

Role of Re-Boarding and Parental Attitude on Girl-Child Education in Jigawa State: A Pathway to Successful Inclusive Education in Jigawa State

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Abstract

This study investigated daughters' perceptions of parental attitudes towards re-boarding of girls' secondary schools and its implications for girl-child education and inclusive education in Jigawa State, Nigeria. A descriptive survey design was adopted, employing a five-point Likert attitudinal scale questionnaire. The instrument was validated by six lecturers from Sule Lamido University Kafin-Hausa and Federal University Dutse, and a pilot study was conducted prior to full-scale data collection. The target population comprised 10,772 students and teachers from six selected girls' secondary schools in Jigawa State, from which 357 respondents were drawn using simple random sampling based on the Research Advisor (2006) table. Teachers completed the questionnaires directly, while students completed the questionnaire on behalf of their parents a proxy-responding arrangement that constitutes a methodological limitation acknowledged in this paper. Of the 357 distributed questionnaires, 335 were returned and used for analysis. Data were analysed using frequency counts, simple percentages, chi-square goodness-of-fit tests, and 95% confidence intervals. The study found that daughters perceived their parents as having developed a strongly negative attitude towards the de-boarding policy, while perceiving parental support for re-boarding. Re-boarding was viewed by an overwhelming majority of respondents as an important vehicle for the successful implementation of inclusive education in Jigawa State. It is recommended that the government re-board all girls' secondary schools and enact gender-responsive educational policies that promote inclusive education at all levels.

Keywords: De-Boarding, Girl-Child Education, Inclusive Education, Parental Attitude, Re-boarding

1. Introduction

Education is a fundamental human right and a powerful tool for individual and societal development. In Jigawa State, as in many regions of northern Nigeria, the education of the girl-child has historically faced numerous challenges, including entrenched cultural norms, early marriage, poverty, and inadequate access to educational resources. Concerted efforts to promote inclusive education have therefore become increasingly urgent in addressing these systemic inequities.

One significant strategy gaining renewed policy attention is the re-boarding school system, which aims to provide a secure, structured, and conducive learning environment for girls. Equally important is the role of parental attitudes towards girl-child education, which can either support or hinder academic participation and completion. Understanding the interplay between these two factors is essential for formulating sustainable and inclusive educational policies in Jigawa State.

This paper explores the significance of re-boarding schools and the influence of parental attitudes as perceived by students on girl-child education, highlighting their combined potential as key drivers for the successful implementation of inclusive education in the state. As the National Policy on Education (Federal Republic of Nigeria, 2004) and the Universal Basic Education Act (2004) both affirm, education must guarantee equality of opportunity for all citizens. This principle resonates with UNESCO's (2009) conceptualisation of inclusive education as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning and reducing exclusion from education.

The paper is structured as follows: background of the study; statement of the problem; research objectives and questions; theoretical framework; methodology; findings; discussion; limitations; conclusions; and recommendations.

1.1 Background of the Study

Education remains a vital catalyst for socio-economic development and the reduction of structural inequality. However, in Jigawa State and much of northern Nigeria, girls' access to quality education continues to be severely constrained. Traditional cultural norms, religious misconceptions, poverty, early marriage, and the absence of gender-sensitive educational policies have collectively contributed to persistently low enrolment, retention, and completion rates for girls in secondary schools.

In response to these challenges, re-boarding schools have emerged as a strategic intervention. By offering a safe and structured residential environment, they enable girls to concentrate on their studies away from socio-cultural pressures often encountered in the home environment. The evidence from analogous contexts suggests that residential schooling can reduce dropout rates and improve educational outcomes for marginalised girls (UNICEF, 2020).

The de-boarding policy, introduced in Jigawa State in 1987, converted residential girls' secondary schools into day schools, purportedly to reduce the financial burden on the state government. However, this shift has attracted sustained criticism from parents, educators, and community stakeholders, who argue that it exposed female students to social risks and diminished educational motivation. The

present study examines the extent to which parents as perceived by their daughters oppose the de-boarding policy and support re-boarding, and further investigates the perceived link between re-boarding and inclusive education.

1.2 Statement of the Problem

Since the introduction of the de-boarding policy in Jigawa State in 1987, parental discontent has persisted over successive decades. State governments have cited the prohibitive cost of feeding and housing female students as the primary justification for the policy; however, this rationale has neither addressed the documented negative consequences for girl-child education nor proposed alternative support mechanisms.

The de-boarding policy has created a situation in which the goals of inclusive education, particularly the full participation of all categories of learners in formal schooling are difficult to realise. Girls from rural areas, girls with disabilities, and girls from economically disadvantaged households face compounded vulnerabilities as day students that boarding arrangements might mitigate. There is therefore a need to empirically document parental perceptions of the de-boarding policy and to assess the perceived relationship between re-boarding and inclusive education, while also acknowledging the funding and sustainability challenges that any re-boarding policy must address.

1.3 Objectives of the Study

The study was designed to achieve the following objectives:

- To examine the perceived impact of the de-boarding policy on the moral development of female students.
- To assess the attitudes of parents as reported by their daughters towards the de-boarding policy.
- To determine whether parents support their daughters' continued schooling as day students following the introduction of the de-boarding policy.
- To investigate the perceived parental attitude towards the potential re-boarding of girls' secondary schools in Jigawa State.
- To examine the perceived relationship between re-boarding and the successful implementation of inclusive education in Jigawa State.

1.4 Research Questions

The study was guided by the following research questions:

- What are the perceived positive or negative impacts of the de-boarding policy on the moral development of female students?
- What are the parental attitudes as perceived by daughters towards the de-boarding policy in Jigawa State?
- Do parents in Jigawa State support their daughters in continuing their education as day students following the introduction of the de-boarding system?
- What would the parental attitude be, as perceived by daughters, if the government were to re-board girls' secondary schools in Jigawa State?

- Does the re-boarding of girls' secondary schools in Jigawa State have any perceived relevance to the successful implementation of inclusive education?

1.5 Conceptual Framework

The study draws on two conceptual pillars:

- (a) the social ecology of girls' education, and
- (b) inclusive education as articulated in international and national policy frameworks.

The social ecology framework, grounded in Bronfenbrenner's (1979) bioecological systems theory, holds that educational participation is shaped by interacting environmental systems the family, school, community, and broader policy environment. Parental attitudes constitute a critical microsystem influence on girls' educational trajectories; negative parental attitudes, compounded by structural insecurity associated with day schooling, can substantially reduce educational attainment.

Inclusive education, as defined by UNESCO (2009, p. 9), is "a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education." This framework obliges educational systems not merely to enrol all children but to create environments in which every learner regardless of gender, disability, ethnicity, religion, or socio-economic status can thrive. The Salamanca Statement (1994) further declared that regular schools should accommodate all children regardless of their individual differences or special conditions. Re-boarding, within this framework, can be understood as a structural mechanism for reducing the environmental barriers that currently prevent many girls from fully participating in formal education.

2. Methodology

The study adopted a quantitative approach with a descriptive survey design. A five-point Likert attitudinal scale questionnaire was constructed to obtain data from teachers and the parents of students at de-boarded girls' secondary schools in Jigawa State. The questionnaire was subjected to both content and construct validation by six lecturers from Sule Lamido University Kafin-Hausa, Jigawa State, and Federal University Dutse, Jigawa State. A pilot study was conducted by administering the instrument to ten teachers and ten parents in a trial-run prior to the full-scale study.

The target population comprised the entire student, parent, and teacher population of six selected girls' secondary schools in Jigawa State, totaling 10,772 subjects. Based on the sample size determination table proposed by the Research Advisor (2006), 357 participants comprising 269 parents and 88 teachers were drawn using simple random sampling from the six schools, as detailed in Table 1 below.

Teachers (n = 88) completed the questionnaires directly at their respective school premises and returned them to the researchers on the same day. Because direct access to parents proved impractical, the questionnaires for parents were sent home with students, who were requested to have their parents complete them and to return the completed forms on the following school day. This proxy-

responding arrangement means that the data represents daughters' perceptions of their parents' attitudes rather than a direct measurement of parental attitudes. This limitation is acknowledged and discussed in Section 10 of the 357 distributed questionnaires, 335 (93.8%) were returned and used for data analysis.

Data were analysed using tabular frequency counts, simple percentages, 95% confidence intervals (CIs) computed for the combined agree/disagree proportions using the Wilson score method, and chi-square goodness-of-fit tests to assess whether response distributions differed significantly from a uniform distribution across the five Likert categories ($df = 4$; critical value at $p < 0.001$: $\chi^2 = 18.47$).

Table 1: Population and Sample Distribution by School

S/N	School	Students	Teachers	Prop. (%)	Sampled Parents	Sampled Teachers	Total
1	GGSS Garki	2,391	54	23%	61	20	81
2	GGSS Taura	2,007	61	19%	53	16	69
3	GGSS Ringim	1,752	19	17%	45	14	59
4	GGASS Kaugama	1,648	23	15%	40	15	55
5	GGSS Danzomo	1,720	34	16%	44	14	58
6	GGJSSS Miga	1,048	15	10%	26	9	35
	Total	10,566	206	100%	269	88	357

Source: Schools' class attendance registers and teachers' roll calls (2025).

3. Results

Research Question 1: What are the perceived positive or negative impacts of the de-boarding policy on the moral development of female students?

Table 2: Perceived Impact of De-Boarding Policy on Moral Development of Female Students (n = 335)

Response	Freq	%	95% CI	Category
Strongly Agree	168	50.1%	44.6–55.7%	Agreement
Agree	79	23.6%	19.1–28.5%	Agreement
Neutral	36	10.7%	7.6–14.5%	Neutral
Disagree	41	12.2%	8.9–16.3%	Disagreement
Strongly Disagree	11	3.3%	1.7–5.8%	Disagreement
Total	335	100%	—	—

Source: Field Survey (2025). $\chi^2(4, N = 335) = 225.6$, $p < 0.001$ (goodness-of-fit vs. uniform distribution). Combined agree (SA+A) = 74.1% [95% CI: 69.0–78.7%].

Table 2 shows that 74.1% of respondents (95% CI: 69.0–78.7%) strongly agreed or agreed that the de-boarding policy has had lasting negative impacts on the moral development of female students, while only 15.5% disagreed or strongly disagreed, and 10.7% remained neutral. The chi-square test confirms that this distribution is significantly non-uniform ($\chi^2 = 225.6$, $p < 0.001$), indicating a strong consensus among respondents that de-boarding has negatively affected girls' moral development.

Research Question 2: What are the parental attitudes as perceived by daughters towards the de-boarding policy in Jigawa State?

Table 3: Daughters' Perceptions of Parental Attitude towards the De-Boarding Policy (n = 335)

Response	Freq	%	95% CI	Category
Strongly Agree	10	3.0%	1.4–5.4%	Agreement
Agree	21	6.3%	3.9–9.3%	Agreement
Neutral	4	1.2%	0.3–3.0%	Neutral
Disagree	28	8.4%	5.6–12.0%	Disagreement
Strongly Disagree	272	81.2%	76.6–85.2%	Disagreement
Total	335	100%	—	—

Source: Field Survey (2025). Note: The questionnaire item was phrased as a negative attitudinal scale (i.e., “parents developed a positive attitude towards de-boarding”); disagreement with this statement thus indicates a negative attitude towards de-boarding. $\chi^2(4, N = 335) = 789.3$, $p < 0.001$. Combined disagree (D+SD) = 89.6% [95% CI: 85.8–92.7%], indicating daughters' perception that parents hold a strongly negative attitude towards the de-boarding policy.

Table 3 reveals that 89.6% of respondents (95% CI: 85.8–92.7%) disagreed or strongly disagreed with the statement that parents held a positive attitude towards de-boarding. Given the negative framing of the scale item, this indicates that daughters perceive their parents as overwhelmingly opposed to the de-boarding policy. Only 9.3% of respondents expressed agreement with the positive attitudinal statement. The response distribution was strongly non-uniform ($\chi^2 = 789.3$, $p < 0.001$).

Research Question 3: Do parents support their daughters' continued schooling as day students following the introduction of the de-boarding system?

Table 4: Perceived Parental Support for Girl-Child Education After De-Boarding (n = 335)

Response	Freq	%	95% CI	Category
Strongly Agree	53	15.8%	12.0–20.3%	Agreement
Agree	129	38.5%	33.3–44.0%	Agreement
Neutral	45	13.4%	10.0–17.6%	Neutral

Response	Freq	%	95% CI	Category
Disagree	64	19.1%	14.9–23.8%	Disagreement
Strongly Disagree	44	13.1%	9.7–17.2%	Disagreement
Total	335	100%	—	—

Source: Field Survey (2025). $\chi^2(4, N = 335) = 75.6, p < 0.001$. Combined agree (SA+A) = 54.3% [95% CI: 48.9–59.6%].

Table 4 shows that 54.3% of respondents (95% CI: 48.9–59.6%) agreed or strongly agreed that parents support their daughters in continuing their schooling as day students following the de-boarding policy, while 32.2% disagreed or strongly disagreed, and 13.4% were neutral. This relatively lower level of perceived parental support — compared to the near-universal opposition to de-boarding in Table 3 — suggests that, although parents resent the de-boarding policy, many still encourage their daughters' education within the existing system. The chi-square statistic indicates that responses were significantly non-uniformly distributed ($\chi^2 = 75.6, p < 0.001$).

Research Question 4: What would the perceived parental attitude be if the government were to re-board girls' secondary schools in Jigawa State

Table 5: Daughters' Perceptions of Parental Attitude towards Re-Boarding of Girls' Secondary Schools in Jigawa State (n = 335)

Response	Freq	%	95% CI	Category
Strongly Agree	8	2.4%	1.0–4.6%	Agreement
Agree	6	1.8%	0.7–3.8%	Agreement
Neutral	0	0.0%	0.0–1.1%	Neutral
Disagree	9	2.7%	1.2–5.0%	Disagreement
Strongly Disagree	312	93.1%	89.8–95.6%	Disagreement
Total	335	100%	—	—

Source: Field Survey (2025). Note: Item was phrased negatively (i.e., “parents should develop a negative attitude... if government re-boards”); strong disagreement implies a strongly positive perceived parental attitude towards re-boarding. $\chi^2(4, N = 335) = 1,120.6, p < 0.001$. Combined disagree (D+SD) = 95.8% [95% CI: 93.1–97.6%].

Table 5 presents one of the most decisive findings of the study. A total of 95.8% of respondents (95% CI: 93.1–97.6%) disagreed or strongly disagreed with the negative attitudinal statement, implying that daughters perceive their parents as overwhelmingly supportive of re-boarding. Only 4.2% expressed agreement with the negative attitude, and none were neutral. The extremely high chi-square value ($\chi^2 = 1,120.6, p < 0.001$) confirms the near-unanimous nature of this response distribution.

Research Question 5: Does the re-boarding of girls' secondary schools in Jigawa State have any perceived relevance to the successful implementation of inclusive education?

Table 6: Perceived Impact of Re-Boarding on the Implementation of Inclusive Education (n = 335)

Response	Freq	%	95% CI	Category
Strongly Agree	208	62.1%	56.7–67.3%	Agreement
Agree	59	17.6%	13.6–22.3%	Agreement
Neutral	14	4.2%	2.3–6.9%	Neutral
Disagree	28	8.4%	5.6–12.0%	Disagreement
Strongly Disagree	26	7.8%	5.1–11.2%	Disagreement
Total	335	100%	—	—

Source: Field Survey (2025). $\chi^2(4, N = 335) = 387.4, p < 0.001$. Combined agree (SA+A) = 79.7% [95% CI: 75.0–83.9%].

Table 6 shows that 79.7% of respondents (95% CI: 75.0–83.9%) agreed or strongly agreed that re-boarding of girls' secondary schools would positively affect the successful implementation of inclusive education in Jigawa State, while 16.1% disagreed or strongly disagreed, and 4.2% were neutral. The highly significant chi-square result ($\chi^2 = 387.4, p < 0.001$) confirms that this distribution is far from random. These findings suggest a strong perceived association between re-boarding and inclusive educational outcomes, though it must be emphasised that this is an associational perception, not an experimentally established causal relationship.

3.1 Summary of Findings

The following findings emerged from the analysis:

- The de-boarding policy is perceived by a large majority of respondents (74.1%; 95% CI: 69.0–78.7%) as having a lasting negative impact on the moral development of female students in Jigawa State.
- Daughters perceive their parents as holding a strongly negative attitude towards the de-boarding policy, with 89.6% (95% CI: 85.8–92.7%) of respondents disagreeing with a positive characterisation of parental attitudes towards de-boarding.
- Despite negative perceptions of the de-boarding policy, a slim majority (54.3%; 95% CI: 48.9–59.6%) of respondents indicated that parents support their daughters in continuing their education as day students, suggesting a pragmatic adaptation to an unwelcome policy.
- Daughters perceive near-unanimous parental support for re-boarding, with 95.8% (95% CI: 93.1–97.6%) of respondents disagreeing with the suggestion that parents would develop a negative attitude towards re-boarding.
- The re-boarding of girls' secondary schools is perceived by 79.7% of respondents (95% CI: 75.0–83.9%) as a significant vehicle for the successful

implementation of inclusive education in Jigawa State.

4. Discussion

The findings of this study converge with an extensive body of literature documenting negative community responses to the de-boarding of girls' secondary schools in northern Nigeria. Muhammad, Musa, Muhammed and Suleiman (2015) found that the de-boarding of girls' secondary schools in Jigawa State was perceived unfavourably by students, teachers, parents, and the broader community, and that parents were actively agitating for re-boarding on the grounds that boarding schools provided a more conducive and morally protective environment. The findings of the present study corroborate this position with updated data.

Dauda (2010) raised the alarm that de-boarding was leading to the irreversible erosion of women's education in northern Nigeria, arguing that the effects would require generational recovery. The present finding that 74.1% of respondents perceive the de-boarding policy as having negatively affected the moral development of girls is consistent with this view. Similarly, the findings of Bara'u (2002) and Ali (1998), who documented the social, moral, and academic consequences of de-boarding in Jigawa State, are affirmed by the current data. Shehu, Dutsinma and Garba (2005) reported analogous patterns in Katsina State, suggesting that opposition to de-boarding is a cross-state phenomenon in northern Nigeria rooted in shared socio-cultural values regarding the protection of girls in residential settings.

The current findings partially diverge from those of Indabawa (1995), who reported that some parents and education stakeholders saw merit in the de-boarding policy, citing resource constraints, overcrowding, and the practical advantages of day schooling. It is important to contextualise this divergence: Indabawa's study was conducted at the inception of the de-boarding experiment, whereas the present study captures cumulative three-decade perceptions. The intervening period may have produced a hardening of negative attitudes as the anticipated benefits of day schooling failed to materialise.

The relationship between re-boarding and inclusive education, while perceived as strong by respondents, requires careful empirical qualification. UNESCO (2009) defines inclusive education not merely as physical enrolment but as the meaningful participation of all learners. Boarding schools, if well-resourced and equitably managed, can reduce the ecological barriers distance, domestic labour demands, early marriage pressure — that disproportionately prevent girls with disabilities, rural girls, and girls from low-income households from accessing education. However, the causal link between re-boarding and inclusive outcomes has not been experimentally demonstrated in the Jigawa context, and future longitudinal studies are needed to establish it empirically. Critically, any re-boarding policy must also address the cost barrier that originally justified de-boarding, through mechanisms such as public-private partnerships, federal education grants, and community cost-sharing arrangements (UNICEF, 2020; Ainscow, 2020).

4.1 Re-Boarding of Girls' Secondary Schools: A Vehicle for Enriching Inclusive Education in Jigawa State

Inclusive education, as conceptualised by UNESCO (2009, p. 9), is "a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education." This definition encompasses not only learners with disabilities but all marginalised groups, including girls, who face systemic barriers to educational participation. In the Jigawa State context, de-boarding has functioned as a structural barrier that exacerbates existing inequities in girls' access to quality secondary education.

Re-boarding schools, by providing a safe residential environment, can mitigate several categories of barriers simultaneously: safety risks associated with long travel distances to school; domestic responsibilities that reduce girls' time for study; social pressures towards early marriage; and the absence of academic support networks. In this sense, re-boarding is not merely a welfare intervention but a structural enabler of inclusive education as defined in international frameworks.

The Salamanca Statement (1994), enacted by UNESCO in Salamanca, Spain, proclaimed that regular schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic, or other conditions. While this statement primarily targets schools for learners with disabilities, its broader principle — that structural barriers to participation must be dismantled — applies equally to gender-based exclusion. Re-boarding, in this framework, is one structural mechanism through which Jigawa State can advance the inclusive education agenda.

Among the articulated goals of inclusive education, the following are directly relevant to the re-boarding policy debate in Jigawa State: providing education for children with diverse learning needs within a restructured school community; empowering children who are hitherto excluded or isolated; enabling students to participate in mainstream education to the best of their abilities; and ensuring improvement of students' learning outcomes (Isa, 2017, citing Oziji, 2005).

However, it bears reiterating that re-boarding alone is insufficient for inclusive education. Funding sustainability, quality assurance, trained staff, accessible facilities for learners with disabilities, and community engagement are equally necessary conditions for inclusive educational environments.

4.2 Limitations of the Study

This study acknowledges the following significant limitations, which must be borne in mind when interpreting the findings:

- Proxy responding: The most critical methodological limitation is that students not parents completed the questionnaires on behalf of their parents. As a result, the study measures daughters' perceptions of parental attitudes, not parental attitudes themselves. Future studies should ensure that parents complete questionnaires directly, through home visits, Parent-Teacher Association meetings, or mailed surveys.

The study's title and findings have been reframed accordingly throughout this revised version.

- Absence of cross-tabulation: The data were not disaggregated by school or by respondent type (teachers versus students/parents). Chi-square tests for differences in responses between schools or between teacher and parent-proxy groups were therefore not possible. Future studies should collect and report cross-tabulated response matrices to enable such analyses.
- Cross-sectional design: The study captures attitudes at a single point in time. Longitudinal data would be needed to track changes in parental attitudes and to assess the long-term effects of any re-boarding policy on girl-child educational outcomes.
- Sampling of schools: The six schools were selected from Jigawa State but the criteria for their selection are not specified. Results may not be generalisable to all girls' secondary schools in the state.
- Absence of cost analysis: The study advocates re-boarding without modelling the financial implications or identifying funding mechanisms. Any viable re-boarding policy would need to address the cost concerns that originally motivated de-boarding. Future research should incorporate cost-benefit analyses.
- Unverified causal claims: The claim that re-boarding promotes inclusive education is based on respondents' perceptions and is consistent with theoretical frameworks, but it has not been experimentally demonstrated. Future research should employ quasi-experimental designs to test this claim empirically.

5. Conclusions

This study has demonstrated that, as perceived by female students who responded on behalf of their parents, the de-boarding of girls' secondary schools in Jigawa State — in place since 1987 has generated sustained negative parental attitudes. Daughters overwhelmingly report that their parents view the de-boarding policy as detrimental to the moral development of female students and perceive near-universal parental support for re-boarding. Furthermore, a strong majority of respondents believe that re-boarding would facilitate the successful implementation of inclusive education in Jigawa State by reducing the structural barriers that currently prevent many girls from full participation in formal secondary schooling.

While the findings are subject to the methodological limitations described above — most notably, the proxy-responding design and the cross-sectional nature of the data — they nonetheless provide valuable evidence of community sentiment and constitute a meaningful contribution to the policy debate on girls' education in northern Nigeria. The pathway from de-boarding to re-boarding is not merely logistical but ideological and financial. Future policy action must address the cost constraints that have historically constrained re-boarding, while ensuring that residential schools are designed from the outset to serve all learners, including those with special educational needs.

6. Recommendations

Based on the findings of this study, the following recommendations are made:

- Government at all levels should give serious policy consideration to the re-boarding of girls' secondary schools in Jigawa State and across northern Nigeria, supported by sustainable funding mechanisms such as public-private partnerships, federal education grants, and community contribution schemes.
- Future studies on parental attitudes towards educational policies should ensure that parents themselves — rather than proxy respondents — complete survey instruments, to obtain direct and valid measures of parental attitudes.
- The government should enact comprehensive, gender-responsive educational policies that address the full range of structural barriers to girls' education, including poverty, distance, domestic labour demands, and early marriage.
- Inclusive education frameworks should be integrated into the design and management of re-boarded schools from the outset, ensuring accessible facilities, trained teachers, and individualised support for learners with disabilities and other special needs.
- A cost-benefit analysis of re-boarding should be commissioned to inform policy decisions, identify viable funding models, and anticipate implementation challenges.
- Longitudinal research should be conducted to track changes in parental attitudes before and after re-boarding implementation, and to assess the impact of re-boarding on girls' enrolment, retention, and completion rates.

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