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Awareness on the Importance of Educating Girl Child for the Overall Development of the Society (Case Study: Katsina Local Government of Katsina State)

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ABSTRACT

This research project focuses on raising awareness regarding the critical role of educating the girl child in fostering the overall development of society, with a specific focus on Katsina Local Government in Katsina State. The study aims to investigate existing perceptions, challenges and opportunities related to girls' education in the Katsina local government and propose strategies for enhancing awareness. The research employs a mixed-methods approach, combining qualitative and quantitative data collection methods. Surveys, interviews and focus group discussions was conducted to gather insights from community members, parents, educators and local authorities. The research explore cultural, economic and social factors influencing the education of the girl child in Katsina Local Government. Ultimately, this research seeks to pave the way for comprehensive strategies and initiatives that empower and educate the girl child, contributing to the overall advancement and prosperity of Katsina Local Government, Katsina State.

Key words: Education; Girl Child and Society

1. Introduction

The important of educating the girl child has become a focal point in discussions surrounding societal development, and Katsina Local Government in Katsina State is no exception. Recognizing the pivotal role that girls play in shaping the future, there is a growing awareness of the importance of providing them with quality education. This awareness stems from the understanding that educating the girl child is not merely a matter of individual empowerment but a catalyst for the overall development of the society. In Katsina Local Government, as in many regions, historical and cultural norms may have influenced traditional perceptions regarding the role of girls in society, particularly in matters of education. However, an evolving awareness is reshaping these perspectives, acknowledging the vital contribution that educated girls can make to the community and broader societal progress. This awareness campaign focuses on dismantling barriers that hinder the education of the girl child in Katsina Local Government. By emphasizing the positive impacts of educating girls, the campaign aims to foster a collective understanding that investing in the education of girls is synonymous with investing in the community's development and prosperity, as we investigate into the different dimensions of this awareness campaign, we will explore the challenges faced by the girl child in accessing education, shed light on the transformative power of education for girls, and underscore the broader societal benefits that emanate from an educated female population in Katsina Local Government, Katsina State. The issue of girl-child education in the African context remains a crucial and continually evolving subject that requires in-depth examination. Despite ongoing efforts to address the challenges, this study seeks to enhance our understanding of the distinct demographic, economic, and sociocultural factors influencing girl-child education in Ghana. The findings aim to contribute valuable insights that can inform future policies and initiatives, ultimately fostering gender parity in education within the country (Priscilla et al., 2023). Education plays a pivotal role in human development, and as the discourse on empowering girls gains prominence, experts, legislators, and non-governmental organizations (NGOs) unanimously acknowledge education as a fundamental means of empowering girls. The call for gender equality resonates as a compelling plea for transformative societal change, and education emerges as a critical avenue through which cultural paradigms are reshaped globally. The empowerment of females through education is gaining momentum as a catalyst for broader societal transformation, reflecting its profound impact on the success, progress, and overall well-being of girls, according to international experts and policymakers. The significance of educating girls is particularly crucial for the progress of any nation, especially in developing regions (Gyasi et al., 2019). In Ghana, despite the legal framework affirming equality for all, gender disparities in education persist due to factors such as poverty, economic crises, insufficient funds, school proximity, cultural norms, and instances of sexual harassment (Ouma et al., 2017). Barriers like poverty, biased perceptions of women's intellectual capabilities, early pregnancies, underage marriages, and challenges in mathematics and science education have led to a significant number of girls discontinuing their education, depriving them of their right to learning. Addressing these challenges requires concerted efforts, including increased

funding, improved access to educational resources, and cultural reforms. While national and international interventions have targeted impoverished and rural areas, such as the GES partnership with Oxfam in the Northern region, the educational needs of girls in urban centers have received limited attention. The influx of young girls from Northern Ghana to urban areas, where they work as porters in harsh conditions, exacerbates the population of uneducated girls. It is imperative for both national and international initiatives to extend their focus to girls' education in both urban and rural settings to effectively tackle the challenges faced by girls in Ghana (UNESCO, 2015). Alhassan (2010) revealed that a significant percentage of participants assigned traditional gender roles to girls, involving them in domestic chores like cooking and cleaning. Additionally, a notable percentage preferred involving their girl-child in minor business activities, reinforcing the notion that girls are expected to assist their mothers with household duties.

1.1 Migration and girl child education

Migration, encompassing the temporary or permanent movement of people within a country or between countries, involves the relocation of individuals for various reasons, including economic, social, political, or environmental factors (Geddes et al., 2019). When it comes to children, defined as individuals under the age of 18, their migration can be influenced by a range of factors, leading to implications for their education (McLeman & Gemenne, 2018). The impact of migration on girl child education is multifaceted, presenting both positive and negative dimensions. On the positive side, migration can offer improved economic opportunities for families, potentially resulting in increased investments in education, particularly for girls (Ichou & Wallace, 2019; Vollset et al., 2020). Additionally, migration may create opportunities for girls to receive education in different languages, enhancing their prospects for success in the future. This aspect is underscored by Morrice et al.'s report, which emphasized the positive effect of language learning on the integration of refugees who migrated to the United Kingdom (Morrice et al., 2021).

1.2 Poverty and girl child education

The concept of poverty carries diverse definitions and implications, but beyond its sociological perspective, it can be perceived as a measure of deprivation that gauges levels of need relative to other groups and individuals. In the past decade, heightened attention from governments, development agencies, and global organizations has been directed toward poverty, encompassing not only income and consumption levels but also reflecting the global extent of deprivation, including fundamental elements of human development such as education and health. Education, considered a pivotal tool for breaking the cycle of poverty and promoting human development, holds particular significance in this context (Kioupi & Voulvoulis, 2019; Zhang et al., 2022). While education for all children is crucial, there is a specific emphasis on ensuring access to education for girls as a key driver of societal progress. The United Nations asserts that educating girls stands among the most effective strategies to alleviate poverty and foster sustainable development (Mukhi & Quental, 2019). The relationship between poverty and education is intricate: poverty can impede access to education, but education, in turn, can serve as a pathway out of poverty. The impact of educating girls extends far beyond the individual, encompassing poverty reduction, improved health, lower fertility rates, promotion of gender equality, women's empowerment, and contributions to economic growth and development. UNICEF, in its advocacy for the girl education movement, highlights the formidable challenge of poverty in hindering education attainment, particularly in third-world countries. The distressing intersection of personal poverty and the costs associated with educating girls not only impedes efforts to stimulate growth and eradicate poverty but also exacerbates issues like child labor (Frimpong et al., 2021).

1.3 Religion, sociocultural beliefs, and practices on girl child education

Religion, sociocultural beliefs, and practices wield significant influence over the landscape of girl child education, playing a pivotal role in shaping community perceptions and attitudes toward educational opportunities, particularly for girls. In many developing countries, religious and cultural norms stand out as formidable obstacles to the education of girls, fostering practices that devalue and constrain their access to education while limiting their decision-making capacities (Smith & Sinkford, 2022). Exploring the intricate interplay between religion, sociocultural beliefs, and practices and their impact on girl child education is a crucial area of research. Across various societies, religion and cultural beliefs form the bedrock for traditional gender roles and the distribution of responsibilities between men and women. These entrenched beliefs often dictate that girls should eschew education, focusing instead on domestic obligations and child-rearing. In certain instances, religious teachings are construed as prohibiting the education of girls, resulting in low enrollment and high dropout rates in girls' schools (Kabeer, 2017). Nevertheless, some religions and cultures champion the cause of education for girls, recognizing it as a means of empowering women and advancing gender equality. Notably, certain Islamic countries have made substantial strides in enhancing girls' access to education, propelled by the conviction that schooling is a fundamental right for all Muslims and that women play a significant role in society (Komariah & Nihayah, 2023). The majority of the world's religions, including Christianity, Islam, Hinduism, and Buddhism, exhibit a patriarchal structure where men are accorded higher status than women and girls (Chatterjee et al., 2023).

1.4 Teen pregnancy, early marriage on girl child education

Teenage pregnancy and early marriage persist as formidable impediments to the education and empowerment of girls, particularly in developing nations. Despite strides in girls' education and endeavors to mitigate teenage pregnancy, the issue remains pervasive, affecting millions of girls and their families annually. Study revealed that adolescent pregnancy significantly contributes to high dropout rates among girls, particularly in sub-Saharan Africa and South Asia (Mbogo, 2021). Other research affirms that early marriage can curtail educational attainment and opportunities for girls, especially in settings where household responsibilities take precedence over education (Hyseni et al., 2020; Paul, 2020). These findings align with broader research highlighting the adverse effects of early motherhood on young women's health and well-being, encompassing heightened risks of maternal and child mortality,

diminished economic opportunities, and increased vulnerability to violence and exploitation. Amid these challenges, evidence suggests that early marriage and teenage pregnancy can be prevented, and effective strategies can mitigate their impact on girl child education. Additionally, research underscores the significance of addressing underlying social, economic, and cultural factors contributing to early marriage, such as poverty, gender-based violence, and limited opportunities for girls (Melesse et al., 2020; Shukla et al., 2023).

1.5 Obstacles to the Education of Girls

Various factors hindering girl child education have been identified in multiple studies (Undiyaundeye, 2012; Osakinle & Adegoroye, 2007). Undiyaundeye (2012) points out that women's access to education is significantly limited, particularly in developing countries, owing to societal views that regard women as possessions of men. Additionally, socio-cultural beliefs and practices such as early marriage, early pregnancy, initiation rituals into adulthood, and a prevalent preference for male education in many African nations contribute to the challenges. Poverty exacerbates the situation, compelling girls already in school to drop out and enter into teenage marriages. Osakinle and Adegoroye (2007) identify poverty and economic challenges, early marriage, teenage pregnancy, insufficient school infrastructure, and misinterpretation of cultural and religious norms as primary obstacles preventing girls from attending school. In Nigeria, where nearly 70% of the population lives below the poverty line, economic necessity often leads girls to work in markets or hawk goods on the streets. Early marriage and teenage pregnancy further curtail educational opportunities, resulting in a considerable dropout rate before completing primary education. Oleribe (2007) underscores parental economic poverty as a major factor contributing to the non-education of girl children. The intertwining of poverty and the HIV pandemic exacerbates the crisis, particularly affecting girls.

1.6 The Future Prospects for the Girl-Child

Education stands as an inherent right for the girl-child, a privilege that should be bestowed upon her by herself, her family, her nation, and her community. The impartation of education to the girl-child holds the potential to mitigate the repercussions of teenage pregnancy and the harrowing experience of rape, as highlighted by Undiyaundeye (2012). He underscores the traumatic consequences faced by pregnant girls, including parental and societal scrutiny, and the negative impact on their aspirations and careers. Education serves as a shield against these challenges, offering girls a pathway to a more resilient future. Numerous accomplished females serve as inspiring examples of the transformative power of education. Figures like former Presidents Ellen Sirleaf of Liberia and Joyce Banda of Malawi, and the late Chief Justice of the Federation, Justice Mariam Aloma Mukhtar, exemplify the heights that educated women can reach. These women, along with historical figures like Mary Slessor, Professor Dora Akunyili, and Dr. Ngozi Okonjo-Iweala, have made indelible contributions in various fields, from justice and public health to finance and education. Adedokun et al. (2010) emphasize that the female child can fully assert her rights and exercise them when she comprehends their meaning and implications for her life and dignity. Education, therefore, empowers the female child, enabling her to advocate for her rights. Recognizing the pivotal role of education in empowering the female child, it becomes imperative to bridge the existing gender gap in education.

1.7 Research Questions

1. What is the current level of awareness within Katsina Local Government regarding the importance of educating the girl child for societal development?

2. What are the socio-cultural, economic and institutional barriers that hinder the education of the girl child in Katsina Local Government?

3. What are evidence-based strategies and interventions aimed at increasing awareness about the significance of educating the girl child?

1.8 Objectives of the Study

The aim of the awareness campaign is to promote a comprehensive understanding of the importance of educating the girl child for the overall development of society in Katsina Local Government, Katsina State. The objectives of the research are:

1. To assess the current level of awareness within Katsina Local Government regarding the importance of educating the girl child for societal development, examining existing knowledge, attitudes, and perceptions.

2. To identify and analyze the socio-cultural, economic, and institutional barriers that hinder the education of the girl child in Katsina Local Government, with a focus on understanding challenges faced by the community.

3. To propose evidence-based strategies and interventions aimed at increasing awareness about the significance of educating the girl child for the overall development of the society in Katsina Local Government, considering cultural sensitivities and community dynamics.

2. Research Method

The Research Design

This research employs an exploratory sequential approach, integrating qualitative understandings with quantitative confirmation to comprehensively understand and address awareness on the importance of educating the girl child for societal development in Katsina Local Government, Katsina State.

Method Data processing and analysis

The descriptive analysis was used to analyze the extent to which socio-cultural factors and economic factors influence the girl child education in the Katsina local government of Katsina state. From the perspectives of the household heads as key respondents. To address this, the study used School dropout among girls in the basic and senior high schools in the metropolis as a proxy for girl child education.

3. Results and Discussion

The personal data of the respondents was analysed in the research which includes: Gender of the respondent, Age of the respondent and Educational level of the respondent.

Gender of the respondent	Frequency	Percentage	Mean	Standard deviation
Male	5 0	33.3%		
Female	100	66.7%	1.67	0.476
Total	150	100%		
Age of the respondents				
Under 18	10	10.0%		0.901
18-25	30	20.0%	2.83	
26-35	70	46.7%		
36- Above	35	23.3.%		
Total	150	100%		
Education level of respondents				
Primary	14	9.3%		
Secondary	49	32.7%	2.49	0.663
Tertiary	87	58.0		
Total	150	100.0		

Table 1: Demographic profile of the respondents
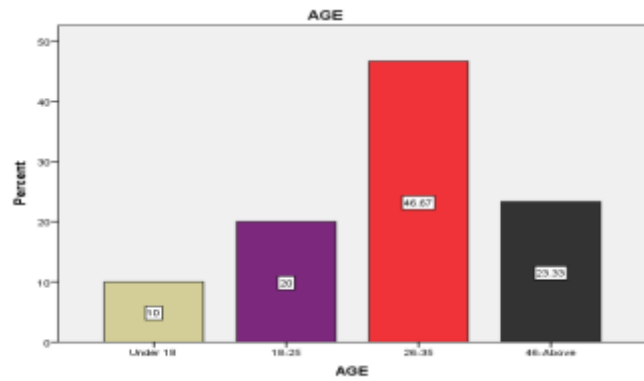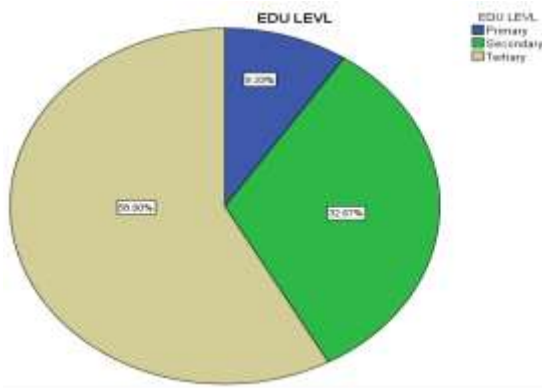
Fig.1 Piechart representing the educational level of the respondents   Fig.2 barchart representing the educational level of the respondents

Table 1, figure1 and figure 2 Provides a snapshot of the demographic characteristics of the respondents in the study. Notably, it reveals a balanced gender distribution, with 33.3% males and 66.7% females. This gender diversity ensures a well-rounded representation, allowing for a more comprehensive understanding of the perceptions on educating the girl child in Katsina Local Government. Moving on to age, the data indicates that the largest portion of respondents falls within the 26-35 age group, comprising 46.7% of the total. This emphasizes the importance of capturing insights from a range of age brackets to encompass diverse perspectives. Morealso, In terms of educational background, the majority of respondents, accounting for 58%, have attained tertiary education. Additionally, 32.7% completed secondary education, while 9.3% have a primary education background. This educational diversity enhances the richness of the data, as it incorporates perspectives from individuals with varying levels of academic attainment. These findings underscore the significance of considering the interplay between gender, age, and education when examining awareness and perceptions related to girl child education in the specified region. Then presented demographic data showcases a thoughtful selection of participants, ensuring a well-rounded and representative sample for the study. The balanced gender distribution, diverse age groups, and varying educational backgrounds contribute to the robustness of the insights gained, ultimately enhancing the validity and applicability of the study's findings within the context of Katsina Local Government.

The current level of awareness regarding the importance of educating the girl child for societal development.

Questions	Slightly aware	%	Moderately aware	%	Very aware	%	Extremely aware	%	-	-
To what extent are you aware of the significance of educating the girl child for overall societal development?	10	6.7	24	16.0	105	70.0	11	7.3	-	-
	Slightly important	%	Moderately important	%	Very important	%	Extremely important	%	-	-
How would you rate the importance of girls' education in contributing to the overall progress of the community in Katsina Local Government?	10	6.7	24	16.0	105	70.0	11	7.3	-	-
	Not willing at all	%	Slightly willing	%	Moderately willing	%	Very willing	%	Extremely willing	%
Indicate your willingness to engage in awareness programs promoting	5	3.3	38	25.3	80	53.3	22	14.7	5	3.3

the importance of educating the girl child									

Table 2. Current level of awareness regarding the importance of educating the girl child for societal development.

Table 2. discusses the significance of educating the girl child for overall societal development reveals a substantial recognition among respondents. A majority of 70% express a "Very aware" stance, emphasizing a high level of consciousness regarding the importance of girl child education. Additionally, 16% consider themselves "Moderately aware," indicating a significant awareness across the spectrum. While a small percentage (6.7%) admits to being "Slightly aware," and an equal percentage perceives themselves as "Extremely aware," the predominant trend suggests a positive acknowledgment of the crucial role girl child education plays in contributing to societal development. This robust awareness within the surveyed population underscores the potential receptiveness to initiatives and interventions promoting the education of girls in Katsina Local Government. The table also perceived importance of girls' education in contributing to the overall progress of the community in Katsina Local Government reflects a notably positive outlook among respondents. A significant 70% rate girls' education as "Very important," emphasizing a widespread belief in its substantial role in community advancement. Furthermore, 16% consider it "Moderately important," reinforcing the prevailing sentiment of importance. While a small percentage acknowledges it as "Slightly important" (6.7%) and an equal proportion deems it "Extremely important" (7.3%), the prevailing trend underscores a strong consensus on the pivotal contribution of girls' education to the overall progress of the community. This shared recognition suggests a foundation of support for initiatives promoting and enhancing the educational opportunities for girls in the specified region. It also discuss the awareness programs promoting the importance of educating the girl child in Katsina Local Government reveals a positive inclination towards active participation. A significant 53.3% express a "Moderately willing" stance, suggesting a substantial openness to engagement in such awareness initiatives. Additionally, 25.3% consider themselves "Slightly willing," further indicating a noteworthy willingness among the respondents. While a smaller percentage falls on the extremes, with 14.7% being "Very willing" and 3.3% at both "Not willing at all" and "Extremely willing," the overall distribution underscores a general willingness to contribute to efforts aimed at raising awareness about the significance of girl child education. This receptivity bodes well for the potential success and impact of future awareness programs within the community.

Socio-cultural, economic, and institutional barriers to girl child education in Katsina Local Government.

Questions	Not affecting at all	%	Slightly affecting	%	Moderately affecting	%	Very affecting	%	Extremely affecting	%
To what extent do you believe socio-cultural factors affect the education of the girl child in Katsina Local Government	8	5.3	24	16.0	23	15.3	90	60.0	5	3.3
	Strongly agree	%	Agree	%	Neutral	%	Disagree	%	Strongly disagree	%
Identify the perceived economic challenges hindering girl child education in Katsina Local Government	101	67.3	39	26.0	10	6.7	-	-	-	-
	Inadequate supportive	%	Somewhat supportive	%	Moderately supportive	%	Very supportive	%	-	-
Rate the level of institutional support for promoting and facilitating the education of the girl child in Katsina Local Government	88	58.7	49	32.7	10	6.7	3	2.0	-	-

Table 3. Socio-cultural, economic and institutional barriers to girl child education

Table 3. perceived impact of socio-cultural factors on the education of the girl child in Katsina Local Government reveals a prevalent recognition among respondents of the significant influence of these factors. A substantial 60% of participants believe that socio-cultural factors are "Very affecting," highlighting a widespread acknowledgment of the considerable impact these elements have on girls' education. Additionally, 15.3% consider these factors as "Moderately affecting," while 16% and 3.3% perceive them as "Slightly affecting" and "Extremely affecting," respectively. Only a small fraction (5.3%) believes that socio-cultural factors are "Not affecting at all." This collective understanding underscores the importance of addressing and navigating socio-cultural dynamics in efforts to enhance girl child education in Katsina Local Government. Efforts towards awareness and intervention should take into account these perceived influences for effective and culturally sensitive initiatives. More also it also discuss the economic challenges hindering girl child education in Katsina Local Government underscores a prevailing acknowledgment of the significant impact of economic factors on educational opportunities for girls. A substantial 67.3% of respondents strongly agree that economic challenges pose a hindrance to girl child education, signifying a widespread recognition of the financial barriers girls face in accessing education. Furthermore, 26% express agreement with this sentiment, while a smaller 6.7% remain neutral. The overwhelming consensus on the affirmative responses suggests a critical need for targeted interventions addressing economic obstacles to ensure equitable access and advancement in the educational pursuits of girls within the local community. Efforts to alleviate these economic challenges can play a pivotal role in fostering a more inclusive educational landscape for girls in Katsina Local Government. Furthermore it discuss the level of institutional support for promoting and facilitating the education of the girl child in Katsina Local Government indicates a prevalent view among respondents that the current support is largely inadequate. A majority of 58.7% deem the support as "Inadequate," suggesting a widespread sentiment of insufficiency in the existing institutional backing for girls' education. Additionally, 32.7% perceive the support as "Somewhat supportive," while only a small proportion, 6.7%, considers it "Moderately supportive." The minimal percentages of respondents indicating "Very supportive" (2.0%) highlight a perceived scarcity of strong institutional backing for initiatives aimed at enhancing girl child education. This collective perception underscores the importance of bolstering institutional support to address the identified inadequacies and strengthen the educational framework for girls in the local community.

Evidence-based strategies and interventions for increasing awareness about the significance of educating the girl child

Questions	Not effectiveat all	%	Slightly effective	%	Moderately affective	%	Very effective	%	Extremely effective	%
How effective do you believe community-based awareness programs would be in enhancing understanding of the importance of educating the girl child?	01	0.7	8	5.3	19	12.7	72	48.0	50	33.3
	Not Important at All	%	Slightly important	%	Moderately important	%	Very important	%	Extremely important	%
Rate the importance of incorporating cultural sensitivity in awareness campaigns to promote girl child education	01	0.7	8	5.3	19	12.7	72	48.0	50	33.3
	Not supportive at all	%	Slightly supportive	%	moderatetly supportive	%	Very supportive	%	Extremely supportive	%
Indicate your support for policies and initiatives aimed at improving girl child education in Katsina Local Government	-	-	10	6.7	10	6.7	48	32.0	82	54.7

Table 4. Strategies and interventions for increasing awareness about the significance of educating the girl child

Table 4. anaylysed the effectiveness of community-based awareness programs in enhancing understanding of the importance of educating the girl child in Katsina Local Government reveals a widespread optimism among respondents. A significant 48% believe such programs would be "Very effective," indicating a strong conviction in the potential impact of community-based initiatives. Furthermore, 33.3% express an "Extremely effective" sentiment, emphasizing a high degree of confidence in the effectiveness of these awareness programs. While 12.7% consider them "Moderately effective" and 5.3% find them "Slightly effective," only a minimal 0.7% believes community-based programs would be "Not effective at all." This overall positive perception underscores the perceived efficacy of community-driven initiatives in fostering a deeper understanding and appreciation for the importance of educating the girl child within the local context. The importance of incorporating cultural sensitivity in awareness campaigns to promote girl child education in Katsina Local Government highlights a resounding consensus among respondents on the critical significance of cultural sensitivity. A majority of 48% rate it as "Very important," indicating a significant acknowledgment of the need for campaigns to align with cultural nuances. Additionally, 33.3% perceive cultural sensitivity as "Extremely important," emphasizing a heightened level of significance. While 12.7% find it "Moderately important" and 5.3% deem it "Slightly important," only a negligible 0.7% believes that cultural sensitivity is "Not Important at All." This collective recognition underscores the paramount role cultural sensitivity plays in effectively promoting awareness about girl child education, emphasizing the necessity of aligning initiatives with the cultural context for maximum impact and resonance within the local community was also discuss. It also discuss the respondents' support for policies and initiatives aimed at improving girl child education in Katsina Local Government reveals a substantial and overwhelmingly positive inclination. A majority of 54.7% express an "Extremely supportive" stance, underlining a strong commitment to endorsing measures that enhance the educational prospects of girls in the community. Furthermore, 32% are "Very supportive," reinforcing a widespread sentiment of robust support for policies promoting girl child education. While a smaller percentage indicates "Moderately supportive" (6.7%) and "Slightly supportive" (6.7%), the overall trend emphasizes a prevailing endorsement for initiatives geared towards improving the educational landscape for girls in Katsina Local Government. This high level of support signals a favorable climate for the implementation of policies and programs designed to uplift and empower girls through education in the specified region.

Discussion of the findings

The findings of the study present a comprehensive overview of the awareness, perceptions and support related to girl child education in Katsina Local Government. Firstly, the data reveals a strong consensus among respondents regarding the significance of educating the girl child for overall societal development. With 70% expressing themselves as "Very aware," there is a widespread recognition of the crucial role girls' education plays in contributing to the broader advancement of the community. This heightened awareness provides a solid foundation for potential interventions and initiatives aimed at promoting girl child education in the region. Secondly, the study observed the perceived importance of girls' education in contributing to the overall progress of the community. The overwhelming majority of 70% rating it as "Very important" underscores a shared belief in the pivotal role of girls' education in community development. This positive outlook is crucial for fostering an environment conducive to the implementation of policies and programs that prioritize and enhance educational opportunities for girls. The research also points to an encouraging willingness among respondents to actively engage in awareness programs promoting the importance of educating the girl child. With over half of the participants expressing a "Moderately willing" stance, and a significant portion leaning towards "Very willing," the community appears receptive to initiatives that aim to increase awareness and understanding of the importance of girls' education. This willingness highlights the potential for successful community-based campaigns to promote the cause. Lastly, the study addresses perceived economic challenges and institutional support. The acknowledgment of strong economic barriers hindering girl child education, with 67.3% strongly agreeing, underscores the need for targeted interventions to alleviate financial constraints. Additionally, the perception of inadequate institutional support, with 58.7% expressing this sentiment, emphasizes the importance of strengthening support structures to ensure effective implementation of educational initiatives. In conclusion, the study's findings provide valuable insights that can inform policy decisions and program development to advance girl child education in Katsina Local Government.

5. Conclusion

This research has provided valuable insights into the prevailing attitudes, challenges, and potential solutions related to girl child education in the region. The qualitative phase revealed deep-seated cultural beliefs and socio-economic factors influencing the perception of girl child education. Early marriage, economic constraints and traditional gender roles emerged as significant barriers. However, there was also a recognition of the importance of education for girls in fostering societal development. The quantitative phase confirmed the prevalence of these themes across a representative sample, shedding light on the broader perspectives within the community. It underscored the need for targeted awareness campaigns to address misconceptions and promote the benefits of educating the girl child. Deep-rooted cultural beliefs impact perceptions of girl child education, economic constraints and traditional gender roles also contribute to low enrollment. Then, despite challenges, there is acknowledgment of the positive impact of girl child education on societal development.

6. Recommendation

Base on the result obtained from the research the following recommendation are made to government to:

➢ Develop and implement awareness campaigns focusing on the societal benefits of girl child education.

- ➢ Engage with local leaders and influencers to champion the cause of girl child education within the community.

- ➢ Introduce programs that alleviate economic burdens on families, making education more accessible for girls.

- ➢ Advocate for policies that address early marriage and promote gender equality in education.

- ➢ Explore partnerships with local businesses and NGOs to provide scholarships, school supplies, and other financial incentives for girls to attend school.

- ➢ Invest in the improvement of school infrastructure, ensuring safe and conducive learning environments for girls.

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