



(RESEARCH ARTICLE)



Factors that contribute to girl's dropout in some selected secondary school within Damaturu metropolis, Yobe state

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International Journal of Science and Research Archive, 2021, 02(01), 055–065

Publication history: Received on 25 November 2020; revised on 09 February 2021; accepted on 11 February 2021

Article DOI: <https://doi.org/10.30574/ijrsra.2021.2.1.0036>

Abstract

A developing nation without or with low child-girls education is in danger. There is an adage which say whoever trained a girl has a plan for a future generations based on these Factors that contribute to girl dropout in some selected secondary schools, within Damaturu metropolis, was carried out, guided by six (6) objectives and six (6) research questions each. The subjects used in this study consist of teachers, parents and students from ten (10) secondary schools. Random sampling technique was used to select thirty respondents' one parent, one teacher and one student from each school respectively. The instrument used for this study was questionnaire, frequency and percentage of the response were used to analyse the data collected. The research find out those factors such as poor economic status, broken home, death of bread winner and gender inequality causes girls dropout in secondary school. Other factors include unwanted pregnancy, early marriage hawking, negative behavior by parents, drunker and illiterate parents. Government should provide infrastructure and jobs which will enable parents to take care of their wards. Seminars and workshops should be organize to encourage parents and guidance, scholarships program may be put in place for girl child education and finally non-government organization to come on board to aid girl child education.

Keywords: Marriage; Poverty; Puberty; Religion; Domestic Works; Unwanted Pregnancy; Culture.

1. Introduction

Education enables girls to make their own decision and to influence their families positively. Educations serve and improve the lives of girls and women. It gives them greater control of their lives and provides them with skills to contribute to their societies. UNICEF (2004) reports indicates that girls' education leads to more equitable development, stronger families, better services, better child health and effective participation in governance. Despite the obvious benefits of education to national development, research findings indicate that girl's dropout rate from school is higher than that of boys. Osakwe, et al., (1995) observed that Nigeria girl's, for various reasons bordering on religious, cultural socio- economics and school related factors are not given a fair chance in the educational sector. In Nigeria, about 7.3 million children do not go to school of which 62% are girls (UNICEF, 2004). The UNICEF report indicates girls, at 76% compared with 85% for boys. The gender gap means that million more girls than boys are dropping out of the school each year. This shows that the majority of children not in schools are girls. UNICEF (2003) showed a worrisome report from 20 million in 1990 to 24 million in the world live in sub-Sahara African, South Asia, East Asia and the Pacific.

Mohammed (2000) equally reported that a girl may be withdrawn from school if a good marriage prospect arises. Early marriage is a socio-cultural factor that hinders the girls child who re-enrolled in school are retained with a view to acquiring education will permanently close the door to poverty and ignorance and at the same time open that of

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prosperity in terms of economic buoyancy, social advancement and civilization. Alika and Engbochukwu (2001) found that the socio economic status of the girl imposes considerable constraints upon their continuing stay in school. In fact, they asserted that a girl's particular socio-economic inheritance may have a direct and important effect on educational attainment.

The history of education is as old as the creation of man himself. Man, is a social animal by nature very curious and gregarious and those in spies in him the urge to explore the environment around him. Many factors come into play in shaping man's interest 'to know'. The urge to acquire knowledge is to a very large extent, dependent on the value system of the society (Fafunwa, 1974).

Women in Nigeria had various challenges in order to obtained equal education. Education is a basic human right and had been recognized as such since the 1948 adoption of the Universal Declaration on Human rights. A positive correlation exists between the enrollment of girl's in primary schools and gross national product and increase of life expectancy. Because of this correlation, enrollment in schools represent the largest compound of the investment of human capital in any society. Rapid socio-economic development of a nation has been observed to depend on the caliber of women and their education in that country. Education bestows on women a disposition for a lifelong acquisition of knowledge, values, attitudes, competence and skills.

In 1960, when most African states began to gain their political independence, there was considerable gender disparity in education. Girl's enrollment figures were very low throughout the continent. In May 1961, the United Nation's Universal Declaration of Human Rights and UNESCO's educational plans for Nigeria were announced in a conference held in Addis Ababa, Ethiopia. A target was set to achieve 100% Universal Primary Education(UPE) in Nigeria by the year 1980. In 1970's the implementation in the 1970's of the true and compulsory Universal Primary Education was in line with this UN plan. Ever since, UNICEF and UNESCO and many other organization have sponsored, research and conference within Nigeria regarding the education of girls. Up until 1970's considerably more boys than girls participated in education in Nigeria. According to one of Nigerian Historian Kitetu, the nature tradition's philosophy was that a women's place is at home and this kept many girls away from education. However, with the government intervention and awakening parents began to send and keep their girl children in school consequently, women's involvement become more visible. In 1990's it can be noted that purposeful plans of action led to an increase in females in school after 1990. While more boys than girls were enrolled in 1991 with a difference of 138,000 by 1998 the difference was only 69,400 at the pan African conference held at Ouagadougou, Burkina Faso. In March and April 1993, it was observed that Nigeria was still lagging behind other regions of the world female access to education. It was also noted that gender disparity existed in education and that there was need to identify and eliminate all polities that hindered girls full participate in education.

The aim of missionaries who brought western education to Nigerian was almost similar to the Muslim Arab that brought Islam education into Northern Nigeria centuries before. The only initial difference one might notice was the desire for economic activities by the Arabs. The Christian missionaries on the other hand avowed to, according to Alloy (2001). 'Liberate the dark minds of the African from barbarism and idolatry.' The economic and political factors come much later. However, the history of the meaningful western Education in Nigeria is traceable to the activities of the Christian missionaries which started in 1842. Account of this historical event were given by numerous educationist, among them were Adesina (1988), Fajana, and Fafunwa (1974) to mention but just a few.

The mission responsible for the introduction of Western Education in Nigeria was the Wesleyan Methodist society. Which opened the Christian station at Badagry near Lagos. The activities of this society were facilitated by an ex-slave of Yoruba race by name Ferguson who had earlier returned to the area. It was him that succeeded in persuading the Yoruba Chiefs to bring the missionaries from Sierra Leone into Badagry. This effort saw the coming Thomas Birch Freeman and Mr. and Mrs. De Grant in September, 1842 under the auspices of the Wesley Methodist society establish the first ever Christian mission station in the area. You should note as mentioned above that prior to this time as early as possible there are already established eastern educations across Nigeria in most business center dues to trans-Sahara trade.

2. Methodology

This deals with the strategic which the researcher used in collecting reliable data and information for the study. These includes, research design, population and sample: research instrument validation of instrument procedures for data collection and finally the method of data analysis. Ten schools were selected for the research.

2.1. Research Design

This is a survey research designed to find out the factors that contributes to girls' dropout in some selected secondary school within Damaturu metropolitan council.

According to Ocholi (2000) a survey research is a descriptive research design that is used to collect information such as the percentage of the respondents who hold to certain opinion. He added that survey research would be used to explore relationship between different variables. He further said that the tool used in gathering information in survey research includes questionnaires and observations.

Ada (1992) lamented that, a survey is a types of descriptive research in which respondent for testing hypothesis concerning the status of some educational problems are measured. It is also the technique involving large number of person and described populations characterized by the selection of unbiased sample. It involved using questionnaire and sometimes interview, test and generalizing the result of the survey to the population from which it's drawn.

2.2. Population and sample

The population of the study consists of ten secondary schools with ten teachers, ten parents and ten students for the research within all the selected secondary schools. Sample is a subset of target population being studied. The samples selected for the study are teachers, parents and students and ten samples was used for each. That means one teacher, one parents and one student from each school making the total of (3) sample from each school which are also within the school premises.

2.3. Research Instrument

The instrument used in collecting the data for the study is questionnaire which was constructed by the researcher in to two parts; mainly part A and B. Part A deals with demographic data which is the personal information of the respondents while part B contain the main questionnaire of the study to be answered by respondents. This questionnaire is made up of eighteen (18) questions constructed in a simple and clear language for the respondents to give their sincere opinions for each question, a two (2) scale is designed this includes True or False, short and clear instruction is provided on the questionnaire for the respondent opinion.

2.4. Validation of Instrument

According to Ogletere (1992) a questionnaire is a self-reporting instrument that has receive a good use in education researched. The questionnaire adopted the 2 point liket summated rating scale: true-false.

The researcher for reliability of the questionnaire use test re-test method to ensure the consistency of answer to obtained reliable response, therefore the research are valid. According to Schewartz (1995) reliability is the accurately of precision of the measuring instrument.

2.5. Procedure for Data collection

Thirty questionnaire were typed and administered among ten secondary teacher, parents and students in various school randomly selected for the study. During the administration of the questionnaire permission was obtained from the head teacher of the selected schools in order to collect adequate information for the study. It also aims at encouraging the respondent to answer the question truthfully and carefully. Direct contact will also prevent the respondent from discussion statement with one another. In this way the researcher makes sure that no teacher is influence by others, the authority or personnel. The entire thirty questionnaires were expected to be completed by the respondents and will not be affected by the researcher herself thereafter; they will score according to the scoring scales.

2.6. Method of Data Analysis

The researcher uses the simple percentage to determine whether there are factors affecting the rate of girl dropout in secondary school within Damaturu metropolitan. Since the option were divided into two (true and false) the percentage of each item or statement was determined by finding the number of people who agreed over the total number of respondents and multiplied by one hundred as shows below:

$$\frac{\text{Total number of people agreed}}{\text{Total number of respondent}} \times 100\%$$

3. Results and discussion

3.1. Data Analysis

This chapter deals with analysis of result and discussion, result collected for the purpose of this research, the analysis of the obtained data on the factors that contribute to girl's dropout in secondary school within Damaturu metropolitan, however in this section the data were analyzed by using the percentage of responses to an items on the questionnaire

Research question 1: To what extent does parents influence affect girl dropout in the secondary schools.

Table 1 Frequently Distribution on Parent Influence

S/N	Statement	% Respondent agreed	% Respondent disagreed	Total
1.	Poor economic status influence girl dropout from secondary schools	100	0	100
2.	The death of bread winner of a family influence girls dropout from secondary school	80	20	100
3.	Inability of parent to provide necessary materials needed in schools	10	90	100
4.	Broken home influence girl dropout from secondary school	90	10	100
5.	The crisis of drunkenness causes dropout	90	10	100

Table 1 above shows a frequency distribution on parental influence as factor that contribute to girl dropout in secondary school within Damaturu metropolitan, 100% of the respondents agreed that economic status can contribute to girls dropout from secondary school, about 80% of the respondent agreed that the death of bread winner can contribute to girls dropout. Furthermore only 10% of the respondent agreed that inability of parents to provide necessary materials needed in schools but about 90% positively agreed that broken home influence girls dropout. Finally 90% of the respondent agreed that the crisis of drunkenness of parents can causes dropout rapidly.

Research question 2: The cultural factors as one of the causes of girls dropout

Table 2 Frequency Distribution on Culture

S/N	Statement	% Respondent agreed	% Respondent disagreed	Total
1.	Culture, belief and practices influence girl dropout	40	60	100
2.	The tradition of some tribe forbid western education	30	70	100
3.	Superstition play a role in girl dropout	30	70	100
4.	Cultural perception of western education as immoral influence girl dropout	40	60	100
5.	When a girl is above 18 years she will be adopted by a witch husband	0	100	100

Table 2 above shows a frequently distribution on culture as one of the factors that contribute to girls dropout in secondary schools within Damaturu metropolitan. 60% of the respondents disagreed that culture, beliefs and practices influences girls dropout from schools. About 70% relatively disagreed that the tradition of some tribe forbid western education. Only 30% agreed that superstition play a role in girls dropout, 60% disagreed that cultural perception of western education as immoral influence dropout of schools and finally all the 100% respondents disagreed that when a girl is above 18 years she will be adopted by a witch husband.

Research question 3: The problem of poverty as a factor that causes girls dropout in schools.

Table 3 Frequency Distribution on Poverty

S/N	Statement	% Respondent agreed	% Respondent disagreed	Total
1.	Negative behavior of parent as a result of poverty plays a role in girls dropout	80	20	100
2.	High cost of school fees causes girls dropout	90	10	100
3.	Jobless father	80	20	100
4.	Malnutrition causes girls dropout in secondary schools	70	30	100
5.	Oppression by highly influential students contribute to girls dropout of less privilege	70	30	100

Table 3 above shows frequency distribution on economic poverty as a factor that contributes to girl's dropout in secondary school. About 80% of the respondents agreed that negative behavior of parent as a result of poverty play a role in girl dropout. 90% positively agreed that high cost of school fees can causes dropout. About 80% agreed that the daughter of a jobless father can easily dropout. 70% agreed that malnutrition can be a problem and similarly 70% agreed that oppression by highly influential students contribute to girl's dropout of less privilege one.

Research question 4: To what extent does religion affect girls dropout from secondary schools.

Table 4 Frequency Distribution on Religion

S/N	Statement	% Respondent agreed	% Respondent disagreed	Total
1.	Religion ignorance contributes to girl dropout	10	90	100
2.	Bullying and raping the opposite sex causes dropout	70	30	100
3.	Gender play a role religion wise	90	10	100
4.	Sharia implementation play a role in girls dropout	20	80	100
5.	Distance of school causes dropout	50	50	100

Table 4 shows the frequency on religion as one of the factors that contribute to girl dropout in our secondary schools. 90% of the respondents disagreed that religion ignorance can contribute to girl dropout with only 10% agreed. About 70% agreed that bullying and raping by the opposite sex can contribute. About 90% of the respondent positively agreed that gender can be one of the main factors. Only 20% agreed that sharia implementation can causes drop out of school and finally 50% agreed that the distance of school can cause girl dropout.

Research question 5: How does unwanted pregnancy contribute to girl dropout

Table 5 shows the frequency distribution on unwanted pregnancy as a factor that contributes to girl dropout. About 80% of the respondents agreed the ignorance of parent on sex education can lead to unwanted pregnancy which lead to the dropping out of the female student. However 90% agreed that hawking can be a reason for unwanted pregnancy. 80% of the respondents agreed that parent protect their teenage daughter from premature sex as result it causes unwanted pregnancy. All the respondents agreed that watching immoral movies causes unwanted pregnancy and finally 97% agreed that immoral dressing by female students can cause unwanted pregnancy and as a result can cause girl dropout from school. Immoral dressing by female students constitute 97% while only 3 disagreed.

Table 5 Frequency Distribution on Unwanted Pregnancy

S/N	Statement	% Respondent agreed	% Respondent disagreed	Total
1.	Ignorance of parents on sex education contribute to girl dropout by means of unwanted pregnancy	80	20	100
2.	Hawking can lead to unwanted pregnancy	90	10	100
3.	Parent protects their teenage daughters from premarital sex	80	20	100
4.	Watching immoral movies unwanted pregnancy	100	0	100
5.	Immoral dressing by female students	97	3	100

Research question 6: What extent does marriage contribute to girl dropout.

Table 6 Frequency distribution of early marriage

S/N	Statement	% Respondent agreed	% Respondent disagreed	Total
1.	Unwanted pregnancy lead to early marriage	80	20	100
2.	Poverty contribute to girl dropout	40	60	100
3.	Girl dropout of school when good marriage arises, early marriage replaces education	70	30	100
4.	Illiterate parent lead to early marriage	85	15	100
5.	Early marriage causes girl dropout of school	60	40	100

Table 6 above shows the frequency distribution on early marriage. About 80% of the respondents agreed that unwanted pregnancy can lead to early marriage only 40% agreed that poverty can contribute girl's dropout. Furthermore while 85% agreed that illiterate parents can easily give the hand of their daughters to marriage. About 70% agreed that girl's dropout of school when the issue of good marriage arises and finally 60% agreed that early marriage causes girl's dropout of school.

4. Discussion

Findings with regard to research question 1 shows that 100% of the respondents agreed that poor economic status influence girls dropout from secondary school. This finds collaborate with Hunt (2008) studies when he observed that school enrolment mirrors a country economic performance in many developing countries government lacks either the financial resources or the political will to meet the citizens education. It is also clear in this findings that the death of the breed winner of a family influence girls dropout with 80% respondents agreed. This findings is in line with World Health Organization (2000) that a child may leave a school as a result of some personal crisis like illness, accidental or physical disability. Girls also drop out of school as a result of the death of the parents. This is more so if such parent is the breed winner of the family, his/her demise would signal the end of the educational pursuit for the children especially the girl child.

Only 10% of the respondents in this finding agreed that inability of parents to provide necessary materials needed in schools causes dropout but Oyeyemi (2005) sees it this way that parents are also of primary influential important. Parents most support their children to value their education and help them to learn, do their homework, and advise them to pay attention in class. Parents cannot relegate education to their children to the school system, whether public or private. About 90% of the respondents in this study agreed that broken home influence girls dropout which in line with Ayodele (2006) which assets that children of unmarried parents or separated families often fail and are at a risk emotionally. However this may not be completely applicable in all instances of broken homes, some children irrespective of home background on structure may work hard and become successful in life and moreover which lead

to drop-out of school. Also, Ayodele (2006) stated that the environment where a child finds himself or herself gives a way in deterring his ability and ultimately academic performance in school and thereby causes dropout especially a female child. Finally 90% agreed that the crisis of drunkenness causes dropout which is in line with (Colchlough and Lewin, 1993) who said that the crisis of drunkenness of the parents and their subsequent failure to pay school fees cripples the whole households economically. Alcoholism results in the waste of time and money at the expense of productive work. Most parents are actually not so poor that they cannot send their children to schools but some drink away the family income. Sometimes the money intended on school fees is spend on drink or used for bride wealth of a new wife.

Finding with regard to research question 2 shows that 40% of the respondent agreed that cultural belief and practices influence girl's dropout while 60% disagreed. Aghenta and Awanbar (2007) sees it other way round. They observed that the parents tend to discourage their daughters to acquire too much education for fear that they would have difficulties in finding educated husbands to match their standard. It is found in this study that respondents disagreed with 70% out of 100% that the traditional of some tribe forbid western education but Ashraf and Popola (1986) said some culture places in institution such as bride price, polygamy adultery fines especially in areas where highest statues accorded to marriage and motherhood in many communities impact negatively on female participation in education, as a result of such parents keep their boys and their girls at home to be taught things like cooking, laundry and baby cares by their mothers.

Also in this study only 30% belief that superstition can play a role in girls dropout while the remaining 60% disagreed that cultural perception of western education has immoral influence causes dropout, but the remaining 40% said it may happen. Finally 100% of the respondents were against the saying which says when a girl is above 18 years, she will be adopted by a witch husband.

Findings with research question 3 indicated that 80% of the respondents agreed that negative behavior by parent as a result of poverty causes girls dropout. This finding correspond to the study of UNICEF (2004), which indicate that poverty has been known to force most parents to withdraw their children from school and give their daughter hands in marriage.

The study shows 90% agreed that high cost of school fees causes girls dropout which is in line with Colehlough (1996) who observed that the cost of schooling have actually become more more pronounced with advent of structural adjustment programme which among other things have advocated cost sharing policies which are tantamount to the shifting of education cost to parents, for example the introduction of school fess in Nigeria. 75% it has be stressed that even school fees are abolished, the household relieved education expenditure, schooling costs can be quite high and thus household have to make hard decision on who should benefit from the little they have either the male or the female children.

Still in this study jobless father constitute 80% agreed respondents and 20% disagreed. The study also shows 70% malnutrition as one of the causes of girl's dropout in secondary school which is in line with Hunt (2004) who stated that dropout is caused from situation such as poor health, malnutrition and motivation. Finally the study shows 70% agreed that oppression by highly influential students contribute to girl dropout in school.

Findings with regards to research question 4 shows that only 10% agreed that religion ignorance can cause dropout. 70% of the respondents agreed that bullying and raping by opposite sex cause dropout. This finding is in line with that of Azikiwe (2000) who found that bullying and raping of adolescent girls by males are some of factors responsible for dropout of school by girls. This study also shows positively that gender constitute 90% which is also in line with Anderson (1988) which says that the disadvantage of girl education is merit. Based division of labour and social rates, thus they are in most societies gender based division of labour in both the production of goods and service and in household- based production which affect access to schooling in most instances boys tend to be favored.

Only 20% in this study agreed that Sharia implementation a role in girl dropout, while study another study see it other round. Action Aid International (AAIN) cited by Egboka (2013) reported that not until recently in a school of 150 students in Northern Nigeria only 23 students are girls this trend has slightly improved with the introduction of sharia judicial law system (Islamic law) in most state in Northern Nigeria.

Finally in the study 50% agreed to distance of school causes girls dropout which is in line with Alexandra (2008) which showed that the enrolment as persistence of boys and girls were a function of distance to the available school, thus for instance the location of a school within 1 Km of a community resulted in an enrolment rate of 94% for boys and 75% for girls. When the distance was increased to 2km boy's enrolment fell only slightly to 91%, but girl's enrolment plummeted to 64 %.

Findings with regard to research question 5 shows that 80% agreed that ignorance of parents on sex education contribute to girls dropout. Lewin and Saboto (2009) say the problem of unwanted pregnancy is due to poverty. The causes of teenage pregnancy include the crave of money and materialism in the community. Broken homes, inadequate or absence of sex education by parents, influence of pornographic materials, and ignorance among the teenage girls on the use of contraceptives and the general moral laxity in the community. This finding also shows that parents protects their tenancy daughter from premarital sex which cause unwanted pregnancy and as a result withdrawn their daughter from school which is in accordance with the study of Epstein and Cononey (2007) which shows girls dropout of school to the concern and apprehension parents have for the sexual safety of their daughters due to the distance of the school. The study also shows that watching immoral movies can cause unwanted pregnancy.

Findings with regard to research question 6 shows that 80% respondents agreed that unwanted pregnancy can lead to early marriage which correspond with the study of Chipita (2007) which says unwanted pregnancy constituted a major public health problem of youths attract considerable attention all over the world. This may be as a result of their seemingly radical behavior at home to parents, their particular stubbornness at school or simply because of their immorality and future relevance to the society. The study also shows 40% agreed to poverty as a causes of early marriage but UNICEF (2004) report indicate that parents withdrawn their children from school and give their daughter hand in marriage.

This findings also show 70% early marriage come along the way when the good marriage arises this is in line with the study of Mohammed (2004) who reported that a girl may be withdrawn from school if a good marriage prospects arises. The study also shows that 75% rate of illiterate parents can cause early marriage and as a result causes girls dropout, this is in line with the study of Ashraf and Popola (1986) who observed that dropout constitute as low as 2 percent in the household, while those who had attended higher schools scored 4 percent, and illiterate have 100% of their children dropout.

Finally this study shows 60% rate of girl dropout from school causes early marriage with only 40% approval. This is in line with National campaign to prevent teenage and unplanned pregnancy (2013) which shows that student dropout due to pregnancy amount to 30% of girls or had as a key reason, only 5% of teenage mothers earn a high school diploma compared to 89% of female student who did not give birth as a teenager. The picture is even worse for the youngest mothers just 38% of teenage girls who have a child before they turn 18 have a high school diploma, the task of balancing their education and a baby powered impossible.

5. Conclusion

From the finding of this study, the following conclusion have been observed. The finding shows poor economic status of a country affects girl-child education which caused the reported dropout of girl from school in Damaturu metropolitan. The findings also revealed that the death of the bread winner of a family can cause dropout when the head of the family is dead his family will be financially down and they will think of other alternatives, that are more necessary than going to school like food and shelter.

The study also showed that broken home can influence girls dropout rapidly, this is because children with unmarried or separated often fail. The children will not have concretization from one of the parents in which they don't stay with. The success of a child in school depends strongly on the environment where he or she lives. The findings also shows strongly that drunkenness causes girls dropout this is because the drunker uses his money on drinking of alcohols and preparing bride wealth for new wife with it instead of paying his children school fees.

The study also find out that negative behavior by parents as a result of poverty gives room in dropping out of girl from school because many parents regard girl education as a waste of time and another factors that contributes to the behavioral exposure of girls nowadays, also due to the nature of many parents low financial income many parents did not regard educating their girls child because they have a belief that the investment on her is just a waste of material resources for someone who is going to marry her in future to come. The study also finds out that malnutrition causes dropout. Malnutrition causes a lot of damage to the upbringing of a child as she will not have enough health and strength to concentrate in class. Oppression by highly influential students contribute to girls dropout when a girl is attending a school with highly influential students whose families are of rich background she might experience a lot of challenges regarding outfit, exposure and learning concentration and therefore need counseling, from their parents as the result of absence of their need they may dropout from the school.

It is also revealed from findings of the study that bullying and raping by opposite sex causes girls dropout from school. Bullying and raping is another factor that makes students to withdraw from school especially if the child relative did

something that can become a topic of discussion. The findings also revealed that gender play a vital role in girls dropout this is very known factor that makes a lot of children to withdraw. Parents especially in rural area think that girls education ends up in the kitchen therefore they prefer male children going to school and sometimes even in the class the girls withdraw because the male students will make mockery to the girls on inferiority complex. The male will always feel big and posed a threat to the girls. The study also shows that girls dropout from school when good marriage arises. Good marriage is a serious factors that makes parents to send their children to matrimonial homes especially when an influential personalities shows their interest on that particular girl. The findings also show that illiterate parents like girls dropout. An illiterate parent does not know the values of education in what so ever way. Therefore they prefer their kids to go on street hawking and prostitutions so that they earn a living. The study finally shows that dropout of school can cause early marriage, to give her to marriage so that they can avoid unwanted pregnancy. There is need for further research on the danger of unwanted pregnancy and early marriage in secondary school students in Damaturu.

6. Recommendations

Based on the result of the findings, the researcher wish to make some recommendations which will go a long way in reducing the number of girls dropping out of our secondary school. Parents should be empowered economically through provision of infrastructure and jobs which will enable them care for their wards. This will reduce exposure of the girl child on unnecessary harassment.

A policy should be made which will enforce the family of the boy bullying to serve the punishment to the offense committed; probably adopting this type of measures may serve as a solution.

Organizing seminars and workshop for parents and community leaders that should be geared towards encouraging parents to send their girl child to school and to know that girl can do equivalent like the boy if given the chance.

There should be increased community participation in initiatives that will improve girl child education. Awareness campaigns on values of a girl child education to be mounted on regular basis. Scholarship programed may be put in place for girl child education as incentive to make many enroll in school to stay and complete their education

Much non-government organization to come on board to aid girl-child education. Though the operation of these non-governmental organization should be monitored as there have been report of some NGOs that carryout animalistic act under the disguise of promoting girl-child education for example women for health (W4H) in Kano, Zamfara, Jigawa, Kastina and Yobe States.

It is recommended that school authorities should provide conducive atmosphere for learning in which the adolescent girls can easily adopted to and complete their education. Curriculum planners should be counseled on the need to be gender friendly in planning school curriculum. Counselors should also enlighten parents and the General public through jingle in television and radio on the multiplier benefits derivable from educating the girl child.

The researcher recommended that the policy and programmer of adult education by government to be rolled out in all parts of the states. The importance of adult education is envisaged of aid in enhancing additional change among illiterate parents and ignorance parents in favor of girl child education.

Compliance with ethical standards

Acknowledgments

The authors acknowledge the assistance rendered by Dr. Abubakar El-Ishaq of Federal Polytechnics Damaturu for his tireless efforts in making this publication a reality.

Disclosure of conflict of interest

The author's declared no conflict of interest.

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