

**EXPLORING FACTORS AFFECTING ENROLLMENT IN PRIMARY
SCHOOLS IN KATAGUM LOCAL GOVERNMENT AREA OF
BAUCHI STATE, NIGERIA**

BY

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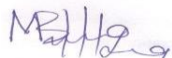
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DECLARATION

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DEDICATION

This thesis is dedicated to my parents, Muhammad Adamu and Khadija Abdulsalam, my friends and siblings as well as my beloved wife Fatima Abdullahi, for their moral supports and prayers towards my academic success.

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ABSTRACT

Enrollment into school is the compulsory right of every child to access primary education through six-year programme of schooling which provides children with basic literacy and numeracy as well as skills for their lives. This builds a solid foundation and open avenues for future success on both the individual and society. However, despite this, Nigeria has the highest number of children not enrolled in school even globally. This study explores factors affecting enrollment in primary schools in Nigeria. The study sought to achieve the following objectives; to examine the perceptions of stakeholders on the socio-economic factors affecting enrollment in primary schools, to examine the opinions of stakeholders on the school factors affecting enrollment in primary schools, to find out the stakeholders understandings on the policies regulating enrollment in Primary Schools and to explore the perceptions of stakeholders on how the enrollment could be improved and sustained in primary schools in Katagum Local Government Area. The Human Capital Theory by economists Gary Becker and Theodore Schultz (1961) guided this research. A qualitative study, framed within an interpretivism paradigm, drawn on a phenomenology design was used. 29 participants were purposively sampled from the study's population who are stakeholders of primary education including parents, teachers, head teachers and Education Secretary while the data were generated using interviews and focus group discussions and thematically analysed. Trustworthiness was ensured and ethical principles were adhered to. Findings revealed that the stakeholders perceived socio-economic factors affecting enrollment in primary schools as poverty, child labour, distance norms and location of the school, influx of Internally Displaced Persons, belief system and unemployment. However, school factors perceived to be affecting enrollment are inadequate classrooms structures, inadequate teaching and learning facilities, lack of water and toilet facilities in schools, unavailability of qualified teachers and negative attitude of some teachers. It was understood that policies regulating enrollment such as Free and Compulsory Education Policy, School Feeding programme, Almajiri Integrated Model School and Better Education Service Delivery for All requires effective implementation. It was envisioned that, strategies like abolishing of school fees, shifting socio-cultural norms, introduction of skills acquisition, schools improvement projects and offering financial incentives to poor families would improve and sustain enrollment in primary schools. The policy makers should communicate the policies more clearly and more meaningfully by providing adequate finances to reduce the cost of schooling within the range of affordability to parents as well as provide necessary facilities and technical assistance that would motivate and encourage quality teaching and increase enrollment in primary schools.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
ABSTRACT.....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES	xi
LIST OF FIGURES	xii
ABBREVIATIONS/ACRONYMS.....	xiii
CHAPTER ONE	1
1.0 Introduction.....	1
1.1 Background of the Study	1
1.2 Statement of the Problem.....	9
1.3 Purpose of the Study	11
1.4 Objectives of the Study.....	11
1.5 Research Questions.....	11
1.6 Justification for the Study	12
1.7 Significance of the Study	12
1.8 Scope of the Study	13
1.9 Limitations of the Study.....	14
1.10 Assumptions of the Study	14
1.11 Theoretical Framework.....	15
1.12 Conceptual Framework.....	17
1.13 Operational Definition of Terms.....	18
1.14 Summary	19
CHAPTER TWO	20
LITERATURE REVIEW	20
2.0 Introduction.....	20
2.1 Global Overview on Out School Children.....	20
2.1.1 African situation on children not enrolled in school	22
2.1.2 Nigeria’s situation of children not enrolled in school	24
2.2 Factors Affecting Enrollment in Primary Schools.	25
2.2.1 Socio-economic factors	25

2.2.1.1 Poverty of the family	25
2.2.1.2 Child Labour	27
2.2.1.3 Residence or Location	29
2.2.2 Socio-cultural Factors	29
2.2.2.1 Gender and Early Marriage	29
2.2.2.2 Western education perceived as incompatible with Education	32
2.2.2.3 Parental Education	33
2.2.3 School Factors	34
2.2.3.1 Safety/Security of the children	34
2.2.3.2 Inadequate infrastructural facilities in schools	35
2.2.3.3 Shortage of qualified teachers	37
2.3 Policies Regulating the Enrollment in Primary Schools	38
2.3.1 Free Universal Basic Education Policy	38
2.3.2 Government School Feeding Programme Policy	42
2.3.3 Almajiri Integrated Model School.....	44
2.3.4 Interventions by the Non-Governmental Organizations	46
2.3.4.1 World Bank Project	46
2.3.4.2 UNICEF Project	48
2.4 Gap Identification	50
2.5 Summary	52
CHAPTER THREE	53
RESEARCH DESIGN AND METHODOLOGY	53
3.1 Introduction.....	53
3.2 Research Approach	53
3.3 Research Design.....	55
3.4 Study Area	56
3.5 Target Population.....	58
3.6 Sampling Design and Sample Size	59
3.7 Data Collection Instruments	61
3.7.1 Interview.....	61
3.7.2 Focused Group Discussions (FGDs)	63
3.8 Ensuring Trustworthiness	63
3.8.1 Credibility: Truth-value.....	64
3.8.2 Transferability: Applicability or generalizability	65

3.8.3 Dependability	65
3.8.4 Confirmability	66
3.9 Data Collection Procedures.....	66
3.10 Data Analysis Techniques.....	68
3.11 Pilot Study.....	70
3.12 Ethical Considerations	71
3.13 Summary	72
CHAPTER FOUR.....	73
DATA ANALYSIS, PRESENTATION, INTERPRETATION AND	
DISCUSSION	73
4.1 Introduction.....	73
4.2 Demographic Information of the Respondents	73
4.3 Themes Emerging from the Data	75
4.3.1 Perceptions of stakeholders on the socio-economic factors affecting enrollment in primary schools	76
4.3.1.1 Poverty.....	77
4.3.1.2 Child labour	79
4.3.1.3 Distance norms and location of residence	82
4.3.1.4 Belief system of the people	84
4.3.1.5 Influx of Internally Displaced Persons	86
4.3.1.6 Unemployment	88
4.3.1.7 Synthesis of perceptions of stakeholders on the socio-economic factors affecting enrollment in primary schools.....	91
4.3.2 Opinions of stakeholders on the school factors affecting enrollment in primary schools	91
4.3.2.1 Inadequate classrooms structures	92
4.3.2.2 Inadequate learning facilities in schools.....	94
4.3.2.3 Lack of water and toilet facilities in schools	96
4.3.2.4 Unavailability of qualified teachers.....	98
4.3.2.5 Negative attitude of some teachers.....	100
4.3.2.6 Synthesis of perceptions of stakeholders on the school factors affecting enrollment in primary schools	103
4.3.3 Understanding of stakeholders on the policies regulating enrollment in primary schools	103

4.3.3.1 Free and Compulsory Education Policy	103
4.3.3.2 School Free Feeding Programme policy	107
4.3.3.3 Almajiri Integrated Model School	110
4.3.3.4 Better Education Service Delivery for All	113
4.3.3.5 Synthesis of understanding of stakeholders on the policies regulating enrollment in primary schools.	116
4.3.4 Perception of stakeholders on the ways of improving and sustaining enrollment in primary school.	117
4.3.4.1 Abolishment of school fees by proper enrollment policy reforms	117
4.3.4.2 Shifting socio-cultural norms through enlightenment and enrollment campaign	119
4.3.4.3 Introducing skills acquisition training in to primary school.....	122
4.3.4.4 Schools improvement projects with employment of more teachers.....	124
4.3.4.5 Offering financial incentives to support poor families/households.....	127
4.3.4.6 Synthesis of perception of stakeholders on the ways of improving and sustaining enrollment in primary school	129
CHAPTER FIVE	130
SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS	130
5.1 Introduction.....	130
5.2 Summary of Findings.....	130
5.2.1 Perceptions of stakeholders on the socio-economic factors affecting enrollment in primary schools	131
5.2.2 Opinions of stakeholders on the school factors affecting enrollment in primary schools.....	132
5.2.3 Understanding of stakeholders on the policies regulating enrollment in primary schools	134
5.2.4 Perception of stakeholders on the ways of improving and sustaining enrollment in primary school	135
5.3 Theoretical Implication	136
5.4 Conclusions.....	138
5.5 Recommendations.....	141
5.6 Recommendations for Further Research.....	142
REFERENCES	144
APPENDICES	161

Appendix I: Map of Bauchi State, Nigeria.....	161
Appendix II: Interview Guide	162
Appendix III: FGD Guide for Parents and Teachers.....	164
Appendix V: Research Permit I	165
Appendix V: Research Permit Ii	166
Appendix VI: Informed Consent Document	167

LIST OF TABLES

Table 3.1: Target Population.....	58
Table 3.2 Participants.....	61

LIST OF FIGURES

Figure 1.1: Conceptual Framework on the Factors Affecting Enrollment in Primary School.....	17
Figure 2.1: Global percentage of primary school age children who are not enrolled in school.....	21
Figure 2.2: The percentage of primary school age children who are not enrolled in school in Africa.	23
Figure 3.1 Braun & Clarke’s six-phase framework for doing a thematic analysis.....	70
Figure 4.1: Genders of Respondents	74
Figure 4.2: Locations of Respondents	74
Figure 4.3: Categories of the Respondents	75
Figure 5.1 Perceptions of stakeholders on the socio-economic factors affecting enrollment in primary school	132
Figure 5.2 Opinions of stakeholders on the school factors affecting enrollment in primary schools	133
Figure 5.3 Understanding of stakeholders on the policies regulating enrollment in primary schools	135
Figure 5.4 Perception of stakeholders on the ways of improving and sustaining enrollment in primary school	136

ABBREVIATIONS/ACRONYMS

AIMS	Almajiri Integrated Model School
BASUBEB	Bauchi State Unuversal Basic Education Board
BESDA	Better Education Service Delivery for All
CERM-ESA	East and South African-German Centre of Excellence for Educational Research Methodologies and Management
FGDs	Focus Group Discussions
FPE	Free Primary Education
GDP	Gross Domestic Product
GPE	Global Partnership for Education
IGI	Innovative International Disseminator of Knowledge
IIEP-UNESCO	International Institute for Educational Planning- United Nations Education, Scientific and Cultural Organisation
ISCED	International Standard Classification of Education
MOE	Ministry of Education Science and Technology
NGOs	Non-Governmental Organisations
NPE	Nigerian National Policy on Education
OECD	Organisation for Economic Co-operation and Development
SBMCs	School Based Management Committees
SDG	Sustainable Development Goals
UBE	Universal Basic Education
UIS	UNESCO Institute of Statistics
UNESCO	United Nations Education, Scientific and Cultural Organisation
UNICEF	United Nations Children Education Fund
UPE	Universal Primary Education
USAID	United States Agency for International Development
WFP	World Food Programme

CHAPTER ONE

1.0 Introduction

This chapter presents the background of the study, statement of the problem, objectives of the study and research questions. It also highlights the justification for the study, significance of the study, scope and limitations of the study, assumptions of the study, theoretical and conceptual frameworks as well as operational definition of terms.

1.1 Background of the Study

Primary education is typically the first stage of formal education, coming after preschool and before secondary school for children from 6 to 12 years old which provides children with an elementary understanding of mathematics, language, science, as well as skills for their lives (IGI, 2022). According to the International Standard Classification of Education (ISCED 2011), primary education programme is a compulsory six-year programme of schooling upon completion of which learners attain primary education. It is providing a link between pre-primary and primary education to provide an individual with the basics of moral and social maturity, foundations of culture (including ethnic culture) and elementary literacy, as well as to assist the child in preparing him/her for learning according to the basic education curriculum. One of the most important forces driving mass schooling remains the social movement around human rights universally enjoyed by all people regardless of sex, color, ability, or caste which began in the mid-1900s. Following the devastation and atrocities of two world wars in 1948, all the countries in the world came together under the auspices of the newly minted United Nations and articulated in the Universal Declaration of Human Rights a set of rights and duties for all people including the right to education, an education that is to be free and compulsory at the

elementary levels and directed to the full development of the human personality (Winthrop & McGivney, 2015).

At the 70th Session of the United Nations General Assembly in September 2015, Member States adopted the 2030 Agenda for Sustainable Development with 17 Goals (SDGs), including SDG 4, which covers education. This Sustainable Development Agenda acknowledges the importance of primary education in Goal 4 which stipulates that by 2030, the world should ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, including a target on universal access to primary education. This includes provision of 12 years of free, publicly-funded, inclusive, equitable, quality primary and secondary education of which at least nine years are compulsory, leading to relevant learning outcomes for all children without discrimination (Tang, 2015). United Nations Children Education Fund (UNICEF, 2022) noted that access to an effective primary education is a basic right of every child which can build a solid foundation and open avenues for future success due to its profound implications on both the individual and society, while it plays a crucial role in reducing extreme poverty and promoting social changes.

In this light many countries came up with policies and strategies that aimed at narrowing the gap for the vulnerable children who shortfall in attaining primary education due to incapacity of their families to afford paying for education expenses or due to other factors and to provide education opportunities for all (Shukia, 2020). UNESCO Institute of Statistics (2019) also reported that many countries have made great strides in enrollment of children in to schools by investing in interventions such as abolishing school fees, School Feeding Programme, introducing relevant curricula, and providing scholarships to financially struggling families while some national

governments increased spending on education and invested in building new classrooms, teacher recruitment and text books.

United Nation Educational, Scientific and Cultural Organisation (UNESCO, 2019) reported that since the World Declaration of Education for All in 1990 and the decision by countries to make universal primary education a Millennium Development Goal in 2000, which was later shifted to Sustainable Development Goal in 2015, participation in primary and lower secondary education increased substantially. According to Szmigiera (2022) the number of pupils in primary education worldwide is on the increase over the past many years, in which more and more pupils completed primary education, standing at nearly 90 percent in 2019. The statistics from the report further shows that while around 657 million children were enrolled in primary school in 2000, the number reached about 739 million pupils in 2019 with the highest number of pupils registered in 2017, peaking at 742 million. Progress towards the SDG target 4 is currently measured by indicator 4.1.1, which calculates the percentage of children in school achieving a minimum learning proficiency level (UIS, 2019). Therefore, Access to an effective primary education is a basic right of every child which can build a solid foundation and open avenues for future success due to its profound implications on both the individual and society, while it plays a crucial role in reducing extreme poverty and promoting social changes (UNICEF, 2022).

The United State federal government through initiatives, such as Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act, is ensuring that all children in the U.S. receive high-quality education with the record of 35.5 million children enrolled in primary school in 2019 (Bouchrika, 2020). In China,

reports from the Ministry of Education (MOE, 2020) indicated how the government attaches more importance to the universalization of compulsory education in rural, poor and minority areas with the implementation of Compulsory Education Law since 1986 that made a significant progress to increase primary school enrollment and narrowed the gap between education in urban and rural areas. According to the statistics from the report, in 2019, there was 35.079 million pupils enrolled primary school, an increase of 1.1% or 380,000 students from 2018. Also, the net enrollment rate of primary school age children in China is above 99% with over 107 million pupils in primary school (Textor, 2022). In India, of every 100 children within the age for primary education, 89 were enrolled in school in 2019 as a result of the country's government interventions (Kanwal, 2022).

Enrollment among primary school students in Organisation for Economic Co-operation and Development countries is nearly universal and similar due to compulsory schooling laws that cover primary and lower secondary education programs in all OECD. In 2016, the percentage of pupils enrolled in primary school varied by only 8 percentage points across all 36 OECD countries—ranging from 93 percent in the Slovak Republic to 100 percent (or more) in Australia, Canada, Ireland, Lithuania, Mexico, and Japan (OECD, 2021)

In Africa, UNICEF (2021) highlighted the progress the continent has made on education indicators, such as enrollment and participation rates, illustrating challenges that remain in the region that has the youngest population in the world with 677 million between the ages of 3 and 24 accelerating investment in education as vital for countries to take full benefit of their human capital. In East African countries like Kenya, the overall goal of vision 2030 is to provide a globally competitive quality

education, training and research for development to reduce illiteracy, improve the transition rate from primary to secondary schools, and raise the quality and relevance of education (Mugambi 2019). The introduction of Free Primary Education in 2003 in Kenya has led to an upsurge in pupil enrolments from 5.9 to 7.1 million pupils in 2003 and further increment in primary school enrolment from 10.1 million in 2015 to 10.3 million by 2016 (RoK, 2016). In 2020, nearly 10.2 million students were enrolled in primary schools in the country, a slight increase from approximately 10.1 million in the previous year (Faria, 2021).

In Sierra Leone one of the West African countries, following the introduction of Free Quality School Education, enrolment as documented in the Annual School Census increased between 2018 and 2019 by, 29% at primary level, while gross school enrollment in primary education rose from 27.5% to 144% in 2019 (World Bank (2022)). In Ghana, the education enrollment rates are high compared to other countries in the region (Lopez, 2020). Statistica (2022) reported that in 2020, the gross enrollment ratio for primary school pupils in Ghana reached 103.44 percent.

The official primary education age in Nigeria lies between six to eleven years old and children aged above 11 years who attend elementary school are considered over-aged. The Nigerian National Policy on Education (NPE) introduced the Universal Basic Education (UBE) through the Free Universal Basic Education Act, 2004 providing a policy framework to enforce section 18(3) (a) of the 1999 Constitution (as amended) the right to free and compulsory primary and junior secondary education for all qualified Nigerian citizens (Ndanusa, 2021). However, 2019 account for the 20 years of Nigerian government commitment to free and compulsory education for primary and junior secondary education concerning school children until age 15 jointly

referred to as basic education (Manzuma, 2021). The country has a total of 35,915,000 pupils enrolled in primary and secondary education. Of these pupils, about 25,600,000 (71%) are enrolled in primary education (World Bank, 2018). Sasu (2022) also reported that as of 2018, the gross enrollment rate in elementary schools in Nigeria stood at 68.3 percent with the North-Western states registered the highest figures of 70.3 percent for males and 71.1 percent for females. In particular, the states of Katsina and the Federal Capital Territory (FCT) had the highest rates nationwide, whereas Rivers and Zamfara recorded the lowest figures.

The gross enrollment rate measures the enrollment rates of scholars of any age, whereas the net enrollment rates refers only to students in the official age of that specific educational level (Sasu, 2022). Statistics on the number of children enrolled in public elementary school in Nigeria as of 2019, by age group and gender are 686,036 males and 626,220 females (below 6 years), 1,728,623 males and 1,610,752 females (6 years), 10,069,880 males and 9,553,228 females (6-11 years), 1,407,850 males and 1,395,919 females (11 years) and 819, 423 male and 948,828 females (above 11 years).

In Bauchi State over 300 new schools were built in all the nooks and crannies of the state and 500 others were renovated (Vanguard, 2020). The number of pupils enrolled in primary school in the state stood at 1,036,918 of which 553,987 (53%) are males, while 482, 931 (47%) are females. In Katagum, the second to the largest Local Government after the state capital Bauchi, there were 65,374 pupils enrolled in primary schools, of which 35,565 (54%) are males while 29,809 (46%) are females (BASUBEB, 2019).

However, despite tremendous strides towards universalization of primary education, inequality in access to education has remained an area of concern for many countries, while many children are still unable to complete the relevant level of schooling as a result of extreme poverty, conflicts, disasters, HIV and AIDS effects, child labour and discrimination on the basis of culture, religion and gender (World Bank, 2018). In 2016, there were 25 million children of primary school age from low- and lower middle-income countries who have probably never set foot in a classroom in 2016 (Redempta, 2019). Global Initiative on Out-of-School Children (2019) reported that despite the extensive work being done to implement Sustainable Development Goal 4 (SDG4), which promises to provide universal primary and secondary education, evidences suggests some 59 million children of primary school age, 62 million adolescents and 138 million youth of upper secondary school age are currently still out of school resulting in a total figure of 259 million as of September 2018.

UNESCO Institute of Statistics (2019) cited that in all age groups, sub-Saharan Africa remains the region with the highest number of children who are not enrolled in school and it is also the region with the highest rate of exclusion for children who are denied the right to education. According to the report, gender disparities persist at the regional level in which 54% of the 376 million out-of-school children, adolescents and youth in 2000 were female, this figure has fallen to 50% in 2018 but these global averages do not indicate the differences that can be found at national and regional levels.

African Union (2021) also stated that despite efforts being made in African countries towards increasing children's participation in school, approximately 42 million children of primary and secondary school age are not enrolled in school.

Transforming Education in Africa (2021) cited that western Africa accounts for the highest figures with 2 out of 5 children who are not enrolled in school across sub-Saharan Africa, making up to 40%, while Eastern Africa follows with 34% of Africa's out-of-school children..

In Somalia, one of the easternmost part of African countries, of the total 4.7 million school-aged populations, 972,000 children or one out of every five Somali student-aged child is displaced; resulting to the loss of opportunity to close to 50,000 children to go to school in 2017 due to displacement (USAID, 2021).

In Kenya, data shows that more than one million primary age children are still not enrolled in school (Mugambi, 2019). The Government of Kenya has allocated significant budget to education, to implement reforms such as the Competency Based Curriculum while United Nation Children Education Fund in the country works closely with the Government, donors and civil society to help increase enrolment, retention and learning outcomes for girls and boys in pre-primary, primary and secondary education, particularly in arid and semi-arid land (ASAL) counties and informal settlements (UNICEF 2021).

In West African countries like Sierra-leone, Graham (2021) reported that almost 18% of children aged 6-11 years old were not enrolled for primary education and more boys were out of school than girls in 2017 with a clear urban-rural divide. In Ghana, children from hard-to-reach and low-income households lack access to formal classroom settings due to challenges of daily commutes to get to school (Lopez (2020).

In Nigeria, it is apparent that the country has the highest number of out-of-school children even globally (UNICEF, 2022). Vanguard newspaper (2018) reported that Nigerian government has disbursed billions of naira to support education development in all states of the federation, but more than half of primary school aged children in the north-east and north-west states of Nigeria are not enrolled in school. Northeast is the home to the second-largest number of children that are not attending school in Nigeria, accounting for 19.6 per cent of total estimated out-of-school children at the primary school level in the country (Okoli, 2022). The report added that 69 percent of out-of-school children in Nigeria are in northern states, with Bauchi at the top with 1.1 million and Katsina State is second with 781,500 children out of school (Vanguard, 2018).

Bauchi State Government lamented the leading position of the state in the number of children not attending schools in spite of the positive efforts of government in the Education sector (Vanguard, 2020). Katagum is one of the 16 local government areas where community mapping was carried out in October, 2021 and identified 1,220,750 children not enrolled primary school, in which 488,300 were male, while 732,450 were female (Daily Post, 2021).

1.2 Statement of the Problem

Education in Nigeria is compulsory between the ages of 6 and 15, generally from grades one to nine. The mandatory school consists of primary and junior secondary education for six and three years respectively. The country has millions of out-of-school children which is the highest in the world while greater number of those children in school are performing very poorly, which made millions of Nigerians either half-educated or illiterate (Ekundayo, 2019). Enrollment of children to access

primary education is a compulsory right of every child, but only 61 per cent of 6-11 year-old children are enrolled in primary schools in Nigeria, while the gross enrollment rate stood at only 68.3 per cent.

In 2004, the compulsory, free Universal Basic Education (UBE) Act that was passed into law and represents the government's strategy to fight illiteracy and extend basic education opportunities to all children in the country, but 45 per cent of the growing number of children that are not enrolled in school is in Nigeria (Iyabo, 2018). Authorities in the country had increasing funding for education through the annual budget and various intervention programmes which is a very important step to improve enrollment, but still many children today are not in the classroom due to many factors affecting the situation. The United Nation Children Education Fund office in Nigeria (UNICEF, 2022) reported that about 18.5 million children, the majority of whom are girls, do not have access to education in Nigeria, a figure up sharply compared with 2021 reports. The report indicated that one-third of Nigerian children are not in school, and one in five out-of-school children in the world are Nigerians. Out of the figure, 69 per cent of Nigeria's out-of-school children are located in the northern part of the country.

Bauchi is one of the leading states in the number of children not enrolled in schools in Nigeria with the record of 1.4 million currently. Katagum is also one of the Local Government areas of the state with the highest figures, due to many socio-economic and school factors hindering efforts to enroll children in primary schools. This problem is posing greater threats to the socioeconomic and educational development of the area. Therefore, this research explores the factors affecting school enrollment in primary schools in Katagum Local Government Area of Bauchi State, Nigeria, with a

view to find out the stakeholders' perception and opinions on the factors as well as understanding of policies initiated by the authorities including investing huge resources with set targets to increasing enrollment.

1.3 Purpose of the Study

The purpose of the study was to explore the factors affecting enrollment in primary schools in Katagum Local Government Area of Bauchi State, Nigeria.

1.4 Objectives of the Study

The study was guided by the following objectives:

1. To explore the perceptions of stakeholders on the socio-economic factors affecting enrollment in primary schools of Katagum Local Government Area
2. To examine the opinions of stakeholders on the school factors affecting enrollment in primary schools in Katagum Local Government Area.
3. To find out the stakeholders understanding on the policies regulating enrollment in Primary Schools in Katagum Local Government Area.
4. To explore the perceptions of stakeholders on how the enrollment could be improved and sustained in primary schools of Katagum Local Government Area.

1.5 Research Questions

The following research questions derived from the research objectives were answered in this study:

1. What are the perceptions of stakeholders on the socio-economic factors affecting enrollment in primary schools of Katagum Local Government Area?

2. What are the opinions of stakeholders on the school factors affecting enrollment in primary schools of Katagum Local Government Area?
3. What is the stakeholders' understanding on policies regulating enrollment in Primary Schools of Katagum Local Government Area?
4. What are the perceptions of stakeholders on how the enrollment could be improved and sustained in primary schools of Katagum Local Government Area?

1.6 Justification for the Study

Reports indicated that about 18.5 million children in Nigeria are not in school and one in five out-of-school children in the world are Nigerians. Bauchi is one of the leading states in the number of children not attending schools in the country with the record of 1.4 million currently. Katagum is also one of the Local Government areas of the state with the highest figures, due to the influx of Internally Displaced Persons (IDPs) into the area and cultural practices as well as economic factors, hindering efforts to reduce the number of out-of-school children. This education crisis is affecting children in the area, while some are more likely to be affected than others such as girls, children with disabilities, children from poorest households, in street situations, or children affected by displacement and emergencies or in geographically distant areas, hence the needs for the study to explore the stakeholder's perception and opinions on these factors as well as understandings of policies and initiatives taken by the authorities to regulate and increase enrollment in primary school.

1.7 Significance of the Study

This study is of paramount importance to assist government, school authorities, parents and community leaders by giving them information on the factors that lead to

the increase in the number of children not enrolled primary schools in the state. The study was also aimed to help Bauchi State Ministry of Education, Katagum Local Education Authority and school authorities in coming up with the proper policies and strategies required to minimize the number of out-of-school children and provide comprehensive information to educational planners on how they can assist school aged children to be enrolled in school.

The study would also enable government, policy makers, NGO'S and other stakeholders of education to measure the effectiveness of their various interventions in towards increasing primary school enrollment and provide effective solutions to the problem of out of school children.

It would also serve as a contribution to the already existing knowledge by adding up to literature that sheds light on school enrollment strategies and useful to students and other researchers who might want to carry out further research in the related area.

1.8 Scope of the Study

This study covers the primary schools of Katagum local government area of Bauchi State Nigeria. Azare is the head quarter of Katagum Local Government and is located at $11^{\circ}40'27''\text{N } 10^{\circ}11'28''\text{E}$, with an area of 1,396 square kilometers. Katagum consist of three districts which includes Azare, Madara and Chinade, with total number of 20 wards. According to population projection by the Nigeria's National Population Commission (2016), Katagum has a total population of 411,700 with a density of $295.1/\text{km}^2$. This research was to study the factors affecting enrollment in primary schools of Katagum Local Government Area of Bauchi State, Nigeria. The Data collection for the research covered the period of four months from October, 2022 to January, 2023.

1.9 Limitations of the Study

These are limiting and restricting conditions that may go beyond the control of the researcher with regards to the trustworthiness of the findings. The study adopted phenomenology qualitative design which only provides a snap shot of the situation under study at that particular time in the area which may change subsequently. Guided by the interpretivism paradigm, the researcher relied on the responses (opinions) from the participants to attain the conclusion of this study. The findings of this study were a reflection of the situation in the study area which might not be generalized to all the local government areas especially those in urban settings. Another limitation was the inability of the researcher to cover the opinions and to collect data from the entire target population of the study in the whole Katagum Local Government area. Perception is a psychological construct that cannot be seen or measured but can only be inferred through a change in behavior. In the face of these limitations, it should be noted that research of this kind (qualitative in nature) does not lay emphasis on generalization and would hopefully contribute to the generation of new ideas and perspectives on factors affecting enrollment in primary school.

1.10 Assumptions of the Study

- i. All the schools under study would have records reflecting the enrolment of their students.
- ii. Selected schools will represent all the public primary schools in the study area.
- iii. Stakeholders have clear understanding of Government policies and programmes primary school enrollment.
- iv. Interventions by NGO's are influencing the primary school enrollment.

1.11 Theoretical Framework

This study adopted Human Capital Theory which was founded by economists Gary Becker and Theodore Schultz (1961). The theory pointed out that education and training were investments that could add to productivity. The assumption of this theory is that formal education is highly instrumental and necessary to improve the productive capacity of individuals. Human Capital Theory examines the relationships between education, economic growth, and social well-being which posit that expenditures on education, job training, and health are capital investments that will yield economic and social returns at the individual and societal levels. Early applications of Human Capital Theory focused primarily on the relationship between amounts of education and economic or social returns, but recent developments in the literature suggest that the quality of education and when educational investments are made are critical in the process of human capital formation. This theory provides a useful lens for understanding how policy can be developed to incentivize individuals' investment in their own education. Pursuing education involves both costs and benefits at the individual level for the policymakers to more effectively develop policies such as student loan and dual enrollment programs to change individuals' cost/benefit to increase their likelihood of pursuing education.

The major strength of Human Capital Theory is that it helps policymakers and researchers evaluate the relationships between education and training as inputs and economic and social benefits as outputs. This implies that increased amounts of schooling through enrollment are associated with higher individual wages, GDP growth, higher rates of civic participation, lower crime rates, and better health outcomes. This offers policymakers a lens for evaluating the relative efficiency of

public investments in programs and effective policy that encourage and increase more access to schooling.

However, since education is highly instrumental and necessary to improve the productive capacity of individuals and the assumption of this theory is that expenditures on education are capital investment that leads to economic and social returns, Nigeria as a country perceived education as one of the principal motivating factors behind national economic development and it is one of the most effective ways in which individuals can ever hope to achieve better opportunities and a higher standard of living. For this reason, the country is investing heavily into its education system over years. However as much as investments have been made in the education sector through the introduction of Free Primary Education Programme, School Feeding Programme and various intervention projects from Nongovernmental Organisations aimed at increasing enrollment and provide opportunity for more schooling, studies show that some people are still not able enroll their children to access this commodity, making it the country with the highest number of out of school children. Therefore, this study adopts human capital theory because it explained and emphasized on the significance of formal education and how proper and effective policies can be developed to invest on education that gives more opportunity for parents to enroll their children in to schools to access primary education and for evaluating the relative efficiency of public investments in programs that encourage more schooling and enrollment programmes. This allows us to view the link between the factors affecting enrollment and the regulating policies aimed to increase enrollment of children to access primary education in Katagum Local Government Area of Bauchi State, Nigeria.

1.12 Conceptual Framework

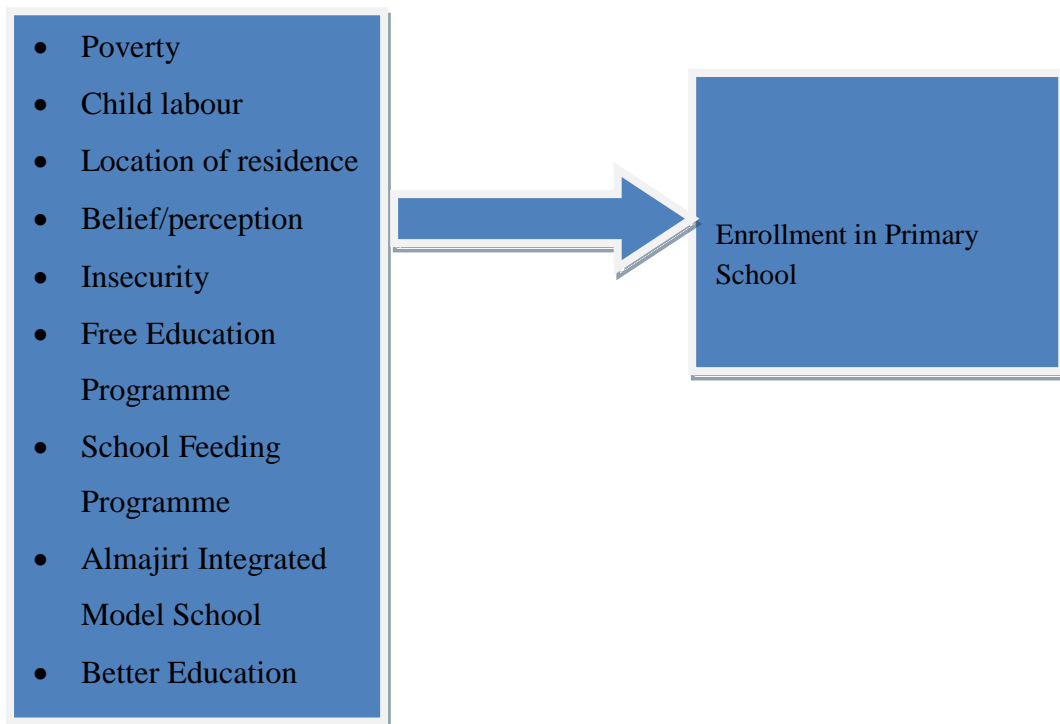


Figure 1.1: Conceptual Framework on the Factors Affecting Enrollment in Primary School

Source: Researchers construct (2022).

A concept is an abstraction or general notion inferred or derived from specific instances. It is also a word or phrase that symbolizes numerous interrelated ideas. Unlike a theory, a concept does not need to be debated in order to be comprehended (Smyth, 2004). The conceptual framework described and explained the concepts that are used in the study, their relationships with each other. Figure 1.1: shows how socio-economic and school factors such as poverty, child labour, and location of residence gender and belief/perception, parental level of education, insecurity, inadequate school facilities, as well as inadequate qualified teachers contribute to low enrollment in primary school. Similarly it shows how government policies like Free Primary Education Policy, School Feeding Programme, Almajiri Integrated Model School, Better Education Service Delivery for All, can served to regulate and increase enrollment by proper implementation especially in primary school.

1.13 Operational Definition of Terms

Enrollment: This is the process of arranging to attend an institution and specific classes. This term may also describe the number of students that currently attend a school or a course. The term is also used to mean the total number of pupils on the school rolls at a given time, or sometimes the average number of pupils enrolled during a given period such as a school year. It is the act of signing up for school and/or specific classes or co-curricular activities at that particular school. The enrolment process is completed after a student is granted admission to a particular school.

Intervention: The act or fact of taking action about something in order to have an effect on its outcome.

Out of School Children: These are children in the official primary school age range who are not enrolled in either primary or secondary schools. This is non-attendance of school by school age children for some established factors.

Out of School Rate: This is defined as the proportion of children in the official age range for the given level of education who are not enrolled in school. It can be expressed as the percentage of the population in the official age range for a given level of education, or the total number of children out of school.

Policy: Set of ideas, plans or guidelines that are used as a basis for making decisions. Policy is a law, regulation, procedure, administrative action, incentive, or voluntary practice of governments and other institutions.

Primary Education: This is typically the first stage of formal education, coming after preschool and before secondary school for children from 6 to 12 years old which provides children with an elementary understanding of mathematics, language, science, as well as skills for their lives.

Primary School: Refers to an elementary institution where children receive the first stage of academic learning known as elementary or primary education.

Primary School Enrollment rate: The number of children of official primary school age who are enrolled in primary education as a percentage of the total children of the official school age population.

Programme: series of steps to be carried out or goals to be accomplished or a system of projects or services intended to meet a public need.

School Enrollment refers to the fact that a child's name is entered or remains on the rolls or register of a school as a pupil.

Strategy: This is the general plan or set of plans intended to achieve something, especially over a long period. It is also a plan of action, direction and scope to achieve one or more of the organization's goals.

Student Enrollment is the process of arranging to attend an institution and specific classes. This term may also describe the number of students that currently attend a school or a course. It is the act of signing up for school and/or specific classes or co-curricular activities at that particular school.

1.14 Summary

The chapter one has presented the background of the study, statement of the problem, objectives of the study and the research questions. It also highlighted the justification for the study, significance of the study, scope and limitations of the study, assumptions of the study, theoretical and conceptual frameworks as well as operational definition of terms to give an overview on the introductory aspect of this study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter covers a literature review on the factors affecting enrollment in primary schools. The emphasis is on areas considered significant to an accurate exploration of the problem of study. This section dealt with general literature about global overview on children that are not enrolled in school, factors affecting enrollment and understanding of policies regulating the enrollment in primary school.

2.1 Global Overview on Out School Children

Primary education is considered a universal human right as well as an issue of public good and responsibility, but there are still many children particularly in developing countries over the world that do not enjoy this right (Kaledzi, 2022). Quality education is not just a human right, but a fundamental tool in closing the gaps created by inequality and ultimately in helping end extreme poverty by 2030 (Mogoatlhe, 2020). The scholar quoted former South African President and human rights champion Nelson Mandela to have famously declared that education is the most powerful weapon which can be used to change the world.

Yet, powerful as education is recognised to be, it remains out of reach for 258 million children globally according to a report by the UNESCO Institute for Statistics (UIS, 2018). Data from the United Nation Educational, Scientific and Cultural Organisation (UNESCO, 2019) shows that, the number of primary school aged children that are not enrolled for primary education has increased temporarily during the pandemic, but even at pre-pandemic levels the figure was too much high. According to new data released by United Nation Children Education Fund, schools for more than 168

million children globally have been completely closed for almost an entire year due to COVID-19 lockdowns, while around 214 million children world over – or 1 in 7 – have missed more than three-quarters of their in-person learning (UNICEF, 2021).

Of the world's 787 million children of primary school age, 8% or about 58 million children do not go to school and does not even have the chance to learn how to read and write (Roser, 2021). Recent data shows the global estimate of children aged between 6 and 11 who are not enrolled in school has risen to 59 million children (Montoya and Benevot, 2021). This global statistics shows that Sub-Saharan Africa is the leading region with 19% of the children that are not enrolled in school, South Asia came second with 7%, Middle East and North Africa 5%, Europe and Central Asia 2%, East Asia and Pacific 3% while North Africa carry the lowest figure with 0.5% of children that are not enrolled in school UNESCO, 2019).

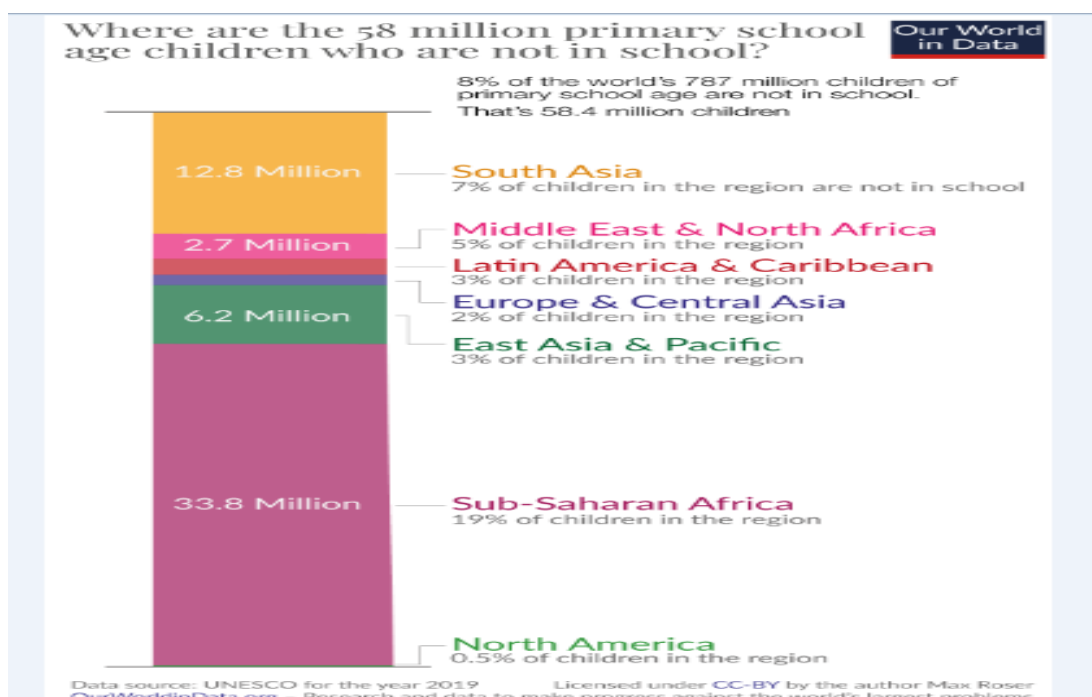


Figure 2.1: Global percentage of primary school age children who are not enrolled in school.

Source: UNESCO (2019).

2.1.1 African situation on children not enrolled in school

Education in Africa continues to lag behind when compared to other parts of the world (Kaledzi, 2022). African Union through Transforming Education in Africa (2021) reported that there were 27 percent of primary of school-age children, 37 percent of lower-secondary school-age children, and 56 percent of upper-secondary school-age children who are not enrolled in school in 2019. According to White (2021) across the continent there are approximately 42 million children of primary and secondary school age that are not enrolled in school.

Kamer (2022) in a study titled "children out of school in Africa 2021 by country" shows that Ethiopia had nearly 2.2 million children out of school in 2020, followed by Tanzania and Niger with around 1.8 million and 1.6 million primary-school-age children not enrolled for primary education respectively, while Djibouti, the country with the most recent data available, had 30 thousand children in the same situation as of 2020. But recent data reported on children out-of-school in Africa from World Bank and (UNESCO 2020) shows that Mali has 845,478, South Africa 748,275, Burkina Faso 723,879, Chad 681,296, Senegal 346,513 while Cameroon and Eritrea has 241,988 and 156,142 respectively. The UNESCO institute of statistics reported that over 265 thousand eligible primary school age children are not enrolled in school in Ghana (UIS, 2021).

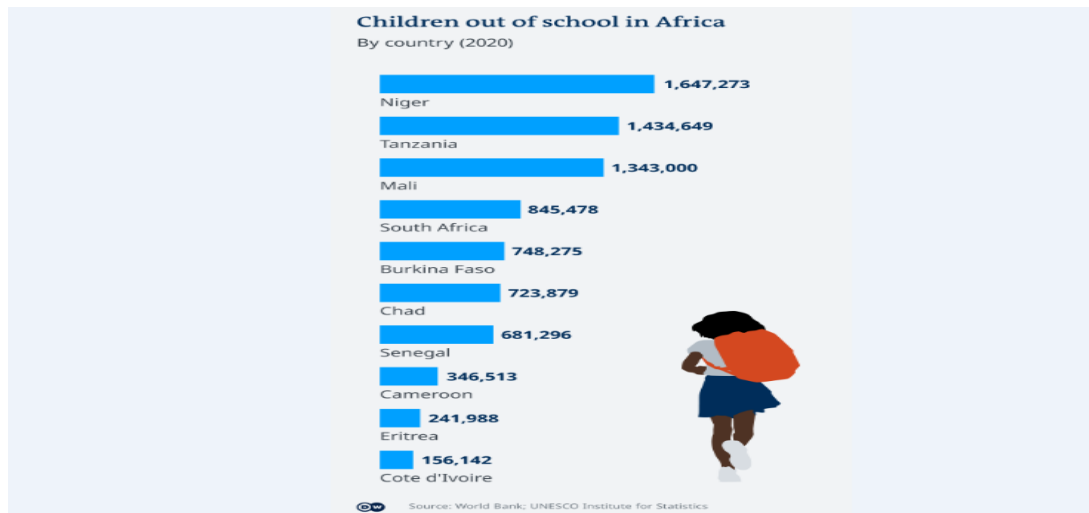


Figure 2.2: The percentage of primary school age children who are not enrolled in school in Africa.

Source: World Bank and UNESCO (2020).

However, in sub-Saharan Africa 32 million children out of the global estimate of 59 million children aged between 6 and 11 who are not enrolled in schools live in the region currently, in which one in every three children will never get the opportunity to go to school (Kaledzi, 2022). This means that Sub-Saharan Africa has the highest rate of education exclusion globally, with over one-fifth of African children between the ages of 6 and 11 not in school. Montoya and Benevot (2021) supported this claim and posited that across the region, 9 million girls between the ages of about 6 and 11 will never go to school at all, compared to six million boys, implying that 23% of girls are out of school compared to 19% of boys not enrolled in primary school, leading to increase in their exclusion rate at 36% for girls and 32% for boys by the time they become adolescents. However, White (2021) noted that western Africa accounts for the highest number of children not enrolled in primary school with 2 out of 5 out-of-school children in sub-Saharan Africa live in the region, followed by Eastern Africa which is the home to one out five Africa's out-of-school children (White, 2021).

2.1.2 Nigeria's situation of children not enrolled in school

Even though primary and post-primary education has been made officially free and mandatory in Nigeria, for every four Nigerian children between the ages of 6 and 11 years, one had no access to primary school education and boys were worse affected as they made up 62 per cent of the national total, with girls making up the remaining 38 per cent as of 2018. More recent data shows that one in every five of the world's out-of-school children is in Nigeria (AFP, 2022). This means that the country has the highest number of Out-of-School Children in sub-Saharan Africa and even globally with 18.5 million children that are not enrolled in school. This clearly corroborated the fact that Nigeria, with the population of 201 million, has overtaken countries like India with population of 1.4 billion, Indonesia with population of 270.6 million, and Pakistan with population of 216.6 million in the ecumenical cases of children that have are not enrolled in to schools (Worldmeters, 2019). Ndanusa (2021) noted that ordinarily in a saner society, no child is supposed to be deprived of sound and qualitative education, no matter the circumstance. This view was supported by Yekeen (2017) who opines that all children, no matter their geographical location, or their circumstantial situations, have the right to quality education. However, Adamu Adamu, the Nigeria's Minister of Education asserted that the invariably increasing population of children that are not enrolled in school is the strongest proof that Nigeria has failed to achieve one of the Education for All (EFA) goals and Sustainable Development Goals of universalising access to primary education for all school age children (Idoko, 2017). Subsequent data shows that only 61 per cent of 6-11 year-old children are enrolled in primary schools (Aliogo, 2020). This further indicated that, the picture is even bleaker in the northern part of the country with a net enrollment rate of only 53% into primary education which poses a massive challenge.

Bauchi State has the highest number of children not enrolled in school with 1.1 million followed by Katsina with 781,500 (Mohammed 2018). This embarrassing figure deteriorated further as Bauchi state maintain its leading position and the number has risen to 1.4 million out of school children (Muaz, 2020).

2.2 Factors Affecting Enrollment in Primary Schools.

The primary cause of the rise in the number of children not enrolled in primary schools are the security challenges in the country, due to insurgencies in the North that has contributed immensely in addition to the economic demand barriers, social-cultural norms and practices, inadequate budgetary and planning, shortage of teachers and infrastructures in schools and other government policies raising the figure (Olagoke, 2021).

2.2.1 Socio-economic factors

Economic factors are contributing to the number of children who are not enrolled in school due to the socio-economic needs of the children and their families. These needs are rooted in the socio-economic status of people. This has far reaching implications on the demand for education of children in the family.

2.2.1.1 Poverty of the family

According to the United Nation (2021) manifestations of poverty entails more than the lack of income and productive resources, hunger or malnutrition, but include limited access to education and exclusion. In 2015, more than 736 million people lived below the international poverty and more than 160 million children or one out of five children live in extreme poverty, putting them at risk of missing out schooling. Ali (2021) noted that around the world, children are deprived of education for various

reasons and poverty remains one of the most obstinate barriers that force children to live through economic fragility and become more prone to be cut off from schooling.

Soutoul (2017) posited that increase in the number of children that are not enrolled in to schools is directly linked to many poverty factors. Similarly, the higher the family's socioeconomic status, the higher the children's educational opportunities to be enrolled in to schools (Qiu, 2018). Due to the severe impact of poverty, only 65% of the poorest children for every 100 of the richest go to primary school in sub-Saharan Africa, (Montoya, 2021). This menace of poverty is affecting school enrollment as parents in the low wealth quintile will likely not send their children to school because they cannot afford the direct and indirect cost of schooling (Hadiza, 2018). Food insecurity or hunger, unstable housing arrangements, unreliable transportation, job loss within the family and lack of health insurance also contribute to chronic non schooling (Johnson, 2016). The United Nation Children Education Fund Office in Uganda (2018) disclosed that about 3.7 million children are living in multi-dimensional poverty, which deprived them of many of the basic services including fundamental rights to education. However, Lawrence (2020) conducted a study on the impact of education on poverty in Uganda. The findings revealed that majority of families cannot feasibly afford to enroll their children to schools because they live on less than \$2 a day and typical annual primary school required costs range from \$50 to \$150 for schools. Similarly in Kenya, the research findings revealed that poverty was the main challenge affecting education in Kilifi County leading to the inability of parents to afford the levies required in the schools and school uniforms, in addition to lack of food in their families.

The situation is similar in Nigeria, in which the education deprivation for children is driven by various factors, including economic barriers that discourage attendance in formal education (Aliogo, 2020). This is in line with the findings of Nwannah (2022) that an average poor child might have only 50 per cent opportunity of gaining access to both primary and secondary school as there has been only 20 per cent enrolment in primary schools in Nigeria. According Olawoyin (2020) in a report released by National Bureau of Statistics titled "Poverty and Inequality in Nigeria 2019", 40.1 per cent of the total population in Nigeria was classified as poor, which invariably represent an average four out of ten individuals get the monthly income of less than N11, 500 and N38.00 income per day. In northern part of the country, where the majority of residents are poor, about 9 in 10 people in Sokoto, Taraba and Jigawa states are poor, a situation that forced them to spend less on education or putting them not enrolled their children in to schools completely (Akinpelu, 2020). This view is supported by the report from the News Agency of Nigeria (2020) that those out-of-school children are not going to school because of poverty that stricken their parents; hence they cannot afford sponsoring their schooling. This trend of poverty has pushed underage children in Bauchi State to engage in street hawking and all sorts of menial jobs to survive rather than being enrolled in school (Adenuga, 2022).

2.2.1.2 Child Labour

About 160 million children – 63 million girls and 97 million boys – were in child labour globally at the beginning of 2020, accounting for almost 1 in 10 children worldwide (ILO/UNICEF, 2021). According to the latest Child Labour Global Estimates, 53 million of these children are not in school, amounting to 28% aged 5 to 11. A worldwide figure shows that, 60% of child labourers work in agriculture, including farming and fishing (Tolulope, 2021). By regional distributions, the

statistics further shows that Latin America and the Caribbean has 8.2 million (6.0%), Europe and Northern America 3.8 million (2.3%), Northern Africa and Western Asia 10.1 million (7.8%), Eastern and South-Eastern Asia 24.3 (6.2%), Eastern and South-Eastern Asia 26.3 (5.5%), while Sub-Saharan Africa has 88.6 million (23.9%).

In developing countries like Ghana, economic necessities forces children to be out of school in search of work, and girls are often charged with looking after younger siblings and helping with domestic work. In many rural areas, the small children are involved in subsistence farming or illegal mining rather than being enrolled in to schools (Charlotte, 2018). Similar report by Qatar Tribune (2019) an online newspaper, disclosed that almost half or at least 43% of Nigerian children are trapped in various forced labour mostly in private establishments and homes despite international conventions banning it, thereby preventing their enrollment in to schools. In a study conducted by Sardauna (2021) cited that one of the factors militating against enrollment in primary education is the fact that many children do not attend school because their labour is needed to elsewhere, either to help at home or bring additional income to the family. In Nigeria, hawking is one of the popular ways to get money, which negatively affects the enrollment of children in schools (Tolulope, 2021). Findings made by Adenuga (2022) supported this view and revealed that hawking has become a form of business for parents of these out-of-school children who receive a certain percentage that goes into their purse, leading to children's exposure to dangerous living, which contravenes the United Nation Convention on the Rights of the Child on access to primary education.

2.2.1.3 Residence or Location

The maximum distance children should travel to reach school from home is referred to as distance norms, which is used to determine school catchment areas and can have a significant impact on children's enrollment even in some countries, whether or not education is considered compulsory (IIP-UNESCO, 2022). It further established that distance norms typically require that schools are located within 3 kilometers from children's homes so as to motivate enrollment. Kazeem (2010) cited that rural-urban disparities pose greater obstacles to children's educational attainment. In a study conducted in University of Aberdeen, Scotland, UK on the factors Influencing Primary School Non-attendance among Children, Shehu (2018) reported that, it is evident that urban children are less likely not to attend primary school than their rural counterparts and children living one kilometer or higher from nearest primary school are also more likely not to attend primary schools. The findings further showed that a child who is living farther from the nearest school has higher probability of primary school non-attendance than a child living closer to school.

2.2.2 Socio-cultural Factors

The socio-cultural barriers are factors affecting the willingness and ability of families/households, based on their perception of the importance and value of education, to enroll their children in school, and sustain their support until the children successfully complete their education.

2.2.2.1 Gender and Early Marriage

In a study conducted in Pakistan by Mughal (2020) posited that early marriage is a distraction on girls' education and has a negative effect on the future of young girls - educationally, socially and economically. Aderinto as cited by Kazeem et; al (2010)

noted that families give their daughters away in marriage at an early age to release themselves from the financial burden of educating them. Kapur (2019) in a study titled "Gender Inequality in Education" reported that gender disparity in education is a persistent problem within the Indian society especially for the girls belonging to economically weaker sections of the society. Similarly, in usually rural communities, there has been prevalence of the viewpoint among individuals that girls are meant to carry out the household chores and school education is not meant for them since they eventually get married. UNICEF (2022) posited that in countries that have not reached gender parity in enrollment in primary education particularly in Africa, the Middle East and South Asia, girls are more likely to be disadvantaged than boys. The report further explained that in Chad and Pakistan for example, the Gender Parity Index value is 0.78 and 0.84 respectively, meaning those 78 girls in Chad and 84 girls in Pakistan are enrolled in primary school for every 100 boys. In Kenya, according to Samburu culture, female genital mutilation (FGM) was compulsory and greatly affects primary school enrollment because many girls remain out of school and get married after FGM (Karanu et;al, 2015). The findings further established that FGM was a mark of maturity that gave way to early marriage; hence parents felt that maintaining the girls in schools is an economic burden. In Ghana, data from the UNESCO Institute of Statistics (2021) disaggregated by gender and locality show that girl children from poor and rural backgrounds form the highest percentage of excluded or children not enrolled in school with almost half of them being girls. Therefore this report was equally supported by Abdul et:al (2014) that child gender plays an important role in children's schooling, because most parents tend to give preference to gender by favouring male over female children. He further established that primary schooling of female children is negatively affected due to unavailability

of labour force for women after schooling and some cultural norms of keeping female children at home to learn domestic skills necessary for being successful. But Charlotte (2018) argued that in Ghana, at the primary level the gender gap is very small compared to secondary school and that indicates a lot of progress has been made in the education of girls at early stage. In the same vein, Shamo et; al (2019) reported that access to formal education for girls is still being constrained due to their unfair work load within the household division of labour, which consequently impede their enrollment in to school. In Nigeria despite national attempts to promote girls' participation in education, the country continues to have a significant gender gap, with girls' primary net attendance averaging 59.2 percent nationally, with the rate dropping to an average of 53 percent in the three northern geopolitical zones (UNICEF, 2017). The gender gap remains particularly wide and the proportion of girls to boys in school ranges from one girl to two boys, to one to three in almost all the 19 states in the northern part of the country (Sardauna, 2021). Girls are generally barely held in high-esteem, consequently girl-child education is seen as a wasteful venture as people think that the role of women is for procreation and home keeping (Jacob, 2022). However, some adherents of the Islamic faith may decide to limit their girl-children access to education on the belief that education has the tendency to corrupt the girl-child because of exposure to the opposite sex especially in a co-educational school setting (Ogwuche et;al, 2019). Perhaps this explains why gender disparity in school enrolment at all levels of education is much wider in the northern part of Nigeria which is predominantly Muslims. Babangida (2022) posited that the identified gaps in equalising school enrollment between boys and girls, and common gender norms continue to put girls at disadvantage, leading to so many trends that forces parents to prioritise the education of boys over girls which equally encourages child marriage.

2.2.2.2 Western education perceived as incompatible with Education

According to Abayomi et; al (2021) 80 per cent of the out-of-school children in Nigeria are from Northern region and mostly because of the belief system. Umaru (2020) asserted that, 29 percent and 35 percent of Muslim children receive only Qur'anic education, which does not include basic skills such as literacy and numeracy and children attending such schools are categorised to be officially out-of-school in north-eastern and north-western states respectively. Mohammed (2021) supported this view and claimed that many parents in northern Nigeria prefer Islamic education over formal education in which 26 per cent of Muslim children approximately attend only Islamic schools. Most of these children that are not enrolled in conventional primary schools are called Almajirai, roaming the streets of major cities in Nigeria begging for alms and food. This claim was equally supported by findings made by Agbo (2021) who revealed that in a situation whereby such category of children called Almajirai constitute a large chunk of country's embarrassing population of millions of out-of-school children, there is no doubt it is a serious threat that hinders the achievement of the Sustainable Development Goals and the quest for enrollment to get equitable primary education. Similar study findings by Ifeoluwa (2019) revealed that of all the spectrum of factors preventing enrollment in Nigeria such as poverty, early marriage, illiteracy and inadequate facilities, none contributes to the scalar of out of school children like the Almajiri Education System. However, Segun (2019) in his report made on how to address out of school challenge in Bauchi state noted that, in addition to economic reason and cost of schooling, socio-cultural and religious considerations are the major factors for the decline in school enrollments.

2.2.2.3 Parental Education

When the level of parental education is higher; their children's opportunity to attend school becomes better. Soutoul (2017) viewed that having illiterate parents and the need to provide support for their households negatively affects the enrollment of their children. Similarly, Hadiza (2018) in her study posited that having uneducated parents is the strong barrier to the possibility of the children to be enrolled in school, because the parents do not have the awareness of the value of education and therefore exert little or no effort in educating their children. Karanu (2015) carried out a study on Socio- Cultural and Economic Factors affecting Primary School Enrolment in Baragoi Division of Samburu County, Kenya. The findings shows that most pastoral parents were conservative and disregarded the value of their children's education, instead valued their livestock more. As a result, a large number of children of school going age remained at home to tend the livestock hence low enrolment in schools. Furthermore, migration patterns which varied due to climatic conditions also affects primary school enrolment too, as they wanders from place to place as well as settling in areas without schools at all, thereby lowering enrolment in schools. Dzombo (2015) carried out a research on the factors affecting the enrollment of primary school pupils in the era of free primary in Kenya. The findings revealed that for most of the parents that have no formal education, the enrollment of the children in to schools is likely to be negatively affected, because they may not see the need for educating their children than themselves. The children also won't be motivated to go to school as they see even their parents are not educated and can even aspire to be like their parents who are uneducated. In Nigeria, majority of the parents of the out of school children are pastoralist's farmers and traders with little or no education, thereby not interested in sending their children to western schools (Idris, 2020).

2.2.3 School Factors

2.2.3.1 Safety/Security of the children

Across the globe, in conflict-affected countries, children are twice as likely to be out of school as their peers in stable countries worldwide – and the situation is even worse in the case of girl child (WFP, 2020). Insecurity continues to rob millions of children their right to education in which about one-third of all those out of school live in areas plagued by conflict (Montoya, 2021). In Syria, six years of violent conflict, social upheaval, and loss of family income have pushed 1.75 million children out of school while on the run with their families since birth and have never been to school at all. Some 217 of 422 schools in eastern Aleppo are destroyed, damaged or inaccessible (Sarah, 2017). In Iraq, where multiple overlapping humanitarian crises have devastated the country's education system, nearly 3.5 million children are not in school. Similarly, in South Sudan many schools have closed, and teachers have fled, along with 3.4 million other people as a result of war which also prevents children from schooling (Maryanne, 2017). The Central Sahel region is one of the most vulnerable in African countries like Burkina Faso, Mali and Niger as a result of armed violence that has had a devastating impact on children's survival and education, forcing up to 8 million children out of school (UNICEF, 2021). In Nigeria, the numerous attacks on schools by jihadists and criminal gangs have particularly harmed children's education and created a precarious learning environment, resulting to discouragement of parents and guardians from sending their children to school (AFP, 2022). It added that there was massive violence, kidnappings, and abduction of students that necessitated the closure of more than 11,000 schools by the authorities since December 2020. Furthermore, in north-eastern Nigeria, 2.8 million children are in need of education-in-emergencies support in three conflict-affected States (Borno,

Yobe, and Adamawa). This was supported by a research conducted by Shehu, (2018) who cited that in these States, at least 802 schools remain closed and 497 classrooms are listed as destroyed, with another 1,392 damaged but repairable. This is in line with the writing by Yusuf (2021) in an article titled "Nigeria's alarming trend of mass abduction of school children" who posited that the breakdown of security in the country has led to a surge in kidnapping for ransom, leading to the abduction of more than 700 students by bandits, forcing some states to shut down schools, which invariably stop enrollment of children. In Katsina State, one of the northwestern states for example, Babangida (2022) said the insecurity is rolling back efforts to increase the enrolment of the out of school children due to bandits' attacks that have either led to parents not sending their children to schools for fear or communities (including schools) being deserted by the residents. In the northeast, the issue is the protracted violent conflict of Boko-haram insurgency which led to the destruction of schools, forced displacement and volatile nature of the region that has grossly impacted accessibility to primary education in the area (Akhaine, Mohammed and Adewale, 2022). In Bauchi state, the fall-out of the Boko Haram insurgency in the northeast put more displaced persons from the neighboring Borno and Yobe states to troop into Bauchi. This influx of displaced persons has over-stretched the little educational resources available in the state in general and Katagum local Government in particular, which had raised the number of children that are not enrolled into schools in the area (Janet, 2020).

2.2.3.2 Inadequate infrastructural facilities in schools

Ensuring an adequate and sufficiently equipped infrastructure is key so that teaching and learning takes place in an acceptable conditions and that enrollment of students can flourish (IIEP-UNESCO, 2018). Indeed, physical infrastructure has significant

impact on children's enrolment and attendance (IIEP-UNESCO, 2020). According to the United Nation Children Education Fund (UNICEF, 2013) inadequacy of learning space and associated facilities such as sanitary facilities, water for hygiene and toilets are pervasive factors for out of school children in rural and densely populated urban settings, particularly for primary school aged girls who have started menstruating. In another report by UNICEF (2022), over 20 million people including 10 million children, in Djibouti, Ethiopia, Kenya and Somalia will need water and food assistance through 2022 and poor access to safe water and sanitation, exposes children to a high risk of malnutrition which invariably prevents their enrollment in to schools. This entails that inadequate education materials and poor infrastructure make learning difficult for many pupils and therefore prevents their enrollment into schools. This is similar to report by Janssen et;al (2017) who asserted that buildings, classrooms and equipment are crucial and essential elements that attract more schooling, increases enrollment and reduces dropout rates, among other benefits.

Kaledzi (2022) also opined that due to dilapidation of proper school structures and non-availability of toilets facilities, desks, or even chairs in the school, it is still common in many developing countries to find children on farms or playing on the streets instead of being enrolled and attend schools. In South Africa for example, poor infrastructure such as dilapidated classrooms, pit toilets and other damaged school infrastructure, not only affect academic performance, but they also infringe on the rights to education, safety and health of the pupils which consequently reduces enrollment rates in schools (DBSA, 2022).

In Nigeria, the Guardian newspaper (2021) reported that despite efforts by the various level of government to improve facilities in schools to boost enrollment, some schools

are still battling poor infrastructure. Findings made by Lukman (2022) shows that many children in the country remain out of school due to dilapidated classrooms, broken walls, floors, and ceilings, among other school facilities that are either lacking or inadequate. Dirty classroom spaces, dilapidated desks/chairs, lack of separate toilets and washrooms for girls in many schools in Bauchi forced the girl-child particularly adolescents who are menstruating, not go to school because of a lack of privacy, unavailability of sanitary disposal facilities and water shortages (Tabreek, 2017).

2.2.3.3 Shortage of qualified teachers

A qualified teacher is the one who has at least, the minimum academic qualifications required for teaching subjects at the relevant levels in a given country. In Nigeria the minimum qualification for teaching is Nigerian Certificate in Education NCE (Amina, 2015). Eze (2020) conducted a study on the effects of unqualified teachers on students' academic performance. The findings revealed that most counties in Sub-Saharan Africa lack qualified teachers especially in primary schools. Most of these schools especially in Nigeria have teachers who are just high school leavers with little or no teaching expertise which decrease parent's motivation to enroll their children in to schools. Garba (2021) contended this view and opined that 98 percent of primary school teachers in Kano state are qualified through sustainable training and re-training and almost all primary school teachers have obtained the lowest teaching qualification, Nigerian Certificate of Education (NCE). Malami et;al (2020) noted that inadequate qualified teachers, poor entertainment programs in school, lack of enlightenment and awareness on the imperatives of education, inadequate infrastructure for effective teaching in schools contributed to low enrolment in Bauchi state, Nigeria.

2.3 Policies Regulating the Enrollment in Primary Schools

2.3.1 Free Universal Basic Education Policy

Article 26 of the 1948 United Nations Universal Declaration of Human Rights states that everyone has a right to education and that this education shall be free and compulsory which aligns with Education for All (EFA)'s goals of ensuring that all children have the right and opportunity to attend. A child's right to education entails the right to learn. Yet, for too many out of school children across the globe, foundational skills in literacy and numeracy are further from grasp (Ali, 2021). The United Nation Children Education Fund focuses on equity and inclusion to provide all children – no matter who they are, where they live or how much money their family has – with quality education opportunities and skills development programmes, from early childhood through adolescence (SDG, 2021). To implement this policy, many country's governments including that of Malawi introduced Free Primary Education policy in 1994 with a school fee waiver scheme to abolish fees for tuition, school fund/extra fees and textbook among others to increase significantly, access to primary schools for many children (Ogawa, 2015).

In Kenya also, under the country's constitution, every child has a right to free and compulsory basic education. It is mandatory for any parent who is a Kenyan or whose child resides in the country to enroll them for primary and secondary education, according to the Basic Education Act of 2013, but in 2003 the country had witnessed an unprecedented declines in primary school enrolment and increasing dropout rates due to rising levels of poverty and social problems, child labour, early marriages and increased number of orphans due to the HIV/AIDS pandemic, among others which led the launching of Free Primary Education Policy to address the twin problems of falling primary school enrolments and increasing dropout rates (Shiundu, 2017).

Findings from the study carried out by Ogola (2010) shows that after the introduction of the FPE, there was a massive influx of children to primary schools that even overwhelmed the existing classrooms. Oketch and Ekpari (2010) contended that, despite improved access in primary education following the implementation of free primary education policy in 2003, Kenya's children living in urban informal settlements, otherwise known as 'slums', still face serious challenges regarding access to free public education.

In Ghana, the universal basic education policy was launched in September 1995 aimed at not only increasing enrolment but taking away fees at the basic level in order to make it free (Idrissu, 2016). Similarly, over the past two to three decades the government of Ghana has embarked on a consistent policy agenda towards ensuring equal access for all children through Education for All (EFA) initiatives such as Free Compulsory Universal Basic Education (FCUBE), capitation grants, cash transfers, school feeding programme, free school uniforms, scholarships for selected students, among others which have contributed to opening school doors to many children who otherwise would not have been able to attend (AFC, 2022). In contrary, Mitchell (2018) reported that despite these measures, many children, particularly those living in rural areas; struggle to be enrolled in to school. This cannot be unconnected with the fact that despite education being free, some schools in Ghana are still charging fees because the money from the government is not adequate and did not get to them thereby negatively affecting enrollment of children in to schools. However, Montoya and Benevot, (2021) viewed that making education compulsory for at least nine years can encourage children to go to school, yet for many countries in Africa, education is compulsory for less than six years, as in the case of Angola, Benin, Cameroon and the Democratic Republic of the Congo.

In Nigeria, Section 18(3) of the 1999 Constitution of the Federal Republic of Nigeria states that, Government shall strive to eradicate illiteracy by providing free, compulsory, universal primary and secondary education. In addition, Part 1, Section 2(1) of The Compulsory, Free, Universal Basic Education Act, 2004 states that, every Government in Nigeria shall provide free compulsory and universal basic education for every child of primary and junior secondary school age. Part 1, Section 2(2) of the same document also stated that every parent shall ensure that his child or ward attends and completes primary and junior secondary school education by endeavoring to enroll them into schools. In addition to tuition fees and other services that will be provided free of charge under the Act such as books, instructional materials, classrooms, furniture and lunch, Section 4 of the same Act, clearly stated that a parent who contravenes the section commits an offence and is liable to be reprimanded or fined, while Section 3(2) of Part 1 also stated that a person who receives or obtains any fee contrary to the provisions of subsection (1) of this section commits an offence and is liable on conviction to a fine or imprisonment for a term of three months or both. However, according to Olalekan (2018), this clarification sets the limit as to what the citizenry should expect from the government in free education package, even though the cost of education is not limited to the direct cost of education to the individual but also the opportunity cost to the individual for receiving education. The cost of education to the individual includes the purchase of school uniforms, books, educational materials which the student may deem necessary for him/her to succeed, the cost of transportation to and from school (especially where the school is not located within a walking distance from home), the cost of supplementary lessons (to ensure an excellent performance at school), the cost of food (taken to ensure maximum concentration) and the levies paid at school (however meager) to ensure the

development of the school. The government promise to provide textbooks and even midday lunch is yet to be fully implemented in the country, while in few cases where textbooks were provided; the quantity was grossly inadequate (Amoge, 2016). In a similar opinion Shugaba (2021) said that education system Nigeria is characterized by inadequate number of qualified teachers, inadequate infrastructural facilities/resources and poor funding which strongly affects enrollment of many children in to schools.

However, many studies were conducted on of areas of enrolment into basic education in Nigeria. In some southern states like Ogun, the News Agency of Nigeria (2021) reported that the free education policy in the state has increased the enrollment of pupils and students in public primary and secondary schools by cancelling all forms of payment and levies following the declaration of state of emergency in the sector as well as rehabilitation and construction of schools across the state to attract more schooling. Alabi (2014) carried out a study on the impact of the Universal Basic Education Programme on primary school enrolment in Kwara State. His study reveals that Universal Basic Education Programme has played a critical role in enlightening, sensitizing and mobilizing the public which made them to be more committed to enroll their children in to schools in Kwara State. Likewise in some northern states like Kano the launching of free, compulsory basic and secondary education policy in 2019 has indeed made serious impact with the reduction of the data of out-of-school children (Garba, 2021). He further established that the policy has effectively provided opportunities to all school-age children to gain access to quality education for a full cycle of basic education which had succeeded in increasing enrollment of over 500,000 out-of-school children in the state due to numerous interventions in the education sector. But findings made by Lukman (2022) established that this free and compulsory education is not going well in many places as students still pay fees in

schools used for buying chalks, brooms, and cement to seal cracks on the black blackboards, apart from books and uniforms.

2.3.2 Government School Feeding Programme Policy

School feeding programme is generally considered to be an intervention policy that facilitates access to education, increase enrollment and attendance rate as well as improving the nutritional status of school children (Home Grown School Feeding Resource Framework Synopsis, 2018). The World Food Programme (WFP Report, 2020) has six decades of experience supporting school feeding and working with more than 100 countries to set up sustainable national school feeding programmes to encourage and facilitate national government ownership of these programmes in which 15 million schoolchildren received nutritious meals and snacks. This is to build capacity and to ensure every child has the opportunity to receive a healthy, nutritious meal in school by 2030 to act as an incentive for families to enroll and keep their children in school. The home-grown school feeding programme has been introduced in many developed and developing countries of the world to provide food during school hours for the school children to address poverty, stimulate school enrolment and enhance the academic performance of pupils in primary school (Ayotunde, Sani and Gladys, 2020). Historically, Netherlands was the first country to move the programme to a new level by incorporating school meals into national legislation in 1900 followed by the United Kingdom and United States in 1930s, which had also instituted the school feeding programme as part of their national programmes (Umar et;al, 2021). In line with this, Government of Kenya fully took over responsibility for providing school meals to primary school children in the arid and semi-arid counties in July 2018, with the support from World Food Programme, making it one of the strongest in Africa and has contributed to increased enrolment from 2–4 percent. In an

effort to boost food security and and boost children enrollment in to schools, Cameroon, like many other countries has adopted school meals programmes as a social safety net to improve enrollment among primary school aged children and ensure healthy nutrition, by implementing the United States Department for Agriculture (USD) McGovern-Dole Food for Education Programme (Beri, 2018).

According to the joint assessment report of the programme, approximately 9.8 million students in 53,000 public primary schools in Nigeria are benefitting from the programme annually (Suleiman, 2020). The school feeding programme, which was introduced by the government in 2016, was aimed at establishing “a safety net for the poor, increasing enrollment, and eradicating malnutrition in school-age children, specifically targeted at increasing school enrolment (Obi, 2021). This is similar to an opinion by Lawal et; al (2022) who posited that, conscious of the need to boost school enrolment and retention of pupils in schools, the Federal Government re-invigorated the National Home Grown School Feeding Programme for optimal benefits to ensure high school enrolment and retention in which every child of school-age will be attracted to schooling with healthy nutrition. This has led to increased enrollment of primary 1-3 pupils in many states like Kano from 1.2 million to 2.1 million according to the Ministry of Education (NAN, 2021). A study conducted by Umar et;al (2021) shows that implementation of national home grown school feeding programme in Bauch state has led to the increase in the level of enrolment into primary schools significantly. But in what appears as a backdrop, development experts, accused the Federal Government of deploying the scheme to loot the treasury, despite plethora of explanations (Obi 2021). In the same vein, Salau (2022) in his report titled "States lament as Federal Governments School feeding programme flops" noted that the programme has failed to achieve its set objectives, given the high rate of out-of-school

children in the country and complaints from both pupils and contractors handling it. However, in a similar situation, investigations by Premium Times and Buharimeter across three states of Enugu, Oyo and Niger States shows administrative bottlenecks relating to processing of payments to vendors and suppliers, and paucity of funds, remain a thorny issue in the programme (Kolawale, 2022). Then this in turn has slowed down its penetration even in states where it is ongoing where the cooks do not show up at the schools when their payments are delayed.

2.3.3 Almajiri Integrated Model School

The Federal Republic of Nigeria (2004) National Policy on Education provided for equal opportunity for education for all Nigerian children irrespective of tribe, religion or disability but many children in Northern part of the country did not enjoy this privilege due to their religious beliefs, because their parents exposed them to only Qur'anic education where they learn how to recite the Quran and some handwork, but not enrolled in conventional primary schools, hence they grew up with negative attitude to Western Education (Binta, 2015). Geoffrey (2020) in his report titled "children adjust to life outside Nigeria's Almajiri system" noted that it is difficult to know the number of Almajiri children in Nigeria, but some estimates put it at about or about 81 per cent of the more than 18 million out-of-school children in the country. He further established that under the Almajiri system, parents send their children; mostly boys aged 4-12, to distant locations to acquire Qur'anic education mostly coming from rural and poor families who can't afford formal schooling.

Therefore, in 2012, the Federal Government of Nigeria through the Universal Basic Education Commission has launched the National Education Policy Initiative known as Almajiri Integrated Model School with the aim of integrating Qur'anic Education

into western Education to provide skill based education to Almajirai (pupils in Qur'anic school) and empower them with career skills in addition to their religious education, increase educational access for the millions of Out of School Children by providing classroom facilities, uniforms, books and feeding programmes and to close regional school enrollment gap between north and southern part of the country (Idris, 2016). However the Almajiri System of Education evolved with good intention, meant to groom young children in Islamic and cultural beliefs and conducts, but nowadays the it has turned Almajirai (pupils) to be beggars roaming the streets and tools for money making in the hands of their teachers (Njoku, 2015). Further findings shows that efforts by the government to reduce the burden of almajirai and enroll them to Western Education without jeopardizing their interest in Qur'anic studies, became and greatly reduce the number of out of school children in the country. But Odeyemi (2020) reported that despite government's efforts at integrating the Almajiri into modern education system, in which N15 billion was spent at the first 400 schools built in the northern states, the implementation of the policy had not achieved the desired result. At least, seven million children in northern Nigeria are in still in the Almajiri system, because there were reports that the school' structures have either been used for conventional education or lay waste because its pupils have gone back to the old ways of street begging which significantly affects enrollment into formal schools (Akhaine, Adewale & Mohammed 2022). Umaru (2020) supported this findings and revealed that 8 years after the startup of the programme, it is lamentable that some of the structures of these kind of schools are either laying fallow or put into uses other than what they were originally intended for and some of the facilities are already decaying as they have never been put to use before. Salau (2020) reported that the Senate mandated its Committee on Basic and Secondary Education to recommend

means of collaborating with state governments on how to get the 14 million Almajiri out-of-school children enrolled in primary education and to upgrade the existing Almajiri model schools and build more to increase the number of schools enrolment, thereby reducing the number of out-of-school children on the streets.

2.3.4 Interventions by the Non-Governmental Organizations

2.3.4.1 World Bank Project

Over the last two decades, the World Bank has committed more than US\$73 billion to supporting education projects, covering 160 countries and 25 regional states (World Bank, 2022) According to the Press Release (World Bank PR, 2020), in Niger, in order to tackle help enrolled more than one in two children between the age of 7 and 12 that are out-of-school, the World Bank has approved \$40 million and introduced catch-up programmes and school remediation interventions with a particular focus on keeping girls in school through the Niger Learning Improvement for Results in Education (LIRE) Project. In a similar intervention, additional finance of \$45 million was granted to the Education Reform Support Project (ERSP) to support Cameroon's efforts in promoting learning for all and continue to improve equitable access to quality basic education and increase enrollment. In Chad, the World Bank Programme aims to increase access to primary education through capacity building and pedagogical support for teachers, provision of basic school infrastructure, expansion of spaces in existing schools remedial classes for out-of-school children to increase enrollment.

In Nigeria, beginning in 2015, Global Partnership for Education (GPE) has targeted states of Jigawa, Kaduna, Katsina, Kano, towards improving their education systems due to low enrollment, gender disparities, poor quality and relevance, poor

infrastructure and learning conditions. In addition to direct threat to schooling emanating from insurgent activities and attacks on schools, especially for girls, the programme helped train and improve the quality of teachers in five Nigerian states through the Nigeria Partnership for Education Project (NIPEP) to enroll and keep children in school, with a particular focus on girls (Moreno, 2022).

According to the World Bank Document (2022), the development objective of the Better Education Service Delivery for All (BESDA) Operation Project for Nigeria is to increase equitable access for out-of-school children and improve literacy in 17 focus states from northwest and northeast, including Rivers, Ebonyi and Oyo states from the south based on prevalence of children that are not enrolled in schools. Similarly Idoko (2021) reported that under BESDA programme which is funded by \$611 million, since inception, the BESDA Programme has successfully enrolled about 924,590 children in schools since its inception. This is in line with the assertion made by the Universal Basic Education Commission (UBEC) that the BESDA initiative in Nigeria will make positive impact towards increasing enrollment (Educeleb, 2021). But in what appears as a backdrop facing the scheme, the Nigeria's Government has faulted the process of implementing the projects across the 17 focal States on the ground that the projected 13million Out Of School figure presented in 2017 was not sufficient enough to determine actual numbers of enrolment from across the states, suggesting the use of National Identity Number NIN, for enrollment of new pupils/students on the scheme (Mustapha 2021). In Bauchi, the State Universal Basic Education Board (BASUBEB) has enrolled 153,398 out-of-school children into the schools under BESDA scheme in 16 out of the 20 local government areas of the state including Katagum (Ahmed 2021). Furthermore, the programme caters for the welfare of the pupils by providing conducive atmosphere for learning, instructional materials,

water and toilets, soaps, uniform, and other special needs for the pupils, among others. Hafsat (2021) corroborated this report and cited that a total of 2,500 teachers were recruited in 2020 while additional 3,334 qualified teachers will be taken to teach in the learning centers.

2.3.4.2 UNICEF Project

As a result of many factors affecting enrollment of primary school pupils in many countries including those affected by war, conflicts and famine, UNICEF has introduced various interventions programmes to help children access primary education and increase enrollment of pupils. In a study conducted by Maryanne (2017) in South Sudan, UNICEF's Education in Emergency initiative provides safe spaces and educational materials to help displaced and refugee children to be enrolled in school. In Somalia, where famine looms as a result of a severe drought, displacing families and endangering young lives, UNICEF is also providing clean, safe water to schools in addition to other emergency relief to help keep kids enrolled. In Syria, UNICEF supported more than 327,000 children to learn in informal settings in 2016, because it is particularly challenging for UNICEF to reach children in areas that remain under siege. In Iraq, in the first half of 2017, UNICEF was able to reach more than half a million children, including more than 240,000 girls, with educational supplies; helped rehabilitate more than 200 schools in Mosul; and built pre-fab temporary spaces serving more than 30,000 pupils. In Kenya UNICEF also supports the Government to develop, review and implement education policies to supports 3.2 million children across the country to access quality pre-primary education due to in pastoral communities, where low enrollment reflects as a result of perceived lack of value of schooling, long distances to schools and high rates of child marriage.

In Ghana, in spite of the progress made in improving access to education for all, there are still challenges preventing thousands of children from going to school. This has made UNICEF to work with the Ministry of Education, Ghana Education Service and other partners to create a more child-friendly environment in schools so that more children could be enrolled (Acquah, 2019).

In Nigeria, apparently miffed by the accelerating statistics of out-of-school children particularly in the northern part of the country, the United Nations Children's Fund (UNICEF) has embarked on a number of revolving innovative strategies to tackle the age-long trend (Francis, 2022). UNICEF has been implementing the multi-year Girls' Education Project Phase3 (GEP3) since March 2012, funded by the UK Department for International Development (DFID), which aims at contributing to improved social and economic opportunity for girls in six states of northern Nigeria, through increased enrolment of girls in basic education (UNICEF, 2017). It added that through community based research, UNICEF identified poverty-related issues as the primary barriers that keep girls and boys out of school. To address these findings, a cash transfer component of GEP3 was designed and implemented in selected schools in Niger, Katsina, Kano, Zamfara, Sokoto and Bauchi states aiming to increase girls' enrolment and attendance; increase girls' transition from primary school to junior secondary school; and reduce gender inequality. With the support of Foreign, Commonwealth and Development Office (FCDO) of the UK, the programme had succeeded to enroll more than 300,000 in Katsina State (Babangida, 2022). Similarly in collaboration with the state Government, about 650,265 children were enrolled in to pre-primary and integrated Qur'anic education between 2012 and 2022 in Bauchi (Oyewole, 2022). In the state, the enrolment has reached 1,130,465 through GEP3 while 4,581 girls and 4,540 boys are participating in the G4G/HeForShe activities

across six Local Government Areas including Katagum (Micheal, 2021). However, with the programme ended in 2020, there is fear of sustainability of the enrollment or even losing the gains of the programme, leading to increase in the out number of schools in the area.

2.4 Gap Identification

Non school enrollment is a global challenge that infringes the rights of school age children and prevents them from access to an effective education that is declared free and compulsory. Many studies were conducted in the areas of enrollment and this research seeks to fill the gap left by other researchers after an extensive review of the literature. Karanu, Murenga and Osamba (2015) carried out a study in Kenya on Socio- Cultural and Economic Factors affecting Primary School Enrolment in Baragoi Division of Samburu County, Kenya using both qualitative and quantitative methods. The study revealed that socio-cultural and economic factors such as poverty, cattle rustling, ethnic conflicts, banditry, insecurity, drought, famine, and early marriages contributed to low primary school enrolment in Baragoi. Another quantitative study was conducted by Dzombo (2015) on the factors affecting enrollment of primary school pupils in the era of free primary education system in Kilifi County. The study established that the schools still charge other levies apart from the school fees and these levies are charged to the parents, there by affecting enrollment. Shehu (2018) carried out a study on the Factors Influencing Primary School Non-attendance among Children in North West Nigeria. The study then uses multilevel analysis to hierarchically examine the effects of children, household and state factors on primary school enrollment. The findings showed that most of the strong determinants that affects primary school enrollment were household factors, parental education, distance to school and wealth being the most important. Akinsola et;al (2020)

conducted a quantitative study titled *Out of School Children: Enhancing Factors and Consequences for Sustainable Development in North Central Geo-Political Zone, Nigeria*. According to the findings the factors enhancing children out of school include among others poverty, parent's education attainment, and child health condition. Similarly Ndanusa et;al (2021) examined the fragments and causes of increasing out-of-school children in Nigeria using qualitative data. Parts of the research findings identified poverty, socio-cultural norms and gender disparity as some of the causes.

However, there are limited researches on the factors affecting enrollment in primary schools in Bauchi State, particularly Katagum local government area, apart from reports given by newspapers. Mustapha (2021) carried out a study on student-related factors causing school dropout in senior secondary schools of Katagum Local Government Area. Part of his recommendations advised parents and school managers to motivate students with less interest in schooling and further research work should be undertaken at basic education level.

The current study was on exploring the factors affecting enrollment in primary school in state leading position with the highest number of children not enrolled in school, so that significant and desirable recommendations were made on how to overcome such problem. Therefore, this study was unique compared to other studies identified above because none of them focused on the enrolment in primary school in terms of qualitative research approach, phenomenology design and interview as a method of data collection. Another important gap is the theory to be adopted, target population, study location and time.

2.5 Summary

This chapter has presented a review of the related literature on the factors affecting enrollment in primary schools. The emphasis is on areas considered significant to an accurate exploration of the problem of study. The first section dealt with the general literature about global overview on children that are not enrolled in school, in Africa and Nigerian context. The chapter covered the factors affecting enrollment such as economic factors which include poverty and child labour, socio-cultural factors like gender disparity, parental level of education as well as perception of western education as incompatible with Islam. Other factors discussed in the chapter involved school factors which include security and safety of the children, inadequate infrastructural facilities and inadequate qualified teachers. The literature was also reviewed on the government policies regulating the enrollment such as free primary education policy, school feeding programme, Almajiri Integrated Model School as well as intervention projects by the Non-governmental Organizations such as World Bank and UNICEF to increase enrollment and finally the gap identified in this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This study explores the factors affecting enrollment in Primary schools of Katagum Local Government, Bauchi State Nigeria. The chapter explained how the study was carried out hence; it gave details of the methodology, procedures and modalities in the collection of data. It also covered the research paradigm, approach, and design process as well as the population and sample, strategies for data collection, measures of trustworthiness, data analysis, and ethical measures. To achieve the research objectives and answer the research questions, a qualitative approach was adopted which is located within an interpretivism paradigm and the study was positioned as a phenomenological research design as discussed below.

3.2 Research Approach

A qualitative research approach was adopted by this study. According to Creswell (2005), qualitative research is fundamentally interpretive in which the researcher develops a setting or individual description, analyzes data for themes or categories, and finally draws conclusions about its meaning personally and theoretically, stating the lessons learnt, and offering extra questions to be posed. The use of mixed methods for this study was not appropriate considering the centrality of the three research questions, although it has the strengths of an additional method to offset the weaknesses of another method when both methods are employed in a study (Creswell & Toshakkori, 2007). Likewise this study cannot go through quantitative research approach as it quantifies information and allow for credible cause and effect relationship (Kelle, 2006). The use of quantitative method in this research study was

still improper because perceptions and understandings of the participants cannot be measured with tools that are standardised.

Qualitative method is more suited for this research study because it demonstrates a different approach to scholarly inquiry than methods of quantitative research and it relies heavily on text and image data which have unique steps in data analysis, and draw on diverse designs (Creswell, 2018).

According to Hancock, Ockleford & Windridge (2009) qualitative method enables the researcher to gain a deeper understanding of the research problem since the approach postulate that there are multiple realities that different individuals constructed. Looking at the purpose of this study; gaining insights, thoughts, and perceptions/opinions of stakeholders on the factors affecting enrollment in primary school, all this could be understood better when explored through their own explanations. Therefore, more emphasis was placed on the participants' perspectives and descriptions of events, their beliefs and opinions.

The interpretivist/constructivist paradigm locates this study. According to Lincoln, Lynham, & Guba, (2011) paradigm are the types of beliefs held by individual researchers based on their discipline orientations, research communities, advisors, mentors, and past research experiences that will often lead to embracing a strong qualitative, quantitative, or mixed methods approach in their research. Interpretivism is often known as constructivism or social constructivism paradigm which is described as such a perspective that is typically seen as an approach to qualitative research (Mannheim, Berger and Luckmann, 1967)

Thanh and Thanh (2015) noted that through interpretive paradigm, the world is viewed by the researchers through the perceptions and experiences of the participants

and that the core belief of the interpretive paradigm is that the construction of reality is social. Social constructivists believe that individuals seek understanding of the world in which they live and work, develop subjective meanings of their experiences—meanings directed toward certain objects or things. While qualitative researchers tend to use open-ended questions so that the participants can share their views, the goal of the research is to rely as much as possible on the participants' views of the situation being studied (Creswell, 2018).

Informed by my research questions and objectives which sought to explore the factors affecting enrollment in primary schools, by looking at the perceptions of stakeholders on the factors and their understandings of the policies regulating the enrollment with a view to come up with practical strategies on encouraging and sustaining it, the study was more suited to be positioned in the interpretive/constructive paradigm.

3.3 Research Design

Research designs are types of inquiry within qualitative, quantitative, and mixed methods approaches or strategies of inquiry that provide specific direction for procedures in a research (Denzin & Lincoln, 2011). Therefore, research design is the logic or master plan of research that shows how the study is to be conducted. It constitutes the blueprint for the collection, measurement, and analysis of data (Kothari, 2004). For this study, five qualitative research designs were considered: grounded theory, a case study, narrative inquiry, ethnography, and phenomenology (Lacey & Donna, 2009). However, after careful and an extensive literature review, the study seemed to be more appropriate to employ phenomenology research design to match its descriptions and to properly address and answer the research questions. This was because according to Ivankova (2015) in these approaches, researchers study

individuals (narrative, phenomenology); explore processes, activities, and events (case study, grounded theory); or learn about broad culture-sharing behavior of individuals or groups (ethnography).

Phenomenological research is a qualitative research approach that seeks to understand and describe the universal essence of a phenomenon (Delve & Limpaecher, 2022).

The approach investigates the everyday experiences of human beings. It studies lived experiences to gain deeper insights into how people understand those experiences. Researchers using phenomenological research design assume that people use a universal structure or essence to make sense of their experiences and make descriptions of their understandings (Bliss, 2016). It is used to understand a phenomenon's universal nature by exploring the views of who have experienced it by interpreting the participants' feelings, opinions, perceptions and beliefs to clarify the essence of the phenomenon under investigation.

Therefore, this study employed phenomenology design because the researcher wanted to seek the lived experiences and perceptions of stakeholders on the factors affecting enrollment in primary schools to gain deeper insights into the problem, how they understand the policies regulating the enrollment and how it could be improved and sustained. This approach is popularly used to study lived experiences, gain a deeper understanding of how human beings think, and expand a researcher's knowledge about a phenomenon (Qutoshi, 2018).

3.4 Study Area

This study was carried out in Katagum Local Government Area of Bauchi State Northeastern Nigeria. Azare town is the headquarter of Katagum Local Government Area of Bauchi State and it is bounded to the East by Dambam Local Government and

to the south by Misau Local Government, in the West by Jama'are Local Government, and to the North by Itas/Gadau Local Government Area of Bauchi State. Azare is located at $11^{\circ}40'27''\text{N}$ $10^{\circ}11'28''\text{E}$ of the equator with an area of 1,396 square kilometers. Katagum consist of three districts which includes Azare, Madara and Chinade districts with total number of twenty wards.

According to population projection by the National Population Commission (2016), Katagum has a total population of 411,700 with a density of 295.1/km². The people of Azare are predominantly Muslim (90%) and few Christians (10%) and are primarily of Hausa, Fulani and Bare-bari (Kanuri) descent. The main economic activity in the area is agriculture and livestock production and it has a very fertile land for good agricultural production of crops such as millet, groundnut, guinea corn, maize, beans, onions, wheat, cottons and vegetables. Many people in the area engage in petty businesses, trading and small and medium enterprises, while others are artisans and government or private employees.

The region of Azare experiences dry and rainy seasons with rainfall forming between May and June and terminate in September to October. The temperature is high throughout the area with a mean daily of 22 degree Celsius from April to May. The culture of the people is mainly influenced by Islam respect, in which the marriage customs of the people is according to Islamic procedures. These people are easily identified when they appear in the common apparel worn by old men such as big-flowing gowns with inner jumper and long trousers with long caps with turbans to match. While the young ones go in Kaftans, long sleeved shirts, long trousers with embroidery and zanna caps. The women simply wear long wrappers, blouses and another big wrapper to cover up with a veil.

Katagum Local Government is a home to the Federal Medical Centre, Azare, Federal University of Health Sciences, Adamu Adamu College of Nursing and Midwifery, Aminu Saleh College of Education, Federal Government College Azare with quite number of secondary and primary schools and Airstrip lies about 10 km Southeast of the town. It is also a home to many professors, academics, administrators, politicians and business men and women. The reason behind choosing this area to conduct the study is that, Katagum is the largest Local Government Area after Bauchi metropolitan and the state has the highest number of children that are not enrolled in schools.

3.5 Target Population

The study population is the group of people or study subjects who are similar in one or more ways and which forms the subject of the study in a particular study (Kombo & Tromp, 2006). Rather than meaning everyone who lives in the study area, it refers to all the items in the category of things that are being researched (Denscombe, 2014). This study's target population is Nigeria with a target population all primary schools in Katagum Local Government Area, Bauchi State. This area was selected for this study because it is the state with the highest number of children that are not enrolled in school (Vanguard, 2020). The entities of the study or units of analysis are the stakeholders of primary education which includes parents, teachers, and head teachers as well as Education Secretary in the area, whose distribution is indicated in table 3.1

Table 3.1: Target Population

Category of population	Population
Education Secretary	1
School heads	4
Teachers	20
Parents	300
Total	325

Source: Researcher's construct (2022).

3.6 Sampling Design and Sample Size

A sample is defined as a smaller set of data that a researcher chooses or selects from a larger population by using a pre-defined selection method (Creswell, 2014). Mugenda (2017) also defined a sample as a part of a target population accessible that has been procedurally selected to represent a population. In an attempt to answer the research questions a researcher needs to establish the sample of participants who will provide data in the study. The process of establishing this sample is called sampling. According to (Chetty 2016) sampling is a process of obtaining information about an entire population by examining only part of it. Therefore, not only the appropriateness of methodology and instrumentation lead to a quality piece of research, but also the suitability of the sampling strategy that is adopted. Purposive sampling was used to select participants in this study. Anney (2014) asserts that purposive sampling is the technique that is mainly used in naturalistic inquiry and is defined “as selecting units (for example individuals, groups of individuals, or institutions) based on specific purposes associated with answering a research study’s questions. Purposive sampling is a non-probability sampling technique that involves choosing a case because it illustrates some features or processes in which a researcher is interested (Chetty 2016).

Creswell (2014) defines purposive sampling as a non-random sampling technique in which the researcher pleads individuals with specific characteristics to participate in the research study. He further explains that it is a sampling technique in which a purposive or judgmental sample is selected based on the knowledge of a population and the purpose of the study. It is used so that individuals are selected because of some defining characteristics that make them the holders of specific data needed for the study. This sampling technique is generally associated with small in-depth studies

with research designs that are based on the gathering of qualitative data and focused on exploration and interpretations of the experiences and perceptions. It is also called judgmental sampling because the process of selecting a sample involves the researcher specifying the characteristics of the population of interest and trying to locate individuals with those characteristics (Creswell (2018).

Participants are sampled on the basis of the knowledge they posed about the phenomenon under study or when they are the only ones in their respective categories (Chetty, 2016). As highlighted by Kasomo (2006), this sampling technique helps to increase the utility of the findings since the sample included participants who will portray certain characteristics and will be able to contribute the ‘rich thick’ data that serve to deepen understanding of stakeholders’ perceptions and opinions. Therefore, one Education Secretary, 4 primary school head teachers, 12 teachers, and 12 parents were purposely selected to participate in this study for the interviews and Focused Group Discussions. The reason behind the selection of this sample size is that, while some experts in qualitative research avoid the topic “how many” interviews are enough; there is invariability in what is suggested as minimum. Therefore an extremely large number of articles and book chapters recommended guidance and suggest anywhere from 5 to 50 participants are adequate to reach saturation in data collection using interview (Dworkin (2012). Furthermore, sample size used in qualitative research method is often smaller than the one used in quantitative research method and it is more concerned with garnering an in-depth understanding of phenomenon or focused on meaning on the why and how of a particular issue, process, situation or set of social interactions rather than making generalisations to a larger population (Mason, 2010). Some of the requirements for selecting the sample are that participants have to be either male or female, indigene of the local

government area at the time of the interview (apart from the education secretary), be having a relationship with the school (any attachment to the schools) be willing to share their sentiments concerning factors affecting enrollment in primary schools. The participants were allowed to withdraw from the study without any penalty as they wish, while findings of the study are not generalizable beyond the sample. The selection of the respondents is displayed in table 3.2.

Table 3.2 Participants

Description	Number	Selection Procedure
Education Secretary	1	Purposive Sampling
School Heads	4	Purposive Sampling
Teachers	12	Purposive Sampling
Parents	12	Purposive Sampling
Total	29	

Source: Researcher's construct (2022).

3.7 Data Collection Instruments

Creswell (2003) asserts that qualitative research uses several methods that are humanistic and interactive. Researchers using the qualitative lens prefer involving participants in the generation of data and strive for building rapport and credibility with the individuals in the study as a whole. In order to meet the objectives of the study, the following methods namely; interviews and focus group discussion were used to collect the data. The instruments are briefly discussed below.

3.7.1 Interview

An interview is a conversation for gathering information. A research interview involves an interviewer who coordinates the process of the conversation and asks questions and an interviewee who also responds to those questions (Doyle, 2020). The interview guide was developed by the researcher to conduct face to face, in-depth semi-structured interviews with the participants in both Hausa (Nigerian local

language) and English languages for clarity. Interview is one of the major data generation techniques, partly because it favors most of the respondents who are semi-literate or not educated. The interview encompasses individuals directing their attention towards each other with the purpose of opening up the possibility of gaining an insight into the beliefs, concerns, interests, knowledge, experiences, values, and ways of seeing and thinking which allows the researcher to get inside the context and understand the perspectives of those who will be involved (Schostak, 2005). This technique is valuable in terms of gathering the information that requires more time and thorough explanations as it allows comprehensive probing which led to the generation of more information and clear expression of opinions, feelings, and attitudes by the respondents that may not be captured by the questionnaire. The stakeholders who involved head teachers and Education Secretary were subjected to an interview to generate first-hand information about their perceptions and opinions on the factors affecting enrollment, understandings of the policies regulating the enrollment and how the enrollment could be improved and sustained.

During the interview, after obtaining consent from the interviewees to participate in the study, the researcher audio taped the questions and responses, take brief notes, in a quiet and suitable place. The researcher had a flexible plan during the conduct of the interview in courteous and professional manner to avoid introducing bias or subjectivity in to the study or negatively influencing how the interviewees respond. Throughout the process, the interviewer (researcher) had the free will to probe the participants to elaborate on an original response or to follow a line of inquiry that the participant has introduced. This provided an opportunity for the interviewer to seek clarity on issues raised by the participant in order to get the required data to meet the

specific objectives of the study and thus avoiding any misinterpretation (Hancock et al., 2009).

3.7.2 Focused Group Discussions (FGDs)

The central reason for using this method in the study was to draw upon respondents' attitude, feelings, perception and their understanding on the factors affecting enrollment in primary schools in their area. The focus group discussions involved about eight to twelve people confidentially to allow the focus group speak openly and freely ask questions and express their opinions in a democratic manner. This method was subjected to stakeholders (parents and teachers) with two focus group discussions comprising of 8-12 participants from each group to be productive as recommended by Wong (2008) to enable them to open up about their perceptions and understanding on the factors affecting enrollment. A focus group discussion enhances the range of interactions and details that participants would otherwise have forgotten, could emerge. This will provided participants with a more relaxed atmosphere for sharing their opinions and reflections and permitted "a degree of interaction between group members", thus producing dialogue that could be "richer and more detailed than those generated through individual interviews" (Hancock et al., 2009).

3.8 Ensuring Trustworthiness

Different from quantitative research where statistical methods are applied to establish the validity and reliability of research findings, qualitative researchers plan and integrate methodological strategies that make sure the 'trustworthiness' of the findings is achieved (Noble & Smith, 2015; Moon, Brewer, Januchowski-Hartley, Adams, & Blackman, 2016). Trustworthiness demonstrates that the evidence for the results reported is sound and that the argument made based on the results is strong and

truthful (Anney, 2014). Trustworthiness in qualitative research has become a vital concept since it allows researchers to describe the virtues of qualitative terms which are outside of the parameters that are usually applied in quantitative research. Guba and Lincoln (1994) postulated that trustworthiness of a research study is important to evaluate its worth hence qualitative researchers consider; transferability, confirmability, dependability and credibility as trustworthiness criteria to ensure the rigour of qualitative findings. These aspects are discussed below:

3.8.1 Credibility: Truth-value

Credibility is a measure of trustworthiness that deals with questions like how consistent are the research findings with reality? This refers to the truth of the data or participants' views, interpretation and their representation by the researcher. Credibility establishes whether the research findings represent credible information drawn from the participant's original data and is a correct interpretation of the participant's original view. Credibility refers to the confidence that can be placed in the truth of the research findings (Anney, 2014, Guba& Lincoln, 1994). This concern with the question, how congruent is the findings with reality? (Shenton, 2004). In other words, it identifies how self-confident the researcher is with the truth of the findings based on the research design, informants, and context (Krefting, 1991).

To ensure credible results, the researcher used probing questions during the interview to seek clarifications and correct interpretation of what the interviewees were saying and then member check was be done whereby members of the groups from whom the data were originally obtained help to test interpretations and conclusions. There was examination of the study by associates, companions, and scholars, while the input was offered to the analyst to be dealt with as debriefers can help reveal inclinations that

may have been underestimated, points of view, and suspicions on the part of the researcher (Shenton, 2004).

3.8.2 Transferability: Applicability or generalizability

Transferability is the degree to which the aftereffects of subjective research can be exchanged to different settings with different respondents and it is what might be compared to generalizability (Krefting, 1991; Anney, 2014). However, to sum up, isn't important in numerous subjective research undertakings and quality of the subjective strategy is that it is led in naturalistic settings with few controlling factors, every circumstance characterized as novel and consequently is less amiable to speculation (Krefting, 1991; Morrow, 2005). To ensure applicability, rich and descriptive information was provided to demonstrate that the exploration study's discoveries can be material to different settings, conditions, and circumstances. More so, interview voices were recorded while the transcriptions thereof provided a database. This enabled the readers to make judgments and comparisons about the similarity to determine whether the findings apply to their own situations.

3.8.3 Dependability

Dependability refers to "the steadiness of discoveries after some time. This means the degree the examination could be rehashed by different specialists and that the discoveries would be steady (Anney, 2014). At the end of the day, if an individual need to recreate an examination, they ought to have enough data from that exploration report to do as such and get comparable discoveries as that review did (Gunawan, 2015). So as to address the dependability issue legitimately, the procedures inside the investigation was accounted for in detail, in this manner empowering a future scientist to rehash the work, if not really to pick up similar outcomes (Shenton, 2004). Such

top to bottom inclusion likewise enabled the peruser to evaluate the degree to which appropriate research rehearses have been pursued. To accomplish this, a review trail was kept, that is, a point by point order of research exercises and procedures (Morrow, 2005).

3.8.4 Confirmability

Confirmability is "about building up that information and elucidations of the discoveries are not illusions of the inquirer's creative energy, yet are unmistakably gotten from the information (Anney, 2014). It addresses the core issue that "findings should represent, as far as is (humanly) possible, the situation being researched rather than the beliefs, pet theories, or biases of the researcher" (Morrow, 2005). Similarly, Confirmability was accomplished when the discoveries of a study reflect from the members of the investigation and ensure the information represents itself with no biases and not depend on predispositions and suppositions of the specialists.

As suggested by Guba and Lincoln (1994), confirmability of this subjective study was accomplished through a review trail through record management, keeping all records of the raw information gathered through center interviews including the records of the data analysis. This which enables any onlooker to follow the course of the study well ordered by means of the choices made and systems portrayed in the review trail (Shenton, 2004). A Reflexive Journal was also used to keep all occasions that occurred in the field and individual reflections in connection to the investigation.

3.9 Data Collection Procedures

The whole process of data collection started with seeking clearance from the school of education, Moi University, Kenya and the Bauchi State Universal Basic Education Board to conduct this research. Generation of data was carried out using qualitative

methods and the researcher first went through the Focus Group Discussion and interview schedules to ensure deep understanding of the instruments and also be aware of the researcher's role in personally collecting data.

With the help of the research assistant, a pilot study was conducted with some participants in the study area to enable the researcher make necessary changes in the FGD and interview schedules, after which the main study began. Contact information of the stakeholders (participants) was obtained from the Local Education Authority for the interview and FGD. These participants (teachers, head teachers Education Secretary and parents) were contacted individually by telephone and set up an appointment to conduct the interview at their time of convenience. This was to prevent perceived coercion or obligation to participate in the study. However, participation of respondents with whom the researcher has personal or professional relationship was avoided to prevent introducing bias and subjectivity in to the study. Before participants took part in the interviews, they were required to read, understand and sign a hard copy of consent form. Any question from the participants was clearly answered by the researcher while they review the consent form. The interview and focus group discussion processes were audio taped and transcribed, after which the interviewer (researcher) thanked and appreciated the participants at the end of the interview and FGD. However, while the summary of the findings was sent to the participants later after data analysis, the researcher ensured strictly on keeping the data secured in a locked file cabinet and in computer protected with a password in a private home or office.

3.10 Data Analysis Techniques

Data analysis entails treatment, summarizing or reducing data to a point they can be interpreted meaningfully. If research data are not analysed and described, they convey little or no meaning. At the end of data generation, all field notes and recordings will be examined and coded to ensure accuracy, consistency, and completeness. Creswell (2007) postulated that in qualitative research, data analysis involves the preparation and organization of the data for analysis, then reducing the data into themes through a process of coding and finally representing the data and discussion. This helped to examine the FGD and interview schedules before identifying the patterns and organizing data into categories.

Data generated in this study was analysed thematically. Thematic analysis involves identifying recurring themes from collected data; explaining, interpreting themes, and drawing conclusions (Cruzes and Dyba, 2011). Therefore, in this process, the data were categorised by grouping and naming of data in small segments of text that provide meaning. The preliminary analysis of data, however, took place at the same time with the data generation. Thematic analysis involves identifying patterns (themes) using coding. Creswell (2014) asserts that the transcripts are used to generate the units of meaning by putting some texts in brackets and writing a word (unit of meaning) in the margins which represent the texts in the bracket and these units of meaning are grouped into categories which are then used to generate the themes. Interview data generated were transcribed verbatim from a digital voice recorder and typed to enable familiarization with the data. Hancock et al., (2009) postulated that transcribing involves producing a written version of a conversation or an interview. The recordings and transcriptions of interviews were reviewed with the

help of research assistant to achieve accuracy and proper assignment of comments to participants (Meurer et al., 2007).

This analysis technique was appropriate to this study because the researcher is looking at the opinions and views of stakeholders; this provides rich description of the phenomenon from the data generated. Moreover, the flexibility of thematic analysis allows a wide range of analytical options since it is not based on a specific theory (Braun and Clark, 2006)

All names and identifiers of the participants in transcripts were coded preserved to ensure confidentiality. Inductive process (open coding) was used to arrive at findings. Open coding begins with collection of raw data from the interviews and the intent is to break down data into segments in order to interpret them. Different from an interview, FGD transcripts were analysed in such a way the participants interact with each other and influence each other's expressions. The researcher went through a transcription looking for segments that are relevant to the research and research question and assigned a word or phrase to it that captures its meaning, generate initial codes, search for themes, review themes, define and name themes, present the themes (Braun & Clark, 2006). The number of themes were reduced by grouping together similar themes and incorporated into the findings through six steps.

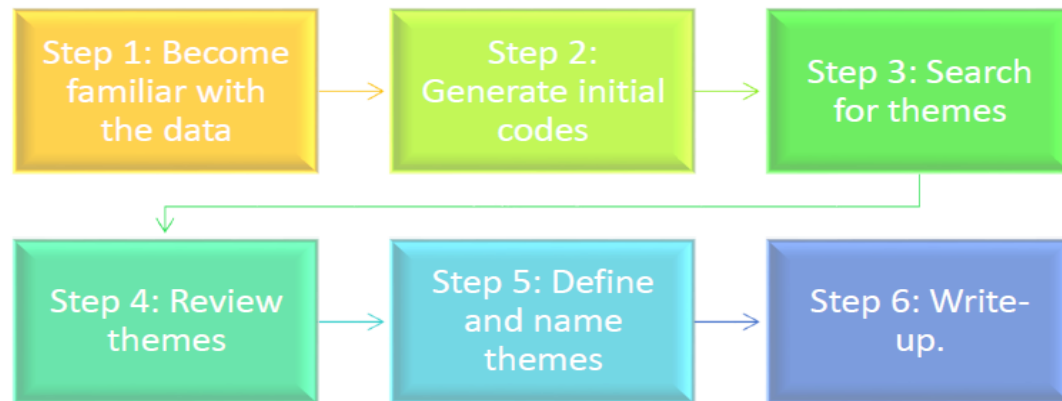


Figure 3.1 Braun & Clarke's six-phase framework for doing a thematic analysis
 Source: Braun & Clarke (2006).

3.11 Pilot Study

A pilot study was carried out about preceding the fundamental examination in order to assess the achievability, cost, and time of the principles considered. Furthermore, the pilot study empowered the researcher to test the methodology, directions, strategies, and inquiries of this examination and limit mistakes, vagueness, and perplexity with the interview procedure before the primary investigation. Moreover, the consequences of a pilot study built up the inward consistency of the data analysis method.

Stakeholders including the Education Secretary, one head teacher, and six parents were selected and recruited to take part in the pilot study. In-depth, face-to-face semi-structured interviews were conducted with the stakeholders to test the instructions and questions in the interview guide. A focus group discussion was also conducted with the selected participants for the same purpose. Results from the pilot study showed that interview guide's instructions were clear and free from inclination, along these lines, no progressions was required. Any ambiguous question was changed for easy comprehension for the participants.

3.12 Ethical Considerations

In conducting research, there were some ethical issues that are considered. Adherence to ethical consideration encourages the researcher to have a smooth procedure in information gathering and develop rapport with the respondents. The researcher sought permission from Bauchi State Universal Basic Education Board, Katagum Local Education Authority, the primary schools under study and the respondents who participated in the research. An introductory letter from the Department of Educational Management and Policy Studies attached with the information containing a brief introduction of the research, the significance of the study and the respondents' co-operation in answering the questions was provided.

Before the commencement of interview in the pilot study and the main study, the participants were issued with the consent form containing assurances of participants' protections and ethical guidelines that followed during the research study such as the voluntary nature of the study and participants' right to withdraw at any time without fear of punishment or consequence of any psychological harm. Also the participants were assured that their responses will only be used for academic purposes. After understanding the details about this study, the participants signed the consent form after which the interview data were collected. All identifiable data that could identify the participants therefore, were numbered or coded to secure and protect the personality, identity and privacy of the participants. Prior to the interview, the participants were informed that the session will be sound taped to enable to verbatim interpretation. The data accumulated were kept secretly in a secret word ensured PC while the synopsis report of the exploration discoveries was sent to every member after the study was finished and endorsed.

3.13 Summary

This chapter provided an overview of the methodology and the design, which shows that phenomenology qualitative research approach was adopted for this study. The chapter also provides an outline of how the sample was selected, data generation strategies, data analysis procedure, and measures of trustworthiness as well as ethical considerations that were implemented.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This section presents, interprets, analyses and discusses the information produced through interviews and focus group discussions. The study explored the factors affecting enrollment in primary schools in Katagum Local Government Area of Bauchi State Nigeria. Twelve participants each from parents and teachers group, four head teachers and the Education Secretary participated in this study. Codes were used by the researcher on participants and the schools to ensure adherence to ethical issues such as confidentiality, privacy, and anonymity. In this chapter, therefore, the researcher presented and discussed the findings of each of the four research questions as generated from the data and recontextualised the discussion within the literature.

4.2 Demographic Information of the Respondents

This section presents data on the foundation qualities of the respondents in Katagum Local Government where the research area is situated. The respondents were required to indicate their gender, where they live in their respective settings whether in towns or villages as well as their category as teachers or parents. The information was useful in providing useful data on the nature of the respondents in the study and being sure that the respondents would be with relevant information to the research questions. The information is presented in the pie charts below:

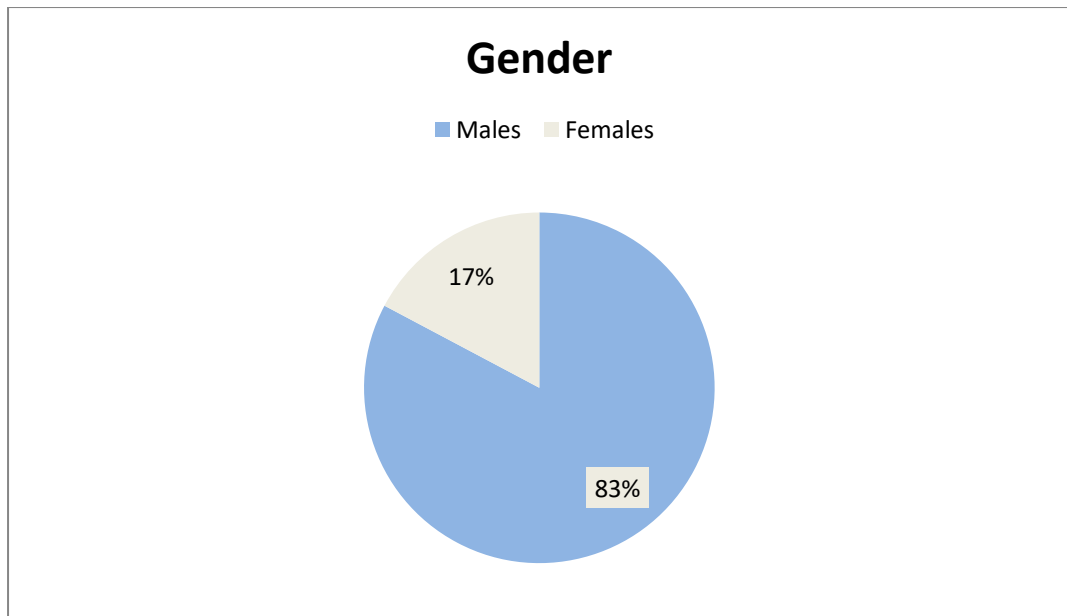


Figure 4.1: Genders of Respondents

Figure 4.1 shows that based on gender, 83% which carry the majority of the respondents are males while only 17% of the respondents are females.

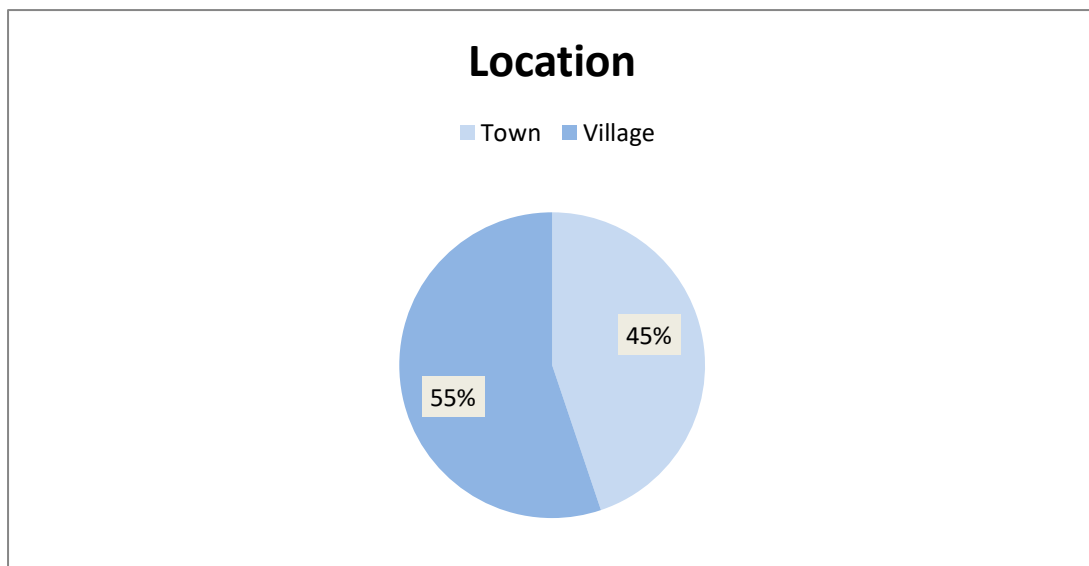


Figure 4.2: Locations of Respondents

Figure 4.2 shows that based on location, 55% of the respondents which carry the majority are from villages while 45% of the respondents are from town.

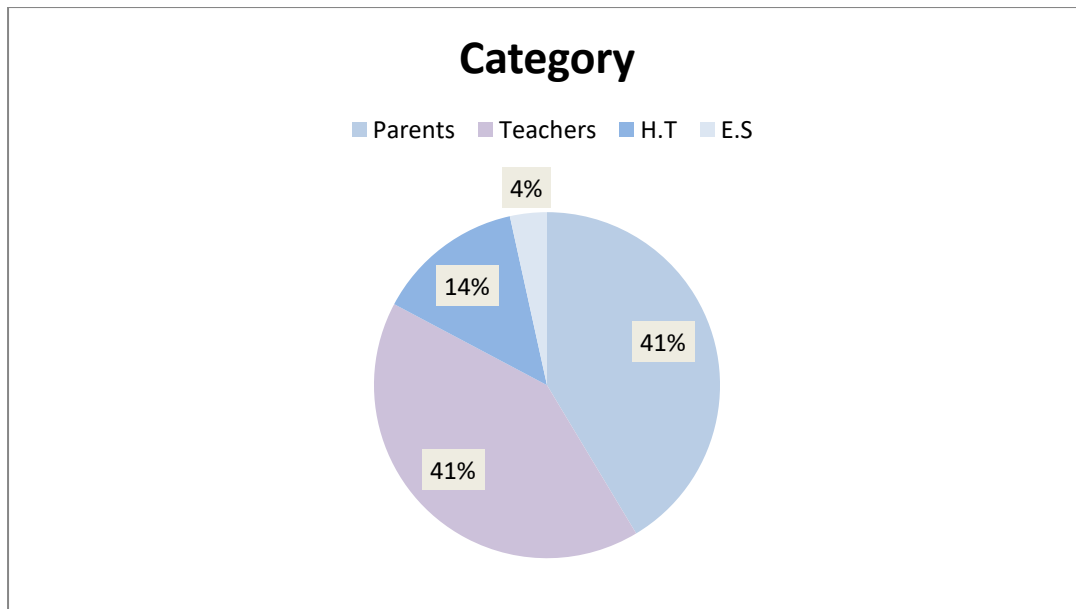


Figure 4.3: Categories of the Respondents

Figure 4.3 depicts that based on the category of the respondents, 41.4% are parents; also 41.4% of the respondents are teachers, while 13.8% of the participants are head teachers with Education Secretary which represents 3.4% of the respondents.

Therefore, following the sampling procedures and obtaining informed consent, the total number of the respondents was 29 which were all consented to participate in the study. Twelve parents and teachers each participated in a two focus group discussions while four school heads and one Education Secretary were subjected to face-to-face interviews. The data generated from these FGDs and interviews are presented in themes.

4.3 Themes Emerging from the Data

Since themes are comparative codes amassed together to shape a noteworthy thought in the database, they structure a center component in the analysis of qualitative data Creswell (2012), thus codes were diminished to five to seven noteworthy topics through the way toward taking out redundancies. Using a thematic approach, patterns and themes were highlighted on the transcribed data representing the different codes

and themes. Perceptions of stakeholders on the socio-economic factors affecting enrollment in primary schools, school factors affecting enrollment in primary schools, understanding of policies regulating enrollment in primary school and the ways of improving and sustaining enrollment in primary school are described and discussed in specific themes as they emerged from the analysis. The findings are supported using direct quotations of the participants from interviews and focused group discussions and are then recontextualised within the literature.

4.3.1 Perceptions of stakeholders on the socio-economic factors affecting enrollment in primary schools

The first objective of this study was to examine the perceptions of stakeholders on the socio-economic factors affecting enrollment in primary schools of Katagum Local Government Area. Through the interviews and the FGDs, the participants expressed what they viewed and believed are the socio-economic factors affecting enrollment in primary schools. The data for this objective were generated using three closely related questions during the interviews and focus group discussions: What does a socio-economic factor mean to you? How these factors affects enrollment in primary schools? Can you tell me about your experiences on why the socio-economic factors affects enrollment in primary school?

In analysing the perceptions of stakeholders on the socio-economic factors affecting enrollment in primary schools in Katagum Local Government Area, the study found out that the stakeholders perceived socio-economic factors as; poverty, child labour, distance norms and location of the school, influx of Internally Displaced Persons, belief system and unemployment. As put by Olagoke (2021), the primary cause of the rise in the number of children not enrolled in primary schools are the security

challenges in Nigeria, due to insurgencies in the North that has contributed immensely in addition to the economic demand barriers, socio-cultural norms and practices as well as inadequate budgetary and planning raising the figure. These are contributing to the number of children who are not enrolled in school due to the socio-economic needs of the children and their families that has far reaching implications on the demand for education of the children. The themes that emerged for this objective are discussed below.

4.3.1.1 Poverty

During the Focused Group Discussions conducted with the stakeholders, the responses of the participants revealed that poverty is one of the strong socio-economic factors believed to be affecting enrollment in primary schools. They shared a perception that some parents, who could not enroll their children in primary schools, are not able to purchase a new school uniforms, shoes, bags and writing materials as well as pay their school fees where necessary. The stakeholders emphasized that the children are also not provided with adequate food during and after the school hours to ensure their regular attendance and punctuality to school. This is unfortunately the case for many families that are poor as evident in the following quotations:

I have a little daughter of primary school age and wants to enroll her in to school, but due to little resources I have, I'm yet to buy a new school uniform for her to start going. Also I know many people among neighbours who cannot even afford to feed their families talk less of sending their children to schools (FGD1, P1, November 2022).

This poverty is affecting people's lives both in towns and villages. I'm just saying this based on experience and the fact that many parents come to us seeking for assistance on how to enroll their children in school due to their economic situations (FGD1, P2, November 2022).

Confirming this point of view, one of the stakeholders pointed out that for people who are poor and less privileged; purchasing school uniform only can prevent them from enrolling their children to primary school.

I know a lot of people who cannot afford uniforms including daily spending like breakfast money, books and writing materials, PTA levies and so on for their children. Many parents are struggling to feed their families at home and cannot provide them with three square meals a day talk less of sponsoring them to school (FGD2, P1, December 2022).

More so, another participant with the same stance highlighted that he believes that the issue of schooling cannot be unconnected with the economic status of the people while enrollment of children from poor background is affected by poverty.

Things are not the way they were before and the economy of the people is now negatively affected due to inflation in prices of basic commodities. People are more concerned with the food to eat, which is very challenging rather than education of their children, hence they don't enroll them to schools (INT1, ES, December 2022).

Whereas the two other participants supporting the same viewpoint also perceived that school enrollment is affected when the level of poverty in the family is abject:

The level of poverty in this area is abject and extreme which has a greater effect in preventing enrollment in school. You will see children of school age from 6, 7, or 8 years of age which are supposed to be in school, but their fathers run away and totally abandon them with their mothers to take responsibility of managing their homes (FGD2, P3, December 2022).

Due to the poor economic status of many families and in many homes, mothers are left with the full responsibility of managing the family issues including feeding. So they cannot afford to feed the children very well talk less of purchasing uniforms, books and writing materials for their enrollment in to schools (INT2, HT, February 2023).

The above quotations confirmed that most of the stakeholders believed that the needs for schooling are rooted in the socio-economic status of people and poverty is affecting school enrollment as parents from poor background will likely not enroll

their children to primary school because they cannot afford the direct and indirect cost of schooling. This is in agreement with the position of Soutoul (2017) who viewed that increase in the number of children that are not enrolled in to schools is directly linked to many poverty factors. Similarly, the higher the family's socioeconomic status, the higher the children's educational opportunities for them to be enrolled in to schools (Qiu, 2018). This is in line with the view of United Nation and Ali (2021) who posited that manifestations of poverty entails more than the lack of income and productive resources, hunger or malnutrition, but includes limited access to education. They perceived that poverty remains one of the most obstinate barriers that force children to live through economic fragility and become more prone to be cut off from schooling. Ndanusa et;al (2021) said that the present economic situation in Nigeria is seriously affecting parents' readiness to send their children to school, thus, creating an increase in the total number of out-of-school children in the country. Therefore, as put by the some of the stakeholders above, poverty has stricken many families and this trend has pushed the primary school aged children in the area to engage in street hawking and all sorts of menial jobs to survive rather than being enrolled in school as discussed in the next theme.

4.3.1.2 Child labour

The participants during the interviews and Focused Group Discussions viewed child labour in this context as subjecting the children which are supposed to be enrolled in schools to hard and menial works due to economic fragility of their parents which deprived them of schooling.

Correspondingly, the stakeholders perceived that engaging the children in to such domestic cores such as farming activities, rearing of animals, carrying heavy goods

and street hawking to earn money for food seriously prevents enrollment of children to access primary education. This is clearly evident in the following quotations of the participants:

The children are not enrolled in primary school because their labour is needed at home by their mothers to hawk some goods on street or in the market to get money for their family support and no one can stop it (FGD1, P10, November 2022).

It is very clear farming activities is directly linked to declining in children's schooling. First term in school is the time for enrollment which begins from September to December but it coincides with period of harvesting farm produce, while third term which starts from June to August which is also the beginning of the rainy seasoning, during which the children help their parents to plant and cultivate crops, thereby affecting their enrollment in to schools (FGD1, P3, November 2022}).

Another participant during the group discussion also aligns his view to some house cores which prevents schooling as noted;

Many parents totally depend on their children as they send them to go to work on farm, fetch water and provide animal feeds, hence the issue of school enrollment cannot be possible in such a situation (FGD2, P2, December 2022).

These voices from the stakeholders provided evidences that subjecting children in to some sorts of menial jobs is preventing their access to primary education. This again was evident in the interviews some of the head teachers of who perceived that:

Most of the out-of-school children are be visible at stages and bus stations carrying traveler's bags and get paid. For young girls, they are mostly seen on street, hawking groundnuts, vegetable, fruits and bread during school hours (INT1, ES, December 2022).

Girl children particularly are being kept at home to look after their young siblings or assist in cooking food for the family, while male children work at the brick making site to get money instead of schooling (INT2, HT, February 2023}).

Enrollment of pupils in primary school is hindered because their parents use them to fetch water from wells, rear their animals in the bushes, provide firewood for cooking and run errands on daily basis.

All these works will not let them to attend schools (INT2, HT1, February 2023).

The above data suggests that school aged children are being exploited and involved in street hawking, farming activities, domestic chores and other forms of servitude due to economic necessities which invariably affects their enrollment in to primary schools. Charlotte (2018) posited that the need for money forces the children to be out of school in search of work, and girls are often charged with looking after younger siblings and helping with domestic work. Tribune (2019) noted that almost half of Nigerian children are trapped in various forced labour mostly in private establishments and homes thereby preventing their enrollment in to schools. Sardauna and Tolulope (2021) also reported that one of the factors militating against enrollment in primary education is the fact that the labour of the children is needed either to help at home or bring additional income to the family. The further noted that hawking is one of the popular ways for the children to get money, which negatively affects their enrollment in schools. Adenuga (2022) supported this view and revealed that hawking has become a form of business for parents of these out-of-school children who receive a certain percentage that goes into their purse, which hinders access to primary education for the children. In this case, child labour was perceived to be negatively affecting enrollment based on perceptions and views of the stakeholders from the data above which is not only limited to economic needs, but the need for the service of the children to help at home either to fetch water for daily use, get fire wood for cooking or take animals for grazing far in to the bush which evidently distance them from schooling as elaborated in the next theme.

4.3.1.3 Distance norms and location of residence

There are many rural communities that are far away from where the school is located. People in such areas are living in remote places without accessible roads that directly link them to schools and also have to walk through difficult terrain or a cross a river to access some basic needs of life. It was evident in the generated data that children of primary school age could not be enrolled in school that is too far from home due to their inability to trek too much distance or because of ineffective means of transportation to and fro the school or because of the need for their safety. As such, perceptions of stakeholders on the distance norms and location of residence towards affecting enrollment were notably clear in their responses below;

In some villages in this local government I'm telling you, it is about 2 hours trekking from home to the nearest primary school without accessible road, there is no way a child of primary school age could walk such a distance to school (FGD2, P2, December 2022).

We have many villages and communities that are far from primary school. This is the case of my friend who for several times lamented to me that his children are no longer in school because his house is in remote village that has no school nearby (FGD2, P5, December 2022).

Another participant during the group discussion also confirms these viewpoints that too much distance to the school and location of the child's residence prevents schooling as noted;

The authority did not provide vehicle or school bus to convey pupils to and fro the school anywhere in this area. As such children of primary school age cannot trek for 5 kilometers or above away from home to the school (FGD1, P11, November 2022).

In the interviews with the head teachers, they took the same stance when they said long distance and time taken to travel to school has a negative effect on the enrollment of pupils.

You see this school we are in is built here to serve many neighbouring communities that are far away; as such the children from those places are not enrolled in to the school because of distance and time taken to travel (INT2, HT, February 2023).

In an area just near to this place, the only primary school located was cancelled many years ago by the government due some reasons best known to them. Since that time, the entire village around stopped their kids to primary schools because of long distance of trekking up to another school (INT3, HT, February 2023).

Confirming this point of view, one of the stakeholders in an interview pointed out that;

As of present, there are about 173 primary schools in Katagum Local Government but there are still areas that need primary schools to be established in the nooks and crannies. Many years back pupils go to school from 5 kilometers away on foot, but now this might not be possible (INT1, ES, December 2022).

The above quotations expressed the participants' views on how distance and location of residence was perceived to be affecting enrollment in primary school. The maximum distance children should travel to reach school from home is referred to as distance norms, which typically require that schools are located within 3 kilometers from children's homes so as to motivate enrollment (IIP-UNESCO, 2022). In line with this agreement, Shehu (2018) also reported that children living one kilometer or higher from nearest primary school are more likely not to be enrolled in primary schools. This further showed that a child who is living farther from the nearest school has higher probability of primary school non-attendance than a child living closer to the school. Willie (2021) reported that most of the coastal communities did not have primary schools; hence children find it difficult to travel by boat to other communities to attend classes. Therefore from the above perceptions, location of residence or distance norms determines the school catchment areas that have a significant effect on children's enrollment in primary school even whether it is considered compulsory. It is also evident that children living in a far or remote location mostly in rural areas are

more likely not to attend primary school than their urban counterparts. Not only this, beliefs and cultural traditions of the people believed to be seriously affecting enrollment in primary school as discussed in the next theme.

4.3.1.4 Belief system of the people

This is another obstacle to primary school enrollment that emerged from the analysed data. Participants noted that there are beliefs and socio-cultural norms held by the people in the society believed to be seriously preventing them from enrolling their children in to conventional schools to access primary education. Through the interviews and focused group discussions, it was clear that the stakeholders perceived that due to the belief system driven by socio-cultural and religious factors, Muslims who predominated the study area believe that western education was brought by Christian missionaries so they prefer sending their children to Qur'anic schools as an alternative to western education for the fear of Christianization of their children. Such perceptions seriously affect enrollment up to now and have the number of implications such as marginalization of the girl-child in education through early marriage and the attitude sending young boys to Arabic school as Almajirai, which forms the large chunk of out of school children. The first issue for clarification here is that the concept “Almajiri” is a Hausa word for pupil or student, derived from an Arabic word Al-Muhajirin and its English literal translation means a child who leaves his home in search of Islamic knowledge. Put differently, it refers to a child (pupil) who migrates from his home mostly in rural area to a popular teacher (Mallam) in the quest for Qur’anic education in urban centers. This way the Almajiri system and early marriage put together negatively affects enrollment in primary schools due to belief system as noted in the following quotations:

Most families in this area are Hausa/Fulani Muslims who culturally practice polygamy and give birth to so many children. So the father can spare a number of his male children and send them for Almajiranci to seek Qur'anic education; while girl children are engage in early marriage; as such their accessibility to primary school is hindered (FGD1, P8, November 2022).

It is the perception of some people that western education is a Christian education which they believe is contradictory to the teaching of Islam. They only send their children to study Qur'an which is compulsory on every Muslim (FGD1, P9, November 2022).

The belief of many parents of the out-of-school children is that western schools teach immorality that endangers children with small minds to deviate in to social vices instead of shaping their behaviour for good (FGD1, P6, November 2022).

Another participant in FGDs with the same viewpoint perceived early marriage to the young daughters and Almajiranci for the boys as an alternative chosen by the parents of those children that are out-of-school due to belief system as noted;

I experienced that people prefer to hand their young daughters in marriage at early age and send the boys to Qur'anic teacher for Almajiranci in such non formal system (FGD2, P2, December 2022).

Confirming this point of view, one of the stakeholders in an interview pointed out that many Muslims parents have negative ideology trend in minds as noted;

If a girl child is educated through western school, she hardly gets married in a small community like ours. Also it is perception that education of girl is valueless and even she do it ends up in her marital home (INT1, ES, December 2022).

The quotations above provide evidences that attribute low primary school enrollment to the type of belief system driven by socio-cultural factors held by the people in the study area. It is clear from the responses that most of parents of these out of school children are sending them for Almajiranci to seek for Qur'anic education in Arabic school and giving out their daughters for early marriage according to their perceptions. This prevents the children from being enrolled in to conventional schools to receive primary education which their parents consider as valueless apart from

demoralising children's behaviour by instilling bad ideology contrary to the teaching of Islam. According to Abayomi et; al (2021) 80 per cent of the out-of-school children in Nigeria are from Northern part and mostly because of the belief system. Agbo (2021) who revealed that in a situation whereby Almajirai constitute a large chunk of country's embarrassing population of millions of out-of-school children, there is serious threat that hinders the quest for enrollment to get equitable primary education. Ifeoluwa (2019) revealed that of all the spectrum of factors preventing enrollment in Nigeria such as poverty, illiteracy, none contributes to the scalar of out of school children like early marriage and Almajiri Education System. While girl-child education is seen as a wasteful venture as people think that the role of women is for procreation and home keeping, 35 percent of Muslim children receive only Qur'anic education (Jacob, 2022 & Umaru, 2020). This is evident as cited Ogwuche and Segun (2019) that socio-cultural and religious considerations are the major factors for the decline in school enrollments. They posited that some adherents of the Islamic faith may decide to limit their girl-children access to education on the belief that education has the tendency to corrupt the girl-child because of exposure to the opposite sex especially in a co-educational school setting.

4.3.1.5 Influx of Internally Displaced Persons

It was also evident from the analysed data that influx of Internally Displaced Persons was one of the contributing components that increase the number of out of school children which equally affects the enrollment status in primary schools. Majority of the participants reported that greater percentage of the children that are not in school in the study area are internally displaced by either Boko-Haram insurgency from neighbouring northeastern states of Yobe and Borno or as a result of rural banditry from northwestern states of Katsina and Zamfara. It was found out that, while some of

those children are living in IDP camps, many of them are scattered within the host communities without any form of schooling. Furthermore, the participants revealed that authorities are not doing enough to make primary education accessible for such children as victims of internal displacement living in camps talk less of those dispersed within the community. This is evident in the following quotations by the participants:

Yes it is quite clear that Boko-Haram insurgency in the neighbouring Northeastern States had resulted in the influx of Internally Displaced Persons in to this area. These children do not get adequate support from hosting communities that may lead to their enrollment into schools (FGD1, P5, November 2022).

Internally displaced children needs psychosocial support that will make them adjust freely and get in to schools, but they are hungrily roaming the streets without shelter and clothing, as such their access to education in their present situation is not possible (FGD1, P9, November 2022).

Other participants with similar perspective pointed out that the relative peace enjoyed in the study area attracted the influx of IDPS from neighbouring states that suffers from insecurity threats which strongly worsens the number of out-of-school children.

These children of IDPs are here living in our midst with or without their parents, they are visibly malnourished so they are begging for food to eat. In addition to the already existing number of out of school children, authorities are giving less attention to make education accessible to them (FGD2, P5, December 2022).

Also during the interview with head teachers they took the same viewpoints and said;

The presence of these homeless children we call IDPs in our midst also influence the enrollment of our children here. Most of them became truants and street beggars thereby preventing our children from schooling due to their influence (INT3, HT, February 2023).

These displaced children that are here in our community have to stay out of school due their vulnerability, helplessness and malnutrition. Some schools out of pity discriminate against them and charge them school fees (INT1, ES, December 2022).

The responses provided by the participants in the above quotations noted that the presence of the internally displaced persons affects enrollment in primary schools in the area due to the nature of their vulnerability in terms of lack of shelter, clothing and most importantly food. This in agreement with the position of TheirWorld (2020) which reported that more than half the world's school-age refugees are excluded from education as host nations struggle under the weight of growing humanitarian emergencies. Adalakun (2021) also reported that children account for about 60% of the internally displaced persons in Nigeria due to violent conflicts caused by religious extremism and ethnic clashes, while one in four of these children are under the age of five which make them lack access to education as the schools in the host communities often discriminate against displaced children. Also findings by Duru (2022) indicated that majority of these children have had to live in IDP camps, idling away without any form of schooling after their education was truncated by the invaders. The implication is that aside from being chased out of their homes, these children were forced out of school after fleeing with their parents and guardians from the communities and taking refuge in IDP camps and host communities.

4.3.1.6 Unemployment

Most parents believed to be enrolling their children to acquire western education with the sole aim of getting government job to work as civil servant after schooling. Now that Nigeria is the country with largest population in Africa, government is no longer employing people to work in most of its sectors due to inadequate or lack of vacancy. It was very clear from the generated data that continuous rise in the number of unemployed graduates roaming the major streets looking for government jobs after what the participants described as wasteful years in school, was one of the contributing factor to low interest in primary school enrollment by parents. Majority

of the participants reported that most of the parents lose interest and do not value education of their children hence they ignore to send them to initial primary schooling. It was found out that some people still think that their children would make it in the future even without western education especially when they embrace manual skills and become self-reliant. Furthermore, the stakeholders revealed that parents still think that it is a wrong idea and lack of wisdom to invest in education of a child that might not work for government; as such it is better to engage him/her in to skills acquisition from early age than wasting resources on education that has no value in his/her future. This is evident in the following quotations by the participants:

I feel that initially parents have the notion that they enroll their children only to acquire western education for the purpose of employment or to get government job. The issue is that now the things have changed, there are many unemployed graduates, hence enrollment is declining (FGD1, P1, November 2022).

Yes I perceived the increasing number of educated youths on the streets without jobs is clearly changing the people's thoughts and perceptions that their children should not go to western schools, because even if they do, they will not get job. Therefore, people prefer to engage them in to other activities to earn money rather than wasting their time from the beginning (FGD1, P10, November 2022).

Some of the children that are not enrolled in the school join the small art craft jobs that are common here, they learn carpentry works, tailoring and small skills like weaving. What is surprising is that most parents do not mind about this especially when they also get a share of the small earnings to put in to their pockets (FGD2, P3, November 2022).

Another participant from the interviews explicitly expressed what the perceived and experienced as noted;

There is sometimes when one of my neighbours was saying to his wife, none of his children will be enrolled in school, because he will not waste his resources on education of child that has no future benefits. He wanted to take send them to his brother in another to learn iron bending job. This notion lowers school enrollment seriously (INT1, ES, December 2022).

Even if you are employed, people with small businesses look more impressive than even those working in government due to inadequate welfare for workers particularly teachers. Look at the substandard cloth I'm wearing as if I'm not working. So parents prefers to prepare their in to useful skills to be trained as self reliant individuals to earn more money than government salary (INT2, HT, February 2023).

The above quotations confirm that some of the parents do not see the importance education of their children since it is no longer serving its purpose of securing government jobs. Because of this perception, they prefer not enroll their children in to primary schools but engage them to other small skills or businesses for immediate income. This in line with the report by Tribune Online (2017) which posited that if the children receive education and return home without employment, the society will doubt the value of education and keep their children out of school. They would rather want them to run errands for them or trade on the street or accompany them to their farms and other workplaces. Abaga (2022) explained that lack of job opportunity and drastic increase in unemployment rate has left many families hopeless in their children's educational future. It is quite clear that many graduates of Universities and polytechnics in Nigeria are roaming the streets unemployed not because they don't have the certificate or what it takes to be employed, but lack of job opportunity, thereby discouraging their younger siblings from schooling. According to McCalla (2016), children who belong to the indigenous population are more trained at finding food and livelihood for themselves rather than schooling. This is in line with Willie (2021) who gathered that children of the residents of coastal communities prefer fishing than education to get money. This perception driven by hopelessness on the possibility of getting job offers, seriously affected the enrollment in primary school as parents think that their children would make it in the future even without western education especially when they embrace manual skills and become self-reliant.

4.3.1.7 Synthesis of perceptions of stakeholders on the socio-economic factors affecting enrollment in primary schools

Collectively, the five themes that responded to the question “What are the perceptions of stakeholders on the socio-economic factors affecting enrollment in primary schools?” pointed out poverty, child labour, distance norms and location of the school, influx of Internally Displaced Persons, belief system of the people and unemployment. These themes are in line with the study’s interest of what the stakeholders believe and think are socio-economic factors affecting enrollment in primary schools.

4.3.2 Opinions of stakeholders on the school factors affecting enrollment in primary schools

The second aim of this study was to explore the opinions of stakeholders on the school factors affecting enrollment in primary schools. It was also through focus group discussion and interviews that the data was generated to achieve this aim. Three sub-questions were utilized to get reactions from the participants of this study; what does a school factor mean to you? Why do you think there could be school factors affecting enrollment? Can you tell me about your experiences on why the school factors affect enrollment in primary school? It was clear from the responses that participants expressed what could be school factors and the major themes from their responses are; inadequate classrooms structures, inadequate teaching and learning facilities, lack of water and toilet facilities in schools, unavailability of qualified teachers as well as negative attitude of some teachers. These are discussed in the next section.

4.3.2.1 Inadequate classrooms structures

This was the first major view articulated by the participants. A child cannot learn without the right environment. Children in many countries in sub-Saharan Africa are often squeezed into classrooms that are falling apart or outside in an open space (Rueckert, 2019). Several participants acknowledged that most primary schools in the study area lack physical building of classrooms that encourage children to learn comfortably under conducive atmosphere. The data also shows that the number of classrooms is not enough compared to the population of the pupils in many primary schools or they are totally none in some areas. It was clear from the responses that the total absence or inadequacy of learning environment forces pupils to learn outside under harsh weather or inside poorly dilapidated structures. In such situations, the teacher can only gather the pupils altogether under the shed of the tree and teach them as one class. It is out of this that most parents fail to enroll their children in to primary schools. This became evident when the participants articulated that;

In many schools, the infrastructures are lacking and classrooms are poorly dilapidated, no roofing, ceiling or desks in them. Go and observe, you can find a school with pupils from primary 1 to 6 but it has only one block of classroom or totally none (FGD1, P9, December 2022).

Pupils are studying under the trees in many rural schools because of lack of classrooms totally. The teacher only gathers the pupils under the shed in one or two groups to teach them; as such enrollment is declining (FGD1, P10, December 2022).

As a parent I cannot send my children to schools that study in an open place especially during rainy and cold seasons for the safety of their children; I prefer to leave them at home in order not get sick (FGD2, P4, December 2022}).

Apart from classrooms, teachers themselves do not have office accommodation in many schools to comfortably do their routines. Our schools are no longer an attractive place for teaching and learning to take place effectively (FGD1, P8, December 2022).

It was also evident from the FGD that inadequate classrooms and dilapidation of the structures strongly affects enrollment of pupils in primary schools as even the available ones are not effectively managed which turns them in to jungles as noted by the participants;

Due to the poor conditions of our classes, everyday a child comes to school he sweeps stump of smoked cigarettes, used condoms and other bad items from the class. This clearly makes the pupils lose interest in schooling or prevents their parents from enrolling them so as not temper with such items (INT2, HT, February 2023).

The roofing in many schools has blown up by wind, walls of classes have cracked, doors and windows have broken down, no desk or table for teachers, pupils are sitting on bare ground; as such the environment is unattractive to enrollment (INT1, ES, December 2022).

Another one with the same viewpoint said;

As a head teacher in my school, there is only one block of two classroom and pupils are sitting on bare ground. The roofing in the only class we have is leaking when it is raining; it has no window and door. You can see some blocks are collapsed; so our pupils are studying under the trees, which I perceived decline the enrollment (INT2 HT, February 2023).

The quotations above provide evidences that attribute low primary school enrollment to the poor condition of learning in addition to inadequate classrooms. It was clear from the responses of the participants that many schools faces infrastructural deficits and dilapidation of the existing structures, which forces pupils to be squeezed into class that is falling apart or study outside in an open space no matter the weather condition, thereby becoming unattractive towards enrollment. The findings is in line with the position of IIEP-UNESCO (2018) who said that ensuring an adequate and sufficiently equipped infrastructure is key for teaching and learning to take place in an acceptable conditions so that enrollment of students can flourish. This is similar to report by Janssen et;al (2017) who asserted that buildings and classrooms are crucial

and essential elements that attract more schooling and increases enrollment. This view was equally supported by Kaledzi (2022) who opined that due to dilapidation of proper school structures, it is still common in many places to find children on farms or playing on the streets instead of being enrolled in schools. In Nigeria, the Guardian newspaper (2021) and Lukman (2022) reported that despite efforts by the various level of government to improve facilities in schools to boost enrollment, some schools are still battling poor infrastructure. They concurred that many children in the country remain out of school due to dilapidated classrooms, broken walls, floors and ceilings, among other school facilities that are either lacking or inadequate.

4.3.2.2 Inadequate learning facilities in schools

It was also evident from the analysed data that inadequate learning facilities were found to be one of the major contributing components that affects enrollment in primary schools. Majority of the participants reported that most facilities needed for effective teaching and learning are either lacking or grossly inadequate in schools and therefore making effective teaching and learning impossible which invariably hampers the enrollment of pupils. It was found out that necessary facilities such as desks, tables and chairs, text books, chalks, mathematical sets, writing materials, and teaching aids among other modern devices are not enough or totally none in many primary schools in the study area. It was because of these severe inadequacies and lapses that the stakeholders participated in the research opined that, parents avoid sending their children to schools which they perceived to have no difference from home as evident in the following quotations by the participants:

The primary school close to my house has no facilities such as tables, chairs or desks for pupils and teachers to sit on. Those earlier brought in were broken down due to lack of proper care on them. The metal scraps of the desks are being taken away by people

around the school, so they classrooms are empty (FGD1, P1, November 2022).

Yes it is very true that our schools are deficient of necessary equipments for learning to take place. As a parent, my children told me that they are sitting on bare floor while the teacher stands. I feel discouraged of sending them to the school again (FGD1, P7, November 2022).

Another one with the same stance said the facilities are supposed to be provided by authorities, but it seems like government is not playing its role as noted;

As a stakeholder of education I have for several times used my money to purchase chinks, textbooks and writing materials and donate to the school in my village. The reason for this decision is that I have learnt that even chinks that the teacher use to write on the blackboard is sometimes not available, so pupils go and come back from school without being thought; as such many school aged children remain out of school (FGD1, P7, December 2022).

These views were also supported by other participants with similar perspective during the interviews when they pointed out that;

Our school is experiencing the shortage of chinks, mathematical devices and modern textbooks that will be used in teaching our pupils. Not talk of that, we use our money to buy attendance register booklets to write the names of enrolled students for daily roll call. Facilities of such kinds are supposed to be provided by the government, but many schools do not have appropriate records of pupil's enrollment including printed certificates for transitions to the next level when the child completes the primary education (INT2, HT, February 2023).

"In my school there are many things we are lacking including sporting facilities despite their significance in attracting pupils to come to the schools. Such kinds of game kits like football are not available which discourages enrollment" (INT3 HT, February 2023).

The above quotations confirm that inadequacy of learning facilities affects the enrollment of primary schools. This is in agreement with the position of UNICEF (2022) which explained that inadequate education materials and poor infrastructure make learning difficult for many pupils and therefore prevents their enrollment into

schools. Findings by Saleh (2021) indicated that basic education sector is faced with challenges of overstretched resources relating to learning facilities. This view is supported by Willie (2021) who posited that infrastructural decay and lack of learning facilities in some Nigerian schools is evident as government only posts teachers without providing learning tools for them, a situation that demands that they would buy chalk from their personal pockets.

4.3.2.3 Lack of water and toilet facilities in schools

While millions of children around the world are going to school without basic hygiene facilities and over 30 per cent of schools do not provide safe drinking water; in Nigeria only two out of every 10 schools have basic water supply and functioning sanitary services (Nasiru and UN, 2018). The availability of soap, water and toilet facilities such as septic tank, pit latrines or composting toilets are important needs of every child in school environment. However, it came out from the responses of the participants that most of the primary schools in the research area lack sources of water and toilets which negatively put the pupils in to difficult experience leading to poor enrollment. The stakeholders also opined that adequate water and toilet facilities in schools are major factor in improving access to quality primary education for children. Also the participants explained that absence of water; soap and toiletries attract open defecation by the pupils in school near the classrooms, thereby destroying the habitable nature of the environment and discourage schooling. Also instances of lack of water for drinking and hand washing make the pupils look untidy as well as forcing them in to unnecessary hardship as they took buckets to source water from outside the school to quench their thirst and they will never return to the school. Under these circumstances, the parents' spirit and the children commitments to be

enrolled in primary schools is strained and affected. This is evident in the following quotations:

In a school where I teach, there are over 500 pupils, but I assure you that there is no even a single hand pump where they can go and drink water. They seek for excuse to go outside to some neighbours houses to get water for drinking; this is how they find their way to run away back home before closing hours and they may not come back the next day (FGD1, P1, November 2022).

Pupils are being sent to fetch water by their teachers for use during school time. They carry buckets of water from elsewhere because there is no tap or borehole in school. This strongly affects the spirit of many children to remain out of school (FGD1, P1, November 2022).

Another participant with the same point of view confirms these opinions and said that apart from lack of potable drinking water, there is lack of toilets and sanitary facilities in schools as noted:

Many primary schools do not have built toilets where pupils can simply go and ease themselves. They urinate and defecate in an open space and there is no soap or detergent to wash. This is producing frequent nasty smells within and around the classes (FGD2, P6, December 2022).

Other participants during the interviews also opined that:

Many school aged children do not find it easy to be in school that has no sanitary facilities. For the girl children who start developing in to maturity, they don't dare to urinate in front of their male classmates because of shame and the fear being harassed; as such they remain out of school to protect their dignity (INT2 HT, February 2023).

As teachers, we are sharing the only existing dilapidated toilet in the school with our pupils. There is no separate one for males or females or for teachers and students. It is seriously not in order and there is no water (INT3, HT, February 2023).

The above quotations confirm that lack of potable drinking water in schools and absence of toilet facilities forces the children to remain out of school and equally become strong barrier to enrollment. According to the United Nation Children

Education Fund (UNICEF, 2013) inadequate facilities such as water for hygiene, toilets and sanitary facilities are pervasive factors for out of school children in rural and densely populated urban settings, particularly for primary school aged girls who have started menstruating. In another report by UNICEF and WHO (2022) noted that poor access to safe water, lack of adequate toilets, toilet avoidance, dehydration, poor hand hygiene and inadequate provisions for menstrual hygiene management and sanitation, exposes children to a high risk of malnutrition which invariably become common phenomena that lower enrollment in primary schools. Ogwe (2022) in a similar report noted that inadequate water, sanitation, and hygiene facilities, particularly in public places such as schools, negatively influence enrollment of children. In line with this, Tabreek (2017) posited that lack of separate toilets and washrooms for boys and girls in many schools forced many children to remain out of school because of water shortage, lack of privacy and unavailability of sanitary disposal facilities. This is becoming a serious barrier to enrollment and increasing the number of out of school children.

4.3.2.4 Unavailability of qualified teachers

This was another view articulated by the participants. Teachers in schools are the strongest pillars and prerequisite requirements towards ensuring the schooling of the children. Several participants acknowledged that without available qualified teachers, no meaningful development could be achieved with regards to the enrollment in primary school. It was clear from the responses of the participants that most of the primary schools in the research area do not have adequate teachers that will efficiently manage the schools for effective teaching and learning to attract more enrollments. They stakeholders opined that due to the pervasive factor of teachers inadequacy, many primary schools in the area are not well functioning and as such, parents prefer

to keep their children at home than going to school and waste their time for nothing. It is out of this that many children remain out of school as evident when the participant articulated that;

Our primary schools are facing inadequacy of teachers and absenteeism to work. The number of teachers is extremely low compared to the pupil's population and even the few ones are not going to work. This is very discouraging situation towards primary schooling and it is evident (FGD1, P8, November 2022).

I can assure you that for the last eight years not even a single new teacher was employed despite the fact that many teachers have retired; others have died or switched to another job without replacement (FGD1, P5, November 2022).

Another one with the same viewpoint said;

In many schools, the pupils are there but you can find one and only teacher managing and controlling them. He is the headmaster and classroom teacher at once taking all the school subjects every day, as such the teacher is always tired and the pupils stop coming to the school (FGD2, P9, December 2022).

It was also evident from views of other participants in an interview that shortage of teachers is negatively affecting enrollment as noted that;

I can count a number of established and existing primary schools in this area that have no even a single teacher completely. The pupils only go to play games and get back home without studying anything; as such they remain out of school (INT1, ES, December 2022).

In recent years, there were over 3,000 primary school teachers under this local government, which were also not adequate, but presently the number has reduced to below 1,500 due to retirement without replacement, death and transfer of service (INT3, HT, February 2023).

Out of the few number of teachers available, some of them have the attitude of absenteeism to work and you know the teacher must be present before the students are enrolled. This is the reason why most parents feel that instead of sending their wards to school without teachers, they engage them in to something valuable rather than schooling (INT2, HT, February 2023).

The above quotations from the stakeholders participated in the research opined that there is gross inadequacy of teachers in the primary schools within the study area which is putting the nail on the head with regards to the issue of enrollment by discouraging parents from sending their children to primary schools. This also limits the commitment of the children about schooling as the teachers absent themselves from the school or they are totally lacking. Rueckert (2019) reported that that due to acute teacher shortage globally, about 25.8 million additional primary school teachers need to be recruited in order to offer every child primary education. Eze (2020) revealed that most countries in Sub-Saharan Africa including Nigeria lack qualified teachers especially in primary schools. This view is supported by Emmanuel (2021) who noted that more teachers are needed to complement the pupils in a classroom as part of efforts to encourage enrolment of more children. This is also clear as Malami et; al (2020) noted that inadequate qualified teachers in schools contributed to low enrolment.

4.3.2.5 Negative attitude of some teachers

Some strange and unusual negative attitudes displayed by some teachers that are not in tandem with the norms and values of the community where the school is situated are believed to be a constraint playing a serious role towards declining enrollment in primary school. It was evident from the responses of the participants that bad habits of smoking, vulgar, abuse and use of offensive words towards the pupils during school hours by the teachers are preventing parents from sending their children to school in order not copy and imitate such habits and become part of their lives. The stakeholders during the interviews and focused group discussions opined that due to occurrences of instances where some primary school teachers are accused of sexual abuse within the community, smoking, bad utterances or any form of verbal abuse,

many parents could no longer entrust and accept to give their children to be enrolled in to western schools. They viewed parents that are more concerned with the moral behaviour of their children before anything else in their life; it was out of this that many children are distanced from schooling in order not be influenced and become bad elements in the future as evident in the following quotations:

The fear of negative influence that may lead to moral decadence through imitating bad attitudes like smoking and use of vulgar language from teachers is preventing parents from sending their children to western school. They opt to them to Islamic schools for religious studies only (FGD1, P4, December 2022).

I'm sorry to say; a teacher who is looking after small children can smoke cigarette or even marijuana right in the presence of his pupils. Can you imagine this in a small community like village of ours? This usually creates fear in the minds of the parents that their children may learn and emulate cigarette smoking which is bad; as such they will distance their children from schooling (FGD2, P9, December 2022}).

Another participant noted that;

As a stakeholder, I was sent to a village primary school to find out why pupils are deserting the school for unknown reason. So I moved to enquire from the people in the community and they told me that it was because of the bad habits of the new head teacher who was just brought in. He use vulgar language against the pupils, he smoke cigarettes and do take drugs openly and the worse thing was that the he's accused of sexually abusing small children by sodomy (FGD2, P3, December 2022}).

These voices from the stakeholders provide evidence of influence of some bad habits of teachers towards declining enrollment in primary school. This again was evident in the interviews when some of the head teachers of the schools opined that;

Let me tell you, we had so many cases where some of the teachers are being accused of sexual abuse by sodomising small pupils, while others smoke weed/marijuana in the pupils' presence. The moment the teacher is exposed with such negative attitude, parents will no longer agree to let their children go to the school (INT1, ES, December 2022).

Another participant confirmed that;

There was a teacher in our school that sexually abuse small girl among his pupils. He was caught red-handed inside the toilet and the case is still pending before the relevant authorities; as such the school is facing poor enrollment (INT3, HT, February 2023).

The above data suggest that bad habits and unusual utterances displayed by some teachers affect the enrollment in primary schools. When the said teacher is exposed, parents in the area may tend to generalise that majority of the primary school teachers have the same bad attitude, thereby instilling fear in to their minds over the safety of their children which prevents their enrollment. This is in line with the view of Edema (2022) who reported that parents accuse school teachers of child abuse and other forms of violence occasioned by negative attitudes of teachers. The United Nations Children's Fund (2021) describes violence against children as physical, emotional, or sexual abuse, which happens in any setting including schools. Children have the right to go to school and learn in safety within environments that support and promote their dignity, development and protection. But Afolabi (2023) cited that in schools children suffer increasing verbal abuse which is the most common form of teacher-on-pupils bullying in addition to harassing, teasing, verbal shouting, scolding, use of vulgar language and humiliation which infringes the child's right resulting to enrollment. Olowoapejo (2015) reported that some primary schools were shut due to the increase in reported cases of pupil's defilement by teachers in Nigeria and this clearly affects children's education. Therefore, negative attitudes of teachers including abusive verbal behaviors such as swearing, name-calling, threats, negative criticisms, and racial slurs as well as practicing of smoking in the pupils' presence directly contradict, offend, disparage their self-esteem and integrity which forces many parents to distance their children from schooling.

4.3.2.6 Synthesis of perceptions of stakeholders on the school factors affecting enrollment in primary schools

Collectively, the five themes that answer the research question “What are the school factors affecting enrollment in primary schools?” revealed some hindering factors like inadequate classrooms structures, inadequate teaching and learning facilities, lack of water and toilet facilities in schools, unavailability of qualified teachers as well as negative attitude of some teachers. In the next section, some of the policies regulating enrollment in primary schools were presented.

4.3.3 Understanding of stakeholders on the policies regulating enrollment in primary schools

The third objective of this study sought to find out the understanding of stakeholders on the policies regulating enrollment in primary schools. While achieving this objective, the researcher focused on important government policies and programmes including Non-Governmental Organizations Intervention Project initiated towards boosting the enrollment of children to access primary education. Throughout the interviews and focus group discussion, the participants expressed what they think and how they understand these policies and principles put in place to control, direct or adjust certain rules that will ensure every child in school. Participants described different understandings on Free and Compulsory Education Policy, School Feeding programme, Almajiri Integrated Model School and Better Education Service Delivery for All which were initiated to regulate enrollment as discussed below.

4.3.3.1 Free and Compulsory Education Policy

In Nigeria, part 1, section 2(1) of the Compulsory, Free, Universal Basic Education Act that was passed in to law in 2004 states that, every Government shall provide

free, compulsory and universal basic education for every child of primary school age. Section 2(2) of the same document also stated that every parent shall ensure that his child or ward attends and completes primary school education by endeavoring to enroll them into schools. In addition to tuition fees and other services that will be provided free of charge under the act, learning facilities such as books, instructional materials, classrooms, furniture and lunch will also be made available. Section 4 of the same Act, clearly stated that a parent who contravenes the section commits an offence and is liable to be reprimanded or fined, while Section 3(2) of Part 1 also stated that a person who receives or obtains any fee contrary to the provisions of subsection (1) of this section commits an offence and is liable on conviction to a fine or imprisonment for a term of three months or both. However, it is quite clear from the responses of the participants during interviews and focused group discussions that the policy was a mere fallacy and specious as well as far from the truth. The stakeholders participated in the research understands that the policy was well planned and written on paper but poorly implemented in reality; because the government on this policy is not playing its role by not giving available funds to the schools for operations. Schools buy chalks like 10 times before government provide once, as such its aims and objectives will never be achieved and sustained. This is clearly evident as noted;

This policy of free and compulsory education is a mere story that is just fabricated and written on paper as deceptive. In reality we are not only talking about provision of free uniform, books or writing materials, no, even the school fees the pupils have to pay certain amount of money called Parent Teachers Association levy or examination fees, which is used for managing the affairs of the school (FGD1, P2, November 2022).

Yes I can beat my chest and assure you that in the whole Bauchi state there is no a single primary school child that is enjoying free education by the government. If you are saying free education may

be you are talking about those children sponsored by some philanthropists or stakeholders in the society but not government (FGD1, P7, November 2022).

It is true that government has abolished collection of registration fees in primary school, but there are other fees collected by head teachers from pupils necessary to run the affairs of the school (FGD2, P4, December 2022).

Another participant also confirmed this view and said that apart from government's failure to make education free as contained under the act that was passed in to law; the education is still not implemented as compulsory.

There is nothing like enrollment of a child for primary education is compulsory. I have never seen where education officials enforce parents to sending their children to school. Nobody cares whether your children are enrolled in primary school or not (FGD2, P3, December 2022).

In the interviews, the participants took the same stance and noted;

This law is like the proverb that says; you can take a horse to the river, but you cannot force it to drink the water. You cannot say education is compulsory, but fail to provide necessary requirements and at the same time direct parents to send their children to school. This is impossible!" (INT1, ES, February 2023).

Even in the classroom, mother of a child can come and pick up her son/daughter to go and do domestic cores. As a teacher you can't say anything, because you cannot compel the child, not even a government is enforcing the law of compulsory schooling (INT3, HT, February 2023).

The above quotations clearly explained that, the free and compulsory education policy initiated by the government is evidently fallacious and not true. Responses from the participants indicated that the existing policy is constrained by the inability of government to play its role towards its full implementation as planned. Provisions for the cost of education including purchase of school uniforms, books, writing materials and other forms of fees were not made available talk less of opportunity cost such as transportation fees to fro the school. Olalekan (2018) noted that though the

government states clearly in the Compulsory, Free, Universal Basic Education Act of 2004, what its free education program entails (in addition to tuition, the services that will be provided free of charge include books, instructional materials, classrooms, furniture and lunch), one observes that many of the provisions in the Act and the National Policy on Education (2013) are yet to be fully implemented across the nation. As a result of this, the policy of free education in Nigeria, designed to promote opportunities for children to have an unrestricted access to basic primary education, has led to a system where there is inequality in succeeding in basic education depending on a child's family financial circumstances; a critical factor that determines the ability to afford private tuition and other things to supplement what the public schools offer. Also findings made by Lukman (2022) contended that this free and compulsory education is not going well in many places in Nigeria as students still pay fees in schools used for buying chalks, brooms, and cement to seal cracks on the black blackboards, apart from books and uniforms. This is similar to the opinion of Shugaba (2021) who said that primary education system in Nigeria is characterized by inadequate infrastructural facilities/resources and poor funding which strongly affects enrollment of many children in to schools. But in what appears as contradiction to this view Garba (2021) established that the policy has effectively provided opportunities to all school-age children to in Kano state to gain access to quality education for a full cycle of basic education which had succeeded in increasing enrollment of over 500,000 out-of-school children in the state. However, in Bauchi state it was only in 2022 that the state government has signed in to law the free and compulsory free primary education act, 18 years after the same policy was being implemented at the national level. This is showing an existing gap that made the implementation of the policy a fallacy which displays that it does not exist in real sense.

4.3.3.2 School Free Feeding Programme policy

School feeding programme is generally considered as another government policy initiated to increase enrollment, attendance and overall access to education by improving the nutritional status of school primary school children (Home Grown School Feeding Resource Framework Synopsis, 2018). Suleiman (2020) and Obi (2021) noted that in Nigeria the school feeding programme, which was introduced by the government in 2016, was benefitting approximately 9.8 million students in 53,000 public primary schools annually specifically targeted at increasing school enrolment. Through interviews and focused group discussions, the participants expressed their understandings and experiences on this important policy which they viewed has significantly boosted the enrollment status in primary schools. The stakeholders who participated in the studies noted that the programme has succeeded in attracting the enrollment of large number of pupils to the full capacity of most primary schools, which might be out of school because of hunger and inadequate diet beyond reasonable doubt across Nigeria. But in what appears as a backdrop and lapses of the programme, the participants understand that there are continuous inconsistency and non sustainability in its operations due to persistent delays in payment, corruption, highhandedness mismanagement and diversion of funds either from the handlers of the feeding programme or between the food vendors and head teachers who serve as the monitors of the policy. As a result of these bottlenecks, the participants viewed that the enrollment of children fluctuates as pupils present themselves in the school only when the food is available, attracting smaller under age children of 3 years to upset the situation and become absent when the food is not provided as noted in the following quotations;

The programme has clearly made a greater impact towards improving and boosting the enrollment in primary schools positively attracting even smaller under age children of 3 years from the start. But the problem is its irregularity and inconsistency as sometimes it takes some weeks without the food in the schools (FGD1, P3, November 2022}).

Many pupils attend the school only when the food is ready. Therefore, whenever there is no food the pupils will be absent, which implies that they are only coming to eat and go (FGD1, P10, November 2022).

The feeding for this term in our school has started just about three weeks ago, while the school was opened over the past 8 weeks. Therefore, for about five weeks there was no food in the schools. Please tell me whether this could attract enrollment of new pupils in this first term (FGD1, P1, November 2022).

Another participant confirmed these opinions and posited that most of the problems bedeviling the policy are strongly connected to the persistent delays experienced by the vendors with regards to payment of money for preparing the food as noted;

The programme was well designed as the food vendors are receiving money from the government directly in to their bank accounts as monthly installments to feed the pupils for certain days. When the money finishes, they experience delay before the next payment, as such pupils stop receiving food and stop attending the school (FGD2, P11, December 2022).

I have for several times seen the type of food given, it is no longer sufficient in quantity. The vendors are complaining shortage of funds and the programme is limited to only primary 1-3 pupils. So what about the remaining 4 to 6? The objective of the policy is hampered (FG2, P10, December 2022).

Also during the interviews the stakeholders understands that there are allegations of corruption and diversion in the implementation of the policy;

Whenever there is food the pupils go to school happily with excitement. But vendors and the head teachers in some benefiting schools usually connive to cart away the food to serve as their meal at home. Sometimes they don't cook, but share the money meant for pupil's meal. This is what is subverting the policy thereby affecting enrollment of new pupils (INT1, ES, December 2022}).

It is a very good policy if it is properly implemented, but the vendors employed do not have a specific salary for their work of preparing the food, so they take their benefits from what is given to them to feed the pupils. Also government is specifically targeting only primary 1 to 3 pupils, leaving behind pupils of primary 4 to 6, as such they stop coming to school since they are not being fed (INT3, HT, February 2023)).

It was very clear from the data generated through the participant's responses above that school feeding programme as a policy is having greater influence towards attracting more enrollments in primary schools by alleviating hunger and improving the nutritional status of the pupils. This is in line with the opinion by Lawan (2022) who posited that the policy was initiated for optimal benefits to ensure high school enrolment and retention in which every child of school-age will be attracted to schooling with healthy nutrition. As articulated by the stakeholders also, government has performed very well in terms of designing the policy and its subsequent implementation, which has attracted more pupils' enrollment from the start. This view was supported by NAN (2021) who reported that the same programme has led to increased enrollment of primary 1-3 pupils in many states like Kano from 1.2 million to 2.1 million children. However in what appears as a backdrop, it is now evident that 7 years after the programme has commenced, it is faced with perceived challenges that clearly bedeviled the implementation of the policy. Issues of delays of monthly payment of vendors to prepare food on time, corruption, diversion and paucity of funds are what the stakeholders understand to be hampering the effective operations of the programme in schools. Obi (2021) and Salau (2022) noted that development experts accused the Federal Government of deploying the scheme to loot the treasury. They concurred that the programme has failed to achieve its set objectives, given the high rate of out-of-school children in the country and complaints from both pupils and contractors handling it. Similarly, investigations by Premium Times and Buharimeter

across three states of Enugu, Oyo and Niger States of Nigeria shows administrative bottlenecks relating to processing of payments to vendors and suppliers, while paucity of funds remain a thorny issue in the programme. Also Kolawale (2022) reported that such challenges in turn have slowed down penetration of the feeding programme even in states where it is ongoing, where the cooks do not show up at the schools when their payments are delayed.

4.3.3.3 Almajiri Integrated Model School

Integrated Model School is another major National Education Policy Initiative introduced by the Federal Government of Nigeria in 2012 with the aim of integrating Qur'anic Education into western Education to provide skill based education to Almajirai (pupils in Qur'anic school) and empower them with career skills in addition to their religious education, increase educational access for the millions of Out of School Children by providing classroom facilities, uniforms, books and feeding programmes and to close regional school enrollment gap between north and southern part of the country (Idris, 2016). This is for the government at federal and state levels, to incorporate its free and compulsory education policy to the Almajiri schools which are owned by community and operated outside this government regulation. Therefore, through interviews and focused group discussions, the researcher sought to examine the stakeholders' understanding on this important policy introduced by the government to regulate the enrollment of these greater number of out-of-school children (Almajirai) through the Integrated Model Schools. Data generated from the responses of the participants shows that the policy has failed to achieve its objective even from the start in view of the increasing number of children that are not enrolled in schools even after the policy was initiated. They understand that also the enrollment rates continue to remain low in these model schools because the pupils and

their parents are uncomfortable with the initiative and its mode of operations based on the cultural and moral principles as clearly evident their responses below;

Let me tell you the truth, most of the parents sending their children to Qur'anic schools are not interested in western education. So the policy of integration was rejected by many Muslims parents since its inception due what they perceived as something fishy in the system (FGD1, P1, November 2022).

I could remember when former President initiated this policy during his administration, many Muslims parents out rightly rejected the policy, doubting how a Christian president can introduce something beneficial to Muslims out of school children. This wrong perception is what prevents many parents to accept and enroll their children in such model schools (FGD1, P5, November 2022).

Even the operation of such schools is not going well with very few pupils registered, because as of present, there is low enrollment due administrative bottleneck, inadequate feeding and dilapidation of the schools structures and facilities in many places. Many of the pupils deserted and went back to their old way of studying Qur'an purely without mix (FGD2, P1, December 2022).

Another participant during focused group discussion took the same stance as noted;

Due to neglects by the school managers, the structures are dilapidating on daily basis. The roofing had blown up in some schools while the facilities provided including mattresses, beds and fans have broken down and stolen (FGD2, P11, December 2022}).

However during interviews also the stakeholders understands confirmed these viewpoints stated above parents of Almajirai pupils are not giving out their children to such model schools because of the wrong perception they attached to;

My understanding is that our people rejected the policy because of insincerity of the government. Many perceived the integration of Qur'anic and western education as something suspicious or deliberate attempt to prevent education of Muslims children according to their religious rites (INT1, ES, December 2022).

There is existing age long dislike of Western form of education in our society relating to Christian missionary mission of converting Muslims into Christianity through education. This is clearly incompatible with the Islamic norms and values which our people embraced as a total way of life (INT2, HT, February 2023).

Almajirai pupils in their traditional way of studying Qur'an are being given alms of food to eat for free and they engage in some kinds of artisan work to get money and be responsible individuals. So government did not make adequate provision of skills training in such a way they will accept the policy, in addition inadequate enlightenment and involvement of religious leaders to take part in the programme (INT3, HT, February 2023).

From the above quotations, it is evidently clear that the policy for the integration of Qur'anic and Western Education as part of free and compulsory primary education incorporated in to Almajiri schools was hampered by a perceived challenges of wrong perception and suspicion. The data generated from the stakeholders indicated that parents of most Almajirai pupils viewed the initiative as deliberate attempt to prevent the education of their Muslims children based on cultural and moral principle hence they did not cooperate to give out their children for enrollment in such model schools from the start. In line with this position, Idris (2016) noted that seeking and learning of religious knowledge is mandatory upon every Muslim in Islam, especially the Qur'an, because it is used in the five daily prayers and other supplications. It is a common belief in Islam that obtaining a quality Qur'anic education is not found in one's comfort zone. Based on this philosophy, the parents of the Almajirai prefer to send their children to different locations far from their family to acquire a quality Qur'anic education and other life skills instead of the conventional schools provided by the government in the community. Another obstacle faced by this policy is the age long perception by Muslims in the study area that western education is a Christian missionary's mission to convert Muslims to Christianity and the introduction of the policy by a Christian president in Nigeria. Based on this many people put suspicion in mind and refuse accept and enroll their children Christianization of their children in such schools. This has significantly discouraged the continuous implementation of the policy leading dilapidating of most of the model structures in the country. Odeyemi

(2020) reported that despite government's efforts at integrating the Almajiri into modern education system, in which N15 billion was spent to build 400 schools in the northern states, the implementation of the policy had not achieved the desired result. This view was supported Akhaine, Adewale and Mohammed (2022) who reported that the school' structures have either been used for conventional education or lay waste because its pupils have gone back to the old ways of studying Qur'an only. Umaru (2020) supported this findings and revealed that 8 years after the startup of the programme, it is lamentable that some of the structures of these kind of schools are either laying fallow or put into uses other than what they were originally intended for and some of the facilities are already decaying as they have never been put to use before.

4.3.3.4 Better Education Service Delivery for All

Better Education Service Delivery for All is an intervention policy funded by the World Bank with the aim to increase equitable access for out-of-school children, improve literacy and strengthen accountability for results at the basic education level (Kolawole, 2022). The programme is currently being implemented in 17 States across Nigeria based on the prevalence of the number of Out-of-School Children in which about 924,590 pupils are enrolled in to the programme. Sardauna (2022) noted that the five-year BESDA intervention programme is implemented through three thematic areas – increase in the equitable access to children's education, improving literacy and system strengthening – are geared towards eradicating the out-of-school syndrome which has been a nightmare for educationalists in the state. It is therefore on account of the compelling urgency for taming the scourge that the World Bank, through the federal government disbursed \$611 million dollars under the Better Education Service Delivery for All (BESDA) policy in order to increase equitable school access for all

children (NAN, 2018). The researcher sought to find out the understanding of the stakeholders on the effectiveness of this policy in regulating enrollment of children in school. Through interviews and focused group discussions, the stakeholders participated in the studies faulted the process due to poor implementation and failed promises. The data generated revealed that most of the facilitators and volunteers engaged in the scheme are not being paid their monthly allowances while the religious leaders involved are not given the package they have been promised for. Their responses indicated that most of Tsangaya schools incorporated in the policy did not cooperate to give out their pupils for conventional western education due to cultural principles as noted below;

Many of the Tsangaya (Qur'anic school) refuse to release their pupils for enrollment to be taught western education because they are not being given what they were promised to be given. Also, the facilitators or teachers employed under the programme are not being paid their allowances for many months now (FGD1, P8, November 2022).

Under BESDA programme, the integration of Qur'anic and western education is not successful. The Tsangaya (Qur'anic school) teachers did not cooperate properly to give out their pupils due to the negative perception they have on the ideology of western schools (FGD1, P6, November 2022).

Another participant in a focused group discussion confirmed this view point on this policy as noted;

Parents who send their children to Tsangaya schools want them to study only Qur'anic and knowledge of Islam without mix. Their teachers also even rejected the learning facilities provided as an intervention. This is how the policy collapsed from the onset (FGD2, P2, December 2022).

Also in the interviews, participants faulted the poor handling of the policy by the implementers;

My understanding is that this policy has succeeded on paper but in reality it is not. Those facilitators employed under the programme are not being paid their monthly allowance. The programme is almost ending with no good result to show (INT1, ES, December 2022).

The programme was marred by irregularities and misconceptions. I have a brother who is engaged as volunteer under the programme but he is not being paid. Nothing is working as planned; as such even pupils enrolled have stopped attending such classes (INT2, HT, February 2023).

This policy did not achieve success in regulating enrollment because the number of out of school children is increasing. There is lack of sustainability and consistency. Many issues are there (INT3, HT, February 2023).

It is evidently clear from the above quotations that the intervention policy for Better Education for All was aimed at increasing enrollment by creating extra learning centers to enroll out-of-school children and integrating pupils in Arabic school in to main stream conventional western education to encourage inclusion on enrollment by ensuring that the number of out of school children reduces. This is in line with the report by Idoko (2021) that BESDA Programme has successfully enrolled about 924,590 children in schools since its inception. This is in line with the assertion made by the Universal Basic Education Commission (UBEC) that the BESDA initiative in Nigeria will make positive impact towards increasing enrollment (Educeleb, 2021). But in view of the opinions given based on the understanding of the stakeholders participated in the study, there are issues of rejection due to wrong perception towards the ideology of western schools by the traditional Qur'anic school teachers upon which they did not give their cooperation. Also the implementers or handlers of the project did not execute the policy as planned in which many facilitators have not been paid their allowances for teaching in those centers. Tribune Newspaper (2021)

reported that even the Federal Government has faulted the process of implementing the BESDA projects by querying the projected figure adopted by the World Bank as a basis for launching the programme across the country. According to the government the projected 13 million out-of-school figure presented in 2017 was not sufficient enough to determine the actual number from across the states suggesting the use of National Identity Number (NIN) for enrolment of new pupils on the scheme. In Bauchi state about 941 learning centers equipped with teaching and learning materials worth millions are currently participating in the three-year BESDA project for the provision of primary education (Awofadeji, 2021). But Lawal & Babalola (2022) contended that even with the introduction of BESDA policy targeted at reducing number of out-of-school children, it seemed not to have reduced the figures in view of the recent statistics of 20 million out-of-school children in the country and Bauchi state in the frontline. Also in what appears as dissatisfaction on the implementation of the scheme, the project leader in the country noted that Nigeria will have to refund the money invested in the scheme if it is not judiciously used to achieve the set objectives (Guardian newspaper, (2018). This is a giving a clear mirror of how the policy was initiated with adequate funding but poorly implemented by the handlers of the project thereby making it less effective towards achieving its set target of increasing enrollment.

4.3.3.5 Synthesis of understanding of stakeholders on the policies regulating enrollment in primary schools.

Collectively, the themes that answered the research question “What is the understanding of the policies regulating enrollment in primary schools” expressed what the stakeholders think and view, about the policies like Free and Compulsory Education Policy, School Feeding programme, Almajiri Integrated Model School and

Better Education Service Delivery for All towards regulating the enrollment. It is clear from the findings that the policies were not well implemented as planned from the initial stage.

4.3.4 Perception of stakeholders on the ways of improving and sustaining enrollment in primary school.

The last objective of this study sought to find out practical ways of improving and sustaining enrollment in primary schools. While achieving this objective, the study focused on the enrollment policy, school and socio-economic strategies. Throughout the interviews and focus group discussion, the participants expressed what they think should be done to fully ensure every child get equitable access to primary education through regular enrollment. Participants described different strategies like abolishing of school fees by proper enrollment policy reforms, shifting socio-cultural norms through enlightenment and enrollment campaign, introduction of skills acquisition in to the school curriculum, schools improvement projects with employment of more teachers and offering financial incentives to supports poor families. These are discussed below.

4.3.4.1 Abolishment of school fees by proper enrollment policy reforms

A policy reform implies changing and improving the enrollment policies by translating their goals and objectives in to action. This involves adequate provision of services contained in the free and compulsory education policy package by abolishing and eliminating all forms of school fees including PTA levies, procuring of school uniforms, sandals, books and writing materials free of charge to the pupils, reducing the cost of transportation to and from school especially where the school is not located within a walking distance from home as well as provision of enough food through

uninterrupted school feeding programme. Having explained how the compulsory enrollment policies were poorly implemented, the participants suggested that actions should be properly taken to sanction parents of out of school children under compulsory education law. They were of the view that such implementation should be spearheaded by the officials from education authority at local education level, community leaders and school based management committees. In the same manner, participants pointed out that parents should be made increasingly aware that, every child of school age must be enrolled to get to get equitable access to primary education for free in spite of his/her financial ability, disability or geographical location. This is evident in the following quotations:

Yes, most of the out of school children are from very poor background, if the education is made free without collection of any form of fees in school and then uniforms, books and writing materials are provided free of charge, enrollment will be improved and sustained (FGD1, P1, November 2022).

I think that economic necessities is what made many children not enrolled in schools, so by eliminating all the school fees and giving free learning materials, most of children from poor background will be attracted to schooling. Government should also ensure full enforcement of the compulsory basic education law and subsequent prosecution of any defiant or parents that refuse to enroll their children in to schools (FGD1, P4, November 2022).

Yes the Government should make the education free not just on paper as of present, but in reality as seen in other developed countries. All packages contained under the act such as uniforms, books, school bags should be made available and reduce the transportation cost to and fro the school (FGD2, P5, December 2022).

Another participant with the same stance noted that:

Government should do more to increase its budget on education so that so that running cost for schools in the free education policy will be well catered for. Free education will only be possible if the primary schools are receiving allocations for their operations so that they stop collecting money from the pupils (FGD2, P3, December 2022).

For the issue of school feeding programme, the government should review the policy take necessary measures either by involving parents directly to feed their children to go to school or monitor the system closely to fight corruption (FGD2, P3, December 2022).

Whereas another one adopting the same position during an interview said:

Also, the food given to the pupils should made consistent and sustainable by constant monitoring and supervision to ensure that every is child fed with adequate diet to attract enrollment (INT2, HT, February 2022).

The above voices depict that for primary school enrollment to be improved and sustained, there is a requirement for upward review of the policies regulating the enrollment towards proper implementation by abolishing all the fees collected in schools and provision of necessary services such as books, sandals, bags, writing materials and food free of charge and made available to pupils. School enrollment has improved due strategy of reducing the alarming number of the out-of-school children, by abolishing the payment of fees in primary schools (Ojo, 2022). Similarly, in a bid to create equitable access to quality education as well as ensure that kids from poor backgrounds have a chance of schooling, Rivers state Government announced the total abolition of all forms of fees and levies in public primary schools across the state, directing allocations to school managements for operations (Edozie, 2019). In Katsina enrollment of primary school pupils has increased as government provided materials for school records such as class attendance register, admission register, text books, exercise books and chinks free of charge (NAN, 2018).

4.3.4.2 Shifting socio-cultural norms through enlightenment and enrollment campaign

The members in the study believed that enlightenment and enrollment campaign would effectively break the socio-cultural barriers affecting the willingness and ability of families/households, based on their perception on the importance and value of

education, to enroll their children in primary schools and sustain their support until the children successfully complete their education. The participants emphasised that parents should be enlightened through public awareness and enrollment campaign within the community involving traditional and religious leaders, education officials and members of the school based management committees. It was also clear from the responses that such enlightenment, enrollment and awareness-raising campaigns would shift and gradually breakdown the socio-cultural norms that impede children belonging to a particular social class, religious group or gender minority to access schools and mitigate negative beliefs among parents regarding the significance of enrolling their children in to primary schools. The stakeholders in the study suggested that, with involvement of multiple stakeholders and the use of radio jingles, television and other media channels, this will greatly help to mobilise public opinion towards improving and sustaining enrollment to achieve equitable educational access for all children and tackle down discriminatory practices that inhabits primary schooling. In the same manner, participants pointed out the pupils also needed some instillation of love for education and be career guided to promote their interest to school. This is evident in the following quotations:

Parents need to be enlightened and educated on the significance of education of their children, and made aware that this western education is bounded by ethics which are not contrary to the teaching of Islam as a religion of most people in this area (FGD1, P5, November 2022).

I think one of the important things is to shift and mitigate the negative perception held by parents on primary education to make them allow their children be enrolled in schools through advocacy campaign by involving the traditional and religious leaders to persuade their subjects on the significance of western education of their wards (FGD1, P6, November 2022).

My take is that enrollment will be greatly boosted and sustained if regular awareness-raising campaign is being carried out by

engaging all the stakeholders such as community and religious leaders and officials of primary education to convince parents on the significance of education of their wards; this will soften their wrong perception against western education (FGD2, P1, December 2022).

Other participants with the stance during the interviews noted that;

Involvement of traditional and religious leaders will add value to more enrollments because they are highly influential and are regarded as very important and respected figures in the society. They should be used to enlighten and educate parents to enroll their school aged children in to schools by telling them that there is nothing wrong that contradicts their cultural norms and values in western schools (INT3, HT, February 2023).

By engaging relevant stakeholders to drive the enlightenment campaign and sensitise parents through radio jingles and public gathering on the importance of enrolling their children in school, this will create mutual trust and serve as career guide to children and help in monitoring of attendance of enrolled children in their respective schools, thereby sustaining the enrollment (INT3, HT, February 2023).

The above quotations explain the participants' submissions on how the public enlightenment and enrollment campaign should be used to create awareness and educate parents of out-of-school children to soften their cultural norms that impede schooling and mitigate their negative perception towards western education in order to allow and enroll their children in primary schools for improved and sustained enrollment. This is in line with the position of Sambo (2019) who recommended that enlightenment campaigns should be carried out by government and other stakeholders while parents should be mobilized on the need for enrollment of their out-of-school children in schools. Jaafar (2017) reported that Sokoto state government inaugurated a state-wide enrollment campaign by reaching out to communities and adopt house-to-house advocacy as a high level mechanism to ensure that all stakeholders including parents, guardians, communities, religious and traditional leaders as well as the School Based Management Committees partake in ensuring effective awareness and mobilization to enroll 1.4 million children into primary schools in the state. Similarly,

Lagos State government has adopted a strategy of using billboards, street lamp banners, radio jingles, television interviews and commercials as well as social media engagements with reputable influencers geared towards creating public awareness on school enrolment to reduce number of out of school children (Ogwo, 2021). Also, committed to reducing the rate of children out of school in Nigeria, the Universal Basic Education Commission (UBEC) in partnership with United Nations Children's Fund (UNICEF) has conceived a new initiative to reach the unreached large group of pupils of school age who are supposed to be in primary schools by raising awareness on pupils' enrolment in schools (Akhaine, 2015).

4.3.4.3 Introducing skills acquisition training in to primary school

Introducing skills acquisition training in primary schools means incorporating practical knowledge based education in primary schools to enable pupils acquire skills relating to occupations in various sectors of economic and social life to build their future career. It was clear from the data that introducing skill-based learning at primary schools will prepare children to be self-reliant and remove the wrong perceptions in the minds of parents who do not value education due to the nature of rising figure of unemployment in the country. The stakeholders suggested that such trainings will attract enrollment of those children who are out of school due to less value they attach to education based on what career path they choose in future. Several voices pointed out that skills like sewing, carpentry, welding, iron bending, electric wiring, painting, hairdressing among others, if properly incorporated in primary schools will undoubtedly arouse interest and promote educational access to pupils with the hope to be self-reliant, especially when experts are hired to train the children. Participants hoped that the skills acquisition will motivate the interest of the parents of the out-of-school children to willingly give out their children for schooling

because of the future benefits on their wards. This can be noted from the following quotations:

To improve and sustain enrollment in primary school there is need for government and educational planners to include and incorporate skills acquisition training in the primary school curriculum and employ competent facilitators with adequate facilities that will train the pupils on various skills. By doing so, the children themselves will eager to be enrolled in school to learn literacy and numeracy from primary 1 to 3 and move to certain skill acquisition that best fit his interest (FGD1, P8, November 2022).

I feel that majority parents that keep their children out-of-school due to unemployment in education sector, they will be more interested to change up their minds and enroll their children to school if various skills are being taught, so as to learn how to be self reliant in order not to be burden on them in future (FGD1, P10, November 2022).

I suggest that once vocational training is introduced and facilities are provided for different skills in addition to the teaching subjects in primary schools, this will strongly attract more enrollment than anytime, especially when experts are hired to train the pupils, thereby creating a different image in the minds of parents on the value of education as their children go to school to learn how to be self-reliant on skills of their interest (FGD2, P1, December 2022).

Other participants in support of the same view noted that:

Actually from my opinion if the skills such as tailoring, carpentry, computer training, phone repairs, hairdressing among others are introduced and well implemented, the parents themselves will freely allow their children to go to school no matter what they do at home, because of their future benefits to be self-reliant (FGD2, P11, December 2022).

Also during the interviews, another stakeholder believes that teaching vocational skills to primary school pupils is a panacea towards increasing enrollment as noted;

I think that parents who keep their children out-of-school sends them to acquire different skills elsewhere to be independent, so if in primary schools such vocational trainings are being taught, it will equally motivate parents to enroll their children in school to learn under formal settings (INT3, HT, February 2023).

The quotations above from the participants suggested that skills and vocational training such as tailoring, carpentry, electric wiring, hairdressing, iron bending, computer training among others be introduced and incorporated in to the primary school curriculum as a panacea towards attracting and motivating the interest of the pupils and their parents to more schooling, by increasing their future employability and chances of being self-reliant as well as adding value to education. Tribune online (2017) recommended that primary education should be backed up with skills acquisition to make it functional and related to the need of the society by getting the learners to learn vocations which the society will always look forward to patronize and which can then be sold to the community as a remedy for rising out of school figures. It further added that at the policy level, there will be the need for legislative backing to make it compulsory for parents to send their children to schools as there is indeed no alternative to learning and acquisition of knowledge and skills. Umenyili (2022) who posited that teaching vocational training and skills acquisition in primary schools in Nigeria will undoubtedly put more interest towards education and reduce the crunch of unemployment noted that the dilemma of job haunt after schooling has necessitated the need for introduction of this additional training programme to save today's children from the problem of joblessness in the future. Similar findings by Atueyi (2017) explained that exposing and training pupils to learn new skills and vocational programmes in primary schools is highly beneficial than taking them through the same classroom routine of academic activities, thereby encouraging them to more schooling and enrollment of new children.

4.3.4.4 Schools improvement projects with employment of more teachers

This was another strategy suggested by the participants towards improving and sustaining enrollment in primary schools. Having explained how classroom structures

are poorly dilapidated and grossly inadequate, forcing pupils to study under trees while teachers are unavailable to manage the existing schools with the absence of water and toilet facilities, it was clear from the data that school improvement projects like constructions of new classrooms and renovation of existing structures, provision of potable water and toilets facilities, supply of furniture and employment of additional teachers will significantly revamp the schools and make them more attractive to pupils' enrollment. The participants emphasised that poor condition of learning is what keep significant number of children out-of-school, hence the need for serious intervention to build more classrooms to make schools habitable place of study thereby encouraging parents' willingness to enroll their children. It was also evident from the responses that when employing more teachers, the government should give opportunity to people within or around the school community to have sense of belonging and work to attract enrollments by constant supervision on the facilities and monitoring teachers' attitude to work to prevent vandalism and absenteeism. This is evident in the following quotations:

I think there is need for building of more classrooms structures in the areas where they are lacking and more teachers should be recruited to manage our schools, this will encourage parents to give out their children for enrollment (FGD1, P7, November 2022).

Our schools should be properly renovated and equipped with adequate facilities, more classrooms should be built and additional teachers should be employed, this is how enrollment should be encouraged and sustained (FGD1, P4, November 2022}).

I think the government needs to build more schools in every community, provide more teachers and facilities needed in the nooks and crannies of rural villages. By doing so, the problem of distance and poor learning condition will be dealt with, thereby increasing enrollment (FGD2, P6, December 2022).

Whereas other participants adopting the same position said:

There is need for building of more schools and supply of facilities to cater for such categories of individuals in far rural areas. Potable drinking water source and toiletries should be provided close to these people's houses to ease their suffering, so that they can attend schools (FGD2, P6, December 2022).

In any area where school is located, source of potable drinking water and toilets should be made available to ease the sufferings of the children and the people of the area to attract enrollment in to school (INT3, HT, February 2023).

I feel that when the authorities build more classroom structures and employ additional teachers to teach the pupils in schools, there is also need for constant supervision on the facilities and monitor teachers' attitude to work, to prevent vandalisation and absenteeism, which motivate the spirit of more schooling (FGD2, P6, December 2022).

Also during the interviews, the participants suggested that;

When employing more teachers, the government should give opportunity to people within or around the school community. This will give them sense of belonging to work and attract more enrollments (INT1, ES, December 2022).

The above voices depict that for primary school enrollment to be improved and sustained, there is a requirement for building of more additional classroom structures, water and toilet facilities, supply of furniture and recruitment of more teachers that will adequately manage the schools, thereby attracting more pupils. Similarly, Ekiti state government has attributed the remarkable increase in the enrollment figures of primary schools in the state to the ongoing reforms in the basic education sector to include the construction of new classrooms and perimeter fences of schools, renovation of classroom blocks, procurement of tens of thousands modern plastic pupils furniture and teachers furniture (Ani, 2020). Nigerian Tribune (2020) and Olatunji (2022) reported that water and toilets facilities, furniture and classrooms infrastructure is very important in schools that guarantees and encourages school attendance. A report by the Daily trust newspaper (2020) and Kolawole (2020)

contended that absence of physical infrastructural facilities in schools is believed to be interfering with enrollment of pupils. They concurred that in Nigeria about 24 states across the country are currently battling with a deficit of 260,551 classrooms in their public primary schools. Findings by the News Agency of Nigeria (2018) indicated that the number of pupils enrolled into primary schools has risen significantly in Nasarawa and Katsina states, due to massive infrastructural development in the schools through renovation and construction of new classrooms, toilets, recruitment of more teachers, supply of furniture, fencing, among others, indicating a sharp rise compared to the previous years.

4.3.4.5 Offering financial incentives to support poor families/households

The participants in the study suggested that an initiative should be created to provide financial incentives to families from poor households as a means of mitigating economic hardship and addressing poverty as one of the major reasons for high out-of-school figure. This according to the generated data will support and motivate parents of the out of school children to enroll them in to schools to access education. It was also evident from the responses that financial supports to poor families through incentives will help them raise a capital for small businesses to improve their economic well-being and provide the children with what they need to be in school, thereby boosting enrollment. The stakeholders' responses also proposed that provision of direct assistance, including cash to the affected population out of children will alleviate their suffering and protect them as well as motivate and instill the love for education in to their minds thereby boosting enrollment. This is evident in the following quotations:

If the authorities want to get the surest way of improving enrollment of out of school children especially from poor families, they should start giving incentives to the parents to cater for their financial

needs and ensuring that it reaches the target beneficiaries. This will strongly attract enrollment the same way it does in some healthcare programmes (FGD1, P1, November 2022).

My take on this is that the government should use its resources to give special monetary support to poor parents the same way as in developed countries. People needs motivation, before they comply with a given policy, this will boost the enrollment of those children (FGD1, P7, November 2022).

Government should provide financial support to less privilege ones among parents or guardians so that their children should not be subjected to menial jobs that prevents schooling. When parents are supported financially, their hardship is eliminated and they will enroll their children to school (FGD1, P7, November 2022).

Another participant with the same stance noted that:

We have seen how such kinds of incentives influence the acceptance of polio vaccines in our community. If government can incentivise parents through provision of financial support, they will start doing small business and eagerly send their children to access primary education (FGD2, P6, December 2022).

Also during the interviews, the stakeholders supported the viewpoints and said;

Our people are very poor to the extent that they can't leave their children for schooling, if the money is given to them as incentives for family supports that will motivate their commitment allow their children to schools (INT1, ES, December 2022).

The above quotations explain the participants' submissions on how poor families should financially supported through incentives to parents from poor households as a means addressing poverty as one of the major reasons for high out-of-school rate. Similar intervention was carried out by Borno state government to woo children to school with financial incentives by providing N30, 000 monthly stipends to parents who allow their children to go to primary school, which has significantly improved enrollment (Ezeh, 2023). Another report by Idowu (2021) noted that the same government listed 1,163 parents of school enrollees for such social welfare allowances which were only meant to parents whose children attended functional primary schools. Babayeju (2022) supported these findings by noting that the launch

of cash transfer programme in Katsina State has encouraged increase of school enrollment for over 20,000 Out-of-School children by improving the socio economic benefits of their families. Another finding by Okeke (2022) noted the same incentives through cash transfer has helped in improving the lives of many people in different areas by engaging in to small businesses of selling wears like wrappers, shoes and animal rearing which enabled them to attend to their children's school thereby boosting enrollment. In order to raise the school enrollment, the Sokoto state government has adopted similar strategy by providing monthly stipends to poor families to support enrollment and maintenance of children in schools.

4.3.4.6 Synthesis of perception of stakeholders on the ways of improving and sustaining enrollment in primary school

Collectively, the themes that answered the research question “What are the ways of improving and sustaining enrollment in primary school” proposed what should be implemented to achieve high school enrollment that is; abolishing of school fees by proper enrollment policy reforms, shifting socio-cultural norms through enlightenment and enrollment campaign, introduction of skills acquisition in to the primary school curriculum, schools improvement projects with employment of more teachers and offering financial incentives to supports parents from poor households. In line with the aim of this study, the emphasis was on practical strategies that can be implemented by the stakeholders and education authorities to improve and sustain enrollment in primary schools.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

In this phenomenological study, the perceptions, opinions and understanding of 29 participants were explored on the socio-economic factors affecting enrollment in primary school, school factors affecting enrollment in primary school, policies regulating enrollment in primary school and ways of improving and sustaining enrollment in primary school. Data was generated data using an in-depth, face-to-face interview and focus group discussions with 29 participants who were purposively sampled.

The study took place in of Katagum Local Government Area of Bauchi State Nigeria using qualitative approach located within an interpretive paradigm. Using Braun and Clark's (2006) five stages of thematic analysis, themes were generated for the four research questions.

In this chapter, therefore, the findings of this study were summarised and conclusions were drawn from the themes while recommendations were also proposed with suggestions for further research.

5.2 Summary of Findings

This section provides a summary of all the themes generated through thematic analysis. The themes answered the four research questions; "What are the perceptions of stakeholders on the socio-economic factors affecting enrollment in primary schools?", "What are the perceptions of stakeholders on the school factors affecting enrollment in primary schools?", "What are the stakeholders' understandings on policies regulating enrollment in Primary Schools?", "What are the perceptions of

stakeholders on how the enrollment could be improved and sustained in primary schools?”

5.2.1 Perceptions of stakeholders on the socio-economic factors affecting enrollment in primary schools

This study revealed the stakeholders’ perceptions on socio-economic factors affecting enrollment in primary schools. It is evident from the findings that the stakeholders perceived poverty that stricken many families in the research area as one of the strongest socio-economic factors affecting enrollment in primary school. In a like manner, this economic necessity is leading to child labour which also affects enrollment in primary school, exposing the school aged children to street hawking, carrying heavy loads and farming activities to earn money instead of schooling as evident in the participants’ responses. It was also clear that distance norms and location of the school as well as belief system of the people prevents many families from enrolling their children to school. The stakeholders remarked that influx of Internally Displaced Persons has made primary education inaccessible to such children as victims of internal displacement living in camps and those dispersed within the host community. Participants also recognized that since most parents believed to be enrolling their children to acquire western education with the sole aim of getting government job to work as civil servant, it is now evident that due to unemployment among youths after schooling, most of the parents lose interest and do not value education of their children hence they ignore to send them to initial primary schooling. This is illustrated in figure 5.1.

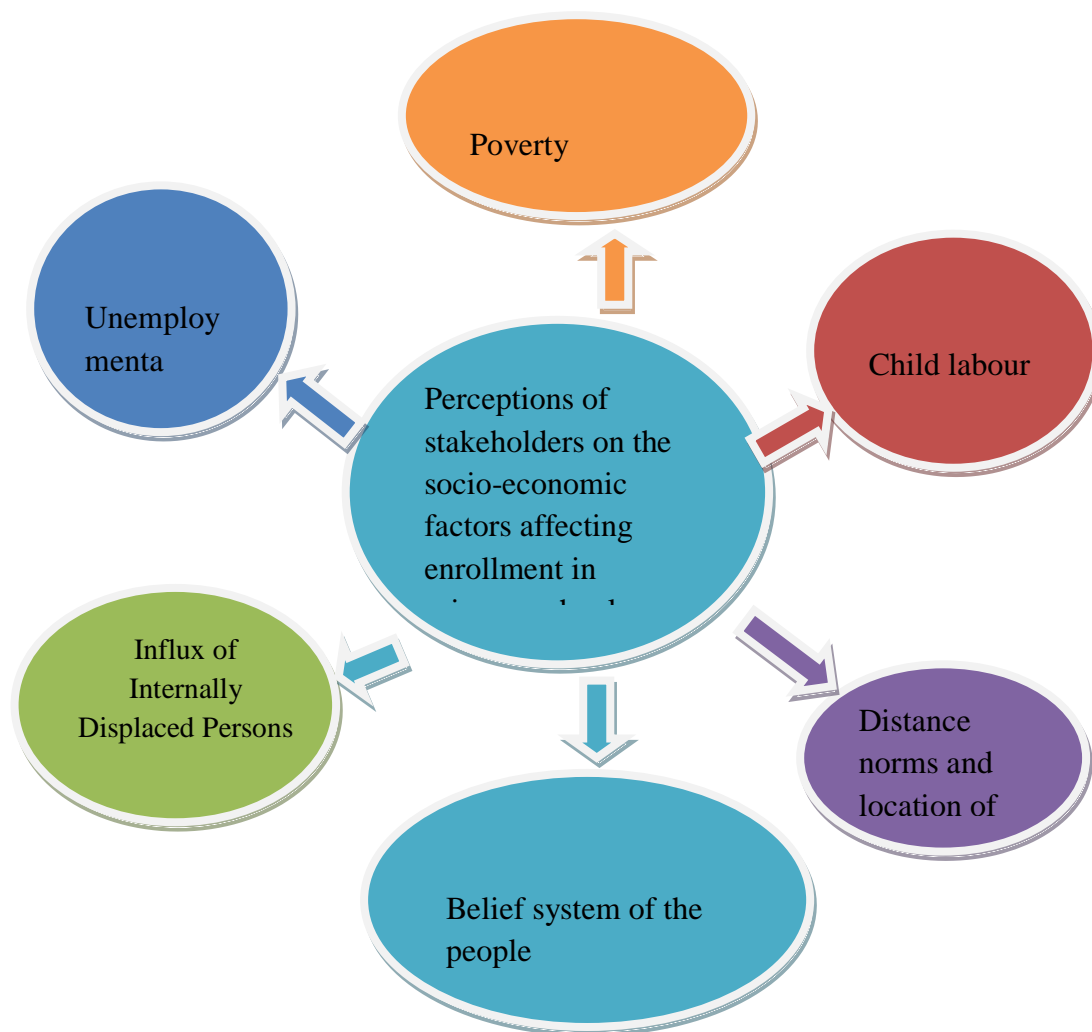


Figure 5.1 Perceptions of stakeholders on the socio-economic factors affecting enrollment in primary school

5.2.2 Opinions of stakeholders on the school factors affecting enrollment in primary schools

From the thematic analysis, themes that emerged stood out to be the school factors affecting enrollment in primary school. The findings show that, majorly the school factors affecting enrollment are inadequate classrooms structures which forces pupils to either study outside under the trees despite harsh weather or inside poorly dilapidated structures and inadequate teaching and learning facilities such as desks, tables and chairs, text books and chalks which are either not enough or totally none in many primary schools in the study area. Markedly, lack of water and toilet facilities in

schools were predominantly pointed out as major impediments to enrollment in primary school due difficulties experienced by the pupils. However, unavailability of qualified teachers that will efficiently manage the schools for effective teaching and learning was also pointed out by stakeholders as a pervasive school factor that made parents prefer to keep their children at home than going to school and waste their time for nothing. Correspondingly, it also emerged that negative attitude of displayed by some teachers smoking, vulgar, abuse and use of offensive words that are not in tandem with the norms and values of the community where the school is situated are believed to be a constraint playing a serious role towards declining enrollment in primary school. All the above are responsible for low enrollment in primary school as shown in figure 5.2.

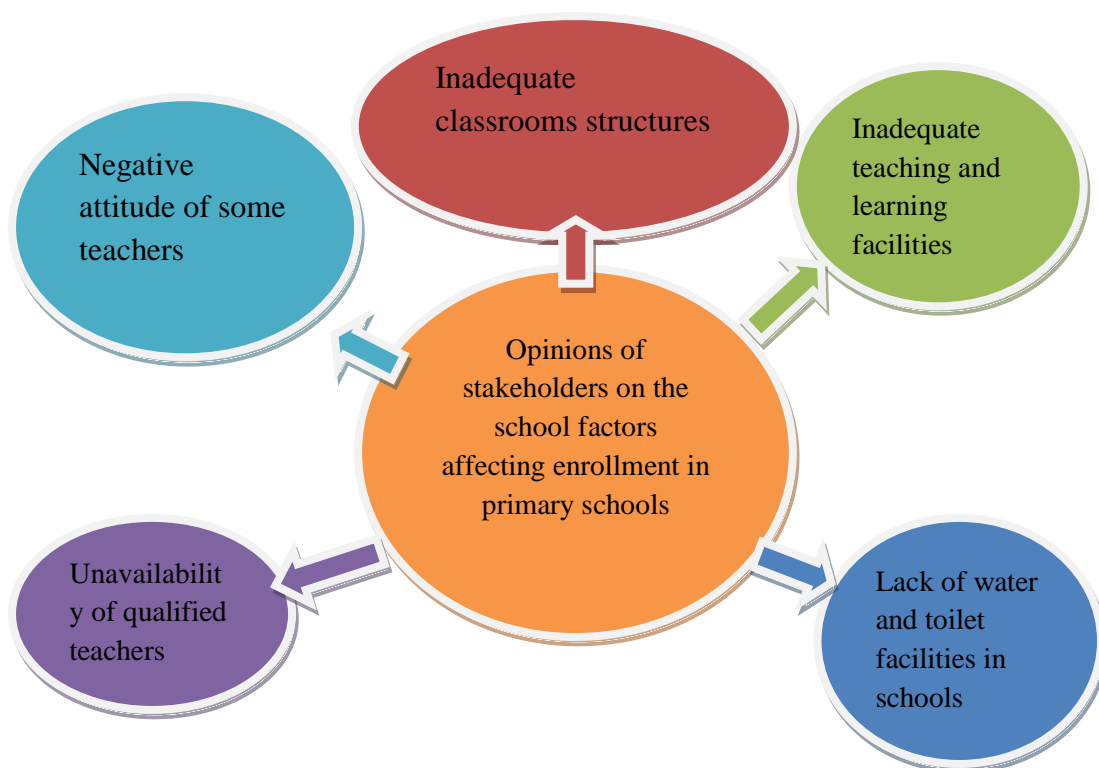


Figure 5.2 Opinions of stakeholders on the school factors affecting enrollment in primary schools

5.2.3 Understanding of stakeholders on the policies regulating enrollment in primary schools

This study revealed the stakeholders' understanding with regard to the policies regulating the enrollment in primary school. It is quite clear from the responses of the participants that Free and Compulsory Education Policy which was meant to regulate enrollment in primary school, was a mere fallacy and specious as well as far from the truth which the stakeholders understood to be well planned and written on paper but poorly implemented in reality. On the School Feeding programme Policy, the participants understand that it has succeeded in attracting enrollment from the onset but later constrained by continuous inconsistency and non sustainability in its operations due to persistent delays in payment of vendors, corruption, highhandedness, mismanagement and diversion of funds by handlers and implementers of the programme. In the same manner, Almajiri Integrated Model School and Better Education Service Delivery for All which are meant to regulate the enrollment of out of school children especially Almajiri pupils roaming Nigerian streets, these policies were hampered and constrained because the pupils and their parents are uncomfortable with the initiatives and their mode of operations based on the cultural and moral principles. This is illustrated in figure 5.3.

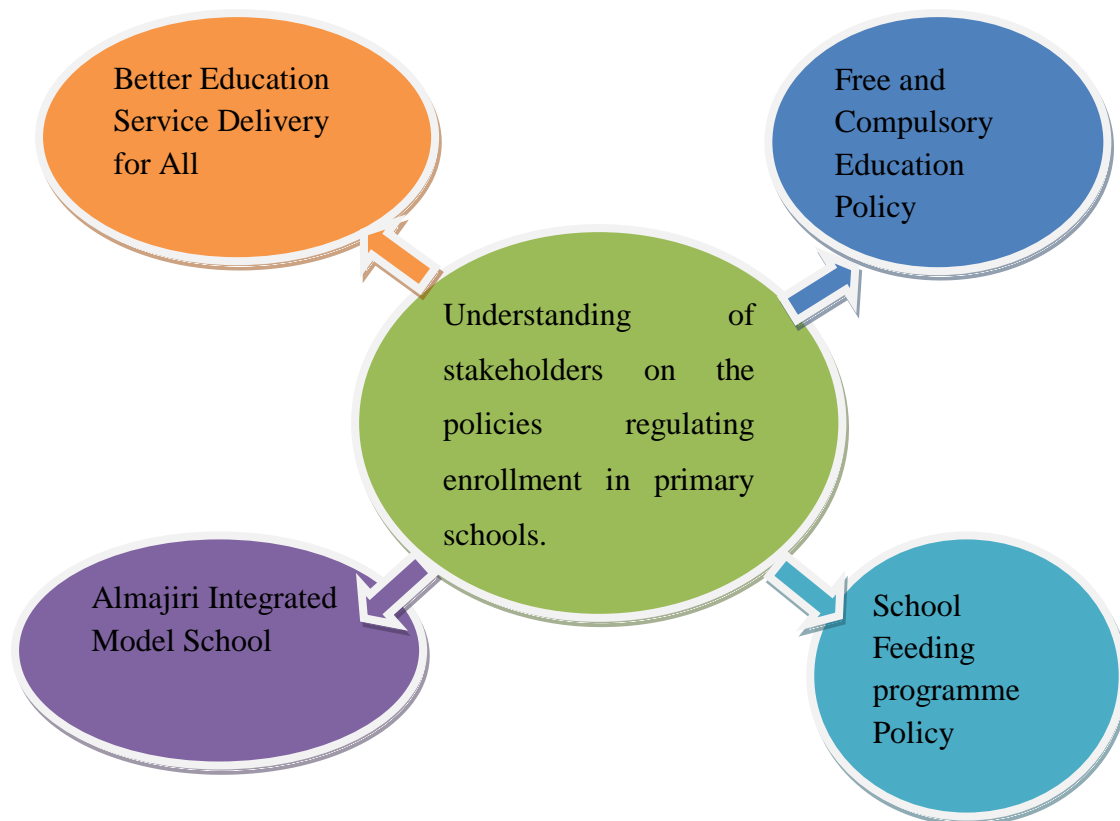


Figure 5.3 Understanding of stakeholders on the policies regulating enrollment in primary schools

5.2.4 Perception of stakeholders on the ways of improving and sustaining enrollment in primary school

Emerging from the themes, the participants suggested ways of improving and sustaining enrollment in primary school. It was proposed that abolishing of school fees by proper enrollment policy reforms is one of the best ways towards improving enrollment in primary schools through eliminating PTA levies, procuring of school uniforms, sandals, books and writing materials free of charge to the pupils as well as reducing the cost of transportation to and from school. They stakeholders also suggested shifting socio-cultural norms through enlightenment and enrollment campaign to mitigate negative beliefs among parents regarding the significance of enrolling their children in to primary schools. Correspondingly, introduction of skills acquisition in to the school curriculum, schools improvement projects with

employment of more teachers were also pointed out as best strategies for improving and sustaining enrollment in primary school. Participants advocated for offering financial incentives to support poor families/households to reduce economic hardship and address poverty as one of the major reasons for high out-of-school figure, thereby enabling parents to provide their children with what they need to be in school, to boost enrollment. This is as in the figure 5.4.

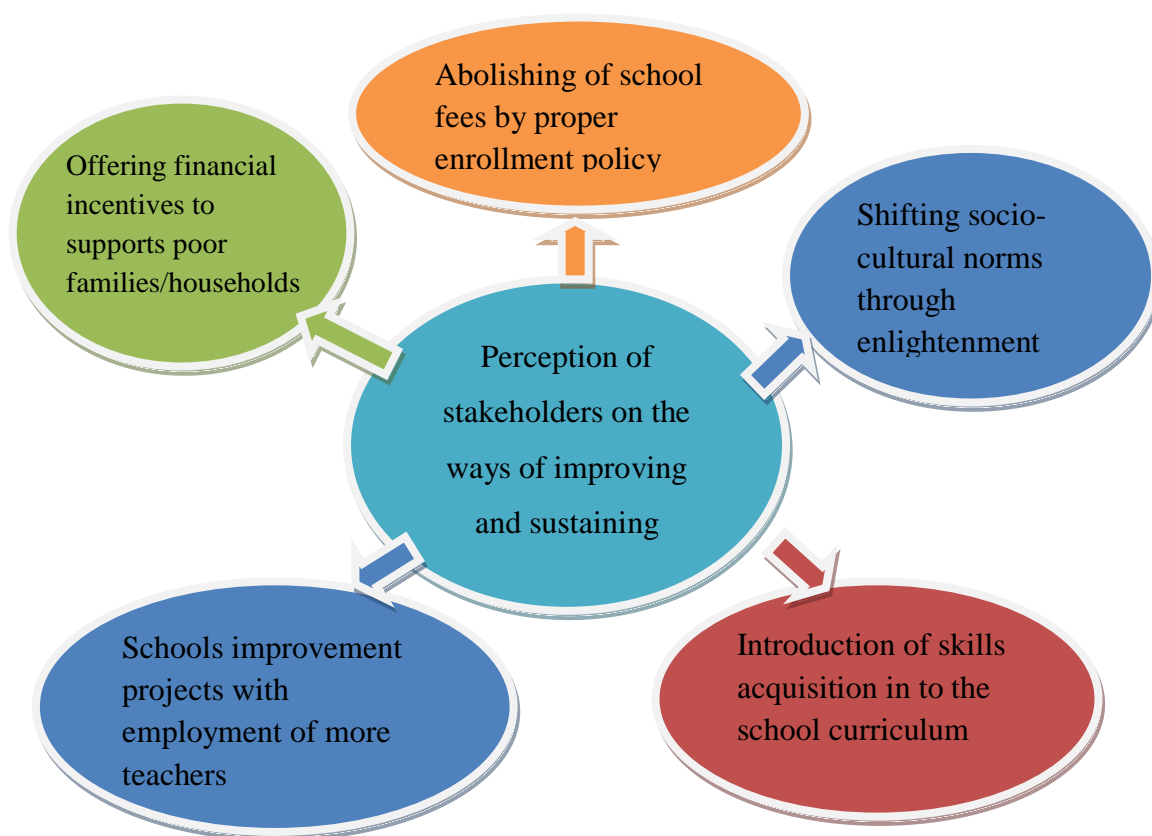


Figure 5.4 Perception of stakeholders on the ways of improving and sustaining enrollment in primary school

5.3 Theoretical Implication

The study contributes towards understanding the factors affecting enrollment in primary school in Katagum Local Government Area of Bauchi State Nigeria. This study puts forward ways towards improving and sustaining enrollment in primary school. It has therefore, made a contribution to knowledge in the area of primary

school enrollment by reducing the number of out-of-school children through proper enrollment policy reforms and implementation.

The findings revealed that factors affecting enrollment in primary school correspond with Human Capital Theory which was drawn in this study. The theory informed this study and helped to understand and explore the stakeholders' perceptions on the factors affecting enrollment in primary school, since the assumption of the theory is that formal education is highly instrumental and necessary. It examines the relationships between primary education, economic growth, and social well-being which posit that expenditures on education are capital investments that will yield economic and social returns at the individual and societal levels. This brings a clear picture about what will be put in place to increase enrollment and to access primary education and what socio-economic and school factors appears to be affecting enrollment by hindering access to primary education. However, early applications of Human Capital Theory focused primarily on the relationship between level of expenditures on education and economic or social returns as well as when educational investments are made are critical in the process. Therefore Human Capital Theory was instrumental in the study as it provides a useful lens for understanding how enrollment policies are developed to incentivize individuals' investment in their own education because pursuing education involves both costs and benefits at the individual level for the policymakers to more effectively develop policies such enrollment programmes to change individuals' cost/benefit to increase their likelihood of pursuing education leading to increased amount of schooling. Authorities in Nigeria had increasing funding for education through the annual budget and various intervention programmes which is a very important step to improve enrollment, but still many children are not in the classroom due to many factors affecting the

situation. Therefore, it is evident that effective investments such as abolishing of school fees by proper enrollment policy reforms, schools improvement projects and employment of more teachers, skills acquisition training, offering financial incentives to poor families are perceived to be aimed at increasing enrollment and provide opportunity for more schooling. This allows us to view the link between the factors affecting enrollment, government policies regulating enrollment, and intervention programmes aimed to increase enrollment of children to access primary education in Katagum Local Government Area of Bauchi State, Nigeria.

5.4 Conclusions

The thrust of this research was to explore the factors affecting enrollment in primary schools. The analysis of the content from the interviews and FGDs served to provide rich insights into perception, opinion and understanding of stakeholders on socio-economic factors affecting enrollment in primary school, school factors affecting enrollment, policies regulating enrollment and ways of improving and sustaining enrollment in primary school. In the view of the foregoing findings, several conclusions were drawn and presented below in the order of the objectives of the study.

In line with the first objective which sought to explore the perceptions of stakeholders on socio-economic factors affecting enrollment in primary schools, it was evident that majority of respondents were almost unanimous that poverty that stricken many families prevents parents from enrolling their children in to primary schools. It was concluded that due to economic fragility of their parents, those children of school age, are subjected to menial jobs in form of child labour which deprived them of schooling. The participants specifically pinpointed out that distance norms and location of the school also affects enrollment as small children of primary school age

could trek too much distance to and fro the school through difficult terrain or cross a river or because of the need for their safety. They strongly felt that belief system of the people driven by socio-cultural and religious factors affects enrollment in primary school. Equally important, it was evident that due to influx of Internally Displaced Persons primary education is inaccessible for such children of internal displacement that are scattered within the host communities without any form of schooling. Therefore, unemployment among youth after schooling also discourages parents to lose interest of enrolling their children in primary school.

In relation to the school factors affecting enrollment in primary school in Katagum Local Government Area Bauchi State Nigeria, it is concluded that participants view inadequate classrooms structures and inadequate teaching and learning facilities as major impediments to primary school enrollment as pupils sit on bare ground without desks in dilapidated classrooms or study under the tree shed. It is also concluded that many parents are reluctant to enroll their children in school because lack of water and toilet facilities which put pupils in to difficult experiences. The participants also opined that parents keep their children out of school as result of pervasive teachers' inadequacy that hinders effective teaching and learning to attract more enrollments. Therefore, the above challenges to a larger extent affect enrollment in addition negative attitude displayed by some teachers such as smoking, vulgar, abuse and use of abusive words chase the pupils away from primary schooling.

Regarding the policies regulating enrollment in primary school, it is concluded that the free and compulsory education policy initiated to regulate the enrollment was well planned and written on paper but poorly implemented in reality; because the government on this policy is not playing its role by not giving available funds to the schools for operations, which leads to collection of school fees and PTA levies from

parents, thereby affecting enrollment of pupils. Another policy was the school feeding programme which according to the findings, has failed to achieve its set objectives given the high rate of out-of-school children in the country and complaints from both pupils and contractors handling it. Other policies targeted at Almajirai children roaming the streets, Almajiri Integrated Model School and Better Education Service Delivery for All were also not successful because the pupils and their parents are uncomfortable with the initiative and its mode of operations based on the cultural and moral principles, thereby not increasing enrollment.

However, on the ways of improving and sustaining enrollment in primary schools, it is concluded that abolishment of school fees by proper enrollment policy reforms which involves changing and translating their goals and objectives in to action will attract more schooling. It was also suggested that shifting socio-cultural norms through enlightenment and enrollment campaign would effectively break the barriers affecting the willingness and ability of parents based on their perception on the importance and value of education, to enroll their children in primary schools to access education. Introducing skills acquisition training in primary schools and schools improvement projects with employment of more teachers were concluded to be important strategies suggested towards improving and sustaining enrollment in primary schools by making them habitable and better places of learning. Offering financial incentives to support poor families will help them raise a capital for small businesses to improve their economic well-being and provide the children with what they need to be in school, thereby boosting enrollment.

5.5 Recommendations

Arising out of this study the following recommendations are proposed:

- i. In the light of the intricacies and nebulous nature of policies regulating enrollment in primary school, it is suggested that, instead of making orchestrated noise without proper implementation, the policy makers should communicate the policies more clearly and more meaningfully by providing adequate finances to reduce the cost of schooling within the range of affordability to parents as well as provide necessary facilities and technical assistance that would motivate and encourage quality teachings and increase enrollment in primary schools. It is recommended that parents and community members should be made aware of their obligation and be enforced by the government to ensure that all children are taken to school.
- ii. On the basis of dilapidated classrooms, inadequate desks, textbooks, unavailability of teachers, water and toilets facilities, there is need for the government and educational authorities to build more schools and additional classrooms and physical infrastructures in existing schools as well as employ more teachers for the system to attract more schooling and increase enrollments.
- iii. Enrollment campaigns should be intensified by education authorities and public sensitization about the value and importance of education should be strengthened through enlightenment of parents, guardians and children on the relevance of education on human growth and sustainable development. Considering the significant role of community values and norms in the education of children, it is expedient that policymakers should seek the support of the prominent traditional and religious leaders in the society,

because they can use their trust to galvanize support and reduce the suspicion associated with the system to attract more schooling.

- iv. It is also recommended that the educational planners should incorporate practical knowledge based education in primary schools in form of skills acquisition training to enable pupils acquire skills relating to various occupations and prepare them to be self-reliant and build their future career. This will motivate the interest of the parents of the out-of-school children to willingly give out their children for schooling because of the future benefits on their wards.
- v. There should be poverty reduction strategies through the development of appropriate policies and intervention strategies to help poor people improve their livelihood. This strategy should include incentives that could decrease the seeming cumbersome necessities for parents and guardians to enroll their children in schools.

5.6 Recommendations for Further Research

The following are recommended for further research:

- i. The study focused on exploring the factors affecting enrollment in primary school in Katagum Local Government Area, Bauchi State Nigeria, therefore, it is recommended that this study is replicated in other local government areas in Nigeria to get a wider perception and understanding of stakeholders on the factors affecting enrollment in primary schools.
- ii. A study on the policies and strategies of increasing enrollment in primary schools should be carried out.
- iii. A Study should also be carried out on the factors affecting pupils' attendance, retention, completion and transition in primary schools in the Bauchi State.

- iv. In view of the rising out of school figure in the state a study should be conducted on the effect of increasing number of children that are not enrolled in school.

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APPENDICES

Appendix I: Map of Bauchi State, Nigeria



Appendix II: Interview Guide

Introduction

- ✓ Explain the general usefulness of the members and why the member was picked.
- ✓ Discuss the reason and procedure of the interview.
- ✓ Explain the presence and motivation behind the chronicle hardware and tape recorder.
- ✓ Outline general ground rules and interview guidelines, for example, being ready for the interviewer to guarantee that every one of the themes can be covered.
- ✓ Address the confirmation of privacy.
- ✓ Inform the member that data talked about will be analyzed in aggregate form and member's name will not be utilized in any examination of the interview.
- ✓ Have member review and sign an assent form. Give member a duplicate of the consent form to keep.

Overview

My name is **Mohammed Bello**, I am a Master student at Moi University Kenya, doing research on factors affecting enrollment in primary schools in Katagum Local Government area, Bauchi State Nigeria. You are among the few people chosen to help me in the achievement of the research objectives. If you will not mind, kindly provide answers to these questions you will be asked during the session. You are guaranteed that all information given will be treated with confidentiality and anonymity.

Possible Probes

- That was useful; however, could you be able to give more detail on this?
- Could you shed more light on that?
- Your example was useful and appropriate; however, would you be able to give me another guide to enable me to get it better?

Interview Questions for the, ES and School heads

- 1 How many primary schools are in this area?
2. What is your perception on the socio-economic factors affecting enrollment in primary school?
3. What is your perception on the school factors affecting enrollment in primary school?
4. Mention the policies regulating school enrollment in this area?
5. What is your understanding of these policies regulating the enrollment of pupils in to primary schools?
6. What is your opinion on the NGO's intervention projects on school enrollment?
7. What do you think should be done to improve and sustained enrollment in primary schools?
8. Follow-up questions.

Conclusion

- Any question will be asked and answered and then the researcher will thank the participants for their precious time.

Appendix III: FGD Guide for Parents and Teachers

Introduction

- ✓ Explain the general useful of the members and why the member was picked.
- ✓ Discuss the reason and procedure of the interview.
- ✓ Explain the presence and motivation behind the chronicle hardware/tape recorder.
- ✓ Outline general ground rules and interview guidelines, for example, being ready for the interviewer to guarantee that every one of the themes can be covered.
- ✓ Address the confirmation of privacy.
- ✓ Inform the member that data talked about will be analyzed in aggregate form and member's name won't be utilized in any examination of the interview.
- ✓ Have member review and sign an assent form. Give the member a duplicate of the consent form to keep.

FGD Questions for parent and teachers

1. Why do you think people do not enroll their children in to primary schools?
2. What is your perception on the socio-economic factors affecting enrollment in primary school?
3. What is your perception on the school factors affecting enrollment in primary school?
4. Mention the policies regulating school enrollment in this area?
5. How do you perceive and understand the policies regulating the enrollment?
6. What suggestions do you have based on your opinion that can be implemented to see all school age children are enrolled in schools?
7. What is your opinion on of NGO's intervention projects on school enrollment?

Conclusion

- Any question will be asked and answered and then the researcher will thank the members for their precious time.

Appendix V: Research Permit I



MOI UNIVERSITY
Office of the Dean School of Education

Tel: (053) 43001-8
(053) 43555
Fax: (053) 43555

P.O. Box 3900
Eldoret, Kenya

REF: MS/R/5886/22

DATE: 8th November, 2022

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

**RE: RESEARCH PERMIT IN RESPECT OF
MOHAMMED BELLO - MS/R/5886/22**


The above named is a 2nd year Master of Education student at Moi University, School of Education, Department of Educational Management & Policy Studies, School of Education.

It is a requirement of his Studies that he conducts research and produces a thesis. His research is entitled:

"Factors Affecting Enrollment in Primary Schools in Katagum Local Government Area of Bauchi State, Nigeria."

Any assistance given to enable him conduct research successfully will be highly appreciated.

Yours faithfully,


PROF. ANNE S. KISILU
DEAN, SCHOOL OF EDUCATION

Appendix V: Research Permit II

SECRET

 **BAUCHI STATE OF NIGERIA**
BAUCHI STATE UNIVERSAL BASIC EDUCATION BOARD
Office: Ran Road, Near Awalah Round - Abirot, P.M.B 0109, Bauchi
Email: basubeb2007@yahoo.com
Website: www.basubeb.com 

BA/SUBBEB/S/GEN/399/V.1 16th November, 2022

RE: RESEARCH PERMIT IN RESPECT OF MOHAMMED BELLO –
MS/R/5886/22

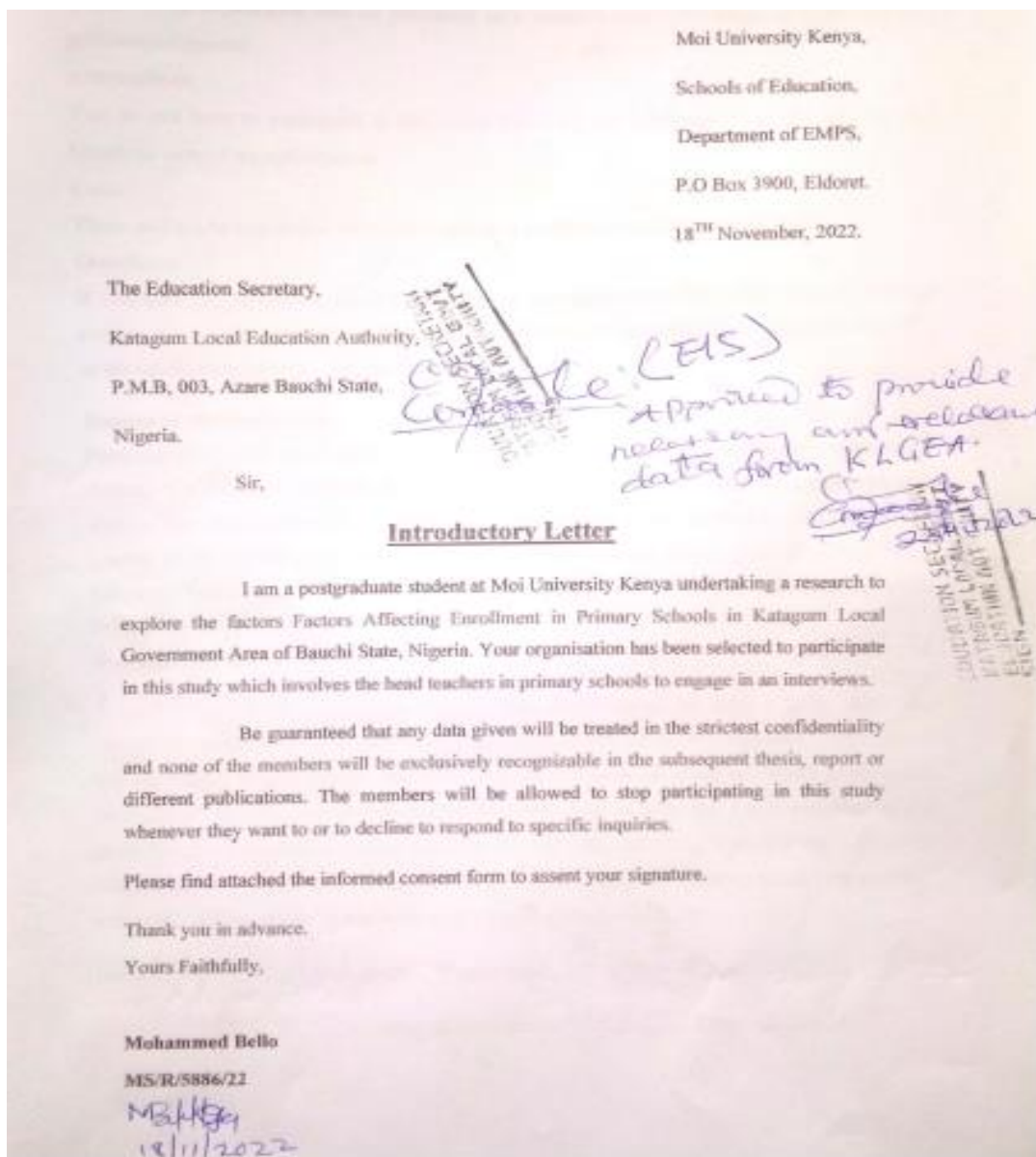
I am directed to refer to a letter from MOI University, Kenya No. MS/R/5886/22 dated 8th November, 2022 on the above subject matter and to inform you that approval has been granted for the Student who is undergoing his Masters program to conduct a research and produce thesis for the completion of his program.

2. In view of the above therefore, you may wish to grant him any assistance he may require to make his research successful, please.


Waziri Magaji
For: Executive Chairman

SECRET

Appendix VI: Informed Consent Document



Title of the study: Factors Affecting Enrollment in Primary schools in Katagum Local Government Area, Bauchi State Nigeria.

Investigator(s): MOHAMMED BELLO

Institution(s): MOI UNIVERSITY, KENYA

Introduction

The investigator is a student of Moi University, Kenya pursuing a Master Degree in Educational Research. This informed consent explains the study to you. After the study has been explained, any questions you may have been answered, and you have agreed to take part in this research study, you will be asked to sign a consent, which you will receive a copy to keep. This study is designed to investigate the dynamics relating to the factors affecting enrollment in primary schools. This study is being conducted to learn more about the stakeholder's perceptions on these factors and understandings of the policies regulating enrollment and what can be done to improve and sustain the enrollment in primary schools. This study has been approved by the Bauchi State Universal Basic Education Board.

A brief description of the sponsors of the research project

The sponsor of this research study is the East and South African German Center of Excellence for Educational Research Methodologies and Management (CERM-ESA) which is a joint project between the Moi University (Kenya), University of Oldenburg (Germany), Uganda Management Institute (Uganda), Nelson Mandela Metropolitan University (South Africa), and the University of Dares Salaam (Tanzania) and is funded by the German Academic Exchange Service (DAAD) with funds from the German Federal Foreign Office.

Purpose:

The purpose of the study is to explore dynamics relating to the factors affecting enrollment in primary schools. Findings of this study will help to highlight the factors affecting enrollment and proper solution strategies on how enrollment could be improved and sustained. Furthermore, the study would serve as the basis for intervention programmes from policymakers and stakeholders in education.

Procedures:

Participating in this research study includes a personal interview that is face to face and discussion which may keep going for one to two hours. The interviews will be directed by the researcher; tape recorded and later transcribed so as to analyse the data. There are no set or specific answers, feel free to give your opinions. We need to hear a wide range of perspectives and might want to get views from everybody in this FGD. We trust you can be straightforward notwithstanding when your reactions may not be in concurrence with the remainder of the group.

Who will participate in the study?

You have been requested to take part in this study since you are thought to be with the required information for this study. The study will last for approximately sixty days and twenty one people will take part in this study. The researcher will arrange an interview on separate days and each participant will participate for only one day.

Risks/discomforts:

There is no foreseeable risk of harm or discomfort that will arise from your participation in this study. The only risk or discomfort will be an inconvenience in terms of time to be spent during the interview.

Benefits:

You will get feedback on the discoveries and advancement of the investigation, and that any new data that influences this research study participants (including incidental discoveries) will be made accessible to look into by the members. The research findings could be used to address several challenges bedeviling enrollment and potentially be used as source for funding to strengthen enrollment in primary schools.

Confidentiality:

Your identity will not be revealed to anyone as we shall only use codes to identify participants. Information obtained will only be accessible by the research team. Soft copies of the data will be protected by password and hard copy files will be kept under lock and key. Confidential information will only be accessed by the principal investigator. There won't be any recognizing names on the interview transcript: they will be coded and the key to the code will keep bolted away. Your names and some other recognizing point of interest will never be uncovered in any publication of this research. The tapes will be destroyed at the end of this research study. The

results of the exploration will be published as a research paper and might be published in a professional journal.

Alternatives:

You do not have to participate in this study if you are not interested. You will not lose any benefit in case of no participation.

Cost:

There will not be any additional cost incurred as a result of participating in this study.

Questions:

If you have any questions related to the study or your rights as a research participant, you can contact the principal investigator, MOHAMMED BELLO on telephone number 07064327272 or via email on mbamadachi@gmail.com

Statement of voluntariness:

Participation in this study is intentional and you may join without anyone else unrestrained choice. You reserve a privilege to pull back or withdraw from this study whenever you wish without any consequence. In the event that you have any issues relating to your rights and interest in the investigation, it would be ideal if you contact Bauchi State Universal Basic Education Board at Ran Road, Near Awalah Hotel Roundabout, P.M.B 0109, Bauchi State or on Telephone +23477543351.

Statement of consent

Mohammed Bello has explained to me what will be done, the dangers, the advantages involved and my rights as a member of this investigation. I comprehend that my choice to take part in this study will not influence or affect me whatsoever. In the utilization of this data, my identity will be disguised. I am mindful that I may withdraw at any point. I comprehend that by signing this form, I do not defer any of my legitimate rights however simply show that I have been educated about the explanation contemplate in which I am willfully consenting to take part in. A duplicate of this form will be given to me.

Name Adesina A. Mital Signature of participant [Signature] Date 29/11/2022

Name Mohammed Bello Signature of interviewer [Signature] Date 29/11/2022