

## Socio-Economic Factors Impacting Education Attainment in Primary Schools in Katagum LGA, Bauchi State Nigeria

\*Mohammed, Bello<sup>1</sup> & Sammy, K. Chumba<sup>2</sup>

<sup>1</sup>Federal College of Education Iwo, Osun State, Nigeria

<sup>2</sup>Moi University, Eldoret, Kenya

### Abstract

*In recognizing education as a fundamental right, Nigeria has striven to eliminate barriers that impede access, ensuring that learners from diverse backgrounds can thrive and contribute meaningfully to society. This endeavor is grounded in the belief that education is not just a privilege but a powerful catalyst for personal growth, social progress, and global harmony. However, despite this, Nigeria has the highest number of children not enrolled in school even globally. This study explores socio economic factors affecting enrollment in primary schools in Katagum Local Government Area in Nigeria. The Human Capital Theory by economists Gary Becker and Theodore Schultz guided this study. 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. It was envisioned that, strategies like abolishing of school fees, shifting socio-cultural norms, introduction of skills acquisition, school's improvement projects and offering financial incentives to poor families would improve and sustain enrollment in primary schools.*

**Keywords:** *Education attainment, equitable education, socio-economic factors*

### Introduction

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. According to the International Standard Classification of Education (UNESCO, 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 impart 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).

In Nigeria, it is apparent that the country has the highest number of out-of-school children even globally (UNICEF, 2022). Umaru, (2020) in Vanguard newspaper reported that Nigerian government had 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 were not enrolled in school. In 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 (Umaru, 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 (Nwannah, 2022).

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. 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% 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 research explores the socioeconomic factors affecting school enrollment in primary schools in Katagum Local Government Area of Bauchi State, Nigeria.

The study's objective was to explore the perceptions of stakeholders on the socio-economic factors affecting enrollment in primary schools of Katagum Local Government Area in Nigeria

## **Literature Review**

### **Enrollment of Pupils in Schools in Nigeria**

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. 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. Data shows that only 61 per cent of 6–11year 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).

### **Socio-economic Factors Affecting Enrollment in Primary Schools**

School enrollment is a complex phenomenon influenced by various socioeconomic factors that play a pivotal role in shaping educational opportunities for individuals and communities. These factors, encompassing economic, social, and cultural dimensions, significantly impact access to and participation in formal education. These factors are reviewed in subsequent sections (Mohammed, 2018).

### **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 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 (Li & Qiu, 2018).

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 (Ali, 2021).

### **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%) (Tolulope, 2021).

### **Residence of Students**

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.

### **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. 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. Kazeem (2010) noted that families give their daughters away in marriage at an early age to release themselves from the financial burden of educating them.

### **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.

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).

## **Methods**

This study employed phenomenology design because the researchers 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

The study was carried out in Katagum Local Government Area of Bauchi State Northeastern Nigeria. 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. In order to meet the objectives of the study, interviews and focus group discussion were used to collect the data. Transferability, confirmability, dependability and credibility as trustworthiness of the research instruments to ensure the rigour of qualitative findings were done.

## **Findings**

### **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.

### **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, p.1, 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, p. 1, November, 2022).

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 who 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 (Li & 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.

### **Child Labour**

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

Correspondingly, the stakeholders perceived that engaging the children in domestic chores such as farming activities, rearing of animals, carrying heavy goods and street hawking to earn money for food seriously prevented 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, p. 10, 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, p.2, December, 2022).

The above data suggests that school aged children are being exploited and involved in street hawking, farming activities, domestic cores 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.

## **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;

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, p. 5, December, 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).

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.

## **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 conventional schools to access primary education. 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, p. 8, 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, p. 9, 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, p. 2, 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 the perception that educating a girl is valueless and even if she does, 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 beliefs. This prevents the children from being enrolled in conventional schools to receive primary education which their parents consider valueless, resulting in demoralising children's behaviour in instilling bad ideology contrary to the teaching of Islam.

### **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. 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, p. 5, November, 2022).

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).

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.

### **Unemployment**

Most parents believed that enrolling their children to acquire western education is with the sole aim of getting government job to work as civil servant after schooling. 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 and would rather seek employment. This is evident in the following quotations by the participants:

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).

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

There was a time when one of my neighbours was saying to his wife that none of his children would be enrolled in a school, because he will not waste his resources on education of a child that would not have any future benefits. He wanted to send them to his brother in another city to learn iron bending job. This notion lowers school enrollment seriously (INT1, ES, December, 2022).

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. This in line with the report by Idoko (2017) who posited that if the children receive education and return home without employment, the society would doubt the value of education and keep their children out of school.

## **Conclusion**

In line with the objective which sought to explore the perceptions of stakeholders on socio-economic factors affecting enrollment in 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 from 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. It was also evident that due to influx of Internally Displaced Persons primary education is inaccessible for such children of internal displacement who are scattered within the host communities without any form of schooling. Unemployment among youth after schooling also discourages parents to lose interest of enrolling their children in primary school.

## **Recommendations**

Arising out of this study it is recommended that Enrollment campaigns should be intensified by education authorities, and public sensitization on 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 primary children to schools.

## **References**

- Ali, M. (2021). Education: Every child has the right to learn. *UNICEF. Al-Zahra'a school, Yemen*, <https://www.unicef.org/education>
- Aliogo, U. (2020). Revisiting challenges of rising out-of-school children. *This day Newspaper: reexamines the issue of Nigeria's rising case of out-of-school children.*

<https://www.thisdaylive.com/index.php/2020/09/03/revisiting-challenges-of-rising-out-of-school-children/>

- Dzombo, M. (2015). Factors affecting the enrollment of primary school pupils in the era of free primary education system. *Masters Thesis*. University of Nairobi, Faculty of Arts and Social Sciences Department of Sociology and Social work. <http://erepository.uonbi.ac.ke/handle/11295/95083>
- Idoko, C. (2017). Illiteracy rate in Nigeria still alarming. *Nigerian Tribune Newspaper*, <https://tribuneonlineng.com/illiteracy-rate-nigeria-still-alarming-fg/>
- Idris, A. (2016). Reductive schooling: A case study of Almajiri Integrated Model Schools in Northern Nigeria. *Current Studies in Comparative Education, Science and Technology*, 3(1). <https://www.journal.iscest.org/wp-content/uploads/2016/07/ABUBAKAR-IDRIS.pdf>
- Kazeem, A., Leif Jensen, & Stokes, C. S. (2010). School attendance in Nigeria: Understanding the impact and intersection of gender, urban-rural residence and socioeconomic status. *National Library of Medicine*54(2). DOI:10.1086/652139. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4593499/>
- Li, Z., & Qiu, Z. (2018). How does family background affect children's educational achievement? Evidence from Contemporary China. *J. Chin. Sociol.* 5, 13, Retrieved from <https://doi.org/10.1186/s40711-018-0083-8>
- Mohammed, I. (2018). 69 per cent of Nigeria's out-of-school children in the North. *Premium Times Nigeria*. <https://www.premiumtimesng.com/news/more-news/289641-69-per-cent-of-nigerias-out-of-school-children-in-the-north-unicef.html>
- Muaz, H. (2020). Bauchi records highest out-of-school children figure in Nigeria. *The Eagle Online*, <https://theeagleonline.com.ng/bauchi-records-highest-out-of-school-children-figure-in-nigeria/>
- Nwannah, I. (2022). Nigeria has highest numbers of out-of-school children in the world. *Daily Post Newspaper*, <https://dailypost.ng/2022/08/03/nigeria-has-highest-numbers-of-out-of-school-children-in-the-world-unicef/>
- Olagoke, B. (2021). Presidency canvasses private sector's involvement to end out-of-school challenge. *Blueprint Newspaper*: <https://www.blueprint.ng/presidency-canvasses-private-sectors-involvement-to-end-out-of-school-challenge/>
- Olawoyin, O. (2020). UPDATED: 83 million Nigerians live in poverty. *Premium Times Newspaper*. <https://www.premiumtimesng.com/news/headlines/391324-updated-83-million-nigerians-live-in-poverty-nbs.html>
- Sardauna, A. (2021). Tackling the scourge of out-of-school children in Katsina. *Thisday newspaper*, <https://www.thisdaylive.com/index.php/2021/11/16/tackling-the-scourge-of-out-of-school-children-in-katsina/>
- Shehu, H. (2018). Factors influencing primary school non-attendance among children in North West Nigeria. *Literacy Information and Computer Education Journal*, Vol. 9, (2).
- Shukia R. (2020). Fee-free basic education policy implementation in Tanzania: A 'Phenomenon' Worth Rethinking. *Huria Journal* vol. 27 (1). <https://www.ajol.info/index.php/huria/article/view/204346>

- Soutoul, S. (2017). The right to education in sub-Saharan Africa. The Borgen Project, <https://borgenproject.org/the-right-to-education-in-sub-saharan-africa/>
- Tang, Q. (2015). Goal 4 –Education in the post-2015 Sustainable Development Agenda. *United Nation Chronicle*, <https://www.un.org/en/chronicle/article/gol-4-education-post2015-sustainable-development-genda>.
- Their World (2020). 20 reasons why, in 2020, there are still 260m children out of school. *Relief Web*.<https://reliefweb.int/report/world/20-reasons-why-2020-there-are-still-260m-children-out-school>.
- Tolulope, A. (2021). Child labour in Nigeria: Causes and consequences for National Development. *Young African Leaders Journal of Development: Vol. 3, Article 7*. DOI: 10.32727/24.2021.7
- Umaru, H. (2020). Almajiri: Out-of-school children, a big problem in Nigeria. *Vanguard Newspaper*,A.<https://www.vanguardngr.com/2020/03/almajiri-out-of-school-children-a-big-problem-in-nigeria-says-lawan/>
- UNESCO Office, Abuja. (2000). The state of education in Nigeria.ISBN:978-33760-2-0. <https://unesdoc.unesco.org/ark:/48223/pf0000149503>
- UNESCO. (2011). International standard classification of education document. *UNESCO Institute for Statistics*, <http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf>
- UNESCO Institute for Statistics. (2019). New methodology shows that 258 million children, adolescents and youth are out of school. *Fact Sheet no. 56 UIS/2019/ED/FS/56* <http://uis.unesco.org/en/topic/out-school-children-and-youth>:
- UNESCO, (2022). Socio-cultural barriers to schooling. *International Institute for Educational Planning*. <https://policytoolbox.iiep.unesco.org/policy-option/socio-cultural-barriers-to-schooling/>
- UNICEF (2021). How to talk to your child's school about bullying. <https://www.unicef.org/end-violence/how-talk-your-childs-school-about-bullying>
- UNICEF, (2022). Children are facing deadly drought in the Horn of Africa. *Available at* <https://www.unicef.org/stories/climate-drought-horn-of-africa>
- United Nation, (2021). Ending poverty. *Available at* <https://www.un.org/en/global-issues/ending-poverty>
- Winthrop, R., & McGivney, E. (2015). Why wait 100 years? Bridging the gap in global education. *The Brookings Institution*, <https://www.brookings.edu/research/why-wait-100-years-bridging-the-gap-in-global-education/>
- Yekeen, A. (2017). Adamu worried by Nigeria’s world-highest population of out of school children. *International Centre for Investigative Reporting*. <https://www.icirnigeria.org/Adamu-worried-by-nigerias-world-highest-population-of-out-of-school-children>