PREDICTORS OF SCHOOL ENROLMENT IN GUSAU, ZAMFARA STATE, NIGERIA

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Abstract

This study investigates the predictors of school enrolment in Gusau, Zamfara State, Nigeria. Data was analysed using multiple regression analysis. We found that relative advantage and compatibility predicts attitude towards school enrolment. Also, perceived attitude, subjective norm and perceived behavioural control predict school enrolment in Nigeria. Attitude, subjective norm and perceived behavioural control to school enrolment are moderated by gender. Female are more influenced by attitude, subjective norm and perceived behavioural control than male. That means that female gender will enroll to school due to their positive attitude, social encouragement and their ability to attend more than male. It was recommended that the government and non-governmental organisations should be emphasizing on the advantages of education by assist in providing job to the educated masses

Keywords: School Enrolment; Educational Disadvantaged Zone, Theory of Planned Behaviour.

Introduction

More than 100 million children of primary school age are not in school around the world and the majority of them are in poorest countries of Africa and Asia (World Bank, 2004). A study by Adetoro, (2010) stated that many Nigerians have no basic education and millions of children are roaming about aimlessly on the street of Nigeria, particularly in the Northern part of the country. Hence, incompatibility of school syllabus with socio-cultural setting may be one of the causes of high rate of school drop-out (Mughal & Aldridge, 2017), or even none enrolment. However, Nigeria's educational system has experienced many changes in policies and programs in order to increase school enrolment. Many of these changes appeared desirable but face with lots of problems during its implementation (Aliyu, 2000). Also, Nigeria is party to

various international treaties that promote the importance of education (Lincove, 2009). These treaties stipulated that every person has a right to basic education. Incidentally, the colonial master equally fought for inclusive education for all regions in Nigeria.

Thus, the interest for the development of education in Nigeria dated back in 1953 when the Macpherson constitution (1951) and the colonial Education Act Number 17 of 1952 were in operation (Babalola, et al., 2000). During Macpherson Constitution the regulation of primary education was the job of the regions (East, North and West), Local government bodies, communities and parents. Due to the regional based educational policy, different educational priorities emerged in different regions in Nigeria. The Western region initiated and implemented a system of universal primary education (UPE) in 1952; the Eastern region waited until 1957 before introducing its own system of universal primary education; while in the North, which is the major part of educational less developed region, the Emirs believed that Western/European education will corrupt its recipients, thus were not very receptive to the introduction of universal primary education until later (Babalola, et al., 2000). Therefore, this resulted to the mass lack of interest in education in the northern region of Nigeria.

In order to booster literacy level, the world leaders in United Nations Millennium Summit and the World Forum of Education in 2000 posit that by 2015 all children would be able to complete primary school (UN, 2000; UNESCO, 2000). But Nigeria case is quite different, particularly in the Northern zone (Aliyu, 2000). The federal government of Nigeria implemented the Universal Basic Education Policy on free and compulsory primary education in order to increase school enrolment (FRN, 2000). And Aliyu (2000) posits that the "inclusive" schooling policy specified on marginalized and disadvantaged children as the "Almajiris" is a move to increase school enrolment in many educational less developed zones. As part of the implementation strategy, the government integrated formal and informal schooling by using the Koranic schools for the teaching and learning of basic literacy, and provides choices for the boys to enrol and participate in conventional UBE primary schools closest to them (FRN, 2000). Despite all these policies, the school enrolment is still very low and Nigerian children are still roaming about the street (Adetoro, 2010). Thus, one become more

inquisitive about the factors that can predict the school enrolment.

Despite the many discussions of school enrolment in the literature in developing countries, little is known about the predictors of school enrolment in educational less developed zone, using the theory of planned behaviour. Thus, the purpose of this study is to identify the predictors of school enrolment in educational less developed zone. The aspiration of every nation is to have a resilient, competitive, and dynamic educational system that meets, not only the economic needs of the nation, but more importantly the socio-economic development of the country, and to promote educational inclusion. Thus, this study would not only benefit scholars in the field, but also all the stakeholders in the educational system, particularly policy makers and schools, by helping to strengthen the future strategic directions related to social marketing of schools. After this foregoing introduction, the rest of the paper is divided into literature review, methodology, analysis/discussion, and conclusion.

LITERATURE REVIEW

Empirical Review

School enrolment covers five education milestones of entering primary school, graduating from primary school, entering secondary school, graduating from secondary school, entering high school and graduating from high school (Connelly & Zheng, 2003). Thus, school enrolment is conceptualised as being in school and has interest of finishing higher school. School enrolment should be a concern to every nation and world organizations for national development.

In 1976 Nigeria's first universal primary education policy for national development was initiated, which makes grades one through six free but not compulsory (Lincove, 2009). Nigeria witness initial success in expanding primary enrolment, but due to economic crisis and implementation of a structural adjustment program in the 1990s, which included devolution of education financing from the federal level to local communities affected school enrolment (Moja, 2000). Thus, revised UPE policies were reinstated in 1999 and 2004, calling for the elimination of fees, but these policies remain underfunded (Lincove, 2009). Thus, Nigeria maintains a formal policy of free primary education for all, but education is funded at less than 1% of GDP, but still the enrolment is low (World Bank, 2006).

Moreover, more than 100 million children of primary school age are not in school around the world and the majority of them

are in poorest countries of Africa and Asia (World Bank, 2004). Arguably, the task of achieving Education for all seems to be a difficult task. A range of policy interventions to increase school participation have been initiated, for example, increasing the availability of schools; providing demand-side, subsidies such as cash transfers that are conditioned on school participation; or promoting school quality as a way of increasing the value of schooling and therefore its perceived benefits (World Bank, 2004). Thus, many organizations and governments in sub-Saharan Africa have made marked efforts to increase school enrolment (Lincove, 2009). Notwithstanding, many children are still roaming about the street. Thus, many researchers have shown some of the factors that predict or inhibit school enrolment (Wolf, et al., 2016; Lincove, 2009; Usman, 2008; Connelly & Zheng, 2003).

On a study of how Nigeria's current Universal Basic Education on primary schooling targets Muslim "Almajiri" street boys for basic literacy acquisition is performing; Usman (2008) used preliminary qualitative phenomenology case study, with a sample population of the "Almajiri" boys, found that free lunch feeding policy has partially motivated

school enrolment and attendance, while some of the inhibitors are ineffective communication and collaboration, poor instructional supervision and cultural insensitivity to boys' school enrolment. Usman (2008) equally argue that most northerners are more committed to religious literacy than the western literacy which constitutes to the school enrolment issues.

Also, Connelly and Zheng (2003) paper on school enrolment and graduation rates in China using the 1990 Chinese Census found that Parental education, the presence of siblings, county level income and village level in-school rates have consistent effects on enrolment and graduation milestones. Nkamleu and Keilland (2006) equally pointed out that educated parents are more likely to understand the value of their children being educated and its long-term positive effects, irrespective of their socioeconomic status. While, Lincove (2009) Research on determinants of schooling found that school access in developing countries depends on child characteristics, family resources, and school quality. Putnick and Bornstein (2015) argue that child labour, which is the product of family resources, is one of inhibitors of school enrolment. Incompatibility of syllabus with socio-cultural setting causes school drop-out

(Mughal, and Aldridge, 2017). Consequently, Zuilkowski, et al., (2016) state that school enrolment will decrease once there is increase in school dropout.

Moreover, Abari and Audu (2013) and Iverson (2012) attribute Social, political, familial, religious and economic forces as the factors that determine the school enrolment. Additionally, a researcher in Nigeria, Usman (2008) argued that most northerners are more committed to religious literacy than the western literacy which constitutes to the school enrolment issues. Dei (2007) also pointed issues of health and nutrition, concerns about safety, and limited economic resources of families and governments as the factors that limit the school enrolment. In addition, many children have competing family and work commitments that may inhibit them from attending school regularly, even if they are enrolled (Sakurai, 2013). Duan (2000) equally argued that Nigeria's education outcomes are influenced by a history of Christian missionary schools in Nigeria, that Islamic communities, particularly in northern Nigeria, were not a target of the Christian school system and were often left with no education infrastructure. Due to the controversy in the findings of these researchers, the current researcher decided to apply the theory of planned behaviour to study the school enrolment in the Northern

Nigeria and the moderating effects of gender.

Ghanaian researchers, Wolf, et al., (2016) examine the reasons why school-children in Ghana do not attend school. They found that Girls are more likely to miss school because a family member is sick, whereas boys are more likely to miss school due to work. Caregivers' inability to pay school fees and belief that it is better to educate boys than girls were related to lower school attendance for girls but not for boys. Therefore, the two basic reasons for non-school attendance are social and economic factors. No study has examined school enrolment with the theory of planned behaviour. Thus, this study examines the theory of planned behaviour on school enrolment in Northern Nigeria.

Theoretical Frameworks

Malhotra and Birks (2007) positED that researchers should aim to base their investigations upon objective evidence, supported by theory. Thus, theory of Planned Behavior (TPB), according to Ajzen (2002), held that human action or behaviours are guided by three main considerations: attitude toward the behaviour, subjective norm and perceived behavioral control which cumulatively produce behavioural intention. The theory has four major elements which are attitude, Subjective norms, Perceived behavioural

control and Behavioural intention. Many scholars have shown the viability of TPB (see Ezeh & Juniadu, 2019; Ezeh, Nkamnebe & Omodafe, 2020). Two new constructs, they are Relative advantage and Compatibility from innovation diffusion theory (Rogers, 2003) were added to measure their relationship with attitude towards school enrolment.

Fig 1: Researcher model
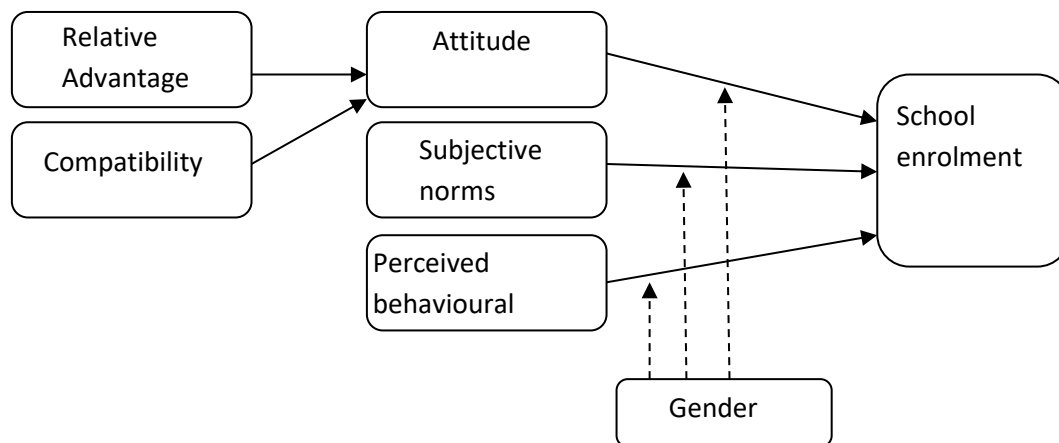
a) **Attitude**: Fishbein and Ajzen, (2010) posit that attitude toward a behaviour is the individual's positive or negative feelings about performing a behaviour. Also, Kumar, et al., (2008) defined attitude as an 'evaluative disposition based upon cognitions, affective reactions, behavioural intentions and past behaviours that describes general individual feelings of favour or disfavour toward a specific behaviour'. Attitude toward the behaviour is a person's overall evaluation of the behaviour; it is strong indicator of intention to perform a given action. Fishbein and Ajzen, (2010) posit that attitude has two components which work together: beliefs about consequences of the behaviour (behavioural beliefs) and the corresponding positive or negative judgments about each of these features of the behaviour (outcome evaluations). Depending on the strength of these beliefs and the evaluations of the innovation's attributes, the overall attitude towards the object is formed. Relative advantage and compatibility are conceptualized as the factors that can influence attitude. People can form many different beliefs about an object, but it is assumed that only a relatively small number determine the attitude at any given moment. Only salient beliefs (i.e. beliefs about the object that come readily to mind) serve as the predominant determinants of the attitude (Swartz & Douglas, 2009).

Hoi) There is a significant relationship between perceived attitude and intention to school enrolment.

b) Subjective norms: Subjective norms are a person's own estimate of the social pressure to perform or not perform the target behaviour (Fishbein and Ajzen 2010). Fishbein and Ajzen (2010) went further to state that subjective norms have two components which work in interaction: beliefs about how other people who may be in some way important to the person, would like them to behave (normative beliefs), and the positive or negative judgments about each belief (outcome evaluations). The Subjective Norm component is the perceived social pressure to perform or not to perform a given behaviour. Fishbein and Ajzen (2010) argued that this social pressure is generally associated with two normative components: Injunctive Norms, which represent the perceptions concerning what should be done, and Descriptive Norms, which represent the perceptions that others are or not performing the behaviour in question.

Hoii) There is a significant relationship between perceived subjective norm and intention to school enrolment.

c) Perceived behavioural control: Fishbein and Ajzen, (2010) stated that perceived behavioural control is the

perceived ability and confidence a person possesses in performing a behaviour. Perceived behavioural control is the extent to which a person feels able to perform the behaviour. Chiou (1998) asserts that perceived behavioural control encompasses two components: the availability of resources needed to engage in the behaviour and the self confidence in the ability to conduct the behaviour. In other words; how much a person has control over the behaviour and how confident a person feels about being able to perform or not perform the behaviour. It is determined by control beliefs about the power of both situational and internal factors to inhibit or facilitate the performing of the behaviour. Perceived Behavioural Control refers to people's general expectations regarding the degree to which they are capable of performing a given behaviour (Fishbein and Ajzen, 2010). Fishbein and Ajzen, (2010) went further to state that Perceived behavioural control factor takes into account the availability of information, knowledge and other resources required to perform the behaviour as well as possible barriers that may have to be overcome. Two types of control beliefs will influence the overall Perceived Behavioural Control and thus intention towards behaviour: the likelihood that a given control factor will be present (belief strength) and the extent to which its

presence would facilitate or constrain performance of the behaviour (power of the factor) (Fishbein & Ajzen, 2010).

Hoiii) There is a significant relationship between perceived behavioural control and intention to school enrolment.

d) Relative advantage

Relative advantage is the degree to which consumers perceived using a new product as better than using its substitutes (Rogers, 2003). The use of Relative advantage in the current study was informed by the fact that literature shows its influence on attitude to adopt (Choudhury & Karahanna, 2008; Gerrard & Cunningham, 2003; Tornatzky & Klein, 1982). Many scholars have seen Relative advantage from different dimension. Rogers (2003) sees it as all the benefits in a product that makes one to purchase it instead of the substitutes. Gerrard and Cunningham, (2003) sees it as time and money saving, reduce discomfort and convenience, Yahaya, Yusoff, Idris, Haji-Othman (2014) sees it as economic benefits that covers elimination of interest burden, low bank/administration charges, profit and loss sharing and ethical banking system. The current study would consider relative advantage in the context of employment opportunity, better life against the non-schooled individual.

Hoiv) There is a significant relationship between perceived Relative advantage and perceived attitude towards school enrolment.

e) Compatibility

Rogers sees compatibility as the degree to which an innovation is perceived as consistent with the adopter's culture, religion, social value, past experiences, habits, belief and needs. Incompatibility of syllabus with socio-cultural setting causes school drop-out (Mughal, and Aldridge, 2017). That is the innovation compatibility with existing structures in the market, be it physical, social and cultural. Researcher have confirmed the viability of Compatibility as an influencing factor for an innovation (Gerrard & Cunningham, 2003; Thambiah, Eze, Tan, Nathan, & Lai, 2010). Rogers, (2003) posits that the more an innovation is compatible with the potential adopter, the more the adoption of such an innovation.

Hov) There is a significant relationship between perceived Compatibility and perceived attitude towards school enrolment.

Gender as moderating variables

The beliefs discussed so far are not predetermined; rather, Fishbein and Ajzen (2010) argued that they are accumulated over time through experiences and

interaction with the real world and by the individual's own inferences based on the given set of information. Differences in individual beliefs must therefore be the result of different learning experiences throughout a lifetime. These real life experiences, in turn, are likely to vary as a function of personal characteristics, social and cultural factors and exposure to media and other sources of information (Venkatesh et al., 2003). As a result, demographic, cultural or socioeconomic characteristics such as gender, age, religion or income, are often found to be associated with differences in behaviour. However, these variations in personal characteristics do not cause differences in behaviour and by themselves cannot explain these differences. Rather, they provide a segmentation of the given population along certain dimensions and reveal differences in behaviour among different subgroups. By exploring why behaviour differs among segments of the population, the researcher can deepen understanding of behaviour's underlying determinants (Fishbein & Ajzen, 2010). Thus, gender was highlighted based on the cultural values attributed to gender roles in Northern Nigeria. In other words, the people of northern Nigeria are gender sensitive, due to the dominant Islamic religion.

Hovi) Gender moderates the attitude, subjective norm, perceived behavioral control towards school enrolment.

Research Design

This study adopts cross sectional research design, as well used structured questionnaire to source for data. The federal government of Nigeria segmented the guidelines for admissions into its institution of higher learning based on academic merit zone, educationally less developed zone and catchment zone (NUC; 1999). Thus, this research focused on educationally less developed zone, Zamfara State, Nigeria. The population of this study is those residing in Zamfara State of Nigeria that are not schooling and their parents, which cannot be quantify led to poor recording system in Nigeria. In sample size determination, Malhotra (2007) suggests the use of a convenience/ judgmental sample of about 200 to 400 for attitudes studies. Therefore, sample size was determined using proportions method (Malhotra and Birks, 2007). The researcher followed this step to calculate the sample size. First, the desired precision is set as $D = \pm 0.05$; secondly, 95% confidence level is desired, which give $z = 1.96$; thirdly, based on the pilot study and secondary data the researcher estimates

that 50% of the individual in the target population are schooling. Hence, $\pi = 0.5$.

Thus, formula for proportions is:

$$n = \frac{\pi(1-\pi)z^2}{D^2}$$

$$n = \frac{.5(1-.5)1.96^2}{.05^2}$$

$$n = \frac{.5(0.5)(3.8416)}{0.0025}$$

$= 384.16$

The researcher therefore approximates the sample size to 385. The researcher used "power analysis calculator regression" a Google application to confirm the minimum sample size required to accept the regression outcome (Kelley & Maxwell 2003) and Green (1991) rules of thumb for sample sizes in regression analysis. All these methods confirm the sample size of 385. Thus, a set of questionnaire was developed, based on the constructs of the proposed theoretical framework, variables adapted from previous studies (Ezeh & Juniadu, 2019; Ezeh, Nkamnebe, & Omodafe, 2020), and responses from academics in Federal University Gusau, Zamfara state, Nigeria. The questionnaire was not too long, in order to avoid unanswered questions. The dependent variable in this study is school enrolment. School enrolment describes the individuals that are currently in school. And, six independent variables, namely: attitude, subjective norm, perceived

behavioural control, Relative Advantage, and Compatibility. The Likert interval scale was used to measure the items of the respective constructs. Hence, the five-point scale, ranged from "Strongly Disagree" (1) to Strongly Agree (5).

A cross-sectional survey method was used in this study to collect data; that is, whereby the data for a study will be collected from the sample unit only once. The data was collected through questionnaires. The researcher with five (5) research assistants administered the questionnaires in the Gusau, the capital city of Zamfara State. The questionnaire was distributed during various working hours on the same day (mornings, afternoons and evenings), as well as various days of the week to avoid any potential bias. Thus, 385 copies of the questionnaires were distributed, 350 pieces returned and 312 pieces are usable. Multiple regression analysis was used to predict the factors that determine school enrolment.

Perceived attitude = b0 + b1 relative advantage + b2 compatibility + ε

School enrolment = b0 + b1 Attitude + b2 subjective norm + b3 Perceived behavioural control + ε

Data Presentation and Analysis

In Using computerized data analysis, the hypotheses in this study were analyzed. The results are in Tables below. Multiple

regression analysis is used to determine the most contributory factor that best predict of the attitude to school and school enrolment in Zamfara State of Nigeria. The initial test for Cronbach's alpha value was conducted. The generally accepted Cronbach's alpha value of .8 is appropriate for cognitive tests such as intelligence tests, ability tests of .70 is more suitable but psychological constructs values below even .70 can, and realistically be expected because of the diversity of the constructs being measured (Kline, 1999). Nunnally, (1978) even suggests that in the early stages of research, values as low as .50 will suffice. However, 0.541 Cronbach's alpha value was recorded in this study as the least see Cronbach's alpha table below.

Cronbach's Alpha Table	**Reliability Statistics**	
Constructs	Cronbach's Alpha	N of Items
Relative advantage	.836	7
Compatibility	.802	5
Subjective norm	.874	4
Attitude	.718	3
Perceived behavioral control	.550	3
School enrolment	.541	3

Result on Attitude

In Table I below, R^2 is the relationship between the independent variables and the dependent variable. Mooi and Sarstedt (2011) posit that in longitudinal studies R^2 of 0.90 and higher are common. Mooi and Sarstedt (2011) further state that cross-sectional designs values of around 0.30 are common while for exploratory research, using cross-sectional data, value of 0.10 are typical. But this study has R^2 of 0.424 which shows that 42% of variation on attitude can be explained by differences in those independent variables (relative advantage and compatibility). Thus, 40% change in attitude is influenced by relative advantage of formal education to other forms of education and its compatibility with respondents' way of life.

Table I Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.651[a]	.424	.420	.61168

a. Predictors: (Constant), compatibility, Relative advantage

b. Dependent Variable: attitude

In Table II, the significance of the F-test (F=113.659 with 2 and 309 degrees of freedom). This result indicates that the regression model is significant (P-Value < 0.05). A significant regression equation was found F (2,309) = 113.659, P < 0.05, with R^2 of 0.424.

Table II ANOVAª

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	85.052	2	42.526	113.659	.000ᵇ
1	Residual	115.614	309	.374		
	Total	200.666	311			

a. Dependent Variable: attitude

b. Predictors: (Constant), compatibility, Relative advantage

Furthermore, in Table III, the researcher found that Relative advantage and Compatibility are significantly and positively predictors of attitude towards intention to enrol in formal school in north-west of Nigeria. Evidently, relative advantage is significantly predictor of attitude towards intention to enrol in formal school in north-west of Nigeria (t 5.872, p 0.000). Relative advantage shows that there are a lot of benefits in formal schooling than any other form of schooling, that formal schooling would reduce the burden imposed by other form of schooling, will attract financial break-through, will attract more respect, would benefit the society with more ethical issues and finally that formal schooling will promote the society with more equal distribution of wealth and peace. Thus, the work of Raman (2010), Gerrard, and Cunningham (1997), (2003) found relative advantage as the main predictor of product adoption. While this work sees relative advantage as predictor of attitude towards school enrolment. Therefore, there is a significant relationship between perceived Relative advantage and perceived attitude towards intention to enrol in formal school.

Secondly, compatibility is significantly predictor of attitude towards intention to enrol in formal school in north-west of Nigeria (t 7.500, p 0.000). Thus, compatibility influences the attitude of the respondents towards formal school enrolment. And Rogers (2003) defined Compatibility as the degree to which an innovation is perceived as being consistent with existing values, past experiences and the needs of potential adopters. If the respondents believe that formal schooling

fit into their way of life, fit into their religious values and fit into their moral values, thus, they will have positive attitude towards school enrolment. Therefore, there is a significant relationship between perceived Compatibility and perceived attitude towards school enrolment are supported. Thus, attitude towards school enrolment are influenced by relative advantage and compatibility.

Table III Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.642	.178		9.218	.000
	Relative advantage	.308	.052	.319	5.872	.000
	Compatibility	.372	.050	.407	7.500	.000

a. Dependent Variable: attitude

Result on School enrolment

In Table IV the study have R^2 of 0.489 which shows that 49% of variation on intention to school enrolment can be explained by differences in those independent variables (attitude, behavioural control and subjective norm). Thus, attitude, behavioural control and subjective norm can influence school enrolment.

Table IV Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.699[a]	.489	.484	.57721

a. Predictors: (Constant), behaviouralcontrol, attitude, subjectivenorm

In Table V, the significance of the F-test (F = 98.194 with 3 and 308 degrees of freedom). The result indicates that the regression model is significant (P-Value < 0.05) A significant regression equation was found F (3,308) = 98.194, P < 0.05, with R^2 of 0.489. Furthermore, in Table VI, the researcher found that Subjective norm, attitude and behavioural control are significantly and positively predictors of intention to enrol to school in north-west of Nigeria.

Evidently, subjective norm is significantly predictor of intention to enrol in school in north-west of Nigeria (t 2.720, p 0.000). Ajzen and Fishbein (1975) see subjective

norms as the social pressures surrounding the behaviour. Thus, Taylor and Todd (1995), Venkatesh and Davis (2000), Ramayah, Nasurdin, Noor, and Beng (2002) found that subjective norm has a positive direct relationship towards behavioral intention which corresponds with this work. Zamfara state is a Muslim state which can be viewed as having collectivistic culture. Thus, Karijin, Iris, Florence, and Wim, (2007) study argued that in collectivistic cultures such as the Muslim culture, people tend to perceive themselves as interdependent with their group and tend to strive for in-group rather than personal goals. Therefore, there is a significant relationship between perceived subjective norm and school enrolment.

Table V ANOVAa

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	98.147	3	32.716	98.194	.000b
	Residual	102.617	308	.333		
	Total	200.764	311			

a. Dependent Variable: schoolenrolment

b. Predictors: (Constant), behaviouralcontrol, attitude, subjectivenorm

Table VI Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.692	.210		3.300	.001
	Subjective norm	.103	.038	.134	2.720	.007
	Attitude	.430	.047	.430	9.121	.000
	Behavioural control	.320	.046	.320	6.991	.000

a.   Dependent Variable: school enrolment

Equally, perceived behavioural control is significantly predictor of intention to enrol in school in north-west of Nigeria (t 6.991, p 0.000). The researcher judge the perceived behavioural control as, availability of formal schools near respondents' house, respondents' parents having the resources to enroll them in formal school, and respondents having the ability to attend formal school. And, Ajzen and Fishbein (1975) argue that the resources and opportunities (perceived behavioural control) available to a person has an influence on the likelihood of behavioural achievement. Hence, people's behaviour intention will be influenced by their resources and confidence in their ability to perform it. Eagly and Chaiken

(1993) and Bonne and Verbeke (2006) reported similar findings. Thus, this study shows that there is a significant relationship between perceived behavioural control and school enrolment.

Also, Attitude is significantly predictor of intention to enrol in school in north-west of Nigeria (t 9.121, p 0.000). The researcher judged attitude based on how the respondents feel about enrolling in a formal school. That is, the relative advantage of formal education above other form of education and its compatibility with the respondents' way of life. And Fishbein and Ajzen (1975) sees attitude as an evaluative effect of individuals' negative or positive feelings about a

specific product. While Tan and Teo (2000) argues that attitude is related to behavioral intention of individuals to do a specific behavior with the belief that such action will have a positive outcome. There are many studies which support the influence of attitude toward usage and adoption of product (Taylor & Todd, 1995, Teo & Pok, 2003). Thus, the researcher found that there is a significant relationship between perceived attitude and school enrolment in north-west of Nigeria. These results above show that theoretically this study confirms the appropriateness of extended theory of planned behaviour in predicting school enrolment in north-west of Nigeria.

Result on Gender as a moderating variable

The researcher's hypothesis stated that Gender/sex moderates attitude, subjective norm, and perceived behavioural control towards school enrolment.

Gender moderates attitude

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Model Summary
          R        R-sq        MSE          F        df1         df2
p
      .6332       .4009       .3905     68.7051     3.0000    308.0000
 .0000

Model
            coeff          se           t           p         LLCI        ULCI
constant     .6803       .2978      2.2846       .0230       .0944      1.2662
sex         1.6864       .3883      4.3427       .0000       .9223      2.4505
attdu2       .8128       .0694     11.7207       .0000       .6764       .9493
int_1       -.3607       .0899     -4.0121       .0001      -.5376      -.1838


R-square increase due to interaction(s):
        R2-chng          F         df1         df2          p
int_1      .0313     16.0972      1.0000    308.0000       .0001
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The interaction of gender and attitude on school enrolment show a significant

relationship on (P = .000 and R^2 .4009. Therefore, there is some sort of

moderation. The graph shows that the intensity of attitude on school enrolment is slightly strong for the female than the male. Already the male has a strong attitude towards school enrolment than female but at a point it grows stronger than male.

Gender Moderates Subjective Norm

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Model Summary
          R         R-sq        MSE           F          df1         df2
p
     .5491       .3016       .4553      44.3270       3.0000    308.0000
.0000

Model
            coeff        se          t          p         LLCI        ULCI
constant    2.1036     .1904     11.0483      .0000     1.7290      2.4783
sex         1.6591     .3013      5.5065      .0000     1.0662      2.2520
subnorm      .5374     .0486     11.0495      .0000      .4417       .6330
int_1       -.4045     .0745     -5.4262      .0000     -.5511      -.2578

R-square increase due to interaction(s):
        R2-chng         F          df1         df2          p
int_1     .0668      29.4439     1.0000    308.0000      .0000
```

The interaction of gender and subjective norm on school enrolment show a significant relationship on (P = .000 and R^2 .3016). Therefore, there is some sort of moderation. The intensity of subjective norm on school enrolment is strong for the female than the male. Already the social influence on male towards school enrolment was stronger than female but at a point the influence grows stronger than in male.

Gender moderates perceived behavioural control

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Model Summary
          R         R-sq        MSE           F          df1         df2
p
     .6214       .3862       .4001      64.5859       3.0000    308.0000
.0000

Model
            coeff        se          t          p         LLCI        ULCI
constant    1.1769     .2208      5.3293      .0000      .7424      1.6115
sex         3.0296     .3963      7.6442      .0000     2.2498      3.8095
behctrol     .7415     .0541     13.6962      .0000      .6349       .8480
int_1       -.7192     .0965     -7.4515      .0000     -.9091      -.5293

R-square increase due to interaction(s):
        R2-chng         F          df1         df2          p
int_1     .1107      55.5244     1.0000    308.0000      .0000
```

The interaction of gender and behavioural control on school enrolment show a significant relationship on (P = .000 and R^2 .3862). Therefore, there is some sort of moderation. The intensity of perceived behavioural control on school enrolment is strong for the female than the male. Already the perceived behavioural control influence on male towards school enrolment is constant and stronger than female but at a point the influence on female grows stronger than in male.

Summary of Findings

This study is to find out the predictors of school enrolment intention in educational less developed zone using the theory of planned behaviour. We found that Relative advantage and Compatibility are significantly and positively predictors of attitude towards enrolment to school in north-west of Nigeria. We equally found that Subjective norm, attitude and behavioural control are significantly and positively predictors of intention to enrol to school in north-west of Nigeria. Which are line with the findings of other researchers (Taylor & Todd, 1995, Teo & Pok, 2003 Tan & Teo 2000). The interaction of gender and attitude on school enrolment shows that gender moderate attitude towards school enrolment. The interaction of gender and subjective norm on school enrolment show

that there is some sort of moderation. Social influence on male towards school enrolment was stronger than female but at a point the influence grows stronger than in male. The interaction of gender and behavioural control on school enrolment show some sort of moderation. The perceived behavioural control influence on male towards school enrolment is constant and stronger than female but at a point the influence on female grows stronger than in male.

Conclusion and Recommendation

Rate of school enrolment is a concern to the world leaders and Nigerian in particular, therefore the present study sort to find out the factors that influence the school enrolment intention in Nigeria. The findings supported all the hypotheses. Relative advantage and compatibility predicts attitude towards school enrolment. It shows that if the masses understand the advantages of school enrolment and believe that school fit to their way of life, they will have a positive attitude towards school enrolment. Therefore, government and non-governmental organisations should be emphasizing on the advantages of education by assist in providing job to the educated masses. Based on the collectivistic culture of the Zamfara state, the Emirs, *Malams* and Mosque should be used to influence the masses on school

enrolment. Parents should also be empowered and educated about the importance of formal education for their children. A lot of awareness should be created on the importance of formal education. The respondents' attitude, subjective norm and perceived behavioural control influence the intention to school enrolment. The youth believed in formal schooling, if they are socially influence and provided with the necessary assistance, like availability of school, cheap or no tuition fees will encourage them more.

This research will contribute to policy innovations to increase enrollments, and Nigerian government can now choose from a varied policy toolbox that includes change in the attitude of the northern towards school enrolment, subjective norm and perceived behavioural control. Gender moderates the attitude, subjective norm and perceived behavioural control. Female are more influence by attitude, subjective norm and perceived behavioural control than male. This shows that female is more inclined to formal education, they believed that they are capable to enroll into formal school than male. Therefore, government should concentrate more on female gender to increase the school enrolment than male in northwest of Nigeria.

Limitation and Recommendation for Further Study

This study examines the relationship and the influence of relative advantage and compatibility on attitude toward school enrollment. And the relationship among attitude, subjective norm and perceive behavioural control to intention to enroll to school; however the study was limited only to Gusau, the capital of Zamfara State in Nigeria. This therefore, makes it difficult to generalize the findings even though the participants come from core northern state, but the scope of the respondents may not allow for generalization. Further research is therefore recommended to capture more factors and scope in studying school enrolment. This could be done by replicating this study in other areas and/or wider environment, by using same variables or employing new ones and also by using other theory or models which is different from the one used in this study.

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