THE NEXUS BETWEEN FAMILY SIZE, FAMILY TYPE AND GIRL CHILD EDUCATION IN WUKARI, NIGERIA.

MADUGU, DORIS LAMI
Department of Sociology
Faculty of Social Sciences
Federal University Wukari, Taraba State.
lamidoris1@gmail.com
+2347039289802

&

DANIEL, ROSEMARY ONCHI
Department of Sociology
Faculty of Social Sciences
Federal University Wukari, Taraba State.
rosemaryonchidaniel@gmail.com
+2348080962808

Abstract
Wukari has been plagued by the existence of educational disparities and challenges faced by girl children, particularly concerning how these are influenced by family size and family types. This research aims to investigate the extent of these disparities and their underlying causes. The primary objectives encompass examining the relationship between family size and girl child education, exploring how family type influences educational outcomes, identifying the specific mechanisms through which these family dynamics impact girl child education, and ultimately, proposing policy recommendations aimed at promoting gender equality in education within the context of family size and family type. The research employs a Conflict Theory framework to unravel the complex interplay of structural inequalities, power dynamics, and socio-economic disparities in the educational landscape. A sample size of 400 participants, determined by the Taro Yamane formula, provides a comprehensive perspective on the multifaceted factors influencing girl child education in this region. Through this study, we aim to shed light on the ways in which family size and family type intersect with educational opportunities for girls, examining issues such as resource allocation, gender norms, and the influence of family structures. This research endeavors to reveal the underlying mechanisms contributing to educational disparities and how these might be addressed to ensure equitable access to education for all, regardless of family circumstances. The findings and recommendations generated by this study have the potential to inform policy development and interventions, fostering an environment where gender equality in education becomes a reality, transcending the confines of family size and structure in Wukari Local Government Area.

Keywords: Family Size and Type, Conflict Theory, Educational Disparities, Girl Child Education, Northeast Nigeria

Introduction
The influence of cultural practices, norms, and traditions on girl child education can be complex and multifaceted. In Nigeria, the educational prospects of girl children are substantially influenced by family size and family structure. Nigeria's vast population of over 200 million people exhibits a mosaic of cultural practices and socioeconomic disparities that wield a profound impact on the educational opportunities available to girls (Adelakun et al., 2022). Studies conducted in Nigeria have revealed the detrimental consequences of larger family sizes on the education of girl children, resulting in lower enrollment rates and

restricted access to educational resources (Adelakun et al., 2022; Curtis & Buckner, 2021). Additionally, the prevalence of single-parent households in Nigeria poses particular challenges for the education of girls, including reduced educational achievements and limited parental involvement (Dearing et al., 2021; Stewart, 2021). Conversely, some research indicates that larger families can serve as sources of social support networks and opportunities for peer learning, which can exert a positive influence on the educational attainments of girls (Buckles et al., 2021; Mbiti & Hoogeveen, 2022).

In a regional investigation, Obaji, Onyechi, and Chukwuma (2021) scrutinize how family size and family type impact girl child education in Nigeria. This study delves into the nuances of regional dynamics within Nigeria and offers insights into how these factors affect the educational opportunities of girls in diverse regions. The research underscores the need to account for regional disparities and local contexts when addressing the ramifications of family size and family type on the education of girl children in Nigeria. The repercussions of family size and family type on the education of girl children are not confined to specific regions or countries; they are universal. The structure and size of families can create analogous issues for girls worldwide in terms of accessing education. Family type has a significant influence on the educational outcomes of girls. For example, girls hailing from single-parent households often confront distinct challenges that can curtail their chances of pursuing higher education (Vasileva, 2021). Studies indicate that girls from single-parent families tend to exhibit lower enrollment rates and diminished educational achievements compared to their counterparts from two-parent households (Stewart, 2021). Nevertheless, the quality of the familial environment and the degree of parental support in different family structures can ameliorate any potential negative repercussions on the educational pursuits of girl children (Dearing et al., 2021).

The education of girl children is ostensibly a global concern, holding immense significance for their personal development, empowerment, and the progress of societies at large. Factors such as family size and family type play pivotal roles in shaping the educational outcomes of girls. Cultural norms, gender roles, and parental attitudes toward girls' education can vary significantly, affecting educational opportunities and achievements. When investigating the nexus between family dynamics and girl child education, it becomes imperative to consider the cultural context. An understanding of these cultural dimensions is essential for the development of culturally responsive interventions and policies aimed at promoting educational equity for girls from diverse backgrounds (Machiyama et al., 2021; Huynh & Floridi, 2021).

Contemporary research has unveiled the intricate ways in which family size and family structure impact the educational outcomes of girl children. Studies have shown that as family size increases, a girl's likelihood of dropping out of school also rises. This phenomenon is primarily attributed to the diminished resources available in larger households. Consequently, girls may face higher risks of non-enrollment in school or might be compelled to leave prematurely to assist their families. Furthermore, girls hailing from single-parent households are more prone to non-attendance at school. This can be attributed to the fact that single parents often have limited time and financial resources to invest in their children's education. Girls from single-parent families may also grapple with societal stigmatization, which can pose additional challenges to their educational continuity.

Traditional gender norms tend to impede the education of girls in families with lower levels of education. In some societies, girls are deprived of equitable educational opportunities as they are traditionally assigned domestic responsibilities. As a consequence of these norms, girls may discontinue their schooling or withdraw prematurely. For instance, in low-income nations or disadvantaged regions, larger family sizes can present considerable hurdles to girls' education due to resource scarcity and insufficient parental attention (Mbiti & Hoogeveen, 2022). Research underscores that girls from larger families are more likely to experience lower rates of school enrollment and reduced educational achievements (Dumais & Laplante, 2021).

Restricted access to resources and support frequently poses significant challenges for girls in pursuit of education. A study conducted in the United States by Adamczyk and Pittman (2020) found that girls from single-parent families exhibited lower educational attainment compared to their peers from two-parent families. The research pointed to the substantial economic and social challenges often faced by single-parent

families, which limit their capacity to invest in their children's education, especially girls. In Kenya, a study conducted by Ng'eno and Leshan (2020) revealed that girls from single-parent families were more likely to confront educational disadvantages, encountering restricted access to educational resources and support. These overarching issues underscore the necessity of examining the impact of family size and family type on girl child education and exploring the contemporary dynamics and trends within Wukari Local Government Area of Taraba State. The following are the research questions directing the study:

1. How does family size influence the educational opportunities of girl children in Wukari Local Government Area?
2. What is the impact of family type (nuclear family, extended family) on girl child education in Wukari Local Government Area?
3. What are the specific mechanisms through which family size and family type affect girl child education in Wukari Local Government Area?
4. To suggest policy recommendations for promoting gender equality in education by addressing the effects of family size and family type on girl child education in Wukari Local Government Area.

Conceptual Clarification

Family size, encompassing parents, children, and at times extended family members, plays a pivotal role in shaping various aspects of family life, with significant consequences for family members' growth and development. Various perspectives exist to conceptualize family size, with one focusing on it as the total number of individuals residing in a household, providing a basic indication of the family unit's size and overall population. This quantitative metric has been employed to investigate connections between family size and child outcomes, such as educational achievements (Cherlin, 2016).

Additionally, the definition of family size varies, with some researchers considering it as the number of children under 18 living in a household (Cherlin, 2016), others defining it as the number of children ever born to a woman, impacting her economic well-being and career prospects (McLanahan & Percheski, 2008), and still, some conceiving it as the number of children residing in the same household with their parents, influencing a child's well-being through resource access (Sigle-Rushton & McLanahan, 2013). Moreover, the birth order, which pertains to the sequence of a child's birth within a family, is another dimension of family size. It has been extensively studied and proven to have implications for child development and educational outcomes. On the other hand, "family type" denotes the composition of a family unit, significantly affecting the dynamics of educational support and resources for girls. Various family types possess distinct characteristics that can influence a girl's educational opportunities:

- Nuclear Families: In nuclear families, where both parents and children reside in the same home, the financial responsibility for children's education is often shared by both parents, potentially resulting in greater financial security and more financial resources dedicated to daughters' schooling. Having both parents in the household can contribute to emotional and academic support, fostering a conducive learning environment that positively impacts girls' educational achievements.
- Single-Parent Families: Comprising a single parent and their children, these families, often arising from divorce, separation, or the death of a spouse, may face additional financial challenges due to a single income source covering household expenses, including educational costs. The educational prospects for girls in single-parent families may be constrained by financial limitations, potentially limiting access to extracurricular activities, educational materials, and tutoring services.
- Extended Families: These include multi-generational households, such as grandparents, parents, and children, who cohabit. The involvement of additional family members can provide emotional and financial support for girls' education. Notably, grandparents may play a significant role in providing financial and emotional assistance to their grandchildren for their educational costs.
- Blended Families: These families result from the remarriage of two distinct families, creating step-siblings. The resource allocation and support may vary between biological and step-siblings in blended households, which can impact girls' educational opportunities. Careful consideration of resource distribution and parental attention is essential to ensure equal access to education for all children, including step-siblings.

- Adoptive Families: Comprising adoptive parents and the children they have adopted, these families, similar to nuclear families, can offer a nurturing and supportive environment for girls' education. Adoptive parents are often emotionally and financially invested in their children's education, ensuring that their adopted daughters have access to quality education and educational support.

The term "girl child" is defined as a female child under the age of 18, who is a particularly vulnerable population, facing discrimination, violence, and poverty disproportionately (UNICEF, 2020). Around the world, girl children endure various hardships, including poverty, violence, and discrimination. A particular emphasis is placed on the importance of community and family support in the lives of girl children, as they require these supports to reach their full potential (UN Women, 2019). Furthermore, girls' early marriage is recognized as a significant risk factor for higher poverty levels, violence, and health issues, emphasizing the value of education and work for girl children (World Bank, 2018).

In corroboration, a "girl child" is a female from birth to 18 years of age, encompassing early childhood to adolescence. During this period, she relies on significant individuals in her life, observing, practicing, and imitating their behavior to develop physically, mentally, socially, spiritually, and emotionally. These critical years significantly shape her character and identity as she continues to evolve until young adulthood (Offorma, 2009).

Theoretical Framework
This study employs the Conflict Theory to explain the effects of family size and family size on girl child education.
Conflict Theory, developed by Karl Marx and expanded upon by sociologists like Max Weber and Ralf Dahrendorf, emerged in response to the industrial revolution and growing class disparities. It emphasizes conflicts between societal groups competing for resources and power, highlighting the power struggles and inequalities in society. In the context of family size and family type's effects on girl child education, this theory illustrates how social inequalities can be reinforced by different family structures. The assumptions of Conflict Theory maintains that:

- Structural Inequalities: Society is characterized by structural inequalities built into social, economic, and political systems. Resources, such as wealth, education, and healthcare, and power are unevenly distributed. In terms of family size, this manifests as disparities in families' abilities to provide educational resources for their children. Families with more financial resources offer better quality education to their children, while those facing economic hardships may struggle.
- Dominant and Subordinate Groups: Social groups are classified as dominant or subordinate based on their access to resources and power. Conflict Theory identifies gender-based dominant and subordinate groups, highlighting the influence of traditional gender roles on girls' educational opportunities.
- Conflict and Change: Conflicts arising from inequalities between dominant and subordinate groups are the drivers of social change. Conflict Theory is relevant to girl child education as it underlines conflicts that arise when advocating for equal educational opportunities for girls.

In Application to the study, Conflict Theory shows that inequalities in resources significantly impact girls' educational opportunities in families of different sizes and types. Economic disparities often limit opportunities for girls' education, particularly in larger families or single-parent households. Unequal distribution of resources perpetuates educational disparities. The theory emphasizes how different family structures can reinforce traditional gender roles, affecting girls' access to education. In families with conservative gender norms, girls might be assigned domestic responsibilities that limit their time and energy for schooling. Schools in economically disadvantaged areas might lack adequate infrastructure, teachers, and educational technologies, affecting the quality of education provided. As per Conflict Theory, this contributes to the perpetuation of social inequalities.

Conflict Theory provides a structural analysis of systemic inequalities and power dynamics, helping identify the root causes of educational disparities. This approach contributes to a comprehensive understanding of the complexities affecting girl child education. The theory's focus on recognizing and addressing social inequalities is a significant strength. It calls attention to the need for change and aligns with views of theorists

like Karl Marx and feminist scholars. Critics argue that Conflict Theory oversimplifies complex social interactions and phenomena, potentially neglecting the influence of individual motivations, cultural values, and personal aspirations. Conflict Theory's emphasis on conflict might overshadow the role of cooperation and collaboration within society, particularly in addressing challenges and fostering positive change. Critics contend that Conflict Theory downplays individual agency and personal choices, potentially overshadowing individuals' ability to navigate their educational paths despite challenging circumstances.

Research Methodology
This study adopted the descriptive research design. Descriptive research design is a widely used in social science research which involves collecting data from a selected group of individuals or subjects through standardized questionnaires or interviews. This approach aims to gather quantitative or qualitative information about various aspects of a population, such as opinions, behaviors, attitudes, preferences, and demographics.
Wukari Local Government Area in Taraba State, Nigeria, is a historically significant region with a diverse population and a rich cultural heritage. The area has a deep historical background, dating back to ancient times when it was part of the influential Jukun Kingdom, which had a substantial impact on its social, political, and cultural development. Throughout various eras, including the pre-colonial, colonial, and post-colonial periods, Wukari has served as a center for trade, culture, and governance. Wukari is characterized by a diversity of people and ethnic groups. While the Jukun people are the dominant ethnic group, other ethnicities such as the Tiv, Kuteb, Ichen, Hausa, Idoma, and Igbo also call this area home. This multi-ethnic composition contributes to the vibrant and diverse cultural tapestry of Wukari. The cultural heritage of Wukari is a unique blend of traditions, customs, and practices from these various ethnic groups.
The Jukun people, for instance, have a rich oral tradition and artistic expressions that reflect their cultural identity. Various festivals, rituals, and ceremonies are integral to preserving and passing down cultural values from one generation to the next. The region is also marked by religious diversity, with followers of indigenous African religions, Christianity, and Islam coexisting. This diversity creates a complex interplay of cultural practices, belief systems, and social interactions. In terms of economic activities, Wukari's economy is primarily agrarian, with agriculture serving as a vital source of livelihood for most residents. Farming activities involve the cultivation of crops like yams, maize, millet, and cassava. Additionally, trade and commerce have played a significant role in the area's historical significance as a trading center.

Population of the Study
Wukari Local Government Area, covering an area of 4,308 km², had a population of 241,546 as of the 2006 census. This population is diverse, comprising various ethnic groups like the Jukun, Tiv, Idoma, Hausa, and Fulani, with the Jukun being the predominant group, making up approximately 60% of the population. The region experiences a population growth rate of about 3% annually, influenced by factors such as high birth rates and in-migration.
The projected population for 2022 is approximately 374,800 people, with a population density of 87.81 individuals per square kilometer. The area is estimated to experience a 2.9% annual population change. For the purposes of this study, the target population includes parents and girls from families of varying sizes, encompassing both small families (fewer than 3 children) and large families (more than 3 children). It also covers different family types, such as nuclear families, extended families, and single-parent families.
Sample size is the number of individuals or units that are selected from a population to participate in a research study. The sample size should be large enough to be representative of the population, but it should also be small enough to be manageable. The sample size is typically calculated using a formula that takes into account the size of the population, the level of precision desired, and the cost of the study. For the purpose of this study, the Taro Yamane formula was employed to determine the sample size of the study. The study used the 2022 projected population figure and the Taro Yamane's (1967) formula is presented below:

$$n = \frac{N}{1 + N(e)^2}$$

Where;   n = Sample size (?),
                N = population size (374,800),
                e = level of precision (0.05),
                1 = constant

This means:

$$n = \frac{374,800}{1 + 374,800(0.05)^2}$$

$$n = \frac{374,800}{374,800(0.0025)}$$

$$n = \frac{374,800}{938}$$

$n = 399.6$ Approximated to 400.

Sampling Techniques

The multistage sampling technique was employed for this study. In the initial phase of the study, a straightforward approach known as simple random sampling was utilized to choose specific wards within the Wukari Local Government Area. This method involves the random selection of elements from a population without following any specific pattern. In this case, to select wards in Wukari Local Government Area, the study compiled a comprehensive list of all the wards. Each ward on the list was assigned a unique number, and then a random selection process was employed to choose the desired number of wards from this list. This ensured that every ward had an equal opportunity of being selected. Ultimately, four wards were randomly chosen, namely Avyi, Hospital, Puje, and Rafin-kada.

Moving on to the second phase, the selection of households within the selected wards was conducted using a cluster sampling technique. Cluster sampling involves categorizing the population into groups based on shared characteristics like geographical location, age, or socioeconomic status. In the third stage, the selection of individual respondents within each household was achieved through purposive sampling, a method where respondents are intentionally selected based on specific criteria. Questionnaires were administered directly to these selected individuals in person.

Data Presentation and Analysis

The data was presented using a frequency distribution table and percentages and the Statistical Package for Social Sciences (SPSS) version 20 was used to the analysis. The assumptions of the study were evaluated as well as discussion of findings. 384 of the 400 distributed questionnaires were correctly filled out and validated for data analyses, leaving 16 incomplete, not retrieved, or invalid questionnaires.

Table 1: Socio-Demographic Characteristics of Respondents

Sex	Frequency	Percentage (%)
Male	188	49%
Female	196	51%
Total	**384**	**100%**
Age		
16-25	47	12.2%
26-35	152	39.6%
36-45	104	27.1%
46-above	81	21.1%
Total	**384**	**100%**
Qualification		
Primary	236	61.5%
Secondary	111	28.9%
Tertiary	37	9.6%
Total	**384**	**100%**
Occupation		
Civil Servant	39	10.1%
Farming	113	29.4%
Student	187	48.7%
Business	45	11.7%
Total	**384**	**100%**
Marital Status		
Single	163	42.4%
Married	190	49.5%
Divorce/separated	24	6.3%
Widow	7	1.8%
Total	**384**	**100%**

Source: Field Survey, 2023

According to figures displayed on Table 1, 188 (49%) of the respondents were men and 196 (51%) were women. This suggests that there are more females than males in the population, which may be a result of the fact women were readily available during the fieldwork.

According to Table 1 above, 152 respondents (39.6%) are between the ages of 26 and 35, making up the bulk of the respondents, as compared to 47 respondents (12.2%) who were between the ages of 16 and 25. We can infer from this that the majority of respondents were young people between the ages of 26 and 35. Respondents between the ages of 36 and 45 made up 104 (27.1%) of the total, and respondents 46 years of age and more made up 81 (21.1%) of the total. This suggests that young made up the bulk of the study's respondents, which is based on the reality that youth make up a large portion of the population in Nigeria.

According to Table 1, 236 (62%) of the respondents, who make up the majority of the study, have at least completed elementary or primary school. 111 (28.9%) respondents have completed secondary school, and 37 (9.6%) respondents, who make up the lowest percentage of the study, have completed tertiary education. This suggests that every respondent is sufficiently educated to take part in the study and that the majority of respondents did not further their education past the levels of primary and secondary school.

The data presented on Table 1 further reveals that 113 respondents, or 29.4% of the sample, fall into the occupation category "Farming," which is the greatest among the respondents. This implies that a sizable part of the respondents are engaged in agricultural pursuits. "Student," the second largest occupation group, with 187 responses and accounts for 48.7% of the sample. This suggests that students were adequately involved in the study and it was particularly interesting to know their ideas and viewpoints. With 39 respondents

(10.1%), the "Civil Servant" occupation group has the lowest frequency, indicating that fewer respondents work for the government.

The data on Table 1 above shows that the largest marital status category among the respondents is "Married," with 190 respondents, constituting 49.5% of the total sample. This suggests that a significant portion of the respondents are currently in marital relationships. The second-largest marital status category is "Single," with 163 respondents, making up 42.4% of the sample. This indicates that a substantial portion of the respondents are not currently married. The "Divorce/Separated" marital status category has 24 respondents (6.3%), suggesting that a smaller proportion of respondents have experienced divorce or separation. Similarly, the "Widow" category has 7 respondents (1.8%), indicating that a relatively smaller portion of the sample has experienced spousal loss.

Data Analysis

Relationship between Family Size and Girl Child Education:

This section examines the potential impact of family size on the educational opportunities and outcomes of girl children. By investigating this relationship, the study aim to uncover the underlying channel how family size affects the educational experiences of girl children.

Table 2: Number of Siblings in the Family

Number of Siblings	Frequency	Percentage (%)
1-4	65	16.9%
5-8	202	52.6%
9-12	117	30.5%
Total	**384**	**100%**

Source: Field Survey 2023.

Table 2. Presents data on categories of number of siblings which defines family size. The first category includes respondents who have 1-4 siblings. This group consists of 65 respondents, which accounts for 16.9% of the total sample. This suggests that a relatively small proportion of the respondents have a lower number of siblings. The second category comprises respondents who have 5-8 siblings. This is the largest group, with 202 respondents, making up 52.6% of the sample. This indicates that a significant majority of respondents fall within this range of sibling numbers. The third category includes respondents with 6 to 10 siblings. There are 117 individuals in this group, accounting for 30.5% of the total sample. This suggests that a notable portion of the respondents have a relatively higher number of siblings

Table 3: Larger Family Size Affects the Quality of Girl-child Education

Family Size affects the Quality of Girl-child Education	Frequency	Percentage (%)
Strongly Agree	207	53.9%
Agree	96	25.0%
Neutral	17	4.4%
Disagree	51	13.3%
Strongly Disagree	13	3.4%
Total	**384**	**100%**

Source: Field Survey 2023.

On Table 3: the data is categorized into five response options based on the respondents' agreement or disagreement with the statement that family size affects the quality of girl-child education: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. The largest response is "Strongly Agree," as 207 (53.9%) of respondents expressed a strong belief that family size does affect the quality of girl-child education. This suggests that a significant majority of respondents hold this view. The second-largest response category is "Agree," with 96 (25.0%) of respondents were in agreement with the statement. This further reinforces the perception that a substantial proportion of respondents see a link between family size and girl-child education quality. 17 (4.4%) smaller proportion of respondents picked the "Neutral" option, indicating that they neither

agree nor disagree with the statement. This suggests a relatively lower number of respondents who are undecided on the relationship between family size and education quality. 51 (13.3%) respondents disagree with the notion that family size affects the quality of girl-child education which provides a perspective that contrasts with the majority opinion. Lastly, 13 (3.4%) respondents strongly believe that family size does not impact the quality of girl-child education, however, this percentage makes a small minority of respondents. In summary this implies that a significant number of respondents recognize a connection between family size and educational outcomes.

Influence of Family Type on Girl Child Education:

This section contains presentation of data about the family type in which a child grows up can have a significant influence on their educational opportunities which may be either positive or negative. This section further examines the influence that different family types exert on the education of girl children.

Table 4: Family Type Raised in.

Family Type	Frequency	Percentage (%)
Nuclear	58	15.1%
Polygamous	91	23.7%
Single-Parent	20	5.2%
Extended	123	32.0%
Blended (step mother or father)	87	22.7%
Adopted	5	1.3%
Total	**384**	**100%**

Source: Field Survey, 2023.

Table 4 displayed 58 (15.1%) for nuclear family which is a relatively smaller percentage and this suggests that while nuclear families are common, they are not the dominant family structure. With a figure of 91 (23.7%), the polygamous families constitute a significant proportion of the sample. The relatively higher percentage indicates that polygamous families are quite prevalent, which can have implications for family dynamics and educational opportunities. With a figure of 20 (5.2%), the single parent family type is less common in the sample as the low percentage suggests that single-parent families are not as prevalent as some other family structures. With a displayed figure of 123 (32.0%), extended families is the most prevalent family type. The higher percentage highlights the significance of extended family are custodians of so many female children which in turn affects girl child education in Wukari Local Government area. While 87 (22.7%) suggests that blended families are significant in considering girl child education because it's presented as the third highest figure of respondents. With a figure of 5 (1.3%) the adopted family type is relatively less common as its low percentage indicates that adoption is not a very common family structure within the sample.

Mechanisms of Impact on Girl Child Education:

This section aims to explore the underlying dynamics that either facilitate or hinder girl child education within diverse family settings. This section displays the distribution of responses in terms of frequency and percentage, providing insights into how mechanisms in form of societal expectation and gender norms are perceived to impact girls' educational experiences.

Table 5: Allocation of Household Responsibilities Affect Girls' Time For Education.

Allocation of Household Responsibilities Affect Girls' Time For Education.	Frequency	Percentage (%)
Heavily	121	31.5%
Moderately	177	46.1%
Slightly	86	22.4%
Total	**384**	**100%**

Source: Field Survey 2023.

Table 5 examines the perceived impact of the allocation of household responsibilities on the availability of time for girls' education. With a figure of 121 (31.5%), this indicates that a considerable proportion of respondents believe that the heavy allocation of household responsibilities has a notable impact on the time available for girls' education. This suggests that many individuals perceive that extensive household tasks might constrain girls' time for studying and attending school. With a figure of 177 (46.1%), this represents the highest percentage among the three options. It reflects that a majority of respondents perceive a moderate impact of household responsibilities on girls' time for education. This implies that a significant number of individuals believe that household responsibilities moderately affect girls' ability to allocate time for studying.

With a frequency of 86 (22.4%), it indicates that a relatively smaller proportion of respondents believe that household responsibilities have only a slight impact on the time available for girls' education. This suggests that some individuals perceive that household tasks have minimal interference with girls' educational pursuits.

1. There is a correlation between family size and girl child education in Wukari Local Government Area.

Table 6: Cross-Tabulation of Number of Siblings and Educational Resources

The data is organized into a cross-tabulation with the columns representing the number of siblings (1-4, 5-8, 9-12) and the rows representing the availability of educational resources (Abundant, Moderate, Limited).

Number of Siblings	1-4	5-8	9-12	Total (%)
Educational Resources				
Abundant	24 (6.3%)	17 (4.4%)	11 (2.8%)	**52 (13.5%)**
Moderate	31 (8.1%)	69 (17.9%)	13 (3.4%)	**113 (29.4%)**
Limited	10 (2.6%)	116 (30.2%)	93 (24.2%)	**219 (57.0%)**
Total	**65 (16.9%)**	**202 (52.6%)**	**117 (30.5%)**	**384(100%)**

Source: Field Survey 2023.

Table 6 presents the cross-tabulation that allows us to understand the relationship between the number of siblings and the availability of educational resources for the girl-child. For families with 1-4 siblings, there is a higher proportion 31 (8.1%) with moderate educational resources and 24 (6.3%) for abundant educational resources compared to 10 (2.6%) limited educational resources. For families with 5-8 siblings, there is a diverse distribution of educational resources, out of 202 respondents, a significant proportion 69 (17.9%) having moderate resources, majority 116 (30..2%) with limited educational resources while 17(4.4%) represents the least with abundant educational resources. For families with 9-12 siblings, 93 (24.2%) represents limited educational resources which appear to be more prevalent compared to 13 (3.4%) for moderate educational resources and 11 (2.8%) for abundant educational resources. This implies that the highest count of respondents with have limited educational resources falls in the category of families with 5-8 siblings, second largest category is the families with 9-12 siblings. The larger the family sizes, higher the degree of influence on girl child education.

2. Different family types (nuclear, extended, single-parent, etc.) have varying degrees of influence on girl child education in Wukari Local Government Area.

Table 7: Cross-Tabulation of Effects on Girl-child Education and Family Types

Effects on Girl-child Education	Positively	Negatively	Total (%)
Family Types			
Nuclear	56 (14.6%)	2 (0.5%)	58 (15.1%)
Polygamous	8 (2.1%)	83 (21.6%)	91 (23.7%)
Single-Parent	16 (4.2%)	4 (1.0%)	20 (5.2%)
Extended	49 (12.8%)	74 (19.2%)	123 (32.0%)
Blended (step mother or father)	31 (8.1%)	56 (14.6%)	87 (22.7%)
Adopted	4 (1.0%)	1 (0.3%)	5 (1.3%)
Total	**164**	**220**	**384 (100%)**

Source: Field Survey 2023.

Table 7 provides an analysis of the effects of different family types on girl-child education, specifically focusing on whether these effects are perceived as positive or negative. The table presents data on the distribution of responses in terms of the frequency and percentage of respondents who perceive the effects as positive, negative, or neutral for each family type. In relation to Nuclear Family, The data indicates that among respondents from nuclear families, 56(14.6%) perceive the effects of this family type on girl-child education as positive. This suggests that a significant portion of respondents believe that being part of a nuclear family has beneficial impacts on a girl's education. While a very small percentage of respondents 2 (0.5%) perceive the effects as negative, implying that the negative impact of a nuclear family on girl-child education is not a common perception among the respondents. In terms of Polygamous Family a relatively low percentage of respondents 8 (2.1%) perceive positive effects on girl-child education within polygamous families. This suggests that some respondents acknowledge potential positive impacts within this family structure. A significant percentage of respondents 83 (21.6%) perceive the effects as negative within polygamous families. This high percentage reflects the widespread perception that this family type may have adverse effects on girl-child education.

The Table further displayed that 16 (4.2%) respondents perceive positive effects on girl-child education within single-parent families. This indicates that some respondents recognize potential positive outcomes despite the challenges of single-parent households. A smaller number of respondents 4 (1.0%) perceive the effects as negative, suggesting that a minor proportion of respondents see detrimental impacts within single-parent families. The data shows that 49 (12.8%) out of 123 (32.0%) perceive positive effects on girl-child education within extended families. This suggests that a significant number of respondents believe extended families can have positive impacts on a girl's education. Similarly, a significant number of respondents 74 (19.2%) out of 123 (32.0%) perceive the effects as negative within extended families, indicating that many respondents acknowledge potential challenges associated with this family type. Around 8.1% of respondents perceive positive effects on girl-child education within blended families. This suggests that some respondents believe this family type can have favorable impacts. A significant percentage 14.6% perceive the effects as negative within blended families, highlighting that a substantial proportion of respondents see potential negative outcomes. A small percentage of respondents 1.0% perceive positive effects on girl-child education within adopted families, suggesting some recognition of potential benefits. An even smaller percentage 0.3% perceive the effects as negative within adopted families, indicating a minor proportion of respondents with negative perceptions.

Discussion of Findings

In respect to Family Size and Resource Availability the study found that larger families often struggle to provide sufficient educational resources, such as funds for school fees, books, and uniforms. Some girls face barriers of enrolling or continuing their education due to financial constraints, which are more pronounced in larger families. Family Types and Perceived Effects, the study found that perceptions about the effects of family types on girl-child education are complex. Many respondents believe that specific family structures may pose challenges or barriers to girls' education, possibly due to factors like limited resources and traditional gender roles. However, a significant percentage also perceives certain family types as conducive to girls' education, offering support, equal resource access, and encouragement for educational pursuits.

In terms of Mechanisms of Impact, the study established that, gender norms are perceived to affect girls' access to education, their aspirations, and academic choices. While a majority of respondents acknowledge the presence of gender norms, some do not consider them a primary factor affecting girls' education. For specific Mechanisms, it has been proven that family size can indeed exacerbate existing inequalities in educational access. Larger families, often with limited financial resources, may struggle to provide equal educational opportunities for all their children. Due to traditional gender roles, resources may be disproportionately allocated to male children's education, leaving girls at a disadvantage. Due to traditional gender roles, resources may be disproportionately allocated to male children's education, leaving girls at a disadvantage.

Addressing support for Policies, the study established that here is a consensus among respondents that policies aimed at enhancing gender equality in education are crucial. High percentages of respondents

expressed strong agreement or agreement with the importance of such policies. However, there is also a diversity of perspectives, with some respondents being neutral or disagreeing with the role of policies in addressing gender-related issues.

Conclusion and Recommendations

This study underscores the urgency of adopting a comprehensive and inclusive approach to addressing the challenges faced by girls in accessing quality education in Wukari Local Government Area. It is imperative to consider the complex interplay between family size, family types, and cultural norms when designing interventions and policies aimed at promoting gender equality in education. These findings provide a foundation for the development of targeted policies and initiatives that can empower girls to overcome the obstacles they face and fulfill their educational aspirations. This study further offers several recommendations to address the challenges and promote gender equality in education.

- The government should create scholarship programs targeting girls from disadvantaged families to alleviate financial constraints and enable them to continue their education.
- Government and nongovernmental organizations should conduct community-level awareness campaigns challenging traditional gender roles and advocating for equal educational opportunities for both boys and girls. And also establish forums involving parents, guardians, and local leaders to discuss the benefits of girls' education and address concerns and misconceptions.
- The government should reestablish flexible school hours such as morning and evening section in government schools in order to help girls balance their studies with household responsibilities more effectively, especially in larger families.
- Institutions and nongovernmental organizations should consider developing mentorship programs with successful women as role models to inspire and guide girls in their pursuit of education.

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