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MANAGING GIRL-CHILD EDUCATION FOR RAPID GLOBAL ECONOMIC RECOVERY IN NIGERIA

N. J. K. ABDULLAHI

Abstract

This study investigated managing girl-child education for rapid global economic recovery in Kwara State Nigeria. The objective of this study is to examine the relationship between motivation, supervision of girl-child education and rapid global economic recovery in Kwara State public senior secondary schools. To achieve this, two hypotheses were formulated and tested. Descriptive research design was used for the study. A self-designed questionnaire titled: "Managing Girl-Child Education and Global Economic Recovery Questionnaire" (MGEGERQ) was used for data collection. T-test statistics was used to test the hypotheses at 0.05 level of significance. Findings revealed that there was no significant difference between the mean scores of principals and teachers on motivation, supervision of girl-child education and rapid global economic recovery. It was, therefore, recommended that government should ensure motivation of girl-child toward learning in order to bring about rapid global economic recovery by providing adequate girl-child scholarship, giving stipends to female students, free school facilities for girls, free school feedings as well as ensuring practical based subjects in girls' schools. Furthermore, principals and teachers should continue to supervise girl-child by encouraging them to display seriousness and diligence, develop in-depth knowledge about subject taught, attend lesson regularly, be punctual in school as well as be a hardworking student in order improve their academic excellent towards the realisation of rapid global economic recovery.

Keywords: *managing, girl-child education, global economic recovery, Nigeria.*

Introduction

Managing education generally imply running of educational institutions which involves planning, organising, directing, supervising, motivating, evaluating, communicating and controlling of the efforts of individuals in the achievement of the goals of education.

The girl-child is a biological female offspring from birth to eighteen (18) years of age. Also seen as a young female adult who would eventually grow into woman. Education as an effective catalyst for economic growth and social development in developing countries cannot be overemphasis. Education empowering girls by helping them achieve basic human right, earn respect as well as understanding and discover new knowledge. Improving education, especially girl-child education, has a powerful influence towards rapid global economic recovery. Girl-child education can be seen as one of key that yields some of the highest returns of all development investment on both

private and social benefit. Many benefits of girl-child education can be classified as intergenerational effect such as positive maintenance of health by adopting effective sanitation practices and good medical care, increase household earning, reduce extremism and terrorism as well as increased sense of self-worth and confidence.

Girl-child education is a process through which girl-child acquires knowledge, skill and realized full potentiality towards self-actualisation in order to be a useful member of the society (Ocho, 2005). It is very crucial to understand that increasing the number of girls in school will in turn increasing the number of literate adult women which has a positive effect on both economic growth and social-being. Girl-child education is an agent for rapid global economic recovery and poverty eradication. Rapid global economic refers to increase in processes concerning multiple networks of economic, political and cultural interchange and technology and information.

Girl-child education remain a crucial tool in nation development thus development of any country would be grossly lopsided if the girl-child is not given quality education. Investing in girl-child education will accelerate rapid global economic by enhancing human capital, slowing population growth, alleviation of poverty and the likes. According to The International Center for Research on Women, the education that a girl receives is the strongest predictor of the age she will marry and is a critical factor in reducing the prevalence of child marriage.

Motivation involves encouraging and inspiring people to take the required action. This means helping people improve their knowledge, attitude and skills. It is the responsibility of government and the principal to ensure that education takes place efficiently. Motivation is the deep-down force within the human organism that make him want to contribute action towards the realisation of an organisational goal (Durosaro, 2010).

Supervision in education can be defined as a process of utilizing professional skill and experience to oversee, evaluate and improve the teaching and learning process. In the school systems, supervision focuses on the students, school records, school physical plants and generally the programme plan. In this respect the school principal should be a supervisor, motivator and keen organiser. According to Chike-Okoli's (2004) views, supervision, as having a comprehensive view of the activities and assessing the extent to which it is fulfilling its basic obligations towards improving the overall efficiency and raise the academic standards of the institutions.

Global economy can be refer to as the worldwide economy. Simply put, it means all the economies of the world which consider together as one economic system. The role of managing girl-child education in ensuring global economy recovery in the country

cannot be over emphasized. Girl-child in the society have important roles to play in rapid global economy recovery of the nation. Rapid global economic recovery can be effectively achieved when girl-child is motivated to attend school as well as supervising her education to contribute to the standard of the economy.

The theoretical framework of this study is based on system theory postulated by Bertalarffy (1972) which states that all systems have different parts that performing different functions. However in such a way that each part interacts and is inter-dependent with the other part, and with the other systems (environment) around it. Therefore, what affects one part, Affects the other parts in the system and its environment.

This theory is relevant to the study because the educational system or a single school unit or child, is a system and the concept of interaction and interdependence of parts with the others and with the wider society supra-system are applicable. Also, school system must be structure in a way that has the capacity to develop its own anti-bodies to counteract the effects of any disruptive forces that may affect girl-child in terms of motivating and supervising girl-child education to ensure that they pursue the same ultimate goal of the educational system for rapid global economic recovery.

Odhiambo & Yambo (2012) investigated repositioning the role of principals in dealing with challenges affecting girl-child education in mixed day secondary schools in Rongo and Nhiwa district, Kenya. The study employed descriptive survey design. Sample of 35 principals, 35 teachers and 1 district quality assurance and standard officers. Questionnaire and interview schedule were used for data collection. The data collected were analyzed using frequency counts, percentages, means and one way Anova. The finding revealed that in order to copy with long distance that girls walked from home to schools principals created temporary boarding facilities and advised such girls to arrange for means to take them to school so that they don't come late to school. The finding is germane to this study in that it looked into Girl-Child education. However, the study left a lots of gap in that it did not considered managing girl-child education for rapid global economic recovery. Also, the study not looked at the motivation and supervision of girl-child as a critical variable for attainment of educational goals which can lead to rapid global economic recovery in Nigeria. This is what this study set out to fill.

Statement of the Problem

Girl-child education has been shown to be a hurricane task that is not easily achievable in some part of the country due to many impediments which stand in a way of the girl-child, such factors includes early marriage, cultural practices, poverty, insecurity and religion factors. In many cultures, education is not worth-while for girl-child because

they consider investment in girl education as unprofitable, since the girl are likely to end up in another man's home. Also traditional culture practices strongly affect girls' enrolment in educational system hence many family with limited resources tend to place more priority on boy-child education recognising them as head of the family. Early marriage is also another commonly factor influence girl-child education which has been institutionalised in many part of Nigeria. This and many others related issues prompted the researchers as to investigate managing girl-child education for rapid global economic recovery in Nigeria.

Objectives of the study

The objectives of the study are:

1. To determine the relationship between motivation of girl-child and global economic recovery in Public senior secondary schools in Kwara State and
2. To examine the relationship between supervision of girl-child education and global economic recovery in Public senior Secondary Schools in Kwara State

Research Questions (Rqs)

The following research questions were raised and answered in this study:

RQ₁: Does motivation of girl-child bring about rapid global economic recovery in public secondary schools in Kwara State?

RQ₂: Do supervision of girl-child education enhance rapid global economic recovery in public senior secondary schools in Kwara State?

Research Hypotheses

To guide the conduct of this study, the following hypotheses were formulated:

Ho₁: There is no significant difference between the mean scores of principals and teachers on motivation of girl-child and rapid global economic recovery in Public senior secondary schools in Kwara State.

Ho₂: There is no significant difference between the mean scores of principals and teachers on supervision of girl-child education and rapid global economic recovery in public senior secondary schools in Kwara State.

Research Methodology

Research Design

The study adopted a descriptive survey research design. This involves the process of questionnaire selection, data collection and analysis. Descriptive statistical analysis were used to explain responses of participants on the variables used in this study. T-test statistical analysis was used to test the hypotheses at 0.05 significance level to determine the rejection or the acceptance of the hypotheses.

Population and Sampling

The population of this study comprised 458 teachers in ten (10) girls' only public senior secondary schools in Kwara State. Sample of 210 teachers and 10 principals were selected with the use of Research Advisor (2006) table of determine sample size from a known population. Proportional stratified random sampling technique was used to select participants in the ten schools.

Instrumentation

The instrument used for data collection for this research was self-constructed questionnaire titled "Managing Girl-Child Education and Global Economic Recovery Questionnaire" (MGEGERQ) was used for the study. The instrument is in two sections; section A contains personal information of the principals and teachers. While section B used to elicit information concerning girl-child eliminating school cost and academic excellent. The 10 items in section B were arranged in two clusters. The principals and teachers responded to the items on a four (4) point Likert-type scale as follows: Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). The criterion mean is given thus: $4 + 3 + 2 + 1 / 4 = 2.50$. The criterion mean depicts that any item that is above or equal to the criterion mean value of 2.50 is agreed while the one below the criterion mean value is disagreed by the participant.

Validity and Reliability

To ensure content validity of the instrument, draft copies of the instruments were given to two experts in educational management and two experts in measurement and evaluation. Relevant corrections and adjustment were made based on their observations and recommendations. . Also 20 corrected copies were further administered to principals and teachers who are part of the sampled to examine their understanding of the items and to seek their opinion about the appropriateness of the items' statement in terms of the wordings, instructions and understandability of the scales and questions in order to detect if there is any difficulties that may arise in filling the questionnaire. Therefore, some suggestion made were effected effectively before sending out the final copies. .

Instrument reliability was ensured by using Cronbach's alpha; the instrument reliability index was .84. Reliability test revealed a high internal consistency for most of the variables. According to Sekaran and Bougie (2010) the Cronbach's Alpha value which are within 0.8-0.95 are considered as having a very good reliability.

Data Collection Process

The corrected questionnaires were distributed with the help of three research assistants to the participants of sample schools in order to ensure high rate of returned. Effective administration of questionnaires was also aided by cooperation of colleagues

and friends in the sample schools. The respondents were assured of anonymity and confidentiality of their responses. This method facilitated on the spot collecting of the completed instrument and hundred percent retrieval.

Data Analysis

The data collected for the study were analyzed using t-test analysis. The research questions were answered using mean and standard deviation while T-test statistical analysis was used to test the hypotheses at 0.05 significance level.

Data Analysis and Result

Weighted mean and standard deviation were used to provide answers to the research questions raised.

Research Question one: Does motivation of girl-child bring about rapid global economic recovery in public senior secondary schools in Kwara State?

Table 1: Mean and Standard Deviation of Principals and teachers on Motivation of Girl-Child

S/N	Motivation of girl-child	Principal		Teacher		Decision
		Mean	SD	Mean	SD	
1	Provision of scholarship to girls will improve their learning.	2.70	.675	2.87	.964	Agreed
2	Giving stipends to female students will motivate them to learn which in turn lead to recovery of global economy	2.50	1.269	2.92	.930	Agreed
3	Provision of free school facilities for girls will motivate them to learn effectively.	3.00	1.333	2.99	.971	Agreed
4	Provision of practical based subjects in girls' school will gives room for complete understanding of subjects	2.50	1.269	2.88	1.023	Agreed
5	Provision of free feeding in female schools will increase girl-child enrolment in schools	2.30	.949	3.00	.928	Agreed
	Grand Mean	2.60	1.099	2.93	0.963	

(Mean $\geq$ 2.50 Agree, Mean $<$ 2.50 Disagree)

Table 1 showed that, items with serial number 1 – 5 have their various mean and grand mean values above the criterion mean of 2.50 and high standard deviation score. Therefore, agreed by the respondents that eliminating motivation of girl-child bring about rapid global economic recovery is in Kwara State, Nigeria.

Research Question Two: Do supervision of girl-child education enhance rapid global economic recovery in public senior secondary school in Kwara State?

Table 2: Mean and Standard Deviation of Principals and Teachers on Supervision of Girl-Child Education

S/N	Supervision of Girl-Child	Principal		Teacher		Decision
		Mean	SD	Mean	SD	
1	Supervision of girl-child education help her to display seriousness and diligence in learning	2.50	1.269	2.93	0.88	Agreed
2	Help her to development in-depth knowledge about subject taught in the class	2.96	0.48	2.92	0.30	Agreed
3	Supervision of girl-child education help her attending lesson regularly	2.97	0.83	2.99	0.71	Agreed
4	Help her to be punctual in school	2.77	1.019	2.88	1.023	Agreed
5	Supervision help her to become hardworking student	2.80	1.027	3.00	0.568	Agreed
	Grand Mean	2.80	1.049	2.944	0.900	

(Mean $\geq$ 2.50 Agree, Mean $<$ 2.50 Disagree)

Table 2 showed that, items with serial number 6 – 10 have their various mean and grand mean values above the criterion mean of 2.50 and high standard deviation score. Therefore, respondents agreed that supervision of girl-child education enhance rapid global economy recovery in Kwara State, Nigeria. Hypotheses Testing

H_{a1} : There is no significant difference between the mean scores of principals and teachers on motivation of girl-child and global economic recovery in public senior secondary schools in Kwara State.

Table 3: Mean and Standard Deviation of Variables on Motivation of Girl-Child

Category	N	Mean	SD	df	t-cal	t-crit	Decision
Principals	10	2.60	1.099				
Teachers	210	2.93	0.963	218	0.06	1.96	H_{01} Accepted

Table 3 indicated the t-test analysis of difference between the mean scores of principals and teachers on motivation of girl-child and rapid global economic recovery in public senior secondary schools in Kwara State, Nigeria. The t-calculated value of 0.06 is less than t-critical value of 1.96. The null hypothesis is therefore accepted. This means there is no significant difference between the mean scores of principals and teachers on motivation of girl-child and rapid global economic recovery in public senior secondary schools in Kwara State.

H_0 : There is no significant difference between mean scores of principals and teachers on supervision of girl-child education and rapid global economic recovery in public senior secondary schools in Kwara State.

Table 4: Mean and Standard Deviation of Variables on Supervision of Girl-Child Education

Variable	N	Mean	SD	df	t-cal	t-crit	Decision
Principals	10	2.80	1.049	218	0.66	1.96	H_0 Accepted
Teachers	210	2.94	0.900				

Table 4 indicates the t-test analysis of difference between the mean scores of principals and teachers on supervision of girl-child education and rapid global economic recovery in public senior secondary schools in Kwara State, Nigeria. The t-calculated value of 0.06 is less than t-critical value of 1.96. The null hypothesis is therefore, accepted. This means there is no significant difference between the mean scores of principals and teachers on supervision of girl-child education and rapid global economic recovery in public senior secondary schools in Kwara State.

Discussion

The result of the analysis in research question one and findings in table 1 shows that motivation of girl-child bring about rapid global economic recovery in public senior secondary schools in Kwara State, principals and teachers agreed that motivation of girl-child is an effective way for recovery global economic. In the same vain findings from the corresponding of hypothesis one revealed that there is no significant difference between motivation of girl-child and rapid global economic recovery in public senior secondary schools in Kwara State. In essence, these findings agreed with Eliza (2012), who agreed that increase girls education influences the level of fertility, infant and child mortality as well as improve health. Also these findings conformed to Ayodo (2010), which states that provision of motivation and quality girl-child education will gives room for relevance advance contribution to the development of the country.

The result of the analysis of research question two in table 2 shows that effective supervision of girl-child education enhance effective rapid recovery of global economic. The result of hypothesis two revealed that there is no significant difference between supervision of girl-child education and rapid global economic recovery in public senior secondary schools in Kwara State. The finding agrees with Sida (2004) who believe that women are critical as they are major contributors and excellent in economic development and family nutrition in most countries. The findings also conform to Ottaway (2000) that effective supervision of girl-child education has an effect on the economic well-being of a country. Educated girl-child could easily gain employment in

formal labour force and therefore, contribute not to the family income but the National Gross Domestic Productivity.

Conclusion

It is generally believed in Nigeria that education for the girl-child prepares her for a good motherhood. The attainment of global economy recovery in the world and particularly in developing countries of which Nigeria is inclusive require effective motivation and supervision of girl-child education. The findings of this study have shown that motivation and supervision of girl-child education could greatly help in the enhancement of rapid global economic recovery in Nigeria.

Recommendations

Based on the findings of this study, the following recommendations are rendered:

1. Government should ensure motivation girl-child toward learning in order to bring about rapid global economic recovery by providing adequate scholarship, giving stipends to female students, free school facilities, free school feedings as well as ensuring practical based subjects in girls' schools.
2. Principals and teachers should continue to supervise girl-child by encouraging them to display seriousness and diligence in the class, develop in-depth knowledge about subject taught, attend lesson regularly, be punctual in school as well as be a hardworking student in order improve their academic excellent towards the realisation of rapid global economic recovery.

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