

ROLES OF SCHOOL BASED MANAGEMENT COMMITTEE ON GIRL-CHILD ACCESS TO PRIMARY EDUCATION IN KADUNA STATE, NIGERIA

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ABSTRACT

This study examined the roles of School Based Management Committee on Girl Child Access to Primary Education in Kaduna State, Nigeria. Cross-sectional survey design was adopted and School Based Management Committee Roles Questionnaire (SBMCRQ) was the instrument used to collect data. The sample size of 759 respondents comprising of 378 teachers and 381 SBMC members from 346 primary schools in Kaduna State using multi-stage sampling technique was used. A total of 759 copies of the questionnaire were given out to the respondents and 717 copies were returned after the administration. There was 94.5% rate of return. The instrument was validated by experts. The Cronbach alpha reliability for the SBMCRQ is 0.85. The data collected were analyzed with the use of frequency and percentages as well as mean and standard deviation. It was found that activities of School Based Management Committee in Kaduna State in terms of sensitizing the general public about importance of girl-child education, advocacy visits to community stakeholders, awareness creation and regular engagement and interaction with religious leaders with a view to do away with misconception about education of female children have yielded positive results in terms of increase of girl child's access, enrolment, retention and completion of primary education. It was recommended that School Based Management Committee should be made more functional in all primary schools in Kaduna State. The Government at the State level should intensify supervision and inspection of schools to ensure that SBMC is more effective and maintains positive relationships with teachers for excellent girl-child access to primary education.

Keywords: SBMC; access; girl-child; enrolment; retention; completion

INTRODUCTION

Education is believed to be a tool for personal and societal development. Development is possible when everyone is involved. This means that everyone must be given

unhindered access to quality education if personal and societal development is to be attained. Education is a right of everyone and on no account anyone is denied. Odenigbo and Eze (2019), submit that education creates employment opportunities, improves capacity, ensures equity and inclusion, develops individuals' technological competence, and makes lives more prosperous. It is unfortunate that despite the benefits of quality education to the private and public lives of citizens, a large number of children are out-of-school in Nigeria. The National Bureau of Statistics (NBS) and United Nations Children's Fund (UNICEF) (2017), reported that there are 14.5 million out-of-school children in Nigeria in 2016 and female children are more in number than male children. Odenigbo and Eze (2019), lamented that education of girl child in Nigeria is very poor and worst and something must be done to bring female children to school.

While describing the situation of girl-child in Nigeria, Agusibo (2018), aptly noted that girl child in Nigeria experience insecurity, molestation, child marriage, sexual violence, poverty, which are linked to socio-cultural and socioeconomic factors that prevent girl-child quality education, freedom, dignity, opportunities, peace, her well-being and self-worth, make her vulnerable and hinder her full development as a human person. It is important to add that inability of girl child to access education will lead to breeding army of adult female illiterates in the future. This implies that the future is not bright for Nigerian female children.

The realization that education for all irrespective of gender, location, tribe and circumstance is the answer to the national development has prompted Nigerian governments particularly at the federal and state levels to strive for the provision of quality education for Nigerian children. Corroborating this assertion, Abdulkarim and Mamman (2014), argued that federal government of Nigeria through being signatory to many treaties and global initiatives such as Education for All (EFA), Millennium Development Goals (MDGs), as well as national commitment such as Universal Basic Education has shown her willingness and seriousness to combat illiteracy among her citizens (girl-child inclusive). The special girl-child education programme launched by federal government of Nigeria in 2011 for girl child in the north was one of the efforts to provide quality education for girl child (Abdulkarim&Mamman, 2014) in Nigeria.

It is unfortunate to note that despite all the efforts made by government to increase girl child education the rate of out-of-school children among female population is high compared with their male counterparts. Abdulkarim and Mamman (2014), reported that there are more boys attending primary schools than girls in Nigeria. According to the authors 65% of primary school pupils are boys as at 2009 while only 35% of the primary school population is girls. According to Onyuku (2011), it is sad that less than 45% of girls who completed primary education could move to secondary schools. An investigative report by the Daily trust (2019) confirmed that Kaduna State has the highest female dropout rate. The Kaduna state Development Plan 2016-2020 reveals an estimated 37% rate of pupils drop out by primary six pupils; with females having the highest rate of not being able to complete primary school, that is nearly 25 in 100 girls, compared to 21 in 100 boys. The report also said males have the highest completion rate in primary school with 36.9% to males and 27.84% to females.

Scholars such as Abdulkarim and Mamman (2014), Agusiobo (2018), Odenigbo and Eze (2019), have attributed the high rate of drop out and low level of access to education by girl child to a number of factors such as socio-cultural, economic and socio-economic, school-based, school governance as well as administrative problems. Specifically, Okeke, Nzewi and Njoku (2008) identified child labour, poverty and lack of sponsorship, quest for wealth, bereavement, truancy, broken homes and engagement of children as house helps, as factors inhibiting children especially girls' access or retention to education in Nigeria. It has

been argued that problems associated with low enrolment, poor attendance and retention as well as poor transition of girl child education can be best addressed through community inclusion in the management of schools in Nigeria (Mohammed, Agboola & Olugbenle, 2017). Consequently, the establishment of School Based Management in Nigeria has served as a vehicle through which better service delivery of qualitative education can be delivered.

Nigerian government launched School-Based Management Committee (SBMC) to reduce problems associated with school governance and administration as well as involving community members in the running of day-to-day school activities in Nigerian primary and secondary schools. The School Based Management Committee was established by Federal Ministry of Education in 2009 as a bridge between schools and the community they serve. SBMC focuses on increasing quality and access to education. Dakar Framework of Action (2000) noted that the experience of the past decades has underscored the need for better governance of educational systems in times of efficiency, accountability, transparency and flexibility, so that they can respond more effectively to the diverse and continuously changing needs of the learners. With the establishment of SBMC in 2009, every school is expected to have its own Committee. The SBMC has the following as its objectives: 1) Engender community's interest in school in their localities with a view to their assuming ownership of their schools; 2) Provide mechanisms for more effective management at school level; 3) Provide a platform on which the community and schools pool resource together to enrich schools management; 4) Provide communities and Local Government Education Authorities (LGEAs) with a new mechanism to demand accountability from school managers (i.e. Head-teachers); 4) Help the school in the formation of its mission statement and articulation of its vision; 5) Provide a legal framework involving stakeholders in planning, monitoring and evaluation of education at the school level; 6) Provide and updating a school development plan on an annual and longer term basis (Akinsolu&Onibon, 2008).

It is expected that when SBMC discharges these responsibilities effectively, pupils who are out-of-schools will be enrolled, retained, graduated and be encouraged to transit from primary schools to secondary schools. In this regard Mohammed, Agboola and Olugbenle (2018)'s study on the impact of School Based Management Committee grants on girls' enrolment, completion and performance in Bauchi state junior secondary schools revealed that through SBMC grants, learning materials, female toilet facilities, schoolbags and uniforms were provided and the provisions of these facilities led to increase in female school enrolment, completion, high performance and transition. Similarly, Tyoakaa, Ifeanyichukwu and Apine (2014)'s study on problems and challenges of Girl-Child Education in Nigeria: The situation of Kalgo Local Government Area (L.G.A) of Kebbi State showed that poverty, early marriage and religious misconceptions are among problems of girl-child education in Nigeria. This finding signifies that when members of the community are involved in the management of schools through SBMC, the problems can be addressed through activities of SBMC.

The study of Oduwaiye and Bakwai (2017), has recognized the roles of SBMC in creating access to quality education for girl child in North-west Nigeria. The study reported that activities of SBMC such as Whole School Development Planning (WSDP), Household Mapping, Family-based Education Insurance Policy and Women Economic Empowerment Initiative have helped in ensuring effective monitoring and evaluation of girls' education programmes, improving school supervision, conflict resolution and increasing school participation. Specifically, Oduwaiye and Bakwai (2017) reported that community members have been mobilized and encouraged through Household Mapping done by SBMC to enroll their female children in schools. And Family-based Education Insurance Policy and Women

Economic Empowerment Initiative as strategies adopted by SBMC have helped in reducing poverty among women folk which made them to release their daughters to schools.

It is believed that when SBMC plays its roles religiously, there will be improvement in enrolment, retention and completion of girl-child in primary schools and laid good foundation for the girl-child future. The question that comes to one's mind is that what are the roles SBMC are playing in primary schools in Kaduna state in creating access for quality education for the girl child in the state? This is the focus of this study. What is the situation of girl-child access to education in this circumstances vis-à-vis the roles of SBMC in Kaduna state is the problem of this study. This research was carried out to examine School Based Management Committee's roles on girl child's access to primary education in areas of enrolment, retention and completion in Kaduna State. There is need for functional and quality education for the girl child in other to reduce poverty and ensure sustainable development. The research questions guided the study are:

- RQ 1. What are the roles of SBMC in improving girl-child's access to primary education in Kaduna State?
- RQ 2. What are the roles of SBMC in improving the enrolment rate of girl-child to primary schools in Kaduna State?
- RQ 3. What are the roles of SBMC in enhancing the retention rate of girl-child in primary schools in Kaduna State?
- RQ 4. What are the roles of SBMC in increasing the completion rate of girl-child in primary schools in Kaduna State?

METHOD

The researchers used a cross-sectional survey research design to carry out the study. Lauren (2020) described cross-sectional design as a design where the researcher collect data from different individuals or groups at the same time and the researcher observes research variable without influencing them. This design was considered suitable as a plan for data collection because it assisted in collecting data that helped the researchers to assess the roles of SBMC on girl-child access to primary education in Kaduna State. The population of the study consists of 23 LGAs in Kaduna state with 9 educational zones. There are 36,452 teachers, 55,320 SBMC members from 4,610 primary schools distributed across the educational zones (SUBEB Kaduna State, 2020). The common characteristic of the population is that they are all teachers that possess Nigerian Certificate in Education (NCE) as the minimum teaching qualification and School Based Management Committee Members. The sample size of the study consists of 759 respondents which comprises of 378 teachers and 381 SBMC members from 346 primary schools in Kaduna State (the sample size was drawn based on Research Advisors 2006, Table for Determining Sample Size from a given Population). The study adopted multi-stage random sampling technique. At the first stage, 346 schools were randomly sampled. At the second stage, teachers, and SBMC members were sampled. Finally, the lucky dip method of simple random sampling was employed to obtain a sample size. Serial numbers of the respondents in the sampling frame was recorded on pieces of papers folded and mixed thoroughly before picking without replacement. This technique gave the respondents equal opportunity of being selected thereby, reducing the bias effect that might interfere with the validity and reliability of the study.

For the purpose of the study, the researchers developed a questionnaire for teachers and SBMC members. Iliya (2018) asserts that a questionnaire is a set of systematically structured questions used by researcher to get needed information from respondents. The instrument was titled School Based Management Committee Roles Questionnaire (SBMCRQ). The instrument was developed mainly for measuring the roles of SBMC on

Girl-Child education in terms of access, enrolment, retention, and completion. The SBMCRQ has two (2) Sections. Section A was meant to seek for the consent of the respondents to participate in the study and their demographic information. Section B has 20 items based on 4 points modified Likert type scales given as follows-strongly Agree-4 points, Agree-3 points, Disagree-2 points, and strongly Disagree-1 point. The twenty five items described the opinion of the respondents using the four points likert scale which each respondent was required to tick the column that suits his/her opinion. There are 5 items each for the following issues raised as research questions: access to primary education, enrolment of girl-child, retention of girl child and completion of girl child of primary education. The instrument was face and content validated by experts in Primary Education and Educational Administration and Planning from Usmanu Danfodiyo University, Sokoto. The researchers effected all the corrections made by the experts in terms of words construction, language usage, content relevance and appropriateness. The same instrument was subjected to reliability when 30 copies of the instrument were given to teachers and SBMC members that were not part of the samples for trial-testing. The researchers used Cronbach alpha and reliability coefficient of 0.85 was obtained. This coefficient showed that the SBMCRQ was reliable and could be used for the data collection.

The researchers with the help of trained research assistants administered the questions to teachers at their various schools. The SBMC members were approached at their meetings which used to be held once in 3 months. The administration of the questionnaire was done between January to March, 2021. A total of 759 copies of the questionnaire were given out to the respondents and 717 copies were returned after the administration. There was 94.5% rate of return. The data collected were analyzed using frequency and percentages as well as mean score and standard deviation. The researchers used 2.50 as criterion mean to accept that a particular role is important.

RESULTS AND DISCUSSIONS

Results

Table 1: Demographic Information of Respondents

S/N	Item	Frequency	Percentage
1.	Gender:		
	Male	432	60.3
	Female	285	39.7
	Total	717	100.0
2.	Category		
	Teachers	370	51.6
	SBMC members	347	48.4
	Total	717	100.0
3.	School Location		
	Urban	509	71.0
	Rural	208	29.0
	Total	717	100.0

Table 1 shows that 60.3% (432) of the respondents were male while 39.7% (285) of the respondents were female. This implies that majority (60.3%) of the respondents were male. The Table (i.e Table 1) indicates that 51.6% (370) of the respondents were teachers and 347(48.4%) of the respondents were members of the SBMC in the sampled schools. Table 1 similarly shows that majority of the respondents 71.0% (509) were located in urban schools while 29.0% (208) of the respondents were found in rural schools.

Research Question 1: What are the roles of School Based Management Committee on girl-child access to primary education in Kaduna State?

Table 2: Descriptive Statistics of the Role of SBMC to the Girl-child Access to Primary Education in Kaduna State

S/N	Item	Mean	SD	Remark
1	Sensitization by SBMC will boost girl child access to school	3.42	1.01	Significant
2	SBMC uses the advocacy approach at government level which encourage girl-child access to school	2.75	0.73	Significant
3	SBMC creates awareness and educate community members on the need for girl child education	3.62	1.15	Significant
4	Collaboration training of the mothers' associations on skill acquisition to eradicate poverty by SBMC and Federal Ministry of Education improves girl child access to school	2.31	0.57	Insignificant
5	SBMC's constant interaction with various religious leaders on misconception about girl child education can enhance girl child access to school	3.41	1.01	Significant
Grand Mean		3.10	0.90	Significant

Scale Mean = 2.50

Source: research survey (2021)

Table 2 shows the descriptive statistics (Mean and Standard Deviation) of the role of SBMC on the girl-child access to primary education in Kaduna State. It is evident from Table 2 that the general opinion of the respondents represented by the grand mean score of 3.10 is greater than the scale mean score of 2.50. This situation implies that SBMCs contribute to the girl-child access to primary education in Kaduna State in terms of sensitizing the general public about importance of girl-child education, advocacy visits to community stakeholders, awareness creation and regular engagement and interaction with religious leaders with a view to do away with misconception about education of female children. It is important to note that SBMC has not being able to succeed in giving vocational skills training to women in or to reduce poverty among women folk.

Research Question 2: What are the roles of School Based Management Committee to the enrolment rate of girl-child in primary education in Kaduna State?

Table 3. Descriptive Statistics of the Role of SBMC on the Enrolment of Girl-child in Primary Education in Kaduna State

S/N	Item	Mean	SD	Remark
1	Parents are involved in decision making in primary schools to inspire the enrolment of the girl child.	3.44	1.04	Significant
2	SBMC members supervise teaching and learning which has improved enrollment of girl child in school.	2.65	0.66	Significant
3	Community members on behalf of SBMC encourage the enrollment of female students in primary schools.	2.62	0.64	Significant
4	School administrators mobilize the community on behalf of SBMC to enroll the girl child of school age into primary school.	2.51	0.56	Significant
5	School administrators make known to the community the problems and needs of the school to enable the enrollment of girl child in school.	3.71	1.21	Significant
Grand Mean		2.99	0.82	Significant

Scale Mean = 2.50

Source: research survey (2021)

Table 3 shows the Mean scores and Standard Deviation of the role of SBMC on the enrolment of girl-child in primary education in Kaduna State. It is evident from Table 3 that the general opinion of the respondents represented by the grand mean score of 2.99 is greater than the scale mean score of 2.50. This situation implies that SBMC contributes to the enrolment of girl-child in primary education in Kaduna State in terms of involving in school decision making, supervision of teaching and learning, encouraging female enrolment, mobilizing community for female participation in education and meeting school needs.

Research Question 3: What are the roles of School Based Management Committee in enhancing the retention rate of the girl-child in primary education in Kaduna State?

Table 4: Descriptive Statistics of the Role of SBMC on the Retention Rate of Girl-child in Primary School in Kaduna State

S/N	Item	Mean	SD	Remark
1	Drop out and street hawking among girl-child has reduced drastically as a result of the sensitization by SBMC members.	3.33	1.01	Significant
2	Provision of sanitary material by SBMC members has improved the retention rate of girl child in school.	2.50	0.55	Significant
3	SBMC encourages members of the community to take part in core curricular activities within the school which has improved the retention of girl child.	2.62	0.64	Significant
4	Sensitization by SBMC discourages early child marriage in the community.	3.51	1.06	Significant
5	SBMC monitoring of schools sustains the retention of female children in school.	3.70	1.21	Significant
Grand Mean		3.13	0.89	Significant

Scale Mean = 2.50

Source: research survey (2021)

Table 4 shows the Mean scores and Standard Deviation of the role of SBMC on the retention rate of girl-child in primary education in Kaduna State. It is evident from the Table that the general opinion of the respondents represented by the grand mean score of 3.13 is greater than the scale mean score of 2.50. This situation implies that SBMC contribute on the retention rate of girl-child in primary education in Kaduna State in terms of provision of sanitary materials for girl-child, encouraging members of the community to take part in core school curricular activities, sensitizing the community to discourage child marriage and monitoring of school activities.

Research Question 4: What are the roles of School Based Management Committee to the completion rate of girl-child in primary schools in Kaduna State?

Table 5: Descriptive Statistics of the Role of SBMC on the Completion Rate of Girl-child in Primary School in Kaduna State

S/N	Item	Mean	SD	Remark
1	SBMC members encourage female students to work hard and complete their academic programme within the specified period of time.	3.73	1.23	Significant
2	SBMC members ensure that female students who are enrolled in school are given equal opportunity with their male counterparts to complete their academic programme.	3.60	1.18	Significant
3	Community members provide adequate infrastructural facilities that motivate students to learn and complete their school programme.	2.82	0.98	Significant
4	SBMC members encourage parents to check and assist their female ward towards the successful completion of their academic programme.	3.50	1.16	Significant
5	SBMC members provide the enabling environment that is conducive for educating the girl child.	2.70	0.93	Significant
Grand Mean		3.27	1.10	Significant

Scale Mean = 2.50

Source: research survey (2021)

Table 5 shows the Mean scores and Standard Deviation of the role of SBMC on the completion rate of girl-child in primary education in Kaduna State. It is evident from Table 5 that the general opinion of the respondents represented by the grand mean score of 3.27 is greater than the scale mean score of 2.50. This situation implies that SBMC contribute on the completion rate of girl-child in primary education in Kaduna State in terms of encouraging female pupils to work hard, fighting for equal educational opportunities for female children, provision of gender sensitive infrastructure, encouraging parents to do regular check and visit of their female children at school and providing enabling learning environment.

Discussions

It was found that activities of School Based Management Committee in Kaduna State in terms of sensitizing the general public about importance of girl-child education, advocacy visits to community stakeholders, awareness creation and regular engagement and interaction with religious leaders with a view to do away with misconception about education of female children have yielded positive results in terms of increase of girl child's access to primary education. This implies that giving SBMC opportunities to discharge their roles will lead to

better girl child access to education. It is very clear that government alone cannot succeed in its effort to increase girl child access to basic education. This underscores the importance of involvement of communities in the fight against negative attitude to girl child education in most northern parts of Nigeria. In this regard SBMC is a committee that gives supports and cooperation to government in winning the fight against community negative attitude to girl-child. The idea of government getting supports for school from the community through SBMC can be lined to system theory which recognizes school as a system composed of interrelated parts (Peretomode, 1991), one of the such part is the community. School as a system with many parts, it is always interacting with its communities and other institutions (Lunenbun, 2010; Bakwai & Yusuf, 2016). One of such community structure in Nigeria and by extension in Kaduna is SBMC. This finding corroborates the finding of Akinsolu and Onibon (2008) that in Nigeria, the School-Based Management Committee was set up to increase citizens' participation in school management which is expected to increase access to education for all. According to the authors this is part of the efforts of schools reform in Nigeria. Similarly, Enejere (2008) as well as Tyoakaa, Ifeanyichukwu and Apine (2014) studies affirmed that through SBMC young girls that were earlier denied access to education as a result of factors such as misconception of religious injunctions were brought to schools in northern Nigeria through SBMC efforts.

One of the important goals of SBMC is to increase enrollment rate of school boys and girls. The Committees across states in Nigeria have made a lot of efforts in this direction. It is important to note that this study has reported increase in enrolment of girl-child in Kaduna state as a result of efforts of SBMC. The specific efforts made by SBMC as revealed in this study are in terms of SBMC involvement in school decision making, supervision of teaching and learning, encouraging female enrolment, mobilizing community for female participation in education and meeting school needs. The process of getting support to increase girl child enrollment as demonstrated by contribution of SBMC in the study area is a pointer to the co-operation of several individuals as emphasized in the Cooperative theory of Chester Barnard. According to Barnard (1938) Co-operative theory defines school organization as a system of co-operation whereby people work together for a common goal. This implies that schools working together with SBMC have yielded positive result to girl-child enrolment in primary schools. This finding is consistent with the study of Oduwaiye and Bakwai (2017) which reported that community members have been mobilized and encouraged through Household Mapping done by SBMC to enroll their female children in schools. This implies that SBMC has changed the narrative as reported before the introduction of SBMC that many girls are not enrolled in school (UNICEF, 2007).

The study showed that SBMC is doing everything to increase the retention rate of girl-child in primary schools in Kaduna State. The efforts of SBMC in this regard are in terms of provision of sanitary materials for girl-child, encouraging members of the community to take part in core school curricular activities, sensitizing the community to discourage child marriage and monitoring of school activities. These activities constitute the supports and cooperation that primary schools get from SBMC which points to the importance of cooperation as emphasized by Barnard's cooperative theory. This finding is supporting the finding of Mohammed, Agboola and Olugbenle (2018) which revealed that through SBMC grants, learning materials, female toilet facilities, schoolbags and uniforms were provided and the provisions of these facilities led to increase in female school enrolment, completion, high performance and transition

It is interesting to report that the roles of School Based Management Committee in terms of encouraging female pupils to work hard, fighting for equal educational opportunities

for female children, provision of gender sensitive infrastructure, encouraging parents to do regular check and visit of their female children at school and providing enabling learning environment have led to increase in completion rate of girl child in primary school in Kaduna State. The roles played here by the parents as members of SBMC signify their parental responsibilities as captured in cognitive development theory of Piaget (1981). Piaget (1981) proposed a theory of cognitive development in children and emphasized the constructive role of experience with peers and family members. The basic assumption of his theory was that young children are active learners with a constant drive to match their internal constructions (their own view of the real world) and external constructions (the external realities they face with in their surroundings). The encouragement the girl children got from the SBMC members who are their parents helped them to retain themselves in schools to the completion. Okwori (2013) asserts that the school is an organized system designed to achieve set objectives, the primary goals of setting up a school is to train students by inculcating the right knowledge, character/attitude and skills in the learner within a specified period of time. Thus, in our contemporary time a lot of challenges stands against the smooth completion (graduation) of the girl child from primary school, these factors include, communal conflict, family traditional practice, prostitution, unwanted pregnancy, poverty, early marriages and religious' beliefs. It is a positive development that the emergence of SBMC in schools has helped to address these problems which served as bottleneck for completion rate of girl-child in primary school.

CONCLUSIONS

In view of the findings of the study, the researchers conclude that the activities of SBMCs have significantly influenced girl-child access to primary education in terms of increase in enrolment, retention and completion rate of primary education in Kaduna state. This implies that involvement of SBMC in school administration is a stimulant to girl-child enrolment, retention and completion of primary education. Therefore School Based Management Committee should be made more functional in all primary schools in Kaduna State.

Based on the findings of this study, the following recommendations were given:

1. SUBEB should ensure that SBMC is made more functional in all the primary schools in the state since it has been shown that the roles of SBMC have significantly influenced the girl-child's access to primary education. This could be done by encouraging and supporting the activities of SBMC in all primary schools in Kaduna State.
2. The Government at the State level should intensify supervision and inspection of schools to ensure that SBMC is more effective and maintains positive relationships with teachers for excellent girl-child access to primary education. This could be done through the establishment of functional quality assurance units in every primary school.
3. Head Teachers and other stakeholders are advised to ensure that teachers are appropriately motivated. Incentives like better salary packages and bonuses should be used as tools to motivate teachers for excellent performance. This will help in maintaining the enrolment rate of the girl-child in schools.
4. There should be a joint teacher evaluation strategy in instructional delivery, course planning, grading, and assessing learners using both internal and external evaluators in order to determine teachers' mastery of subject matter, resourcefulness, creativity, communication skills and general attitude to work. This would help SBMC to improve girl-child enrolment, retention, and completion of primary school education.

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