
Towards Using Therapeutic Counselling Techniques to Reform the Girl-Child for Education in Nigeria

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Abstract

The study investigated “Toward using Therapeutic Counselling Techniques to Reform the Girl-Child for Education in Nigeria”. Six hundred and sixty six secondary school students’ girls were used as participants of the study from 36 centres of South-South states in Nigeria. They were randomly selected and this constituted the sample of the study. Their age ranged between 14 and 19 years with a mean age of 12.3 and the standard deviation of 0.75. Four hypotheses were formulated to guide the study. Guidance and Counselling factors inventory (GCFI) and Gender Dimension of Equalising Opportunities Scale (GDEOS) were the two instruments employed in the study. Data collected were analysed using Pearson Product Correlation Coefficient. The results showed that there were significant relationships of treatments on Therapeutic Counselling Factors Inventory. The results further indicated that Gender Dimension of Equalising opportunities scale moderated the links between the treatments and criterion measures. Based on the findings, it was suggested that conscious efforts should be made by the parents, guardians, relevant shareholders and governments alike that education of girl-children should be handled with all seriousness possible for the cause of personality realization and future national development as an independent nation.

The girl-child is a biological female offspring from birth to eighteen (18) years of age, this period covers the crèche, nursery or early childhood (0-5 years) primary school (6-12 years) and secondary school (12 – 18 years). The little girl is totally under the watchful eyes and care of the adult who may be parents, guardians and older siblings. At this level the girl child is malleable, build and develops her personality and

character she is very much dependent on the significant others, those on whom she models their behaviour through observations, repetition and invitation. The girl-child physical, mental, social, spiritual and emotional developments start and progress to get to the peak at the young adult stage. As an individual she needs to acquire adequate and appropriate knowledge, skills and attitudes and values known as cognitive, psychomotor and affective behaviours to be able to function optimally as a citizen. These behaviours are the focus of training individuals in institutions of learning. The planned and systematic training, given in an institution of learning is formal education while in an informal education there is no planned or organized training every thing appears haphazard and incidental. The question remains how would the girl-child be a beneficiary of this formal education even if it is transparently clear that everyone has the right to education?

Girls Education in Nigeria

Nigeria, Africa's most populous country has 140 million people and more than 270 ethnic groups. Although Nigeria has had a national policy on education since 1981, it has not been implemented effectively and efficiently due to rapid population growth, insufficient political will, a long period of undemocratic governance and poor management of scarce resources. Women and girls have been most affected by those negative tendencies. The National Literacy rate for females is only 56% compared to 72% for males and certain states the female literacy, enrolment and achievement rates are much lower, for instance, girls net enrolment in Sokoto one of the six target states under the UNICEF African Girls' Education Initiatives is 15% compared to 59% for boys. In a conference delivered at Canada in 2007 Breitkopf interacted that education is the key to ending poverty and that two thirds of all those who have no access to education are girls and women. Besides sixty five million girls and women never even started school and over estimated 100 million the world over do not complete primary education, often because the quality is poor and their opportunities are far from equal to those of the boys.

In an age of enormously expended access to all levels of education of high inspirations for political participation and huge growth of knowledge of economics, three quarters of a billion girls and women are being denied education the world over, (United Nations Millennium Summit, 2000). The right to education is a fundamental human right as an empowerment right, it is the primary vehicle by which economically and socially marginalized adults and children can lift themselves out of poverty and obtain the means to participate fully in their communities. The manifest injustice of this state of affairs and the marked gender inequalities associated with it, prompted the United Nation Millennium Summit in September 2000 to set up two of the eight Millennium Development Goals (MDGs) were agreed upon by all countries of the world and the world's leading development institutions to address the problem:

- MDG 2:** Achieve universal primary education with the target of ensuring that all boys and girls complete a full course of primary schooling by 2015.
- MDG 3:** Promote gender equality and empower women with the power of eliminating gender disparities in primary and secondary education by 2005 and in all levels of education by 2015. There are complex interrelationships between poverty, cultural and ethnic differences, geographical marginalization and gender inequalities. There is a huge popular demand for education and government should fulfill the promises she made at the Millennium Summit, (Ezeliora, 2002) and Schmitz Robinson (2006), respectful of the girl-child development.

Barriers to Girl-Education

1. Girls' labour, officially and unofficially continues to constitute a major obstacle to accelerating progress toward achieving gender parity and equality in primary and secondary education by 2015. Since the majority of girls out of school are likely to be working efforts to increase girls education must go hand-in-hand with efforts to progressively eliminate child labour, (Adeyemo, 2006), Okeke et al (2008).
2. Lack of access to good quality education is a major determinant, so are tradition and culture in which the women are not generally recognized in the society and the limited expectations or opportunities of securing decent paid work as adults play pivotal roles. Moreover, this view is compounded in the parents' eyes if the quality of education is poor, low grades or the curriculum deemed irrelevant to the girls' future.
3. Social traditions and deep rooted religions and cultural beliefs are often barriers to expanding girls' educational opportunities in undeveloped countries around the world.
4. In parts of the Horn of Africa girls are abducted for marriage causing them to be reluctant to walk the far distance to get to school. Even if the parents reserve the rights to choose for their girls children either to go to school or opt for marriage, a dowry system still remains a means of cultural promotion between groups in marital stages.
5. Trafficking particularly of young indigenous girls is lucrative and continues in some countries of the world despite legal sanctions, (Okoror, 2006).

6. Inadequate school infrastructure and poor environment are always not encouraging, classroom space, furniture and equipments are lacking; many schools are in rugged and unsafe physical condition, water, health and sanitation facilities are inadequate and pupil-teacher ratios are high, with as many as 100 students in one class especially in schools in urban centres. The environments are not attractive to the students and everything appears bored, (Jenson, 2002 and Nwokolo, 2010).
7. Gender bias in content, teaching and learning processes are much more transparent and identifiable. Boys are given more opportunities to ask and answer questions, to use learning materials and to lead groups. Girls are given less time on task than the boys in primary and secondary school science classes.
8. The Almajiri Syndrome is the Hausa name for child-beggars on the streets in the Northern States of Nigeria. The Kuranic Masters, teachers or Mallams send the child-beggars to beg and bring money, food and clothing for their sustenance. It can be seen that these kind of children have no future of building the nation or themselves because there is nobody that can give them education. All they are taught is to memorize large portions of Koran and char to beg on top of their voices.

The girl-children are the future leaders and mothers as well as guardians of their own children, thus the first aim of every family and the society should be to raise healthy and productive individuals who are psychically, psychologically, socially and mentally well equipped and development. These can be achieved through the education of the girl-children who are the mothers of tomorrow.

Literature Review

Crucial Issues in Girl-Child Education

The most pressing issues that should be given high priority in girl-child education are as follows:

1. Access to education
2. Retention and Drop-out
3. Equity
4. Enrolment
5. Quality and
6. Achievement in school subjects

Access to Education

Access deals with availability, convenience and ability to be educated. It is true that many governments make provisions for the education of their citizens but the

provisions most of the time do not take cognizance of the peculiarities of the girl-child. Researchers have shown that millions of girls do not have access to school despite the concerted efforts to push the cause forward. Amahi (2003) Asmal (2003) Bchmitz-Robinson (2006), Okeke, Nzewi and Njoku (2008) identified child labour, poverty, and lack of sponsorship, quest for wealth, bereavement, truancy, broken homes, engagement of children as house-helpers as factors or the clog in the wheel of children's access to education in the UNICEF 4 field made up of Abia, Akwa Ibom, Anambra, Bayelsa, Benue, Cross River, Ebonyi, Enugu, Imo and Rivers State of Nigeria. World Bank (2003). More than 350 million people, over half Africa's population live below the poverty line of one dollar a day. This implies that poverty too excludes children, including the girl-child from school. In Nigeria, it is rare to find a house-helper today because there is awareness of the value of education.

Most of the factors that militate against the girl-child access to education are socio-cultural. The on-going HIV/AIDS epidemics, over-crowding in cities, tribal warfare and despotic governments have contributed to the degeneration of the beautiful African Cultures. At the centre of the devastating situation is the girl-child, who appears to be the most, vulnerable and most undervalued members of the world society. The right to education which is a fundamental human right is frequently denied to girls in most African countries, for example, Kofi Annan, the then United Nations Secretary General stated that in Africa, when families have to make a choice due to limited resources, of educating either a girl or a boy child, it is always the boy that is chosen to attend school.

Some of the girls are given to marriage against their wish at tender age in quest of dowry from the husbands for the upkeep of the family and in some cases for the training of the boys within the family. But how much is the amount and for how long does it last? The girls lament that because of the setbacks they still did not escape from poverty and their parents had nothing to show for the dowry received. Some parents justify the denial of girls of their right to education to prevent them from bringing shame to the family through early pregnancy. Others believe that women who are at the same level of education as their men counterparts are a disgrace to the community. Since such women do not marry and if they do they get married to the foreigners (Agbaje, 2004).

In the rural areas, social and cultural patterns combined with relatively poor quality of schooling place girls, their education and development in a disadvantaged and vulnerable position. Girls bear the heaviest burden for household responsibilities including care of the sick parents and siblings and are first ones to drop out of school. The drop out syndrome is a function of some factors that distract the boys from schools. These factors include: preference for a trade, quest for money, parental

decision, lack of employment opportunities, hawking/street trading, long process of education and lack of counselling, (Ajayi, 2002).

Equity

The researchers at this level examined the enrolment, trend from pre-primary to secondary school in Nigeria to find out the extent of equity or parity between the male and female learners. The enrolment percentages of the boy-child are constant higher than that of the girl-child. These differences are significant. Despite government's programmes for children education, there are still gaps in the enrolment of boy-child and the girl-child education in Nigeria.

Quality

The Jomtien Conference of 1990 launched the Education for all (EFA) initiatives which aimed at getting children into school within ten years and also stressed that the urgent priority was to ensure access to and improve the quality of education for girls and women. Many countries mapped out programmes to facilitate the implementation of the initiatives, for example, Nigeria embarked on Universal Basic Education. The question is what is the quality of education given to the girl-child that will help her to adapt to the knowledge based economy of the 21st century. The answer to this question can be attempted by ex-ricing what happens in the school today. The motivated teachers, examination malpractices, gender based curriculum, lack of school facilities and instructional materials, incessant strike actions are some of the variables in the quality of education of children, BBC News (2006).

United Nation statistics, national reports and studies, initiated by non-governmental organizations in 2005 repeatedly showed that girls as a group had lower literacy rates, receive less health care and more impoverished than boys. Today we are in a revolution and this will be reflected in favour of the girl-child for education application.

Achievement

The achievement at the primary school level in four core subjects are namely Mathematics, English, Social Studies and Primary Science in 36 states and Federal Capital Territory of Nigeria. The evidence shows that boys performed higher than the girls in English and Primary Science while the girls performed better than boys in Mathematics and Social Studies. It is interesting to observe that the girl-child does well in school when given the opportunity. Females score higher than the males in 25 states in primary science and had the highest score in Mathematics. Generally performance at the primary school as shown by the national mean score is poor. This can be attributed to the quality of education offered at that level. Some of the factors that influence quality education include: teacher quality, availability of facilities, instructional

resources, infrastructure, supervision of instruction, provision of school meals, hands-on and learner centred methods and approaches, parental involvement and learner-friendly environment (Birungi, 2008).

But experience has shown that there can be no significant, sustainable transformation of the nation and no significant reduction in poverty until the girl-child receives basic education she needs to take her rightful place as equal partners in development. Based on this, United Nations Children Education Fund (UNICEF) has advocated investment in girls education as a way for all children to fulfill their right to a quality basic education. A singular focus on getting girls into schools works would bring down the barrier that keep all children out of school. According to UNICEF current statistics, Nigeria is among the West African countries that have highest number of girls that were out of school. "More than 75 percent of the 3.4 million children out of school are girls, representing a challenge of putting 1.5 million children in school in the next two years. In some parts of the country, more than 10 percent gap exists between the number of boys and girls in school", UNICEF noted.

Due to this high number of girls out of school, UNICEF has been investigating the cause, the executive director, has been struggling to get to the root of the matter through a collective effort of the funds' research in the areas of "out of school girls in Nigeria". One may wonder why UNICEF in this concerned about lack of education for the Nigerian girl-child. According to the funds findings 1995 girl child make up the majority of the nearly 120 million children who are out of school for an array of reasons including those related to HIV/AIDS, gender discrimination, domestic demands, traditional practices, safety concerns and inappropriate physical and learning environment at school.

Girls need a safe and supportive environmental free from abuse with separate toilet facilities, safe drinking water, equal attention with boys and a gender sensitive curriculum, Dvovak (2004). Child protection measures also need to be implemented to prevent the exploitation that all too often keeps children, especially girls away from school (UNICEF, 2004). The unique and far-reaching benefits of educating the girl-child include the proven fact that educating her is the best investment for societal development. The short and long term benefits to girls are based on the evidence that educated girls develop essential life skills including self confidence, the ability to participate effectively in society and protect themselves from sexual exploitation and pressures for early marriage and childbirth (Agbaje, 2009).

There is every need for National Sanitation Policy to increase school sanitation and hygienic education as well as create girl-child friendly learning environment and hygienic habits. To ensure participation of all education shareholders we must

encourage girls to be enrolled in school especially in Northern States of Nigeria. Besides, children at most critical stage of behaviour formation to become change agent is very essential and reduction in low access to environmental sanitation. However if the Federal Government and all education shareholders in the private and public sectors and the entire citizenry will join UNICEF in the fight against girl-child discrimination in attaining basic education for the developmental processes of the country – Nigeria, “accelerating the girl-child education” will be a fight won and a forgotten issue (Bechami – Robinson, 2006).

Education is a fundamental human right and every child is entitled to it. It is crucial to our development as individuals and as societies and it helps pave way to a successful and productive future. When we ensure that children have access to a right-based, quality education that is rooted in gender equality, we create a ripple effect of opportunity that impacts generations to come, United Nations Millennium Summit, 2000.

Education enhances lives and ends generational cycles of poverty and disease and provides foundations for sustainable development. A quality basic education better equips girls and boys with the knowledge and skills necessary to adopt healthy lifestyles protect themselves from HIV/AIDS and other sexually transmitted diseases and taken an active role on social, economic and political decision-making as the transition to adolescence and adulthood. Educated adults are more likely to have fewer children, to be informed about appropriate child-rearing practices and to ensure that their children start school on time and are ready to learn, (Nwokolo, 2010).

The Critical and Professional Role of the Counselling Psychologists

The professional counselling psychologists at the secondary school level assume a number of roles all important and potentially critical in affecting a students’ future. These roles relate in a major way to academic preparation and planning but they also extend to mental health, interpersonal relations, social adjustment, career planning and work adjustment. In performing these varied roles the professional commitment of the counselling psychologists is directed at promoting the fullest development of each individual.

A variety of barriers has acted to limit this ideal with respect to minorities, women and handicapped students. for example, the reading proficiency of minority students, while advancing, is in need of further improvement. The high school completion rates for blacks and lifespan lag far behind those of white students. enrolment of minority students in higher education programmes is substantially below that of white students. women and minorities continue to be under-represented in engineering, mathematics and other scientific and technical fields.

The challenge is to provide counselling services that improve and expand the service delivery to girl-child, women and challenged students and thereby help to ameliorate these conditions, (Adeyemo, 2006).

1. The counselling psychologist carries out the appraisal service, this involves the psychological testing of aptitude, intelligence, interest, personality, characteristics all of which help the clients in self-understanding, self-direction and life planning. Data obtained from appraisal help others involved in the child's welfare to understand his strengths and weaknesses too.
2. The counselling psychologist interprets classified information on the clients. The information is derived not only from appraisal data but also from personal interviews, observation and other non-test data, (Denga, 2001).
3. Besides, the counselling psychologist works with the students', parents, school policies regarding the appropriate educational and vocational placement of children.
4. It is the responsibility of the counselling psychologist to make appropriate referrals to relevant specialists regarding problems and issues that fall out of his/her competent orbit.
5. The counselling psychologist's roles also include local research, he has to conduct research in relevant and contemporary areas. Thus unsettled issues in Guidance and Counselling should attract research activities in order to make a contribution to knowledge "Bank" in counselling.
6. The counselling psychologist is a public relations officer, this role does not spell a political involvement which may backfire on his profession. But this means that the counsellor should be enthusiastic in explaining to the members of the public some of his roles and what help he can render to the community. Nobody "lights his lamb and puts it under a bushel", the public must know what the counsellor and counselling activities are all about (Okeke, Nzeowt, and Njoku, 2008).

The counselling psychologists must equally organize workshops, conferences and seminars to propagate counselling and to disseminate information and skills. He needs to attend conferences and workshops to up-date himself. A counsellor who spends too many years digesting the skills he once acquired without attempting to renew himself falls into obsolescence (Denga, 2001).

Counselling Special Population Groups

The civil rights statutory and regulatory requirements prohibit counselors as agents of recipients of Federal Financial Assistance, from engaging in unlawful discriminatory practices. Since school systems have gone beyond the issue of preventing or remediating discriminating by militating programmes to meet the special guidance and counselling needs of court-children minority women, and handicapped students. The programmes which have been instituted may be applicable to other school systems to support counselors in ensuring equal educational opportunity and improving counselling services for special target groups. This section summarises several of these programmes and activities, (MDG, 2005).

Establishing Bias-Free Materials

Counselors can work with teachers to review career education and curricula materials to ensure they do not create or perpetuate stereotypes on limitations based on race, colour, national origin, sex or handicaps. Some schools are using materials that portray males or females, minorities or handicapped persons in programmes and occupations in which these groups traditionally have not been substantially represented. Others are encouraging teachers to include biographical readings about girl-children men and women, minorities and handicapped persons in careers in which they are traditionally under-represented. In some school systems, counselors are given, training in identifying subtle and overt bias in career materials and in eliminating bias in these materials, (Jantian Conference, 1990).

These programmes aim at early provision of counselling services for students who express interest in pursuing post-secondary education. In some school districts with high enrolment of minority students, counselors are designated to specialize in the early identification and support of students with potentials for higher education attainment. Services are often extended in small group sessions. Other intervention programmes seek to identify underprepared college-oriented students. In one “College across” programme, disadvantaged minority students, beginning in the ninth grade, are encouraged to meet college education’s requirements by placement in more challenging classes than they would have normally taken on their own. Some programmes are also attempting to cultivate or stimulate greater interest in non-traditional academic areas and careers for students during the intervention processes. In some states in Nigeria school systems are receiving the support of state education agencies in developing comprehensive and coordinated pupil service programmes in support of their early intervention activities, United Nations Millennium Summit (2000).

Expanded Knowledge of Career Opportunities

In order to avoid “Steering” minorities, women, and handicapped toward more restrictive career objectives, many counselling psychologists, require up-dated

information about the dynamics of the labour force. Certain schools in some local government areas are establishing programmes to ensure that counselling psychologists are apprised of the most recent occupational outlook data. They arrange workshops so that the employers can present information to counselors on emerging opportunities in new fields. These sessions also allow counselors to gain first hand understanding of developments and occupational forecasts in specific industries, companies, clubs, associations and organizations. In turn counselors can disseminate this information to student so they can consider a broader range of options, Jensen (2002).

Cooperation with Business

There are other distinct ways to involve the resources of the business community. Some schools organize girls, women and handicapped role models from occupations in which these groups traditionally have been under-represented, for example, female physicians or male nurses, for career days, exploratory experiences and to serve as mentors and advisers to students, some business sponsors ‘shadowing’ programme that allow students to equally “shadow” workers on the job, for this openly encourages students to explore non-traditional occupations, (Burungi, 2008).

Cooperation with Parents

School counselors can assist parents in becoming partners in broadening career exploration and expanding career planning for their children in schools. As a result of these they themselves would be conscious of distinct career development seminars, guide books, role-playing opportunities, community resources and parent support systems. Some counselors have helped in scheduling adult education classes which are mostly attended by girls, women and men and Parents Teachers Association (PTA) meetings to examine the issues of stereotype and its effects on students.

In-service Training

Researches have also indicated the importance of in-service training and continuing education to expand and improve counselling service delivery to special population groups. Such training can assist counselors in identifying and correcting discriminatory Guidance and Counselling practices as well as providing techniques to meet the needs of girl-children. (United Nation Statistics and National Reports and Studies, 2005).

Purpose of the Study

Too many of the world’s children are out of school or receive spotty, sub-par education. Each of these children have dreams that may never be fulfilled, potentials that may never be realized. By ensuring that every child has access to qualify learning, we lay the foundation for growth, transformation, innovation, opportunity and equality. Whether in terms of crisis or periods of peace in cities or remote villages we are

committed to realizing a fundamental, non-negotiable goal, quality education for all – both boys and girls.

Specifically, the study sets out to:

1. Examine the influence of cultural heritage and social constraints on separate institutions for girls.
2. Ascertain the inadequacy of women teachers which affects adversely the participation rates of girls in educational institutions.
3. Determine the impact of location of homes on girls lack of transport facilities to schools which are sufficiently far away from their habitations.
4. Find out the effects of fixed schooling hours on the enrolment rates of girls and their retention in schools.

Statement of the Hypotheses

Based on the objectives of this study, the following hypotheses were tested at .05 alpha level:

1. There is no significant relationship in the influence of cultural heritage and social constraints on the separate institutions for girls.
2. There is no significant relationship in the inadequacy of women teachers and the participation rates of girls in the educational institutions.
3. There is no significant relationship in the location of homes and lack of transport facilities to schools.
4. There is no significant relationship in the fixed schooling hours and the enrichment rates of girls and their retention in schools.

Design

The study adopted the correlational survey design towards arriving at some generalizations. The researcher employed a correlation design because it seeks to establish whether therapeutic counselling technique would taken an appropriate step in finding out how to reform the girl-child for education application in Nigeria. Correlational studies include all those researches in which attempts were made to discover whether, any relationship existed between two or more variables and the scope of such relationship: correlational studies enable researchers to make predictions with some degree of certainty (Denga, 2001).

Participants

A sample of 666 participants were involved in this study. The participants were selected through cluster and random sampling techniques from 122 public secondary

schools in South-South Nigeria. To arrive at this, the study selected twelve percent (12%) of the population of student-girls in both girls and mixed (boys and girls) secondary schools from major cities in South-South Nigeria. The students in each area were asked to pick a marked YES and NO piece of paper from a big bag. The pieces of paper were in a big bag to enable each student – girls participant to mix the pieces of paper thoroughly for herself before she picks one piece. Those that picked “YES” constituted the respondents of the study. Thus 666 student-girls were selected as sample of the study.

Instrumentation

Two instruments used in the study were; Guidance and Counselling factors inventory and gender dimension of equalizing opportunities, (GDEO). Guidance and COunselling factors inventory was developed by (Isakon and Mink, 1963). It is a four factor-inventory with a total of 21 items. The need for counselling orientation, the need for appraisal services, the need for knowing whom you are and the need for counselling information subscales which represent Guidance and Counselling factors were utilized for the study. Typical items on the subscales are (1) before choosing a particular school “I still need to talk to a counselling experts. (2) before choosing or entering a particular school “I still need to find out who am I”. The response format of the scale ranges from strongly agree to strongly disagree. The two subscales have a total of eleven items. The who instrument has a test re-test reliability values ranging between .75 and .82 and a Cronbach alpha index of .71 and .83. The internal consistency for the total inventory was .86.

The second scale used in this study is Gender Dimension of equalizing opportunities (GDEO) developed by Agbaje (2004). The instrument has give subscales, namely 910 self-appraisal, (2) counselling information (3) making plans (4) problem-solving through enquiries and contacts and (5) goal-setting. It has a total of thirty-eight items with response format ranging from (1) “Not sure, (5) to very much sure”. The instrument has a theoretical values of between 38 and 190. The self-efficacy subscale has a total of nine items with a coefficient alpha of .75. Counselling information subscale has eleven items of .85. Problem solving subscale has six items of .77; making plan subscale also has six items of .85; and goal-setting subscale has five items of .77. The overall scale has a Cronbach alpha vale of .79. The instrument was used to identify levels of self interest and self-efficacy of the participants.

Procedure

Obtaining a written permission from the relevant school authorities, the student-girls were addressed at the school halls and the assembly spots respectively. The focus of the speech was on “towards using therapeutic counselling technique to reform the girls-child for education in Nigeria.” Sequel to this, interested student-girls

were asked to indicate their willingness to participate in the programmes. Ballot method – a kind of random sampling technique was used to select the participants for the study.

The study was carried out for over a period of nine weeks in ten different sectors of South-South of Nigeria. The training came up once in a week and each section lasted for 45 minutes which falls in line with their change of subject period. The instruments namely: Guidance and Counselling factors inventory and Gender Dimension of Equalising opportunities scale were administered on the participants as pre-test. The Guidance and Counselling factors inventory was administered to the participants to ascertain their level of self-efficacy while Gender Dimension for Equalizing Opportunities scale was also used as post-test.

Data Analysis

Pearson Product Moment Correlation Coefficient was used to analyse the data. It was so used because of its capacity to take care of initial differences among the participants. Besides, it enables the researchers to make predictions with some degree of certainty, (Denga, 2011 and Udoh and Joseph (2009)).

Results

Hypothesis 1

There is no significant relationship in the influence of cultural heritage and social constraints on the separate institutions for girls.

Table 1: Regression Analysis of Influence of Cultural Heritage Scores and Social Constraints on the Separate Institutions for Girls

Model	Sum of Square	Df	Mean Square	F	Sig.	Decision at P < 0.05
Regression	177.876	1	177.876			S
Residual	18489.361	664	27.740	6.412	0.012	Reject
Total	18597.237	665				Ho ₁

The data represented in Table 1 indicates that the regression is significant at P < .05 alpha level because the calculated F-value of 6.412 is greater than the critical F-value of 4.1u at .05 level of significance with 1 and 664 degree of freedom. Hence the null hypothesis which stated that there is no significant relationship in the influence of cultural heritage and social constraints on the separate institutions for girls in Nigeria while the alternative hypothesis was upheld. Again in support of this finding, Agbaje (2009) posited that orientation services enable new students to understand themselves

as well as become aware of the history, rules and regulations policies and traditions of their new schools. Thus if the students are conscious of the cultural heritage of their schools and are accustomed too it there would be no hindrance on their ways and there would be no complains.

Hypothesis 2

There is no significant relationships in the inadequacy of women teachers and the participation rate of girl sin the educational institutions.

Table 2: Regression Analysis of Inadequacy of Women Teachers’ Scores and the Rate of Girls in the Educational Institutions

Model	Sum of Square	Df	Mean Square	F	Sig.	Decision at P < 0.05
Regression	957.574	1	957.045			S
Residual	17639.663	664	26.566	36.045	0.000	Reject
Total	18597.237	665				Ho ₁

* Significant at .05 alpha level, ,critical F1 = 4.7

The data presented in Table 2 indicates that the regression is significant at P < .05 alpha level because the calculated F-value of 36.045 is greater than the critical F-value of 4.17 at .05 level of significance with 1 and 664 degree of freedom. Thus the null hypothesis which stated that there is no significant relationship between the inadequacy of women teachers and participation rates of girls in the educational institution in Nigeria is rejected while the alternative was up-held. This finding openly agrees with Ajayi (2002) view, the scholar posited that proper appraisal serves general purpose such as prediction, selection classification and evaluation and that the government nationwide is conscious of the role of women in national development, she (government) has promised and is promising the upgrading of women and the development of girls who are future women (mothers). Similarly Okeke, Nzeowi and Njoku (2008) also supported that appraisal technique is a better instrument of prediction and evaluation for meaningful administration hence girl-children educational problems would be appropriately treated to attain admired classification nationwide.

Hypothesis 3

There is no significant relationship in the location of homes and lack of transport facilities to schools.

Table 3: Regression Analysis of the Location of Homes Scores and Lack of Transport to Schools

Model	Sum of Square	Df	Mean Square	F	Sig.	Decision at P < 0.05
Regression	762.610	1	762.610			S
Residual	17834.627	664	26.859	28.393	0.000	Reject
Total	18597.237	665				Ho ₁

The data represented in Table 3 indicates that the regression is significant at $P < .05$ alpha is greater than the critical f-value of 28.393 is greater than the critical f-value of 4.17 at 0.05 level of significance with 1 and 664 degree of freedom. Hence the null hypothesis which stated that there is no significant relationship between the location of homes and lack of transport facilities to schools was rejected while the alternative was up-held. Okoror (2006)'s study agreed with the fact that location of homes from schools serves as early to bed and early to rise as part of learning discipline and learning tactics. Similarly Ezeliora (2003) found out today that transport facilities are very easy as compared to 20 years ago and that there is no excuse for anyone to mess up himself with any flimsy complain as far as transportation is concerned (movement from one spot to another).

Hypothesis 4

There is no significant relationship in the fixed schooling hours and the enrolment rules of girls and their retention in schools.

Table 4: Regression Analysis of Students Fixed Schooling, Hours and the Enrolment Rates of Girls and Their Retention in Schools

Model	Sum of Square	df	Mean Square	F	Sig.	Decision at P < 0.05
Regression	460.293	1	460.293			S
Residual	18136.944	664	27.740	16.851	0.000	Reject
Total	18597.237	665				Ho ₁

* Significant at .05 alpha level, critical F1, 664 = 4.17

The data represented in Table 4 indicates that the regression is significant at $P < .05$ alpha level because the calculated f-value of 16.851 is greater than the critical f-value of 4.17 at 0.05 level of significance with 1 and 664 degree of freedom. Thus the null hypothesis which stated that there will be no significant relationship between fixed

schooling hours, and enrolment rates of girls and their retention in schools in Nigeria is rejected while the alternative was up-held. This result also agrees with the findings of Jensen (2002) which found out that strong induction programmes on the importance of time and discipline in schools significantly increased the retention rates of the students and their behaviour modification. This is further confirmed by a recent study by Nwokolo (2010) who found out that girls are often attracted to areas where discipline is practicalised because of what lies ahead of them as future mothers.

Discussion

The study tried to find the extent of utilization of therapeutic counselling techniques to reform the girl-child for education application in Nigeria. From the findings of the study it was discovered that significant relationships exist between the influence of cultural heritage and social constraints in the separate institutions for girls. The finding is not a surprise under the auspices that the institutions in the various cities and villages need in earnest to conform with the communities' rules and regulations since the major population of such institutions would be made up of the communities' children be ye girls or boys. The community cultural heritage and what the schools share from this would openly be observed on the behavioural traits of the students. This result also agreed with the study of (Agbaje, 2009) which found out that orientation services absorb any constraints and enable students to understand themselves as well as become aware of the history, rules and regulations, policies and traditions of their schools. This is further confirmed by (Ajayi, 2002) that if the students are conscious of the cultural heritage of their schools and are accustomed to it there would be no hindrance on their ways or demonstrate any uncomfotability.

The null hypothesis which stated that there is no significant relationship between the inadequacy of women teachers and participation rates of girls in the educational institutions in Nigeria is rejected while the alternative was up-held. This result again agrees with the finding of (Ajayi, 2002) which posited that proper appraisal serves general purposes such as prediction, selection, classification and evaluation, this can assist the teachers in their job satisfaction especially the female teachers when they are involved in the different decision making processes in the school. The question at hand is that who takes, over from these female teachers when the girls in schools are not properly taken care of? The government is conscious of the vital roles of women in all the states of Nigeria and is equally aware of the development of girls who are women of the future, Okeke, Nzeowi and Njoku (2008) and in Dailt Times of 23, March (Patience Jonathan, 2010). They supported the assertion in their recent findings when they found out that girl-children educational problems are delicate issues but when they are treated consciously with proper legislations and are given admired nationwide classification and open transparency their right would be recognized and their contributions meaningful to the society.

Okoro's (2006) study agreed with the fact that location of homes from schools serves as early to bed and early to rise as part of discipline and learning tactics. It indicated that all the students to boost their learning tactics. Ezeliora (2003) found that transport facilities are easier and readily available than it was sometimes ago in Nigeria. Generally the excuse of lateness to schools should be truly considered as "flimsy reason especially where discipline exist. Okeke, Nzeowi and Njoku (2008) found out that there was a moderate significant difference in the location of homes and lack of transport facilities to school but proper adjustment through disciplinary strategies among public and private school students are necessary. It was observed that a moderate significant relationship exists between fixed school hours, enrolment of girls rates and retention in schools. This result is not surprising to the researcher because the researcher had, anticipated, that when there are proper disciplinary strategies employed by the school administration, the students would be committed to their studies. Denga (2001), Agbaje (2004) and Birungi (2008) in their various world works found out that effectiveness of guidance and counselling is one possible explanation in improving the disciplinary strategies which the students have imbibed in the study as good steps towards their academic performance, other achievements and admired trends of livelihood for the students as future adults.

Conclusion

Education is the right of every girl everywhere and the key to transforming her life and the life of her community. Without education, girls are denied the opportunity to develop their full potential and to play a productive and equal role in their families, their societies, their countries, and their world. Even if much has been done to improve the caliber and existence of girls education in Nigerian states, there is still much that needs to be carried out to achieve thoroughness. The largest hurdle that needs to be overcome before all Nigerian girls can all get the education they deserve is the prevailing social thought that discourages or minimizes the importance of education for girls. To stop this, states in Nigeria need to pass laws banning the early marriage practices that keep girls out of school. Governments must pass legislation that makes the education of girls mandatory from primary school and then enforce these laws stringently in the urban and rural communities. However, no matter what is on record when talking about girl-child education, female children should be made to know that they can still make it like their boys-counterparts with determination and seriousness.

The report of many girls who choose education despite the pressure of the societal norms and other human beliefs shows that if a girl-child is reformed, they can change many things as they will get to be seriously engaged in education thereby creating ways for other girls.

Recommendation

The issue of girls education has universal important in the world of globalization. As a result, it has become part of the Millennium Development Goal as well as education for All, (EFA). Therefore, the cause of Girls Education should not be left exclusively to the responsibility of respective governments. It calls for all concerned parties by pulling resources together. The education of the girl-child can be possible and a accessible through the following plausible means:

1. Raising continuous awareness among the public especially about the importance and equal opportunity of girls in education.
2. Provision of gender awareness and sex education to enable the girls to develop self-knowledge and what awaits them.
3. Assisting poverty-stricken girls and those, who perform less in order to enable them to continue their schooling by implementing different mechanisms.
4. Establishing exclusive study centres, consisting ample textbooks and other supplementary reading materials, for girls to be guided and managed by trained and academically better peers who can serve as tutors
5. Holding periodical discussion and meetings among peers to discuss problems that happen frequently and which affect their academic life negatively.
6. The role being played by the Ministry of Education; the national Union of Nigerian Youth and Students; the National Union of Nigerian Women; the continuous assistance and advocacy of development partners and that of others should be reinforced.

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