



**GIRL-CHILD UNEMPLOYMENT AND EMPOWERMENT SKILLS IN BAUCHI STATE,
NIGERIA**

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ABSTRACT

The growing unemployment in Nigeria and its associated consequences (socio-economic, political, environmental, poverty and health) constitute a serious challenge to the economic development with negative effect for future generation, especially as the girl-child is mostly affected in the north region of Nigeria with emphasis on Bauchi state. The challenges of growth, job creation, and inclusion are closely intertwined. While growth and stability are necessary to give girl child the opportunities they need, girl child participation in the labor market is also a part of the growth and stability equation. In particular, in rapidly aging economies, higher female labor force participation can boost growth by mitigating the impact of a shrinking workforce. Better opportunities for girl child can also contribute to broader economic development in developing economies, for instance through higher levels of accessing ways of reducing unemployment through various empowerment for girls. The aim of this project was determine the relationship between challenges faced by girl-child and economic empowerment of girls; to evaluate the social roles perform by girls before or after class hours that affect the economic empowerment of girls; and to find out the impact of community perception of girls' on economic empowerment of girls in Bauchi. The study used descriptive survey design where 150 participants were drawn from Bauchi using purposeful random sampling who served as respondents. Descriptive statistics, correlation and regression were used to analyze the data collected. Result was represented using both graphs, tables and charts and the result revealed that economic empowerment to girls has a positive and significant relationship with the challenges faced by girl-child in Bauchi ($r = .955, p = 0.00$), social roles perform by girls before or after class hours ($r = .846, p = 0.00$) and community perception on girls' Empowerment ($r = .954, p = 0.00$). The study therefore concluded that women empowerment will be real and effective only when they are able to raise income and property so that they may stand on their feet and build up their identity in the society.

Keywords: Girl-child, Unemployment, Empowerment, Skills and Bauchi

Introduction

The number of young people in the developing world is increasing due to increase birth rate: one billion people on the planet are aged between 15 and 24 and reside in a developing country, an increase of 17% since 1995 (The World Bank, 2012). The continued rise in the numbers of young people in the global population has led policy makers to consider responses to what has now become the youth bulge' (Rotary, 2015). Indeed, dealing with such demographic trends are at the top of many developing country policy agendas, and was the focus of the World Development Report in 2012. The central policy challenge is to provide increasing numbers of young people the skills and job opportunities to enable them to lead fulfilled and economically self-reliant lives in adulthood.

Nowadays, the youth employment crisis has reached intolerable dimensions evidenced by higher unemployment among young people (three time higher than adult unemployment), lower quality jobs (one in four young people cannot find work for more than US\$ 1.25 per day), slow transition from school to work, rising marginalization of youth and detachment from the labor markets (Amire & Chidi, 2015).

The "skills for jobs" argument is echoed in several recent reports and policies. The 2013 World Development Report and 2012 EFA Global Monitoring Report identify expanding and improving youth skills development as a critical priority for reducing youth unemployment and strengthening the economies of lower-middle income and lower income countries (World Bank 2012; UNESCO 2012). A "skills for jobs" lens does little to explain patterns of unemployment and poverty and is blind to the influence of historical inequalities and unequal power on access to employment and other social goods. Skills (or skills gaps) are but one of several variables explaining the persistence of unemployment, sluggish growth and economic and social inequality in Nigeria. Finally, a "skills for jobs" construct narrows the construction of education to workforce development and thus severely limits the potential contribution of education to society. Promoting skills development to prepare youth for informal sector employment also raises questions. Specifically, "What are we promoting when we promote education for informal labor?" With weak formal sector job growth in many countries, the informal sector has absorbed the majority of new workers. Free of regulations hindering formal sector growth, the informal sector has been characterized as innovative and entrepreneurial. However, informal and casual workers generally do not benefit from the rights and social protection available to formal sector workers (World Bank

2012; Omoju & Abraham, 2014). A “Skills for jobs” approach does not acknowledge that informal labor is unattractive to youth, nor does it work to change the conditions of work. The remainder of this paper considers these issues by reviewing recent changes in education and employment in Nigeria.

Therefore skill development has become a strategic necessity in building a system of adequate capacity, towards ensuring equitable access to all, particularly the youth, disadvantaged groups, minorities, the poor, women, people with disabilities, dropouts, and those working in the unorganized sector, reducing mismatch between supply and demand of skills, diversifying skill development programs to meet the changing requirements of the emerging knowledge economy by ensuring quality and relevance of training, building true market place competencies rather than mere qualification.

Statement of Problem

Among adolescent girls in Sub-Saharan Africa, such economic concerns are compounded by religious, cultural and health related challenges such as early wedlock and pregnancy, exposure to STDs and HIV infection (United Nations, 2010). The majority of females have married before age 24: in some countries the median age at marriage for females is in the mid-teens, with the onset of motherhood following closely behind (Banks, 2015). These economic and health issues are obviously interlinked: teen pregnancy and early motherhood are likely to have a decisive impact on the ability of young girls to accumulate human capital in adolescence, and limit their future occupational choices (Georgia, Fraser, Jacobson, & Phillipson, 2014). Women are more likely than men to access low-paid, low-productivity and vulnerable jobs with no basic rights, social protection nor voice (Elsebeth, Hansen, Susanne, & Morten, 2009). According to ILO report, the status of women at the labour markets throughout the world has not substantially narrowed gender gaps in the workplace (ILO, 2008).

At the same time, a lack of skill opportunities can reduce the incentives for young girls to invest in their human capital, and be subject to other more risky behaviors (Obi & Peart, 2016). Such behaviors might ultimately increase their dependency on men. Gender gap in employment in Nigeria continues to linger with a 24.8% point difference between men and women in the employment-to-population ratio in 2012 (Egunjobi, 2013). In Nigeria also studies show that a mere 1% investment in human resources as training will lead to a more than 66% decrease in poverty (Rotary, 2015).

Objective of the Study

The aim of this study is to provide life skills to build knowledge and reduce risky behaviors to girl-child and also to provide vocational skills training to enable girls to start small-scale income generating activities with the following specific objectives;

1. To determine the relationship between challenges faced by girl-child and economic empowerment of girls in Bauchi.
2. To evaluate the social roles perform by girls before or after class hours that affect the economic empowerment of girls in Bauchi.
3. To find out the impact of community perception of girls' on economic empowerment of girls in Bauchi.

Hypothesis of the Study

- HO₁ There is no significant relationship between challenges faced by girl-child and economic empowerment of girls in Bauchi.
- HO₂ The social roles perform by girls before or after class hours has no significant effect on the economic empowerment of girls in Bauchi
- HO₃ the community perception of girls' has no significant impact on economic empowerment of girls in Bauchi.

Girl-Child empowerment

Girl-Child empowerment refers to increasing the spiritual, political, social, educational, gender or economic strength of individuals and communities of women. Women's empowerment is heavily dependent on many different variables that include geographical location (urban / rural) educational status social status and age. Policies on Women's empowerment exist at the national, state and local levels in many sectors, including health, education, economic opportunities, gender based violence and political participation. However there are significant gap between policy advancements and actual practice at the community level. Empowerment of girl-child is essentially the process of upliftment of economic, social and political status of women, the traditionally underprivileged ones, in the society. It is the process of guarding them against all forms of violence. Women empowerment involves the building up of a society, a political environment, wherein women can breathe without the fear of oppression, exploitation, apprehension, discrimination and the general feeling of persecution which goes with being a woman in a traditionally male dominated structure. Women constitute almost 50% of the

world's population but India has shown disproportionate sex ratio whereby female's population has been comparatively lower than males. As far as their social status is concerned, they are not treated as equal to men in all the places. In the Western societies, the women have got equal right and status with men in all walks of life. But gender disabilities and discriminations are found in India even today. The paradoxical situation has such that she was sometimes concerned as Goddess and at other times merely as slave.

Why Need of Girl-Child Empowerment?

The status of Girl-Child in northern Nigeria particularly in Bauchi rural areas needs to address the issue of empowering Girl-Child. About 66% of the female population in rural area is unutilized. This is mainly due to existing social customs. In agriculture and Animal care the women contribute 90% of the total workforce. Women constitute almost half of the population, perform nearly 2/3 of its work hours, receive 1/10th of the world's income and own less than 1/ 100th the world property. Among the world's 900 million illiterate people, women out-number men two to one (Rajeshwari, 2015). 70% of people living in poverty are women. Lower sex ratio i.e. 933, The existing studies show that the women are relatively less healthy than men though belong to same class. They constitute less than 1/7th of the administrators and managers in developing countries. Only 10% seats in World Parliament and 6% in National Cabinet are held by women. (Rajeshwari, 2015).

In Nigeria women are discriminated and marginalized at every level of the society whether it is social participation, political participation, economic participation, access to education, and also reproductive healthcare. Women are found to be economically very poor all over the Nigeria (Egunjobi, 2013). A few women are engaged in services and other activities. So, they need economic power to stand on their own legs on par with men. Other hand, it has been observed that women are found to be less literate than men.

It has also noticed that some of women are too weak to work. They consume less food but work more. Therefore, from the health point of view, women folk who are to be weaker are to be made stronger. Another problem is that workplace harassment of women (Rajeshwari, 2015). There are so many cases of rape, kidnapping of girl, dowry harassment, and so on. For these reasons, they require empowerment of all kinds in order to protect themselves and to secure their purity and dignity. To sum up, women empowerment cannot be possible unless women come with and help to self-empower themselves. There is a need to formulate

reducing feminized poverty, promoting education of women, and prevention and elimination of violence against women (Rajeshwari, 2015).

Challenges Facing the girl child in Nigeria

Socio-Economic and Political Environment

The socio-economic and political environment in Nigeria poses a great challenge to the youth. Key economic and social indicators point to the fragility of the Nigerian economy and poor wellbeing of the people. After over fifty years of independence, the economy is still dependent on the primary sector. There is high level of indebtedness, unemployment, poverty, infant and maternal mortality, illiteracy, and an entrenched culture of corruption. The absence of basic infrastructure has left majority of Nigerians with no access to basic services such as water supply, electricity, sanitation, housing, among other important basic means of survival. The situation has been worsened by the poor governance structures in place in the country (Georgia, et al, 2014)

Poverty

The poverty level in Nigeria has witnessed a substantial upward swing over time given statistics report in the NBS 2006 Report. As at 1980, poverty level in Nigeria was 28.1%. The poverty level increased to 46.3% in 1985, before plunging to 42.7% in 1992. In 1996, the poverty rate increased drastically to 66.9%. However, due to the various poverty-alleviating measures initiated by the government at the beginning of the new democratic dispensation, the national poverty rate fell by 12.5% (Georgia, et al, 2014). However, between 2004 and 2010, the poverty level rose by 14.6%. Similarly, the proportion of the population living in poverty has consistently increased from 1980 to 2010. In 1980, 18% of the population was reported as living in poverty, but the rate doubled in 1985. Between 1985 and 2004, the population under poverty doubled, increasing from 35% in 2004 to 69% in 2004. The trend is worsened by the increasing rate of unemployment, lack of basic infrastructure, political corruption, and poor economic policies. The prevailing situation has forced many Nigerian youths into social vices such as drug trafficking, kidnapping, fraud, prostitution, crime, and other illegitimate activities (World Economic Forum, 2013).

Unemployment

In addition to the numerous challenges which include high level of poverty, terrorism and militancy, and corruption which face Nigeria, youth unemployment remains a

challenge to the policy makers and the political leadership. Youth unemployment has been described as a major problem and a denominator of most of the other problems faced by the country. According to the National Bureau of Statistics (NBS), the national unemployment rate in Nigeria in 2005 was 11.90%. This rose sharply to 19.7% in 2008; and in 2010 and 2011, the figures were 21.1% and 23.9%, respectively.

Although, youth unemployment has long been a problem in Nigeria, it assumed a higher dimension during and after the global economic meltdown. The lingering financial crisis coupled with the poor performance of the manufacturing sector due in part, to poor infrastructure, exacerbated the situation. The neglect of the agricultural sector, rural-urban migration, poor business environment and the moribund state of the industrial sector has also contributed immensely to the problem.

Lack of Educational Opportunities

Education and human capital development are vital to economic growth and poverty reduction. Besides, they are critical to the realization of demographic dividend because they easily translate to economic growth and development. However, educational opportunities in Nigeria are unequally distributed. Poor youths have less educational opportunities than their richer counterparts. Similarly, some socio-economic and cultural factors favour boys ahead of girls in primary and secondary school enrollment, especially in the northern part of the country while economic hardship often force them out of school in other parts of the country.

According to the NBS (2009), 34% and 20% of adult and youth respectively could not read or write in 2008. In the same year, Imo State has the highest youth literacy rates at 99.2%, followed by Lagos State at 99%; while Lagos State has the highest adult literacy rate at 95%. On the other hand, Bauchi State has the lowest youth literacy rate at 48.9% while Katsina State has the lowest adult literacy rate at 29.6%. Only 3,720,789 children, representing 37.9% of primary school enrolment, have access to junior secondary school education in Nigeria in 2008.

HIV/AIDS and Reproductive Health Risks

Young people the world over face serious reproductive health risks and health problems associated with inadequate healthcare services, illiteracy and poverty. Lack of sexual health services and education places the youth at a high risk of unwanted pregnancy, abortion and sexually transmitted diseases including; HIV/AIDS. Nigeria's HIV/AIDS prevalence rate ranges from 10.6% in Benue State to

1.0% in Ekiti State, while the aggregate prevalence rate stands at 4.6% in 2008 (NBS, 2009). This is relatively small in comparison to some Southern African nations. Apart from these identified problems, an average youth in Nigeria is faced with challenges of inadequate parental care, moral decadence, religious fanaticism, cultism, examinational practices, indiscipline, breakdown of family and cultural values, overexposure to negative western cultures, over-exposure to the culture of corruption, ethnicity and lack of national consciousness, abuse of technology and political manipulation of youths (UNESCO, 2012)

Economic Empowerment to girl child

Work to ensure that girls and women gain direct access to, and control over economic assets could include: support for increased access to financial services and financial literacy training; increased incomes through more jobs and better working conditions for women; and programs supporting land reform and inheritance rights to secure women's rights to own and use property (World Economic Forum, 2013).

Research Design

This study embraced the survey research design in trying to access the ways of reducing girl-child unemployment through various empowerment skills in Bauchi, Nigeria. A total number of three (286) young girls within the age of 20 – 30 years will be randomly selected from a population of over 1,000 young girls for this study. The sampling frame of this study was drawn from young girls of between 20-30 years of age within Bauchi state. The researcher will employed stratified sampling method in which 287 respondents will be drawn from the sampled local Governments. Purposive random sampling technique will be used to sample the number of young girls. T-test and Chi-square was used for descriptive statistics (Mugenda & Mugenda, 2012). Meanwhile bivariate (Pearson moment product correlation) was used to measure the relationships between the variables, (Vitiis, Stefano, Francesca, Alessandrai, Nicoletta, & Monica, 2014). Finally to respond to hypothesis, regression was used to consider all the independent variables to determine their relationship with the dependent variables (Tontisirin, 2014).

Table 1 Challenges faced by girl-child

	N	Min.	Max.	Mean	Std. Dev.
Lack of mentorship	148	1.00	5.00	3.00	1.249
Lack of Life skills training	148	3.00	5.00	4.00	.865

Lack of Various activities (Sports, games, books, music, dance, drama)	148	2.00	5.00	3.00	1.050
Lack of Livelihoods skills training (and inputs)	148	1.00	4.00	2.00	.959
Lack of Financial literacy training	148	1.00	5.00	3.00	1.130
Lack of Early marriage	148	1.00	5.00	4.00	1.175
Lack of Parent/support committees	148	1.00	5.00	4.00	1.166
Unemployment	148	3.00	5.00	4.00	.626
Lack of Educational Opportunities	148	2.00	5.00	4.00	.884
HIV/AIDS and Reproductive Health Risks	148	1.00	5.00	3.00	1.462
Poverty	148	4.00	5.00	4.00	.499
Valid N (listwise)	148				

Source: Field survey, (2018)

The result of table 1 shows; the challenges faced by girl-child. Majority of the respondents were undecided if lack of mentorship was a challenge face by girl-child with mean score of 3.00, majority of the respondents agreed that lack of Life skills training with mean score of 4.00, they were undecided if lack of various activities like sports, games, books, music, dance and drama was a problem faced by girl child. The result further disclosed that majority of the respondents disagree that lack of livelihoods skills training (and inputs) was challenge faced by girl-child (Mean score 2.00) but were undecided if lack of financial literacy training may not really be a challenge face by girl child (score of 3.00). They agreed that early marriage was a challenge faced by girls, (Mean score 4.00) lack of Parent/support committees was a challenge faced by girls (Mean score 4.00), unemployment was a challenge faced by girls (Mean score 4.00) and lack of educational opportunities was a challenge faced by girls (Mean score 4.00), but don't know if HIV/AIDS and Reproductive Health Risks was a challenge. Finally the result revealed that the respondents strongly agreed that poverty was a big challenge to girl child in Bauchi (Mean score 5.00)

Social Roles Perform by Girls Before or after class Hours

The result of the study indicated on figure 1 that the social roles perform by girls before or after class hours which pose a challenge were; house cleaning/ washing/ cooking and others with 37%, self-study 8%, child caring 22%, farm work 14%,

attend tuition 7% and small business was 12% of the respondents agreed they were a challenge to girl child in Bauchi.

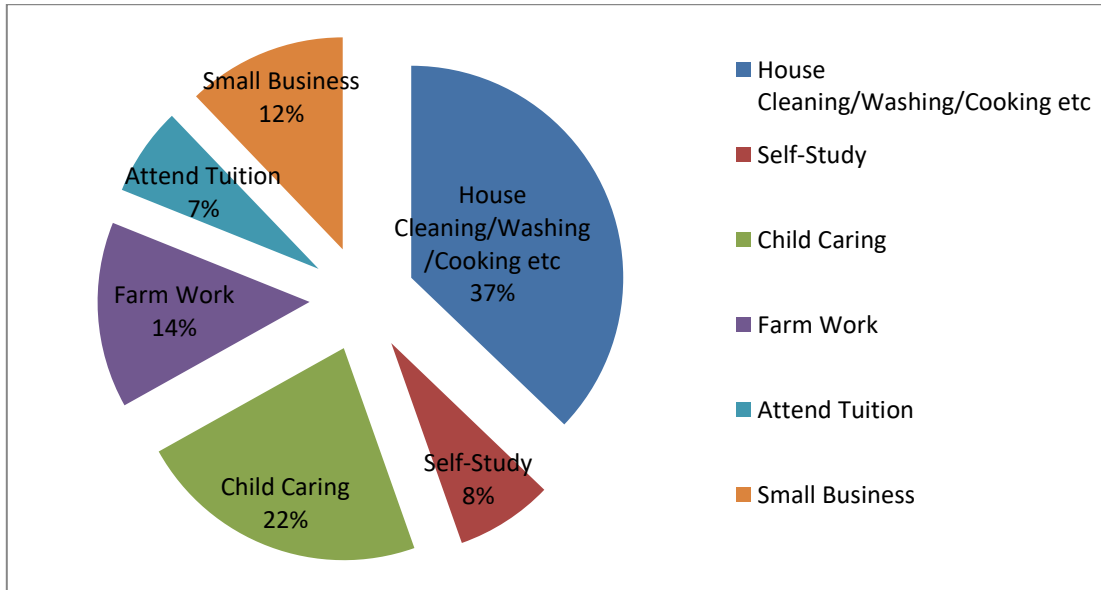


Figure 1 Social Roles Perform by girls before or after class Hours

Source: Field survey, (2018)

Table 2 Economic Empowerment to Girls

	N	Min.	Max	Mean	Std. Dev.
support to increased access to financial services	148	1.00	5.00	4.00	1.202
financial literacy training	148	3.00	5.00	4.00	.739
Creation jobs and employment opportunities	148	2.00	5.00	4.00	.925
increased incomes through business	148	1.00	5.00	4.00	1.356
better working conditions for women in work place	148	1.00	5.00	3.00	1.314
Skill acquisition/ entrepreneurial training	148	1.00	5.00	4.00	1.094
Valid N (listwise)	148				

Source: Field survey, (2018)

Table 2 shows the result of economic empowerment to girls. Majority of the respondents agreed that support to increased access to financial services (mean score 4.00), financial literacy training (mean score 4.00), creation jobs and employment opportunities (mean score 4.00), increased incomes through business (mean score 4.00) but were undecided on if better working conditions for women in work place can be an economic empowerment to girls (mean score 3.00) finally it was agreed that skill acquisition/ entrepreneurial training was a good economic empowerment to girls in Bauchi (mean score 4.00).

Table 3 Community Perception on Girls' Empowerment

	N	Min	Max	Mean	Std. Dev.
A woman can be a leader, just like a man can.	148	1.00	5.00	3.00	1.426
Men are better leaders than women.	148	1.00	5.00	3.00	1.528
It is a waste of time to train a woman to keep financial records when you could train a man and he will do the job better.	148	1.00	5.00	2.00	1.258
It is good to train a woman to keep financial records because she can do the job as well as a man.	148	1.00	5.00	4.00	1.505
A good marriage is more important for a girl than a good education.	148	1.00	5.00	4.00	1.281
A good education is more important for a girl than a good marriage.	148	1.00	5.00	2.00	1.241
Educating girls is a waste of time and money	148	1.00	5.00	3.00	1.528
Education make girls to be late into	148	1.00	5.00	3.00	1.290
Education raise bride price	148	1.00	5.00	3.00	1.551
Educated girls will find difficulties to get the husband	148	1.00	5.00	3.00	1.426
Valid N (listwise)	148				

Source: Field survey, (2018)

Findings from table 3 community perception on girls’ empowerment; the result indicated that they are not so sure if a woman can be a leader, just like a man can (mean score 3.00), the result agreed that men are better leaders than women (Mean score 4.00), disagree that it is a waste of time to train a woman to keep financial records when you could train a man and he will do the job better (mean score 2.00), they also agreed that; it is good to train a woman to keep financial records because she can do the job as well as a man (mean score 4.00). Furthermore; it was discovered and generally agreed that a good marriage is more important for a girl than a good education (mean score 4.00), but disagreed that a good education is more important for a girl than a good marriage (mean score 2.00). Majority of the respondents also could not decide if educating girls is a waste of time and money (mean score 3.00) or education make girls to be late into (mean score 3.00) or education raise bride price (mean score 3.00) and educated girls will find difficulties to get the husband (mean score 3.00) in Bauchi.

Table 4 Correlations

		1	2	3	4
Pearson Correlation	1. Economic Empowerment to Girls	1.000	.955	.846	.954
	2. Challenges faced by girl-child	.955	1.000	.943	.985
	3. social roles perform by girls before or after class hours	.846	.943	1.000	.938
	4. Community perception on girls’ Empowerment	.954	.985	.938	1.000
Sig. (1-tailed)	Economic Empowerment to Girls	.	.000	.000	.000
	Challenges faced by girl-child	.000	.	.000	.000
	social roles perform by girls before or after class hours	.000	.000	.	.000
	Community perception on girls’ Empowerment	.000	.000	.000	.
N	Economic Empowerment to Girls	148	148	148	148

	Challenges faced by girl-child	148	148	148	148
	social roles perform by girls before or after class hours	148	148	148	148
	Community perception on girls' Empowerment	148	148	148	148

Source: Field survey, (2018)

Findings from table 4 show the relationship between the dependent and independent variables. The result revealed that economic empowerment to girls has a positive and significant relationship with the challenges faced by girl-child in Bauchi ($r = .955, p = 0.00$), it also indicated that there is a significant and positive relationship between social roles perform by girls before or after class hours and economic empowerment to girls in Bauchi state ($r = .846, p = 0.00$) and finally, there is a positive and significant relationship between community perception on girls' Empowerment and economic empowerment to girls ($r = .954, p = 0.00$).

Table 5 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.975 ^a	.950	.949	.23581

a. Predictors: (Constant), Community perception on girls' Empowerment, social roles perform by girls before or after class hours, Challenges faced by girl-child

Source: Field survey, (2018)

The results presented in Table 5 above present the fitness of model used of the regression model in explaining the study occurrences. The community perception on girls' empowerment, social roles perform by girls before or after class hours, challenges faced by girl-child were found to be satisfactory variables in economic empowerment to girls. This is supported by coefficient of determination also known as the R square of 95% of the variations in the dependent variable which is economic empowerment to girls. This results further means that the model applied to link the relationship of the variables was satisfactory.

Table 6 ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	152.300	3	50.767	912.979	.000 ^b
	Residual	8.007	144	.056		

Total	160.307	147		
a. Dependent Variable: Economic Empowerment to Girls				
b. Predictors: (Constant), Community perception on girls' Empowerment, social roles perform by girls before or after class hours, Challenges faced by girl-child				

Source: Field survey, (2018)

Table 6 offers the results on the analysis of the variance (ANOVA). The results indicate that the overall model was statistically significant. Further, the results imply that the independent variables (Community perception on girls' Empowerment, social roles perform by girls before or after class hours, Challenges faced by girl-child) are good predictors of economic empowerment to girls. This was supported by an F statistic of 912.979 while the reported p value (0.000) which was less than the conventional probability of 0.05 at significance level.

Table 7 Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.255	.207		-1.231	.220
	Challenges faced by girl-child	.990	.133	.849	7.427	.000
	Social roles perform by girls before or after class hours	-.325	.034	-.544	-9.603	.000
	Community perception on girls' Empowerment	.489	.086	.628	5.708	.000

a. Dependent Variable: Economic Empowerment to Girls

Source: Field survey, (2018)

Thus, the optimal model for the study is;

$$\text{Economic Empowerment to Girls} = -.255 + .990 X_1 + -.325X_2 + .489 X_3.$$

Where;

$$Y = \text{Economic Empowerment to Girls (Constant)}$$

X_1 = Challenges faced by girl-child

X_2 = social roles perform by girls before or after class hours

X_3 = Community perception on girls' Empowerment

Regression of coefficients results in Table 7 shows that challenges faced by girl-child had a positive and significant effect on economic empowerment to girls ($r=0.990$, $p=0.000$) while social roles perform by girls before or after class has a negative and significant effect on economic empowerment to girls ($r=-0.325$, $p=0.000$). Finally the regression analysis further indicated that community perception on girls' empowerment had a positive and significant effect on economic empowerment to girls ($r=0.489$, $p=0.000$).

Hypothesis Testing

The hypothesis was tested by using the ordinary least square regression model indicated above. The acceptance/rejection criteria was that, if the p value is greater than 0.05, the H_0 is not rejected but if it's less than 0.05, the H_0 fails to be accepted.

The null hypothesis was:

H_{01} There is no significant relationship between challenges faced by girl-child and economic empowerment to girls;

The p-value of 0.000 indicated that the null hypothesis was rejected hence there is significant relationship between challenges faced by girl-child and economic empowerment to girls; therefore we fail to accept the null and concluded that there is significant and positive relationship between challenges faced by girl-child and economic empowerment girls.

H_{02} The social roles perform by girls before or after class hours has no significant effect on the economic empowerment of girls in Bauchi;

The p-value of 0.000 indicated that the null hypothesis was rejected hence there is significant relationship between social the roles perform by girls before or after class hours and economic empowerment to girls; therefore we fail to accept the null and concluded that the social roles perform by girls before or after class hours has a negative and significant effect on the economic empowerment of girls in Bauchi;

H_{03} the community perception of girls' has no significant impact on economic empowerment of girls in Bauchi;

The p-value of 0.000 indicated that the null hypothesis was rejected hence there is significant relationship between community perception on girls' empowerment and economic empowerment to girls; therefore we fail to accept the null and concluded

that the community perception of girls' has a positive and significant impact on economic empowerment of girls in Bauchi.

Summary/Discussion

The study was able to understand that the majority of the women were never married at all with 35% followed by 22% of who were married (monogamy) while 15% were married (polygamy) forming the majority. On the question raised to know the challenges face by girl-child in Bauchi; it was neither agreed nor disagreed if lack of mentorship and HIV/AIDS and Reproductive Health Risks was a challenge faced by girl-child, but agreed that; lack of Life skills training, that early marriage, lack of Parent/support committees, lack of educational opportunities, and strongly agreed that poverty was a big challenge to girl child in Bauchi. This result agrees with NBS (2009), which says; Bauchi State has the lowest youth literacy rate at 48.9%.

In finding out the social roles perform by girls before or after class hours; it was clear that house cleaning/ washing/ cooking and others with child caring takes majority of the time needed to have been used in the empowerment of girl-child in Bauchi.

The community perception on girls' empowerment was that it is good to train a woman to keep financial records because she can do the job as well as a man but that a good marriage is more important for a girl than a good education. The prevailing situation has forced many Nigerian youths into social vices (World Economic Forum, 2013).

The study held that support to increased access to financial services, financial literacy training, creation jobs and employment opportunities, increased incomes through business and finally it was agreed that skill acquisition/ entrepreneurial training were good economic empowerment to girls in Bauchi. This is supported by the correlation analysis which indicated that all other variables were significantly related.

Contribution to Knowledge

The study greatly contributed to knowledge by bringing to fore the community perception on girls' empowerment that a good marriage is more important for a girl than a good education.

Conclusion

There is significant and positive relationship between challenges faced by girl-child and economic empowerment girls.

The social roles performed by girls before or after class hours has a negative and significant effect on the economic empowerment of girls in Bauchi;

The community perception of girls' has a positive and significant impact on economic empowerment of girls in Bauchi.

This study concludes to say; "When the girl-child moves forward the family moves, the village moves and the nation and world moves". It is essential as their thoughts and their value systems lead the development of a good family, good society and ultimately a good nation.

The best way of empowerment is perhaps through inducting women in the mainstream of development. Women empowerment will be real and effective only when they are able to raise income and property so that they may stand on their feet and build up their identity in the society.

Recommendation

Government initiatives alone would not be sufficient to achieve this goal. Society must take initiative to create an environment in which there is no gender discrimination and women have full opportunities of self-decision making and participating in social, political and economic life of the country with a sense of equality.

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