

Revitalization of Girl Child Education Towards Youth Empowerment in Borno State: Implications for Counseling

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Abstract

The low status of Girls and women in the country is due mainly regard women's cultures and traditions which generally regard women roles as largely confined to the family, upholding child bearing as the symbol of women head. Girls child are often treated as inferior and are socialized to put themselves last, thus undermining their self-esteem men and boys on the other hand are accorded greater authority / opportunities and exert control both within the family and the society, most especially in decision making process. The profile of reaching profession revealed low participation of women at the last concluded National Teachers Day 2011. It is along this line that this study dwelled to some important aspects on how to revitalize girls and women education towards youth empower in Borno State: implication for counseling; with special references to vocational subjects, Gender, curriculum issues and HIV/AIDS related matters. The study employed disruption research design and the finding shows that violence, economic, cultures and traditional factors serve as barriers to girl child education as well as lack of moral support from members of the society, international agencies and N.G.Os. Based on the results proper solutions and meaningful recommendations towards revitalization of girl child education and youth empowerment were provided.

Keywords: Revitalization, Girls Child, Education, empowerment, counseling.

1. Introduction

"Education is the basic for the full promotion and improvement of the status of women, it is the basic tool that should be given to women in order to fulfill their role as full members of society" (Nairobi, forward looking strategies, 1985).

Since the 1970's authors such Oakley (1972), have called attention to the fact that a lot of discrimination that women face on the ground of their sex is baseless. They distinguish between sex and gender, defining sex as biologically determination characteristics of men and women.

Within the context of the Nigeria environment, several definition of the child exist. The National child welfare policy (1989) defined girl child as a person below the age of 14 years. (Offorma, 2009), defined the girl – child as a biological female offspring from forth to 18 years of age; which heralded a several stage of development.

Education has been the described as the most important aspect of human development, a key to a successful living especially good child education (Michael, 2011). It is the process of providing information to a person to help him or her develop mentally socially, emotionally, spiritually and economically (Offorma,

2009).

Education is one of the fundamental rights of individuals; Article 26 of the Universal Declaration of Human Rights, which was adopted by the UN General Assembly as cited by (Nwangwe, 1976) stipulated that:-

- Everyone has the right to education. This right shall be made free in elementary and primary stages.
- Elementary education shall be made compulsory while technical and professional education shall be made generally accessible to all on the basis of merit.
- Parents have a prior right to choose the kind of education to be given to their children.

2. Girl Child and Young Women's Education as a Development Challenge

Development in this context should be seen from the angle of the prevailing notion of sustainable human development that is a state of well-being that focuses on human beings and on empowering the human person to work continuously towards making the world a better place for human creativity, enterprise, and quality living standards.

An estimated fifty percent of the population of Nigeria (that 60 million persons) is made up of women and girls. UNDP's human development report (2002) estimates the earned income of women to be \$ 532, while the comparable figure for men is \$1,255. This indicates that on the average, a woman's income is barely 42 percent of a man's income. The same report shows female economic activities as representing only 56% of those of men. Thus for every woman engaged in economic activities, there are at least two men. While there are well-known political and economic determinants of the prevalence of poverty, the case of women is usually attributed to the following factors:

- Lack (insufficiency or inappropriateness) of education and training in a situation in which knowledge and skill are not at the level that can awaken human potentials, a level at which they can enhance human creativity and productivity.
- A disabling socio-cultural environment, which denies women a good number of basic human rights: rights to property, in human treatment of widows, succession and inheritance rights, even the right to be seen and heard.
- Lack of access to credits, even when women manage to become entrepreneurs in spite of all odds.
- Lack of low social value placed on the girl child.
- The lack of social recognition for socio-economic and human welfare roles that women play in all societies.
- The generally low status of women in society.
- The prevalence of women in no-income, low income, unattractive, low-status and back-breaking jobs and occupations.

Education for women and girls as envisioned by EFA, (Education For All) aimed at reserving the Trent of extreme poverty on half of the country's population by ensuring their full empowerment in the true sense of raising that status in the following essential dimensions.

- Psychologically: building and enhancing their self-awareness and self-esteem.
- Intellectually: awakening and sustaining sustained reasoning and knowledge acquisition skills.
- Technically: inculcating in them a variety of socially useable and marketable life skills.
- Socially: ensuring that they use their newly acquired knowledge, skills, self-esteem, technical skills to serve society better and to push for social equity and social recognition.
- Economically: enhancing their productivity in the economic sense, as well as enhancing their income earning capacity.
- Politically: ensuring that they too can be seen and heard that their civil rights are recognized as essential human rights that they also become fully involved in decision-making at all levels.

Education for women and girls, when considered from the full empowerment perspective, has the

following advantages:-

- a. Self improvement: the intellectual, psychological, technical, and the socio-economic and political dimension of full empowerment through education, and the possibility of those leading to an improve on the quality of life.
- b. The possible positive impact of the women's self empowerment on the quality of family and societal life
- c. Above all, the positive gains which the women's self improvement ensures for future generation; improved state of nutrition, health, child care, family welfare –laying a solid foundation for lifelong learning right from the cradle

On the other hand, a nation that fail to ensure the full empowerment of women and girls through education will very likely be a classic case of:-

1. More and worse forms of illiteracy and ignorance
2. Enormous loss of talents and human potentials that could have been developed and harnessed for development
3. Continued socio-economic and political marginalization of half of the country's population.
4. Consciously cursing the next generation.

3. Gender and Curriculum Issue for Counseling Implication

Having considered the concept of girls and women education our focus now would be directed towards gender and curriculum issues as a counseling implications.

Thus in this context, counseling refers to as finding solution ways and manners on how to empower girl child education in order understand themselves better, and became a selves reliance and productive in marking a meaningful contribution to the society and the nations at large Saidu (2013) counseling is a method of helping the person utilizing his or her psychological resources by focusing attention on his positive traits and capability that could be utilized for his or her development Dr, Mrs. Farjuma (2002).

However the numerous problem girls and women faced with regard to their educational pursuits would be greatly minimized, if there were more female guidance and counseling officers to advised them. Training of more of such officers is greatly needed. While the federal, state, local government and UNESCO should embarked on series of training workshops, seminars enlightenment campaign and conferences on guidance and counseling for school age that is girl child and women education. Subject area that particularly lack teachers such as technical and vocational subject technology I.C.T education and local language should be encouraged.

Basid on the this, the following measure should be taken into consideration for the enhancement of girl child education especially into school curriculum.

- The reflection of patterns of social relationship that could enhance girls education in the curriculum.
- Incorporation of cultural and traditional practices into the curriculum providing opportunities for married women to be in school and still make babies; and equipping teachers while in training with methods that could be used to mobilize school communities and parents to send their daughters to school.
- Vocational subjects should be involved into school curriculum such- carpentry and Joinery, electrical, wearing, cabinet makers, water phimbering cloths dying, weldering weaving, tailoring services building training, tier- dressing, and food catering services

Some counseling strategies that could enhance girls access to and participation in education for national development include

- a. Giving more time to girls to compensate for the time spend on house hold chores; provision of remedial opportunities for girls; even and fair distribution of questions by counselor between boys and girls; the use of women as role models illustration during lesson, counseling and in textbooks;

encouraging girls participation in class activities; avoiding gender discrimination in the language of instruction particularly in citing examples; and giving girls opportunities to lead.

- b. Another counseling implication that could curb girls poor access to participation in education also include:

Legislation against the employment of school age female as household help; formation of pressure groups to ensure the education of girls; government commitment to advocacy and sensitization on the important of girls education; integration of Islamic and qur'anic education in to western education; equitable division of household chores between boys and girls; free education for girls all levels; school environment that girl friendly and the formation of community Based school focused mother clubs to support the tracking girls who are not in school.

- c. Implication of female education also involved the following:

- Reduce population growth in rate and size; increased divorce; growth in National GDP (reduction in poverty levels) and Health consciousness (self & family).
- Government at all levels should promoted activities targeted towards H.I.V/AIDs prevention through risk reduction, partner reduction, condom use among other evidence based implementation strategies.
- Federal Government of Nigeria should endeavour to provide care, support and treatment for all infected girls and women.
- Efforts should be made to strengthen the HIV/AIDs/STI surveillance capacity in the country
- Effort should be made to rehabilitate commercial worker (CSW).

With reference to the above mentioned, below are the list of table of analysis and discussion.

Table 1: parent provides all the necessary things expected from them for their schooling daughters.

Category of respondent	Respondent	Frequency	Percentage
Parent	Yes	52	52%
	No	48	48%
	Total	100	100%
Teacher	Respondent	Frequency	Percentage
	Yes	35	70%
	No	15	30%
	Total	50	100%

The table presented above, provided with a vivid evident. Parents/teachers responses with regards to the statement given in view, 52% of 100 respondents (parent) gave positive responses, while 48% responded negatively. Meanwhile, out of 50 respondents (teachers) sample for study, 70% of the total respondent (teachers) confirmed to have given positive responses, while, 30% confirmed given negative responses.

Base on the analysis given above, it can concluded that, most of the parent are less able to provide with the basic school needs such as exercise books and the like to their schooling daughter, this is due to economic constrains which could be a serious problem of good child education.

Category of respondent	Respondent	Frequency	Percentage
Parent	Yes	40	40%
	No	60	60%
	Total	100	100%
Teacher	Respondent	Frequency	Percentage
	Yes	30	60%
	No	20	40%
	Total	50	100%

Table 2: above shows that out of 100 total respondents (Parent) about 100% of the respondents responded positively to fact that parents prepare girl child western education to marriage, while 60% responded negatively. Meanwhile, out of the 50 teachers sampled for study, 30 of them gave positive responses while the remaining 20 gave negative responses with regards to the same statement given above.

From the analysis given above, it could be deduce that most parents prefer girl-child early marriage to western education due to cultural and religious constraints.

Table 3: Analysis on the parental education affects their preference of girl child education.

Category of respondent	Respondent	Frequency	Percentage
Parent	Yes	89	89%
	No	11	11%
	Total	100	100%
Teacher	Respondent	Frequency	Percentage
	Yes	46	92%
	No	4	8%
	Total	50	100%

Table presented above shows parents and teachers responses with regards to the statement given on the parental education affect their preference of girl-child. Out of 100 parents sampled for study, 89% responded positively with the given statement, while 11% gave a negative response. From above same statement, out of 50 respondents (teacher) sampled for study, 23% of the total respondent gave positive responses, while 8% of the respondents (teachers) gave negative response.

Table 4: parents are not skeptical about western education

Category of respondent	Respondent	Frequency	Percentage
Parent	Yes	53	53%
	No	47	47%
	Total	100	100%
Teacher	Respondent	Frequency	Percentage
	Yes	27	54%
	No	23	46%
	Total	50	100%

Table 4 above indicates that out of 100 respondents (parent), 53% of the respondents have accounted to the fact that parent are not skeptical about western education, while 47% disagree. From the table above, it is also confirmed that out 50 teachers (respondent) sampled for study, 54% of 50 respondents (teachers) gave positive responses in view of the given statement, while 46% responded negatively. This shows that most of the parents and guardians in the study area exhibit less doubt the western education.

4. Discussion of findings

In view of all the responses given by respondent (parent/teachers) base on the data earlier analyzed on the subject under study it has been confirmed that economic, cultural/ religious factors has a strong negative bearing on the education of girl-child in the study area.

However, for a convenient, the discussion of findings for the study is going to be presented in two sections. Section –A: present discussion of finding on the economic factors militating against girl-child education, while section – B: dealt on the cultural/religious factors.

4.1 Discussion of finding on the economic factor.

Table 1: revealed that due to economic constraint, most of the parents are less able to provide with the schooling needs of their daughters such as exercise books and the likes out of 100 respondents (parent) sampled for study, 52% of 100 respondents (parent) have positive views with the given statement, while 48% responded negatively. Meanwhile, 70% of 50 respondents (teachers) sampled for study gave positive response in view of the statement given while 30% of the respondents confirmed to have given negative responses.

In view of the discussions of result on the economic factors so far given above; the findings of the study is substantiated to the work of sweetman (1998) and Obanya (2003) among others.

Sweetman (1998) revealed that over ½ Africa's population (Nigeria inclusive), live below poverty line of one US Dollar (1\$) a day that is equivalent to N150. He concluded that the poverty impact on child education is felt more especially by girl-child. Also Obanya (2003) reported that it is known to the fact that most families in Africa especially Nigeria have extended with devastation impact of disease including malnutrition consequently families are less able to cater for education needs of their children notably girl-child education.

4.2 Discussion of finding on the cultural / religious factors

Table 2: pointed out that out of 100 respondents (parent) sampled for study, 25% of 100 respondents (parent) confirmed to have given positive response in view of thwe statement on parent prepare girl-child western education to married. Meanwhile, 80% of 50 respondents (parent) responded positively in view of the same statement given above. Analysis on table 3, revealed 89% of 100 respondents (parent) gave positive responses with regards to the statement on parental education affects their preference of girl0child education. Meanwhile in view of the same statement given,92% of 50 respondents (teachers) sampled for study, certainly gave positive responses. Table4, shows the analysis on the statement "Parents are not skeptical about western education". 53% of 100 respondents (parents) selected for study, have been certified to have given positive responses in view of the statement given above. Whereas on same statement given 54% of 50 teachers confirmed to have given positive responses. On whether parent stay their schooling daughters for household duties,

With reference to discussion of findings so far given above, it could realize that finding of this study to subjected to the cultural / religious factors militating against girl child education as stated UNDP (2008) and Fafunwa (1976). Among others.

According to UNDP (2008) report, cultural constraints, religious constraints among others are the main factors militating against girl-child education in the Northern parts of the country including Borno State. These factors translate into girls being more likely than boys not to be enrolled or discontinue schooling because of household duties, early marriage and so on (population Reference Bureau, 2002). The findings of this study also equally agree with the findings of Fafunwa (1976), where he disclosed that cultural and religious factors served to constraint western education in the north more especially girl-child education.

5. Methodology

Research methodology: According to martin and Amin (2005) refers to as a philosophy of research process. While includes the assumption and values that serve a rational for research and the standards or criteria the researcher uses for collecting and interpreting data and researching at conclusion. This study adopt descriptive method of research design. Which in other words determines the factor such as how to write hypothesis and level of evidence is necessary to make decision on whether to accept or reject

Statement of problems: this study is on the revitalization of good child education toward youth empowerment in Borno State. The researcher has the impression that the problems hardening girl child

access to education in the state included the following:

- a. Cultures and traditional factors
- b. Violence and economic factors
- c. Parents reliance on girl child for household duties
- d. Lack of moral support members of the society, international agencies and non-governmental organization (N.G.Os)

6. Research Question

What are the factors that enhance the revitalization of good child education towards youth empowerment in Borno State and counseling implication.

Hypothesis the study shows that there are not differences between parents and teachers responses with regard to statement on the question sample and sampling technique, this refers to a small group of cases drawn from and used to represent the larger group or whole population under investigation. The sample size is the number of people or objects in selected sample (machiem 1999). For this study sampling technique was deployed for selecting the sample elements. This consists of stratified sampling technique and sample random sampling technique.

Sampling population for this includes Mohammed Goni College of legal and Islamic Studies (MOGCOLIS) Kashim Ibrahim College of Education, Ramat Polytechnic Maiduguri and Mohammed Lawan College of Agric were mapped out in selecting the sample size required for this study. The primary source of data was obtained from 150 respondents usually parents and featuring staff in the some selected institution in the state. Data generated in this study were analysed using frequency table and percentage. This method gives a clear picture on the ways forward, for the revitalization of girl child education towards youth empowerment in Borno and Nation at large.

7. Conclusion

Finding of this study, it is clearly indicated that Both boys and men do need education as much as women and girls. However women and girls have been the victim of neglect for too long, and are in dire need of education surgery, to ensure our continued survival. Secondly, the multiplier effects of educating women and girls are enormous. Thirdly a much larger proportion of women and girls are being denied educational opportunities. The condition has led to un-equalities that are seriously threatening the nations harmonious development. It has been aptly said that development becomes end angered if it is not engendered. Borno State and Nigeria surely needs to engender their development taking the engendering of education as a starting point, in view of the centrality of the human person to all meaningful programme of development.

8. Recommendations

Below are some of the recommendations based on the finding results in order to check the negative impact on revitalization of girls and women education towards youth empowerment and National development:

- Re-informing the gender in education research and development capacity of select tertiary institutions
- Empowering N.G Os and local communities, women's organizations, parents, teachers, vocational training centres, Association, etc for advocacy programme development and execution in favour for girls and women's education.
- Effective implementation of policy and legislation on girls and women education.

- Strengthened effort should be made toward the removal of social cultural traditional, baisenal, psychological, Religious, and economic barriers to the full empowerment of women and girl child education.

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