

## **Roles of Girl-Child Education on Economic Development** *(A Case Study of Yobe State)*

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### **Abstract**

The strategic role played and continue play by education in national economic development of every nation cannot be over emphasis. Education is a fundamental right of all human-beings. However, Girl-child education is still not receiving proper consideration. It is noticeable, that no mean full development and changes in societies can achieve without education particularly that of a Girl-child. It is against this background that this study was designed to examine the Girl-child education and its roles in economic growth of Nigeria. Adopting a quantitative research approach, with aid of secondary data. The data collected were analyzed and the results indicated that Girl-child basic education enrollment have a strong relationship with Nigerian national economic development. The findings further suggested that Government should disburse more resources on education with particular emphasis to the Girl-child education. The fundamental benefit of improved Girl-child literacy would be nation empowerment, which will help to mitigate growing poverty, eradication of income inequality and an increase societal understanding that may further improve household per capital income.

**Keywords:** *Girl-child education; economic development; women empowerment*

## 1.0 Introduction

Mean full development in any country cannot be achieved without a quality education. In recent past education has become foundation of human capital because it significantly influences country's economic growth and development. It is the foundation of a country's fortune, in fact, industrial progress and breakthrough can only be achieved with quality education. Therefore, equal educational opportunity should be given to Girl-child in an effort to attain national economic development. Hence, it is necessary for country to utilize its human capital to attain social and economic prosperity. The emphasis on Girl-child education is vital as it plays a pivotal role in the process of economic development. Unquestionable, nothing of lifelong importance can be accomplished without acknowledging the role of women in the society.

Hence government spending on education and specifically on Girl-child education contributes to the economic development (Ranis et al., 2000). The good quality institutional capital and high level of Girl-child in institutions without bias is significant for economic growth of any nation. Whereas poor levels of basic Girl-child education have adverse influence on national development (Khan et al., 2017; Alaoui, 2016). To dramatically rise the economic development of a nation demand, rise in spending on female education and free labor force participation this will dramatically engineer social and economic prosperity and rise household per capital income which triggered economic development. Previous findings suggested that additional school enrolment, high rate of literacy particularly, of a Girl-child and more expenditure on education contribute significantly to household development (Shah et al., 2018; Rehman et al., 2018).

Deen (2016) posit that superior positions are occupied by educated females and there are

associated freely with their male colleagues, and women are now more financially independent well-educated females play a crucial role towards the social development of the country, leading to outstanding constructive revolution in the development of their national economy. Hence, every nation needs to come up with the strategies that will mitigate challenges of poverty and influence economic growth.

Education is a pillar and one of the indicators of economic prosperity, which can effectively eliminate poverty among household and influence development in the nation's economy as well as household standard of living. In fact, apart from physical capital, human capital is equally built wealthy community. It is equally, bases for achieving better exposure nation. That is a well-educated nation will be able to dramatically help their national economy to grow.

Why is Girl-child education important? Todaro (2007) claims that gender bias, in education, deters social and economic development of every country. Hence this trend needs to be eradicated by increasing all-inclusive educational system that will increase the rate of:

1. Return in social Girl-child education is greater than male.
2. Rising Girl-child education rises productivity and equally resulted in better man power and enhanced healthy society.
3. Nation with highly educated develop fast and educated women have multiplier outcomes on the nation quality as well as man power and resource development.
4. Disproportionate poverty burden bear by women hence investment in their education can significantly help to mitigate nasty run of poverty

and poor Girl-child school enrollment.

Findings by World Bank observed that social welfares of educated women are unpredictable. Though, indications from India and Nigeria indicate that the Girl-child enrollment is negatively allied to family's income, because of bias that men are supposed to support parents in old age, though in disparity female after marriage will be answerable to her spouse.

## **2.0 The main objectives of the study:**

This study was triggered by the important role played by education in general and specifically that of a Girl-child education in national development. School enrolment and Educational accomplishment especially of a Girl-child is very poor in Nigeria. Hence, the objective of this study is to examine the role of Girl-child education in overall national development of Nigeria. The results will unquestionably assist the regulatory bodies to formulate sound policy and to encourage enrollment of a Girl-child.

## **2.1 Hypothesis of the study**

H1: Girl-child basic primary school enrollment positively influence economic growth of Nigeria.

H2: Girl-child basic secondary school enrollment positively influence economic growth of Nigeria.

H3: Female educator have positive influence on Nigerian economic growth.

## **3.0 Literature Review**

Most previous findings were mainly focus on male and female bias and basic educational accomplishment of a Girl-child education, greatly ignoring the accomplishment of Girl-child in higher education. Though, more recent findings attempt to mitigate this gap. The idea

of man power in development models, particularly in the late 60's, a robust correlation among human capital and economic development was found mostly in the findings of Schultz (1961) and Becker (1962). Barro (1999), absorbed on the build-up of man power and its role in the growth of nation economy has become subject of debate among scholars.

A pioneer finding that between 1960-1996 on some selected economies has advocated that economic development is strongly associated to the male educational accomplishment whereas Girl-child education has poor outcome at same levels. Lincove (2009) examine Girl-child education, female work force and its influence on economic development in both developed and developing economies. Beside with Girl-child education and participation, the findings reflect political and religious elements also. It was observed that the spending in education of a Girl-child contributes to economy and household per capital income and in many nations; female labour development is positively influenced by cultural and religious factors.

On the other hand, Kalsen and Lamanna (2009), adopted a panel data regression analysis to discover that gender breach in education and employment and its influence on economic development. The bias in education has decrease the economic development in some countries. Malik and Courteny (2011) study focused on female students of some universities. The findings observed that education empower women economically, give them autonomy, freedom and further educating them about their legal rights. Similarly, Mokuia (2013) observed the educational gender bias the outcomes revealed that religious Girl-child education influenced growth of a country. It equally, have some social benefits like improved household income, decrease fertility level, late marriages, healthier lifestyle, and informed decision-making ability which ultimately influence economic development.

Finally, Alaoui (2016) observed the influence of Girl-child education on economic development in some countries in North Africa, from 1960 to 2015. The findings showed adverse correlation exists among fertility rate and dissimilar education level. Likewise, women's tertiary education has strong influence on economic development in contrast to basic education. That is Girl-child education has a strong influence on aggregate economic development.

#### 4.0 Methodology

The independent variables are admission to school primary, Girl-child (%) signify as PE and primary education, school admission, Secondary, Girl-child (%) represented SE and teachers (% female) denoted by TE in the model. Dependent variable is the economic development signified by the GDP per capita in the model the subsequent multivariate regression model is adopted in this research to observe the influence of Girl-child education on economic growth:

#### 4.1 The Model Specification

$$EG_t = \beta_0 + \beta_1 PE_t + \beta_2 SE_t + \beta_3 TE_t + \varepsilon_t(1)$$

In Eq. (i), EG represents GDP per capita, PE is the Girl-child primary admission, SE is the Girl-child secondary school admission and TE is the female teacher education in Nigeria,  $\varepsilon_t$  is the error term demonstrate another elements influence. The information has been put into log form in order to mitigate non-linearity in the information.

#### 5.0 Discussion of the Results

The results of the correlation matrix, descriptive statistics, and Ordinary Least Squares method (OLS) analysis of the regression of entire variables are presented in the tables below:

Table 1 Correlation Matrix

	TE	SE	PE	EG
TE	0.402	0.529	0.645	1.000
SE	0.602	0.413	1.000	0.445
PE	0.368	1.000	0.413	0.529
EG	1.000	0.368	0.602	0.602

Table 2 Descriptive Statistics

	TE	SE	PE	EG
Mean	3.755	3.477	4.446	6.830
Median	3.846	3.367	4.521	6.947
Minimum	3.931	3.796	4.496	7.072
Maximum	3.789	3.000	4.095	6.741
Std. Dev.	0.044	0.265	0.131	0.088
Skewness	0.368	-0.009	-0.980	-0.645
Kurtosis	2.044	1.622	2.531	2.421
Jarque-Bera	0.983	1.325	2.722	1.202
Probability	0.567	0.531	0.257	0.576
Sum	71.597	64.33	70.815	120.932
Sum Sq. Dev.	0.029	1.053	0.234	0.156
Observations	19	19	19	19

The table 2, which demonstrate the correlation matrix outcomes show no multi collinearity problem in the evaluation; the values of chosen indicators are low and positive. The expected outcomes establish significant influence of correlation matrix results Girl-child education on economic development of Nigeria. Table 3 display the descriptive statistics outcomes, gives data about the mean value of GDP which is 6.830, primary school admission mean value of demission to primary school is 4.446, the secondary school admission is 3.477 and the mean value of educator's qualification is 3.755.

On the other hand, the median value of GDP is 6.845, the Girl-child primary school admission is 4.521, the Girl-child secondary school admission is 3.367 and the educator's education is 3.9456. Skewness of the GDP is found -0.6452, kurtosis of GDP is 2.421, and standard deviation of GDP is found 0.088 indicate the normality distribution of nominated elements, which is observed to be 1.202 for GDP.

**Table 3 Results of the Least squares regression**

Variables	Coefficient	Std. Error	t-Statistic	Prob.
TE	0.871	0.1176	4.762	0.000
SE	0.066	0.030	2.743	0.0185
PE	0.433	0.064	6.830	0.000
Constant	1.634	0.529	2.947	0.013
adj. R <sup>2</sup>	0.974		Durbin-Watson Sta.	2.431

Note that the dependent variable is the actual GDP Per capital

Equation (ii) is estimated equation of this study:  $EG_t = 1.539 + 0.433 PE_t + 0.056 SE_t + 0.86 TE_t \dots\dots(ii)$

From the Table 3 above the t-statistics, p-value, high R<sup>2</sup> which is establish to be 0.756 and adjusted R<sup>2</sup> 0.974 values, the Durbin Watson test value is 2.431 which suggests zero autocorrelation problem in the analysis. Similarly, the primary school admission estimated coefficient is observed to be 1.634, the standard error of the same variable is 0.529 Likewise, the t statistic is 6.830 and the probability value is 0.000 found to be highly significant.

On the other hand, the Girl-child secondary school admission estimated coefficient is discovered to be 0.066 and the standard error is 0.030 and the probability value was found to be 0.0184 which signifies a strong influence on economic development. Besides, the projected coefficient of female educator achievement is 0.871, the standard error of the same variable is 0.176 and t-statistic is found to be 4.762 and the value is 0.000 which is an indication that there

is a significant influence of female educator education on economic development of Nigeria.

Table 3 establishes the regression analysis outcomes. The woman educator accomplishment is strong at 1% and demonstrate that a 1 % opportunity in female educator education can rise the economic development by 0.79 units. The Girl-child primary school admission has also a significant influence on economic development of Nigeria’s economy and is positive at 1%. A rise of 1% in Girl-child primary school enrollment resulted to rise economic development of Nigeria by 0.52 units. Similarly, a rise in 1% the secondary school admission of Girl-child education can lead economic development by 0.066 units which suggests that level of Girl-child education positively influence development of Nigeria economy.

The R<sup>2</sup> is the goodness of fit, the great value of R<sup>2</sup> near to 1 demonstrate that the model is well fitted. The R<sup>2</sup> is 0.974 which displays that the study model is well fitted. The Durban Watson test indicate that there is no correlation issue and the value of Durbin Watson test is established 2.431. Generally, outcomes show that well Girl-child admission and teacher educational level is strongly influence Nigerian economic development. The outcomes indicate correlation between Girl-child education and national economic development are aligned with the outcomes of (Rehman et al., 2018).

**6.0 Recommendations**

1. There must be serious focus on gender inequality and increase in Girl-child literacy.
2. Girl-child, education should be made free that is free and compulsory basic education because the youthful basic

education offers needed foundation for academic excellence.

3. There is need for vocational training centers in the localities for Girl-child.
4. The Nigerian government needs to channel more resources on Girl-child education; there are state variations across country. In some state Girl-child education, and education of women are enhanced in states that are left behind. The existing gap needs to be mitigated.
5. The challenges facing Nigeria with regard to Girl-child education is the poor nature of government policy that require urgent attention that will offer efficient management skills to the Girl-child education.
6. There is need for increasing attention to inculcate social outlook to ensure that women and their contribution in social and economic are realized to influence national economic development.

### **7.0 Conclusion**

The significance of Girl-child education in national economic growth cannot be overemphasized and more admission for Girl-child and improved level of woman educators. The findings from this study established that education is a key for country's economic advancement and growth. The findings empirically observed the influence of Girl-child primary, secondary school involvement in education. Similarly, the female educator on economic development of Nigeria. Finally, the outcomes of this research advocate that the Nigerian Government need to come up with effective policies allied to education and specially to the Girl-child education because it

has a strong influence on the Nigerian economic development.

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