

**Economic Factors and Availability of Educational Infrastructure as Determinants of
Girl-child Education in Oyo Township**

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**Being a MEd Thesis Presentation Submitted to the Department of Arts & Social
Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State,
Nigeria**

**In Partial Fulfillment of the Requirements for the Award of Master of Education (MEd)
Degree in Adult Education**

Certification

This is to certify that this study titled “Economic Factors and Availability of Educational Infrastructure as Determinants of Girl-child Education in Oyo Township” was carried out by Olabisi Esther BINUOMOTE with matriculation number LCU/PG/005859 under my supervisor in the Department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria and that this work has not been previously submitted.

Dr. Mary Mojirade Ayantunji
Supervisor

Date

Dr. Oluyomi Susan Pitan
Head of Department

Date

Dedication

This research is dedicated to Almighty God for sustaining me along this journey.

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Acknowledgement

I wholeheartedly appreciate the management of Lead City University, Ibadan, which allowed me to study at this renowned Institution. I thank them for providing a healthy environment for all students as well as encouraging creativity, interaction and participation in academic activities. Also, my appreciation goes to all the staff of Lead City University Library and Emmanuel Alayande University of Education, Oyo, Library for helping me with adequate materials and information needed for this study. God will continue to broaden their knowledge. I am most grateful to all girl-students in the selected schools in Oyo Township for creating time to participate in this study. God bless them all.

I deeply appreciate lecturers and members of Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria, for their immeasurable support along this journey and for providing the building blocks for this project and academic feat. This includes but is not limited to my very supportive and attentive supervisor, Dr. Mary Mojirade Ayantunji and the Head of Department, Dr. Oluyomi Susan Pitan. Also, I appreciate other members of the Faculty, Prof. Donald Odeleye, Prof. Afolakemi Oredein, Prof. Senimetu Ileuma, Prof. Philias Olatunde Yara, Prof. Titilola Adebawale, Dr. Ukamaka Akuche, Dr. Toyin Oyedeji, Dr. Monilola Oyetade, Dr. Sabina Obi, Dr. Olabisi Killian, Dr. Christianah Sam-Kayode, Dr. Albert Ayodele Olaniyi, Dr. Adeyemi Ebo, Dr. Seyi David, Dr. Sunday Fabode, Dr. Bamidele Omoyajowo, Dr. Omobola Gambo, Dr. Deborah Ayeni, Dr. Yejide Ibikunle, Dr. Hafsat Abdulsemihi, Dr. Moyinoluwa Grace Owojori, Dr. Joseph Kolashi, Dr. Oyetola Adebajo, and Miss Dolapo Awoniyi for their kindness at varying points during this

programme. I wish them all immense wealth, great happiness, and good health to enjoy the fruits of their labour.

Furthermore, my appreciation goes to my parents Pa Gideon Olayiwola Binuomote and Madam Sarah Moradeke Binuomote, and to all my siblings Mr John Olatunde Binuomote, Prof. Samuel Olanrewaju Binuomote, Mr Emmanuel Bolaji Binuomote, and Lieutenant Ezekiel Abiola Binuomote. I specially appreciate my brother and father, Associate Prof. Michael Olayinka Binuomote who always stood by me in all my endeavours, I appreciate Mrs Ganiyat Adejoke Onipede, Dr Monsurah Folashade Adefabi, Mrs Afusat Titilope Tiamiyu, Mrs Doyin Adepeju Adeshina and Mrs Rukayat Mojisola Raji for their support and they will all live to eat the fruit of their labour. I appreciate my research assistant, Mr Oladosu (TESCOM office, Oyo), Mr Femi Stephen. I also thank Dr Abiodun Idowu Gbenro, for her encouragement and support, the Lord will continue to be with her. I am grateful to my colleagues and friends that I have made along this journey, Mr Emmanuel Eniola and Mr Nifemi Adeyeye.

Though the above-mentioned institutions and persons have assisted in the process of this research work, I alone stand responsible for the errors, if any, found in the work.

Abstract

Despite growing recognition of the importance of girl-child education in Nigeria, many girls continue to face significant barriers that limit their access to and retention in school. Most of the existing studies tend to examine these factors in isolation with limited attention to how the intersection of economic hardship and infrastructural inadequacies uniquely affects girl-child education. Hence, this study investigated economic factors and availability of infrastructure as determinants of girl-child education in Oyo Township. This study adopted a descriptive survey research design. A self-developed questionnaire titled: “Economic Factors, Availability of Educational Infrastructure, and Girl-child Education Questionnaire (EFAEIGEQ) ($r = 0.79$) was used to collect data. The findings showed that the level of girl-child education is very high ($\bar{x} = 3.22$). The level of economic factors influencing girl-child education is very high ($\bar{x} = 3.09$); the level of availability of educational infrastructure is very high ($\bar{x} = 3.10$). There was a significant joint contribution of economic factors and availability of educational infrastructure on girl-child education ($R = .629$, $R^2 = .396$). The composite contribution was (F-ratio of 105.799); parental occupation ($\beta = .098$, $p < .05$), cost of education ($\beta = .165$, $p < .05$), poverty rate ($\beta = .183$, $p < .05$), number of schools & distribution ($\beta = .003$, $p > .05$), quality of school infrastructure ($\beta = .153$, $p < .05$), and availability of qualified teachers ($\beta = .210$, $p < .05$) respectively. There was a statistical significant relationship between religion and girl-child education ($r = .390$, $n = 976$, $p(.001) < .05$). This study concluded that girl-child education is influenced by a combination of socio-economic conditions, educational resources, and religious values. It was recommended that policies should be strengthened to reduce the financial burden of schooling on parents; and awareness programmes should also emphasise that girls education is as valuable as that of boys, challenging cultural practices that deprioritise girls schooling.

Keywords: Economic factors, Availability of infrastructure, Girl-child, Girl-child education

Word Count: 297

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