

**SECURITY CHALLENGES OF GIRL CHILD EDUCATION IN NIGERIA: CASE STUDY OF NORTH EASTERN STATES, NIGERIA**

**Ajegena, Allu Akawu <sup>1</sup> and Walson, Ominini Brother Asako <sup>2</sup>**  
**Department of Educational Management, Ignatius Ajuru University of Education,**  
**Rumuolumeni, Port Harcourt, Rivers State, Nigeria <sup>1&2</sup>**

*Email: [ajegenaalluakawu@gmail.com](mailto:ajegenaalluakawu@gmail.com), Email: [walsonomis@yahoo.com](mailto:walsonomis@yahoo.com)*

**ABSTRACT**

*The problem of Girl Child Education in Nigeria especially the North-Eastern states has become a serious issue since 2009 after the emergence of Boko Haram activities which need national attention. This paper focused on the security challenges of girl child education in Nigeria, A case of north eastern states. The paper explored the concept of security challenges, girl child education, objectives of girl child education, the importance of education, barriers to girl child education. The paper further reviewed some outlines of prevalence of security threats in Nigerian schools and time line attacks. The paper also reviewed some legal references on girl child education in Nigeria. The paper concluded that Boko Haram insurgency in North Eastern Region of Nigeria; have slow down the nation abilities of achieving the Sustainability Development Goals (SDGs) Project, Education For All (EFA), as well as Nigeria Vision 2030 programs. Finally, the paper suggested that: Government should ensure that all security personnel posted to guide all schools are well motivated properly, Government should establish and equip women education model centre in each of the North Eastern states of the federation, a course on women education should be introduced and made compulsory to students in tertiary education, to help to sensitize them and the public on the need to promote and encourage women education, and girl child education should be given priority attention by all relevant stakeholders to bridge the gap between girls child and boy child education to avert future domestic violence and job discrimination.*

**Keywords: Girl Child, Insurgent attacks, School facilities, School Security. North-Eastern States.**

**INTRODUCTION**

Nigeria, as a mother of African countries has been experiencing peaceful atmosphere, multicultural, dynamic and progressive nation, blessed with human and natural resources, which paved ways for many opportunities for its citizens and foreigners' to live in harmony from the colonial era, to the inception of Nigeria independence on October 1, 1960, until 2000 where the country started experiencing the strange clamor of violence, and global trend of terrorism, insurgency which led to the gruesome killings of innocent Nigerian citizens, carryout by an insurgent group called Boko Haram and kidnappers, militants among others. The unwanted activities of Boko Haram and others gangs of evils men started to become more pronounce since 2009, they have disrupts educational system in North Eastern states Nigeria with huge negative effects on girl's education.

North Eastern Region of Nigeria comprises of six States namely: Adamawa State, Bauchi State, Borno State, Gombe State, Taraba State and Yobe State. The group of Boko Haram dislikes girls attending schools, and also committed criminal offences ranging from kidnapping of school girls, killing of teachers, religious leaders both in Christianity and Islamic Faith; they have unleashed fear in the minds of every Nigerians living in the region. There was massive destruction of school activities in north eastern Nigeria. In recent past, they used local girls to carry out mindless bombing of major central market, shopping mall, cinema halls and bus station. They also involved in murdering of traditional rulers and prominent citizen in North eastern Nigeria. Abduction of school girls, the elderly and female teachers were also common in their recent styles of operations.

Worried by the massive violence in the North Eastern States of Nigeria has kept a number of female children out of school. Osunyikanmi (2008) argues that the Northern part of the country is still generally far behind other zones in terms of education while the girls are the most affected. UNICEF reports (2015) confirmed that one in every three primary school children and one in every four junior secondary school children are out of school in the North east. The narratives show that in most traditional African settings, young girl education is dependent largely on encouragement from families; government's policies are the key determinant for development of Girl Child education in the contemporary traditional African Society.

The socialization provided by the family is expected to be complemented by government through the provision of safe and secured teaching and learning environment. The frequent cases of kidnappings, abductions, killings and enlisting of girls of school age into bombing operations cripple this lofty aspiration has discourage girl child education and its becomes very hectic and a setback to educational development of the country.

The critical roles education plays in the socio-economic and political development of any nation can never be over emphasized. Education is the pivot upon which the quality of a country's human capacity development is enhanced. From every indication, the economic and technological advances recorded in every nation is tied to the educational attainment of its citizens globally. Education by its very nature is regarded as one of the important instrument of change in the world. Any Nation that plays with the education of its citizens particularly the Girls (women) does that at its national peril. The constitution of the federal republic of Nigeria (1999) gives all citizens the right to education. As a result all citizens globally, nationally and locally irrespective of their age, race, sex, religion, culture, colour, language etc. are expected to go to school and acquired education to be capable of facing the challenges of the societal development. Considering that education plays a vital role in the socio-economic empowerment and development of a nation. It is believed that when the members of a particular society have access to quality education, the higher the development of that society especially in comparison to other parts of the world, (Rufai 2005). Education can be define as an aggregate of all of the process by an individual develop skills, knowledge, attitudes, characters, ability, norms, values and other forms of behaviors which are of positives values to the society which he/she lives, (Fafunwa, 1975). Ukeje 1979 viewed education from three dimensions: as a process, product and discipline. The process of education deals with the transmission, preservation, development and advancement of the people culture. In the same vein, education as a product refers to the outcomes of from the process of education. The discipline aspect of education is seen as a body of knowledge such as what are those things to be taught and learn, why is it worthy to be taught, what ways should it be taught, what group or category of people should it be taught.

On the other hand, Girl child education refers to every form of education that aim at improving the knowledge and skills of girls and women. It includes general education at schools and college, vocational and technical education, professional education, health education, and so on (Ugwulebo, 2011). He went on to posit girls or women education are both literary and non-literary. It is any form of education program designed for girls and women which is used to empower them with knowledge, skills, attitudes for improved self-concept, self-worth, self-reliance, values and dignity in the social, cultural, economic, political and religious spheres, (Ugwu, Mbalisi, 2016). Offorma (2009) described a girl child as a biological female offspring from birth to eighteen (18) years.

In modern societies, the school is generally accepted as the place where children are sent to by their parents to acquire formal education which prepares the growing child to assume adult responsibilities later in life. Yes, a child could also acquire informal education by passing through an apprenticeship scheme to actualize their future. The school is a place where teachers who are professionally trained are given the responsibility to train children from varied backgrounds about academic knowledge, provide an opportunity for children to meet and interact with other children beyond their immediate environment and from that point learn to cooperate more with other children outside their neighborhood.

Insecurity is a threat to learning. Prevailing peace or conflict within communities around the schools often has ripple effects on the teaching and learning activities of such schools. For Beland (2005), security challenges is "the state of fear or anxiety stemming from a concrete or alleged lack of protection. It refers to lack or inadequate freedom from danger. This definition reflects physical insecurity which is the most visible form of insecurity, and it feeds into many other forms of insecurity such as economic security and social security. Insecurity is conceived as a situation where human and national security of a state is compromised by internal or external forces or interests exacerbated by the former's weak or poor economic, military and/or human resource development conditions (Onifadeetal, 2013). Best (2006) defined insecurity as a degenerated stage of conflict, threats to human security, intense violence characterized by fighting, death, injury, etc., occurs. Oamosu (2000), viewed insecurity as a state or condition in the life of a social unit, system, organization or society in which the existence of a; problem assumes critical dimension to the extent that the survival or existence of the social system or structure is threatened. No nation can develop when there is a high level of insecurity in society. The far-reaching effects of insecurity are evident in most communities in Nigeria; they are less developed and backward. This is because insecurity in recent times has been one of the major issues bedeviling the majority of the Nigerian communities. The 2014 Global Report on security indicated that Nigeria is one of the crime-ravaging countries in the world. The report rated Nigeria high on the following critical variables: unlawful possession of arms, forgery, receiving stolen properties, false pretence, burglary, theft, Boko Haram, armed robbery, kidnapping, attempted murder cases, manslaughter etc.(Amirize, 2009).The importance of education has been adequately discussed in many fora and indifferent literature (Nwanne Nzewunwa, 2009; Ojukwu & Nwanma, 2015 and Ojukwu & Onuoha, 2016; Osanti, 2012). It is in the realization of the importance of education of the child that the government of the Federal Republic of Nigeria in its 1999 constitution made a declaration of the right of every Nigerian child to education, irrespective of gender, tribe, religion, or race. It makes sense to state that the lofty vision of education as enunciated in the constitution of the Federal Republic of Nigeria would be realized in a serene and conducive school environment. According to Lehr (2014), the noble goals of education can never be achieved in a vacuum. They would be achieved in a conducive and peaceful school environment. If there is a feeling of insecurity within and outside the school environment, both students and teachers are likely to be deterred and this may inhibit the academic performance of the students.

Despite the above views, yet Nigerian schools in recent times has been under siege of violent attacks that ranges from kidnapping staff and students as well as destruction of facilities to outright bullying which usually claim lives and properties. For instance, the operation of the Boko haram sect in North Eastern Nigeria has left many scars of woes. In April 2014, 276 girls of Government Secondary School Chibok, Bornu State were abducted in their hostel, and kidnapping of five lecturers at the University of Abuja staff quarters on 2<sup>nd</sup> November, 2021 (Onyiri & Walson, 2021). These internationally well-published cases of school kidnapping brought a new dimension to Nigeria's insecurity challenge as many secondary schools and higher institutions attacks have been recorded thereafter.

### **Conceptual Clarification**

#### **Concept of Security Challenges**

Security challenges are synonymous with feelings of being unsafe, absence from freedom and susceptible to dangerous attacks and infliction of physical bodily harm. Manga (2019) described security challenges as a state of fear of impending danger and actual experience of harmful activities that are destructive to lives and properties. The Oxford Advanced Learner's Dictionary (2015) defined insecurity as "a state of fear against attack, and danger, etc."

The contrary is that the security of teachers and students would imply presence of factors in the environment that enhance peace and happiness so as to spur the teachers to effectively function in

their duty posts. It therefore confirms that safe school environment ensure peaceful co-existence, positive school climate, cordial interactions among leaders and teachers, teachers and principals, students and students, and teachers and students. School security is a school environment that guarantees the safety of lives and properties of stake holders in the school. It is an environment that ensures peace of mind to staff and students that would spur them to function effectively in the school. That was why Shuaibu (2015) submitted that a safe school is one that breeds peaceful, positive or cordial relationship among students, teachers and administration. School security is safe school environment which encourages peaceful co-existence, positive school climate, cordial interactions among teachers and teachers, teachers and principals, students and students, and teachers and students for the overall benefit of the school. The school environment in which teachers and student inhabit ought to be safe, friendly, calm and free from external and internal insecurity. It has been noted in Akintunde & Selzing-Musa (2016) that no matter the extent of efficiency and effectiveness in any administration, the school may not succeed in getting the cooperation of devoted teachers without security. Therefore, high teachers' productivity thrives in the atmosphere of peace, unity and security but in the environment of insecurity, teachers' productivity may be very low.

The situation in Nigerian schools of recent is characterized by insecurity where lives and properties are not protected and teachers and students work in fear of being harmed on daily basis this culminated with others socio-economic background has increase the rate of out-of school children in Nigeria on a daily basis the media has continued to highlight and discuss incessant cases of armed robbery, kidnapping, bombing, abductions, rape, cult activities in school environments which have become regular occurrences and have characterized life in our schools (Nwangwa, 2014). Consequently, the activities of this group of terrorists have forced many children and teachers to flee from their schools and environments for safety in response to the law of nature which Peretemode (2001) argued that the school environment safety and security condition no doubt affects both teachers' and students' response to teaching and learning, as self-preservation is nature's first law. Every living thing has a tendency to preserve itself, as it responds to danger. Security challenges makes people to work in an environment that is harmful and pose threat to lives. Insecurity is a threat to learning and the prevailing peace within and around the schools which often has ripple effects on effective teaching and learning and activities of such schools (Akintunde & Selzing-Musa, 2016). A state of insecurity is very disastrous and the effect it could have on the lives of individuals is appalling. When insecurity is experienced in the school environment, it leads to low teachers' productivity and consequently poor students' performances. Whenever people have a feeling of self-doubt, or feel vulnerable and susceptible to injury or harm particularly for a sustained period, insecurity is at work. An emerging or subsisting threat to one's comfort, physical, psychological, emotional wellbeing and related others tantamount to insecurity. Whenever and wherever people feel that they cannot be certain of not being harmed whether physically, psychologically or emotionally, there is insecurity.

### **The Origin of Insurgency in North Eastern Nigeria**

The activities of Boko Haram insurgency in the North-eastern Nigeria can be traced to the preaching of late Muhammad Yusuf since 2002, who is a native of Jakusko in Yobe State. He was the spiritual leader and founder of the Boko Haram sect. Boko Haram officially founded in Maiduguri, the capital city of Borno State, by Muhammed Yusuf who was opposed to everything connected with Western education and civilization.

Adeyemi (2013) argues that Boko Haram is an expression of a global Islamic fundamentalism, notable for two things: internal reform in Islam and the imposition of Islamic rule. The official name of Boko Haram is "Jama'atu Ahlis-Sunna Lidda'Awati Wal-Jihad", which means in Arabic means "People committed to the propagation of the Prophet's teachings and Jihad", translated by residents in the North-eastern city of Maiduguri, where the group had its Headquarters, as "Western education is a sin".

**Outlines of Prevalence of Security Threats in Nigerian Schools and Time Line Attacks**

Security threats and insurgency in Nigeria has taken a frightening dimension in secondary schools and colleges especially public schools are worst hit. There are well reported instances of hostage taking, and kidnapping, and sporadic shooting in schools. Reported cases of insecurity in Nigerian schools are articulate as follows:

- In Northern Nigeria, Hassan (2014) reported cases of insecurity which led to pupils or students fleeing the schools as well as teachers who were targeted for spreading Western Education. In the light of recent insecurity challenges in Nigerian schools, the safety of both lecturers and teachers in universities is worrisome.
- Abduction of a teenage girl found hiding in a Church in Maiduguri on the first night of the July 2009 Boko Haram uprising.
- The abduction of a woman from her home in Maiduguri after her husband was killed for refusing to renounce her Christian faith- July 28, 2009.
- The abduction of 12 women from a police barracks in Bama was the first case of abduction of more than one woman in a single attack and signaled a campaign of violence against women and girls (BBC News, May 15, 2013).
- The abduction of some 20 women and girls from a check point set up on the Damaturu-Maiduguri high-way – September 2013.
- The abduction of several teenage girls from their homes and while selling their goods- November, 2013.
- The abduction of twenty female students of Government Girls Science College and five street hawkers during an attack on Konduga in Borno State in February 2014.
- The abduction of 219 girls from the Government Secondary school Chibok on the night of April 14, 2014.
- The abduction of six women and two children from the village of Wala in Borno state on April 16, 2014.
- The abduction of five women from Gujba village in Yobe state on the April 25, 2014.
- The abduction of eleven teenage girls during attacks on Wala and Warabe villages in Southern Borno state on May 6, 2014.
- The abduction of sixty women from Kummabza village in Damboa local government area Borno state in June 2014.
- Boko Haram also abducted at least twenty Fulani women from BakinKogi, Garkin Fulani and Rugar Hardo villages near Chibok in Borno state on June 6, 2014.
- Abia State University were attacked by cultists in 2017 and left many injured (James, 2019);
- 276 girls of Government Secondary School Chibok, Bornu State were abducted in their hostel in April, 2014 (Onyiri& Walson, 2021);
- Federal Polytechnic Yola was attacked by Boko Haram terrorists (Manga, 2019);
- Manga (2019) reported cases of physical violence, battery, and assault; cultism & hooliganism, bombings and school shooting; and false imprisonment, and detention of students.
- Sexual harassment of a female student by her Course Lecturer in Obafemi Awolowo University (OAU) (Dungu, 2019);
- Kidnapping of five lecturers at the University of Abuja staff quarters on 2<sup>nd</sup> November, 2021 are serious threat instances in Nigerian schools (Onyiri & Walson, 2021);
- Cases of bombs brazenly detonated in school assemblies leaving dozens dead (Yobe school attack) (Ogunode, Ahaotu, & Obi-Ezenekwe, 2021);
- School buildings were burnt down by Boko Haram (Manga, 2019).

These reported experiences have left cases and scores of sorrow to many families. As a result of insecurity, school enrolment in the Northern region went down to 28 percent more than any region in the country. The Nigerian Education Data Survey (NEEDS, 2010) cited in Nwane (2013) indicated that constant attacks made it very difficult for teachers and other stakeholders to convince the

parents to allow their children to be in schools amidst threats of killings. The effect was a massive dropout of pupils and students from schools. Because of these high sorrows from parents, students, stakeholders and school administrators leads to the needs to provides security measures to curb all the menaces of the out of school children in the country.

### **Concept of Girl Child Education**

Girl child education refers to every form of education that aim at improving the knowledge and skills of girls and women. It includes general education at schools and college, vocational and technical education, professional education, health education, and so on (Ugwulebo, 2011). He went on to posit girls or women education are both literary and non-literary. It is any form of education program designed for girls and women which is used to empower them with knowledge, skills, attitudes for improved self-concept, self-worth, self-reliance, values and dignity in the social, cultural, economic, political and religious spheres, (Ugwu, Mbalisi, 2016).

### **Objectives of girl child education in Nigeria**

UNESCO 2003 enumerated the objectives of girls' child education to include:

- To eliminate illiteracy.
- To develop self- esteem self-confidence.
- To have knowledge about their bodies and security.
- To have the ability to make their own decision and negotiate.
- To raise the women awareness of their civil rights.
- To provide skills for income generation.
- To make participation in the community /society more effective and to prepare them to be good women leaders in the future.

### **The Importance of Girls' Child Education in Nigeria**

UNESCO 2003 enumerated the importance of girls' child education in Nigeria to include:

- Improved life: education helps the girls to live a good life. Her identity will never get lost. She can read and learn about her rights. Her rights would not get trodden down.
- Improved health: educated girls and women are aware of the importance of health and hygiene through health education, they are empower to lead a healthy life styles.
- Alleviate poverty: women education is a pre-requisite to alleviate poverty. Women need to take equal burden to the massive task of eliminating poverty. This would demand massive contribution from educated women.
- Economic development and prosperity: education will empower the girls to forward and contribute towards the development and prosperity of the country.
- Human trafficking: women are most vulnerable to trafficking when they are undereducated and poor, according to United Nations inter- agency project on human trafficking. Through providing young girls and women with opportunities and fundamental skills. These billions-dollars industry can be significantly undermined.
- Thriving Babies: according to the United Nations girl's education initiatives, children of educated mother are twice likely to survive past the age of five. Foreign aid for school houses and curriculum development could greatly benefits.
- Later marriage: according to United Nation Population Fund, in underdeveloped countries, one in every three girls is married before reaching the age of 18. Through education this can discourage the early marriage of the girls because it exposed them to western life.

### **Security Challenges of Girls Child Education in Nigeria**

Various studies have reported dwindling school enrolment of females in some parts of Nigeria, especially the Northern geo-political zones. Some of the factors hindering the enrolment of females

in schools include socio-cultural factor such as early marriage, ignorance, poverty, pre-marital pregnancy, and religious belief.

Some of the factors hindering the education of the girl-child as listed by Indabawa (2004) include the following:

1. **Kidnapping:** This is great barrier to girl' child education in Nigeria most especially in the Northern parts. In most of the cases of kidnapping in ours secondary schools girls are more victimized. For instance the recent abduction of Chibok girls of government secondary school Chibok Borno state, Nigeria is a case in hand that discourage girl's child education because women are perceived as weaker vessels whereby they cannot defend themselves against any external attack.
2. **Rape:** refers to an unlawful and forcefully sexual intercourse of a man to woman without her consent. It is a criminal act where by a woman is forced into sexual act without her wish and due to attack by the rapist. In our schools today, girls has become the victims of all sorts of rape in because they are seen as weaker vessel where rapists can just rushed into them and succeed. This has posed a serious threats to parents and the girls child in the society to go to schools.
3. **Early marriage:** Girl-children are given off in marriage between the ages of ten and fourteen limiting their chances of being formally educated and with no provision for non-formal education for them in later life.
4. **Hawking Practices:** Girl-Children are mostly found in these practices. The malechild education is much more valued than that of the girl-child, so she is to help generate income to supplement the efforts of the parents. This robs her of access to education. To worsen matters, in the process of hawking she comes across unwanted pregnancy, which if care is not taken, leaves her suffering for her lifetime.
5. **The poverty level of families:** most families are very poor and so they have to make a choice between girl-child 's education and their male ones. Traditionally, since male children are more valued, parents mostly resorted to making their choices to favor the education of the male child leaving the girl-child impoverished.
6. **Societal attitude to girl-child:** The girl-child is a weaker vessel, her place is in the kitchen, and she will use her education to benefit her husband, so why bother to send her to school? The societal attitude toward the girl-child is not in support of her education and so this makes her education to be described as dwindling as and less than equal to that of their male counterpart (Indabawa, 1998, Obanya, 2003).
7. **Low Self-Concept:** Another hindering factor is the girl-childs low self-concept. She sees herself as not being able to cope with the challenges of modern learning, so she begins to find excuses, like, that after schooling. There are no job opportunities so; it would be better for her to stay out of the reach of education. Solutions must be sought to these and other impediments because girl-child education is a must if the nation is to make any appreciable progress.

### **Effects of Security Challenges on Girls Child Education in Nigeria**

the activities of this group of terrorists have forced many children and teachers to flee from their schools and environments for safety in response to the law of nature which Peretemode (2001) argued that the school environment safety and security condition no doubt affects both teachers' and students' response to teaching and learning, as self-preservation is nature's first law. Every living thing has a tendency to preserve itself, as it responds to danger.

1. Security challenges make people to work in an environment that is harmful and pose threat to lives.
2. Insecurity is a threat to learning and the prevailing peace within and around the schools which often has ripple effects on effective teaching and learning and activities of such schools (Akintunde & Selzing-Musa, 2016).

3. A state of insecurity is very disastrous and the effect it could have on the lives of individuals is appalling. When insecurity is experienced in the school environment, it leads to low teachers' productivity and consequently poor students' performances. Whenever people have a feeling of self-doubt, or feel vulnerable and susceptible to injury or harm particularly for a sustained period, insecurity is at work.
4. An emerging or subsisting threat to one's comfort, physical, psychological, emotional wellbeing and related others tantamount to insecurity. Whenever and wherever people feel that they cannot be certain of not being harmed whether physically, psychologically or emotionally, there is insecurity.

### Barriers to Girls' Child Education in Nigeria

1. **Security Challenges:** This is great barrier to girl' child education in Nigeria most especially in the Northern parts. In most of the cases of kidnapping in ours secondary schools are more victimized. For instance the recent abduction of Chibok girls of government secondary school Chibok Borno state, Nigeria is a case in hand that discourage girl's child education because women are perceived as weaker vessels whereby they cannot defend themselves against any external attack.
2. **Poverty:** Due to extreme poverty in some families encourage them to send their young girls out for marriage in 3order to get financial support from their husband. This means as the girls married to rich men they will help them in providing the family needs. This cause a great loss of the education of those young girls.
3. **Early/Forced Marriage:** The issue of early marriage is still in existence in some parts of country in which a young girl below the age of 18 are given out for married. This is mostly happening in the northern part of the country especially the rural areas. This limits their potentials for self- development, economic and social development. Also in some parts of the country, women and girls are discriminated against education because many believe that the place of a women is in the kitchen ( women education ends in the kitchen).
4. **Culture and Tradition:** Culture is the sum total of people ways of life. The culture of a particular group may not allow nor prohibit women education. In Nigeria, it is a fact saying by some traditions that if you educate a female child, you build a home for another man because she will marry to another man one day and all the resources invested in her will be reap by her husband.
5. **Domestic Labour (Servitude):** In Nigeria, women are bogged down by the amount of work they have to do and so have not had the chance to be educated. Women have been harmed by economic growth, technological changes and development process. Green 2011, says women are subaltern. As subaltern, they are forced to live within the four walls of the home. Also in some parts of the country, women and girls are discriminated.
6. **Religious Factor:** This is another factor against girls child education in Nigeria especially the Northern part of the country as noted by Awokoya one of the factor that affect education in the north is religion where by some political leaders were keen to expose the children especially the girls to the modern educational system, which most of them were reticent about the blessings of western education as compared with the Islamic system. It is on this note that they said western education is prohibited or forbidden which is popularly known as Bokois Haram in hausa language.
7. **Gender Disparity:** This is a serious problem in Nigeria and other countries. UNICEF 2016 report that girls and young women in many parts of the world miss out on school every day around 61 million girls are at school, 32 million girls of primary school age and 29 million of lower secondary school age.
8. **Family Problem (Violence At Home):** This is one of the factor that discourage girl child education. This is due to constant violence by the family members can lead to a young girl to drop out of school.

Also in some family, it is believe that women are not the inheritance of the family therefore, no need to invest on them. This follow by a quotation by; McDonaght (2006) "I always wanted to get an education but in my family and culture, a woman does not need an education. The only thing that matters is that she marries and ahs sons. It didn't matter that I was smarter than my brothers. To my father, I was less valuable than the cow".

### **The Legal Reference on Girl Child Education in Nigeria**

In Nigeria, there are many policies and laws that advocated the right of girls' child education. These are:

- The constitution of Federal Republic of Nigeria 1999.
  - The universal primary education policies of 1976.
  - The universal basic education scheme of 1999.
  - The education law of federal republic of Nigeria (1979-1983).
  - The national policy on education (NPE, 2004).
  - The human right commission establishment in 1995.
  - The Rivers State schools rights of the parents, children, teachers' law, 2005.
  - Millennium development goals (MBGs) 2000.
  - The national goals of education.
1. **The constitution of the federal republic of Nigeria** (FRN, 1999) Chapter IV Section 18, Subsection 1 spelled the educational goals (objectives) with inclusion of girls child education. The objectives states that:  
"Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels. This means that no gender disparity in education, education should be given to both sexes."
  2. **The universal primary education policy of 1976 (UPE):** The policy state that there should be free and universal primary education for all school age children in Nigeria. This means it is constitutional and legal right of a girl child to enjoy this right.
  3. **The universal basic education 1999 (UBE):** The universal basic education which launched on the 30<sup>th</sup> September, 1999 like the UPE also declared free and compulsory for all children in Nigeria's from primary to junior secondary school.
  4. **The national policy on education:** The national policy on education was published in 1977 as a benchmark in all aspects of education. The policy states the five national goals through which Nigeria philosophy of education draw its strength as:
    - A free and democratic society
    - A just and egalitarian society. This means there should be equality in Nigeria education, economic, social, political, etc to all citizens. This is the inclusion of girls (women).
    - A united, strong and self-reliance nation.
    - A great and dynamic economy.
    - A land full of bright opportunities for all citizens. This means girls are inclusive to enjoy the education right of a country.
  5. The Rivers States schools (parents, children and teachers) law 2000, section 2 of the law advocated the right of child in the state. To:
    - Access to basic education. This means every child shall receive and complete free compulsory universal basic education and shall have an opportunity to receive secondary education or learn and appropriate trade.
  6. The human right commission: The human right commission was established by decree 22 of 1995 in Nigeria to deal with human rights issue. Tamuno (1999) noted that every human being has the right to the degree, they are not conferred by state or society and rights are instrument to him and dignity.

7. **The millennium development goals (MDGs):** The millennium development goals was established by united nation in 2000.

The number three goal of the MGDs emphasis on the issue of promoting gender equality and empower women and goal two also emphasize on the achieving universal primary education. This means there should be equality in Nigeria.

### CONCLUSION

Boko Haram insurgency in North eastern region of Nigeria, have slow down the nation abilities of achieving the Sustainability Development Goals project (SDG'S), Education For All (EFA), and as well as Nigeria Vision 2030 programs. The senseless insurgent attacks have negative impact on socio-cultural values of the people of North eastern region and wellbeing of other foreign nations. Presently, the economic activity is low in the region, as foreign expatriate are relocating to other regions in Nigeria due to the increasing security crisis. With the mindless bombings perpetrated by the insurgent, whereby most schools have been closed in Adamawa, Borno and Yobe states.

### Suggestions

Based on the above discourse, the following suggestions were made:

- Government should ensure that all security personnel posted to guide all schools are well motivated properly.
- Government should establish and equip women education model centre in each state of the federation.
- A course on women education should be introduced and made compulsory to students in tertiary education. This will help to sensitize them and the public on the need to promote and encourage women education.
- Girl child education should be given priority attention by all relevant stakeholders to bridge the gap between girls child and boy child education to avert future domestic violence and job discrimination.
- There should be legislative law against women violence, victimization, oppression from rigid authoritative spouse control and unsafe environment that limit their physical mobility.
- The Nigeria education curriculum should emphasize life skills that children and youth especially the girls in the rural environment with limited education to establish self-independence business.
- There should be free and compulsory education at primary and secondary levels. The women should be encouraged by giving them stipend to motivate them to go to school.

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