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Influence of Sultan Abdurrahman School of Health Technology Gwadabawa (SASHTG) on Girl–Child Education and Women Empowerment (Employment) in Gwadabawa, Sokoto State, Nigeria

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Abstract

This study is to determine the positive influence of Sultan School of Health technology Gwadabawa, Sokoto, Nigeria on girl-child education and empowerment using a survey of 300 questionnaires drawn. The major The positive influence of SASHT on girl-child education as submitted by the respondents in order of frequency are: Giving opportunity to the girls/ women to obtain higher education (20.0%), Improvement in mother and child health, reduction in mortalities; by producing female health workers almost in every area or home in Gwadabawa (13.3%), Helps in providing employment to girls/ women (12.7%),Empowering girls/women when they are educated/ employed (10.0%), Better practice of personal/ environmental hygiene (10.0%),Influence girls/ women to be civilized (10.0%),Private practice (10.0%), and the least was Reduction of women scarcity at places of work (5.0%). The table 3 shows the challenges faced by girls/ women when studying at SASHT Gwadabawa in the

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order of descending score/percentage: Financial burden (50.0%), Requires high IQ (16.7%), Early marriage (16.7%), and Poor lower education (16.7%). The possible solutions to the challenges faced by girls/ women in studying health courses at SASHT were listed. The highest submitted option was giving scholarship to the girls/women (50.0%), creating awareness on the benefits of higher education (33.3%), and reduction of early marriage (16.7%). Indeed, the school is positively impacting on the girl-child education of Gwadabawa and the region (results of x2 show that there is significant difference at $p<.05$. Improvement in mother and child health, women empowerment, and opportunities for women/ girls to get employment are needed.

Keywords: Education; Employment; Girl-Child; Health; Mother, Public; Private; Women

INTRODUCTION

Education in its everyday sense could mean formal training that is given in schools and institutions, i.e. the acquisition of the ability to read and write and calculate. It could mean the specialized training that is given on the job. In a wider sense, education could mean the training of the entire person to enable him not only to be able to read and write and calculate or to be proficient in a given job, but also to enable him fit himself for living in a society. So education could be treated either, as a very narrow subject relating to school and formal education or as a training covering the whole life" (Ahmed and Yola, 2021). The word education was derived from the Latin words " educare" and "educare". Educare means to "bring up" or" to nourish "whereas " educare" means " to bring forth" or " to bring up" . These words reveal that education try to bring out and develop the learner or child to have potentials (Dash, 2015; Ekundayo, 2019). Education to human being is probably the most cherished goal of any human civilization that ever existed in this world (Tambawal, 2018; Paul, and Aremu, 2020).). Education might be a group of activities going on at various levels, logical in sense that each higher level arises out of, and is dependent on the one below it. Education talks about teacher, teaching, learning, knowledge, experience, etc. Similarly, education may be termed as spiritual pursuit, development of innate human potentials, and social orientation of the human being (Ahmed and Yola, 2021).

However, Western education was introduced in Nigeria by missionaries who arrived in the Southern part of the country until it later spread to other parts of the country. The goal of

Nigerian education was to build a free democratic society, just and egalitarian society, united, strong and self-reliant nation; a great and dynamic economy; and a land of bright and full opportunities for all people (Ibrahim etal., 2020). Basic education is the one upon which the secondary and higher education system is built in any nations educational system because it is the foundation. Low enrollment of individuals to school in the country especially in the northern part is a worrisome to educationists, stakeholders, and government at all levels (Tambawal, 2018; Abdullahi, 2020).

The rate of illiteracy in the North is very high and health survey (data 2004) revealed that parents/guardians in the South-South, South-East and South-West Nigeria have the highest literacy rates of 74, 73 and 72 percent respectively. On the contrary, the North-west has 39%, North-East 43.6% and North Central 59.5%. Statistics from various educational departments reveled that, education in the North has been facing challenges over the years. For example, in 2000 the six states with the lowest number of applications in the university matriculation examination (UME) were all from the North. These states had a combined total of 6729 applications or 1.45 % of the national total. United Nation Convention on the Rights of the Child, emphasized that the state should provide at least free and compulsory primary education for the child; that the education of the child shall be directed to the development of the child's personality, talents and mental and physical abilities to their fullest potential (Ibrahim etal., 2020).

Nevertheless, girl-child education as a concept has been subjected to multifarious definitions but reference to a few will suffice (Ishaku, 2020). The girl-child is a biological female offspring from birth. Young girl is totally under the care of the adult who may be parents, guardians or senior siblings. Girl-child is usually malleable, builds and develops her personality and character along the course of youthfulness. She is very dependent on others on who she models her behavior, through observation, repetition and imitation. Her physical, mental, social, spiritual and emotional developments start and progress to get to the peak at the young adult stage. The development of any society would be grossly lopsided if the girl child is not given quality education. Education in any normal society is accepted as an instrument to power, prestige, survival, greatness and advancement for men and women. The United Nations General Assembly adopted the Universal Declaration of Human Rights which said that everyone has the right to education which shall be free at least in elementary and primary stages. Similarly, the National Policy on Education emphasizes among other things that there will be equal opportunities for all citizens.

However, many studies, lamented that the girl-child is discriminated against in terms of education and given out to marriage early thereby denying the girl-child required competences for community development (Abdullahi, 2020; Ishaku, 2020).

Furthermore, the records of girl-child or women education in the world, Africa, Nigeria and Sokoto are still not up to satisfactory levels. There are still 58 million girls out of school worldwide. Majority of out of school girls are living in Africa (British Council, 2014; Abubakar, and Kwashabawa, 2021). Girl child education is a general term for a complex set of issues, and debates around (primary, secondary, and tertiary and health education) for girl and women. It also includes areas of gender equality, access to education and its connection with alleviation of poverty, good governance, and relations (Andrew and Etumabo, 2016). It makes girls or women become more aware of herself and her potential to utilize her environment resources. And involves training in literally, vocational skills to enable her become functional in the society (Andrew and Etumabo, 2016). Like all group of people, girls are entitled to their right to education (British Council, 2014). The girls' education is beneficial to all, in a variety of sense. Girl-child education can certainly contribute to attainment of sustainable development goals (SDGS). It is beneficial in gender equality, lowering child mortality, reducing transmission of diseases, reduction in poverty, reduction of inequalities, reduction in women's fertility, reduction of poverty, reduction in unemployment and relations (Andrew and Etumabo, 2016; Abdullahi, 2020).

Despite the benefits of education to all, including girls (women inclusive) there is wide gap of education indicators based on gender. Therefore, governments have to make policies and implementations to control the negative trends (British Council, 2014). In view of the above, Sultan Abdulrahman School of Heath Technology Gwadabawa (SASHT) was established. SASHT is a tertiary institution with the role of training heath workers, and making heath workers. The school was established in 1992 under the Edict No, 7 of 1992 to provide among other things, training and research in various medical and health professional cadres in primary health care technology, leading to the attainment of respective National Certificate or Diploma because education is inherently a part of culture as it is a life-long learning process that enables a person, irrespective of age; appreciate the relationship between the environment and his or her peculiar circumstances. Education, whether formal, informal or non- formal, helps towards the development of a complete balanced and rational personality. Therefore, the lack of education will have pose negative influences on the individual, family and society at large (Kainuwa and Yusuf, 2013;

Abubakar and Kwashabawa, 2021).). Therefore, for society to be developed, the Girl-child must be allowed access to good and qualitative education (Kainuwa and Yusuf, 2013).

Unfortunately, women accounts for almost 2/3 of the world population of literate adults and there has been no significant change in reducing this trend. There is gender gap for literacy, which added to the deep-rooted forms of inequality based on wealth, ethnicity, disability and relation. Progress in enrolling girls into schools, and their tendency to finish the schools are facing challenges and hurdles. In Sub-Saharan African countries, 50% of young people have fewer than four hours of education.1/3 of all girls are out -of-school in Nigeria, which reaches over 5.5million school-age-girls not in school (Kainuwa and Yusuf, 2013; British Council, 2014; Ahmed and Yola, 2021). Particularly, in the Northwest only 1/3 of girls attend primary schools at all. These poor indicators of girl-child education are due to variety of challenges such as; problems of accessibility, infrastructure, safety and security, teaching and learning problems of the school fees and costs, poverty, child work, unemployment; and traditional problems of gender norms, early marriage, early pregnancy and religion etc. (British Council, 2014; Andrew and Etumabo, 2016; Ekundayo, 2019). The preliminary investigation in Gwadabawa local government of Sokoto state, shows that girl-child education is a problem. The turnout of girls in schools is unsatisfactorily. It is hard to find a girl or woman who has attended the University degree or other higher institution outside Gwadabawa town except if she is an indigene but living in Sokoto Metropolis. Most of them after finishing secondary school stay at home or get married, only for some to attend Sultan Abdurrahman School of Health Technology Gwadabawa. This poor enrollment of girls or women in higher education in Gwadabawa might be due to multifaceted issue. Thus, there is need to determine the impacts of Sultan Abdurrahman School of Health Technology Gwadabawa. The specific objectives of the study are: to determine the positive influence of SASHT on girl-child education in Gwadabawa, Sokoto state, Nigeria, to identify the challenges faced by girls/ women when studying at SASHT Gwadabawa, and to determine the Possible solutions to the challenges faced by women at SASHT. Therefore, the research questions are as follows: What are the positive influence of SASHT on girl-child education in Gwadabawa, Sokoto state, Nigeria?, What are the challenges faced by girls/ women when studying at SASHT Gwadabawa?, and what are the Possible solutions to the challenges faced by women at SASHT?.

Literature Review

In the context of this study, some terms need to be clarified as used in this study and essential in other senses. Parable, Education "is a process of educating or teaching" it also means to develop skills, discipline, character, knowledge, and to know" (Dash, 2015); a girl-child is viewed as a female offspring born that is within the age range of 0-18 years old. It encompasses a girl in the life course ranging from infancy, childhood, early and late adolescent step of life; and girl-child education can be seen as a general name for a congregate issue that span the life of a girl from primary, to tertiary education level. It also included the health education, gender equality, access to education, poverty reduction in females, female in government, and the likes as related by Andrew, and Etumabo, (2016). A surf on many studies revealed that, a well-established relationship between education and development of female exists. It in turn improves productivity, reduces problematic issues like child-abuse. Likewise, many studies have shown that are working along with their male counterparts in different endeavors in the country. Parable, another study implied that women's literacy is an emphatic factor in achieving sustainable development and escalates productivity and economic growth (Doris, 2018). Thus, there is need to determine the impacts of Sultan Abdurrahman School of Health Technology Gwadabawa on girl-child education and employment/ empowerment.

METHODS

Research design

Research design refers to type of study used in the study. Therein, descriptive survey study design was used. Surveys are natural ways of carrying out researches used to explain or find out phenomenon or behavior or incidence or information from a population in a social format. It is a predominant design used in social sciences, health sciences, education arts, humanities and relations. One of the used survey was explanatory type which seeks explanation on a certain phenomenon such as negative or positive influence of Sultan Abdurrahman School of Health Technology Gwadabawa (SASHT) on girl child education in Gwadabawa. This method of design is efficient, ethical, flexible valid and applicable to populations.

Population of the study

The population employed in this study consist of mostly female students from secondary schools in Gwadabawa local government, female students and teachers from secondary schools in Gwadabawa and Sultan Abdurrahman School of Health Technology Gwadabawa (SASHTG) (Nasiru, 2015).

Sample and sampling techniques

The sample is a representation of the whole population of the study, which is examined and make applicable inference/ comments on the whole population. Sample size for this study was estimated using research adviser. It consists of 200 girl-child students from SASHTG selected by convenience sampling; 50 Staff (from SASHTG, and from Secondary Schools in Gwadabawa), 50 secondary school girls, totally the sample size was 300 (Nasiru, 2015).

Instrument for data collection

The instrument is the implement used to gather data. A questionnaire and student enrollment inventory were utilized to collect data on the title: An Assessment of Influence of Sultan Abdurrahman School of Health Technology Gwadabawa (SASHTG) on Girl–Child Education and women empowerment (employment) in Gwadabawa, Sokoto State, Nigeria was used to collect data. It consists of three sections viz, introduction (informing about the purpose of the questionnaire), section A (asking about the demographics of respondents), section B (asking about the influence(benefits) of SASHT on girl-child education/ employment/empowerment in Gwadabawa), and section C (asking about the challenges and possible solutions of girl-child education at SASHT Gwadabawa).

Validity to the study

Validity of this instrument was maintained through seeking advice from experts especially and staff at SASHT and Shehu Shagari University of Education Sokoto. The already prepared instruments according to objectives of the study was severally taken to the advisors for remodification and corrections. Suggestions were also received from some staff of Sultan Abdurrahman School of Health Technology and Shehu Shagari College of Education Sokoto.

Reliability to the study

Reliability of the instruments was obtained using a pilot study (Wong, & Yamat,2020). Therein, a focus group discussion was conducted among some girls studying at Sultan Abdurrahman School of Health Technology Gwadabawa (SASHT).

Method of data collection

Data was collected through administrations of the instruments and filled by the respondents.

Method of data analysis

Method used to treat information after collection from the field are called method of data analysis. In this study descriptive statistics were used to revealed frequency and percentage each behavior or information was observed.

RESULTS AND DISCUSSION

Table 1: Sociodemographic characteristics of respondents

Item	Parameter	Frequency
Age 21-24	 300	 100.0
Sex Female	 300	 100.0
Religion Islam	 300	 100.0
Tribe Hausa/Fulani	 200	 100.0
Level of Education Dipolma Higher National Diploma	 200 100	 66.7 33.3

From table 1 demographic characteristics of respondents can be seen, the participants are females (100.0%), they are all Muslims, Hausa/Fulani by tribe, and some are in the process of obtaining diploma or higher national diploma.

What are the positive influence of SASHT on girl-child education in Gwadabawa, Sokoto state, Nigeria?

Table 2: Showing positive influence of SASHT on girl-child education in Gwadabawa, Sokoto state, Nigeria

Positive influence	Frequency	Percentage
Giving opportunity to the girls/ women to obtain higher education	60	20.0
Improvement in mother and child health, reduction in mortalities; by producing female health workers almost in every area or home in Gwadabawa	40	13.3
Helps in providing employment to girls/ women	38	12.7
Empowering girls/women when they are educated/ employed	30	10.0
Better practice of personal/ environmental hygiene	30	10.0
Influence girls/ women to be civilized	30	10.0
Private practice	30	10.0
Awareness among girls/ women about mother and child health	25	8.3
Reduction of women scarcity at places of work	15	5.0

The positive influence in table 2 were significant $x^2(4, 300)=15.232,p=.00424$. Therein, table 2 the positive influence of SASHT on girl-child education as submitted by the respondents in order of frequency are: Giving opportunity to the girls/ women to obtain higher education (20.0%), Improvement in mother and child health, reduction in mortalities; by producing female health workers almost in every area or home in Gwadabawa (13.3%), Helps in providing employment to girls/ women(12.7%),Empowering girls/women when they are educated/ employed (10.0%), Better practice of personal/ environmental hygiene (10.0%),Influence girls/ women to be civilized (10.0%),Private practice (10.0%), and the least was Reduction of women scarcity at places of work (5.0%). Albeit, as regards to the findings of this study, the sultan Abdurrahman School of Health Technology Gwadabawa is an accessible to people of Gwadabawa and the region to earn certificates, diploma, and higher diploma in various health disciplines to make them educated, wealthier and empowered; as education is meant to make the recipient developed in all facets, obtained skills and potentials for success in the next encounter in life (Ibrahim etal., 2020). This would imbibe in the educated folk the

spirit of productivity and responsibility in life course (Ibrahim etal., 2020; Paul and Aremu, 2020; Agnihotri, 2021). Kakkar and Kakkar (2017) similarly submitted that female education in all its forms is a basic factor of that positively lead to growth and development of any nation, and consequently getting the sustainable development pertaining its economic status. As agreed in table 2 by the respondents, that, the SASHT benefit girl-child/ women in the "Improvement in mother and child health, reduction in mortalities; by producing female health workers almost in every area or home in Gwadabawa (13.3%)"; this has been clearly supported by other studies like, Yumusak etal(2015) that indicators of education increases the indicators of health, women education directly and indirectly affect their health in a positive fashion, and ultimately health is wealth. In this vein, education of women helps in the improvement of mother and child health as well as development of wealth and growth of the nation (Yumusak etal., 2015). "Helps in providing employment to girls/ women" and "Empowering girls/women when they are educated/ employed" as submitted in table 2 by 12.7% and 10.0% of the respondents respectively are similar to what was submitted by Bashar (2019) in a Sokoto study on empowerment of women that, when women are educated or skilled or trained or built they have more power, more money, more opportunities. Women will have more ability to compete with peers or counterparts and partake in other professional activities, partake in trade, business, and other indicators of development (Bashar, 2019; Katami and Khalid, 2019; Agnihotri, 2021; Malik etal., 2021). At SASHT women can be able to become environmental health technicians/ officers, medical laboratory workers, pharmacy technicians, x-ray technicians, dental workers, health educators, nutritionists, health information managers, etc; all of which are needed for employment at rural, urban, primary, secondary, and tertiary health organizations in the country. In view of this vein, Rabo (2022) in her study called for provision of more opportunities to girls at all levels of education, more awareness on the importance and emphatic nature of girl/ woman education to the nation, harnessing women/ girls education in science and technology fields (Rabo, 2022).

What are the challenges faced by girls/ women when studying at SASHT Gwadabawa?

Table 3: Showing challenges faced by girls/ women when studying at SASHT Gwadabawa

Challenge	Frequency	Percentage
Financial burden	150	50.0
Requires high Intelligent Quotient (IQ)	50	16.7
Early marriage	50	16.7
Poor lower education	50	16.7

The challenges in table 3 were significant $x^2(3, 300)=100, p=0.0001$. Ajayi and Bello has reiterated that in a move to tackle the issues of marginalization of the girl-child in education sector, there has to be a move to fish-out the problems that spur marginalization. Therefore, the findings in this study are useful to churn-out the factors that hinder female education in health lines at SASHT. The table 3 shows the challenges faced by girls/ women when studying at SASHT Gwadabawa in the order of descending score/percentage: Financial burden (50.0%), Requires high IQ (16.7%), Early marriage (16.7%), and Poor lower education (16.7%). As stated by the respondents with majority that they faced or women/ girls faced financial burden as a great challenge during their study at SASHT, likewise, a study by Ibrahim etal (2020) submitted that, education is a human right to all. However, this right is denied in many girls/ women due to poverty, unemployment (of parents more especially), and socioeconomic factors in general sense. Therewith, poverty (23.1%) have been the major cause of female's withdrawal from each school level in Sokoto, a North Western state of Nigeria (Ibrahim etal., 2020). Another general study by Agusiobo (2018) has reiterated that economic and socioeconomic factors are among the core factors responsible for dropping out of school in the country. In the same vein, another Sokoto study from a Northern state, Nigeria, found that lack of income is a major trigger towards female's education and in turn implicating poverty as a highest cause of preventing girls from schools (Mohammed etal., 2019). Most parents were unable to take their female wards to schools because of the expensive nature of the schools and their economic status cannot take up the burden as found by another study in Suam Sub-county, Bukwo District Uganda (Doris, 2018). The other factor that females suffer during their course of education in health profession at SASHT is: Early marriage (16.7%); as related by Onoyase (2018) in a Sokoto study of girl-child education, that women in the country suffers disparity more than the men owing to their low education and the norm of

early marriage (Onoyase, 2018); therein, the author related also that the subjects of the Sokoto study agreed in some of their responses that female child should be turned to marriage and used its supposed-to-be money for education for the male-child. In the case of high IQ that is required (16.7%), Umar etal (2018) in their study at Sokoto revealed that low iodine nutrition is a cause of many low academic s in the state, which later led to poor economic productivity potential in girls/ females. In turn adequate intake of iodine and other nutrients should be encouraged among girls, and mothers (Umar etal., 2017; Umar etal., 2018).

What are the Possible solutions to the challenges faced by women at SASHT?

Table 4: Possible solutions to the challenges faced by women at SASHT

Solution	**Frequency**	**Percentage**
Giving scholarship to women	150	50.0
Creating awareness on benefits of high education	100	33.3
Reduction of early marriage	50	16.7

The possible solutions in table 4 were significant $x^2(3,300)=50,p=0.0001$. In table 4 the possible solutions to the challenges faced by girls/ women in studying health courses at SASHT were listed. The highest submitted option was giving scholarship to the girls/women (50.0%), creating awareness on the benefits of higher education (33.3%), and reduction of early marriage (16.7%). For taking steps to remodel the issues faced by women/ girls in studying health courses, there is need for studies that attempted to lay out solutions through research approaches. In this study, the most submitted solution for curtailing the challenges faced by women/ girls at studying health courses is giving scholarship to women (50.0%); similar to what Ajayi and Bello (2011) suggested that a way forward to alleviate marginalization of females in education sector is to empower the parents as 70% of the initial problems are due to poverty. Therewith, scholarship should be giving out to as a motivation trigger to induce females enroll, stay, and complete their studies (Ajayi and Bello, 2011). A study by Ajayi and Bello (2011) submitted that, mass mobilization, enlightenment and campaigns are needed like the finding of this study said "Creating awareness on benefits of high education (33.0%)" (Chukwu etal., 2016). In another Kano study an outlines of poverty, early marriage, and ignorance among others as factors that are responsible for low girl-child education in the country were made.

Therefore, it is imperative to call for public education, poverty reduction methods at baseline, and make more women empowered to act as beautiful role-models for others (Ahmed, and Yola, 2021). Another study in Kware on factors that hinder girl-child education revealed early marriage, poverty, among factors that hinders girl's education, and recommended the awareness campaigns for improvement of girl-child education in the state (Ibrahim etal., 2021).

Education is a soul's food that develop the intellect, skills and moral potentials of humans and propel them to be able to live successfully and empowered (Tambawal, 2018). Education nowadays is a determinant of development, and growth as shown by many studies (Adamu, 2000; Javed, 2017; Yabo, 2017; Abubakar and Kwashabawa, 2021; Amate etal., 2021). Likewise, the studying in medical / health by the girls/ females is an essential tool that improves the health of the population, and bring out employment, and many mote economic achievements, more especially in a situation of sokoto that lies in sub-Saharan Africa, a place that suffers the two burden of diseases and many other societal problems (Ogun etal., 2018). Albeit, women remain underrepresented in medical and health fields, there are considerable achievements in the developed and developing nations, more especially in the Sokoto sate, the SASHT has invariably continue to bridge the gap (McKimm etal., 2015) and served as a tool for empowerment of women/ girls in many facet by giving them education, and proficiency to work at hospitals or health facilities in public and private dimensions or work in personal practices to make wealth and contribute to economy. Likewise, by obtaining health qualification through SASHT, women/girls help to seal the need for female professionals, act as role model to others, and give adequate care to mother and child health problems whenever needs arise at all levels from primary to secondary health care or other nonconventional systems of care (Panchani, 2014; Tambawal and Solomon, 2019; Akporehe, Uviovo, 2021; Abuzeyad etal., 2022).in the overall, the female education has tendency to contribute in the achievement of sustainable development goals by reducing poverty, promoting gender equality, reducing fertility, improving nutrition and health, improving reproductive health, reducing inequalities, reducing sexual violence, increasing women's participation in the workforce, reducing infant and child deaths, reducing fertility (Andrew and Etumabo, 2016).

CONCLUSION

Indeed, the school is positively impacting on the girl-child education of Gwadabawa and the region. In turn, there is improvement in mother and child health, women empowerment, and opportunities for women/ girls to get employed in public, personal, and private terms. Likewise, the girls/ women face challenges of financial burden, high IQ demand, early marriage, poor lower education, in the course of their studying of health courses at Sultan Abdurrahman School of Health Technology Gwadabawa. Suggested solutions includes, creation of scholarship for females, mass campaigns, on the benefits of the study, and delay of marriage.

Limitation and Further Research

This study is an observational study; experimental studies might reveal more powerful relationships in question

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