agree to strongly disagree. Of the items 1, 5,7,10 were negative response while the remaining were positive responses. The maximum score is 40 marks and the minimum score is 4 marks for each of the two instruments respectively. The total score for each item in the instruments were taken as the index assessment for no significant relationship between the variables. The mean score of 3 (m=3) and above for each scored items indicated agreement or acceptance with the statement on the item, while the mean score less than three (3) is in disagreement or rejection of the statement on the items. 30 participants from a neighbouring state were pilots tested using the instruments. Initially the instruments contained 20 and 15 items respectively of which 10 items were accepted and 10 were rejected in the former while in the latter 10 items were accepted and 5 were rejected during validation. A reliability index of 0.82 and 0.87 were obtained for the two instruments respectively using Cronbach alpha.

Procedure for Data Collection

The instruments were distributed to the 384 participants selected from the three zones. Research assistance was employed and trained on the administration and collection of data for this research work. 369 (96.1%) questionnaires were returned while 15 (3.9%) were not returned.

Procedure for Data Analysis

The Pearson Product Moment Correlation Coefficient (PPMCC) was employed to test the two hypotheses in the study. The justification for using the PPMCC is that, the variables are in the interval scale measurement. It is also useful for determining the strength and direction of relationship between the two variables either as negative or positive (Punch, 2001). Again correlation on coefficient (r) takes range between -1.000 to +1.000 that describes the strength of relationship between the two variables. The Statistical Package for Social Science (SPSS) software was used to analyze the data. The results were interpreted using the Guildford rule of thumb.

Data Presentation and Hypotheses Testing

The hypotheses were tested at 0.01 level of significance. The results of the data analyses are presented as follows:

Ho1:   There is no significant relationship between poverty and girl-child out of school in Bauchi   State.

The hypothesis was tested using PPMCC. The result for the descriptive analysis is presented as one (N=369 (96.1%), M=24.18, SD=1.524) and two (N=369 (96.1%), M=20.21, SD=1.522).

The result below presented the analysis of the PPMCC in table 2.

Table2: PPMCC analysis of correlate between poverty and girl-child out of school

Table2: PPMCC analysis of relationship between poverty and girl-child out of school

Variables		Poverty	Girl -child out of School
Poverty	Pearson correlation	1	.986**
	Sig (2 – tailed)		.000
	N	369	369
Girl -child out of School	Pearson correlation	.986**	1
	Sig (2 – Tailed)	.000	
	N	369	369

**Correlation is significant at 0.01 level (2 -tailed)

The findings in table two had answered research question one by depicting a greater mean score of 24.18 with a standard deviation of 1.524 as against a mean score of 20.21 with a standard deviation of 1.522. This indicated a high positive relationship between poverty and girl-child out of school in the state.

The hypothesis tested also showed a high positive relationship between the two variables. (r= .986**, n= 369, p= < 0.01) with high level of poverty associated with low level of girl-child school patronage. This means a change in one variable is strongly correlated with changes in the second variable. For this reason we can conclude that there is a high positive relationship between poverty and girl-child out of school.

Ho2: There is no significant relationship between culture and girl-child out of school in Bauchi State.

The hypothesis was tested using Pearson Product Moment Correlation Coefficient.

The result for the descriptive information analysis is presented as one (N=369 (96.1%), M=24.67, SD=3.902) and two (N=369 (96.1%), M=15.55, SD=3.127).

The result below presented the analysis of the PPMCC in table3.

Table3: PPMCC analysis of relationship between culture and girl=child out of school

Variables		Culture	Girl -child out of School
Culture	Pearson correlation	1	.549**
	Sig (2 – tailed)		.000
	N	369	369
Girl -child out of School	Pearson correlation	.549**	1
	Sig (2 – Tailed)	.000	
	N	369	369

**Correlation is significant at 0.01 level (2 -tailed)

The findings in table 3 answered research question two by indicating greater mean score of 24.67 with a standard deviation of 3.127. This showed a significant relationship between culture and girl-child out of school.

The hypothesis tested showed a moderate positive relationship between the two variables (r= .549**, n= 369, p= <0.01) with low level of girl child patronizing school.

Discussion

The primary aim of this study was to find out poverty and culture as correlate girl-child out of school in Bauchi state.

In the findings of research hypothesis one, the study discovered an association between poverty and girl-child out of school. Likewise the hypothesis tested showed a high positive relationship between the two variables. Therefore the null hypothesis was rejected and the alternative hypothesis was accepted. This means there is a positive relationship between poverty and girl-child out of school. The findings also discovered barriers related to poverty that hindered girl-child education as school fees, purchase of school materials, uniform, lunch and transportation. This finding is in agreement with the findings of Obiageli & Paulette (2015) who reported that an influence of financial burden made poor parents unable to take care of their children. In the same vein Nigerian Finder (2016) said the girl-child education in a poor family is sacrificed for that of the boy-child. Also Child Fund (2013) discovered that poverty made some parents to give out their daughters in marriage to allow them reduce family expenses. In most cases girls who marry young do not receive the educational privileges available in the society. In their findings Julius & Bawane (2011) find out that extreme poverty denied access to education while Brooks-Gunn & Duncan (1997) reported from their findings that children from families with low income during the pre-school and early school years exhibit the strongest correlation with low rate of high school completion. UNICEF (2015) reported that 10% increase in the family's income is associated with a 2% to 2% increase in the number of school years completed.

The findings in hypothesis two discovered that there is a relationship between culture and girl-child out of school. Some of the cultural factors that militate against girl-child out of school are early marriage, pregnancy and poor academic performance among others. In a similar vein Lawal (2016) discovered that a girl between the ages of 12 and 14 years old sees herself as ripe for marriage. In the findings of Amadi, Role & Makewa (2013) they buttressed this further by saying the highest status accorded to marriage and motherhood in many communities impact negatively on female participation in education. In a similar findings Mohammed (2000) posited that a girl-child may be withdrawn from school if a good prospect arises. Therefore regions with high proportion of cultural beliefs produce large number of illiterates. In support of this Juma & Simatwa (2014) reported in their findings that cultural factors influenced academic achievement of girl-child in secondary schools which lead them to drop out of school. In the same vein Kainuwa & Yusuf (2013) believed that drop out of girl-child from school is attributed to many factors of cultural traditions and practices of parents.

Conclusion

Conclusion drawn from this study indicated that a significant relationship exist between poverty and girl-child out of school and also a significant relationship exist between culture and girl-child out of school in Bauchi state.

Recommendations

1 -   Government should introduce, strengthen and maintain a school feeding programme, subsidized school uniform and address poverty among the populace in the state.

2 -   Government should carry out a community mobilization campaign and use sanction where possible to ensure that culture does not prevent the girl-child from attending school through introducing married girls' secondary schools.

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