



Indonesian Journal of Multidisciplinary Research



Journal homepage: <http://ejournal.upi.edu/index.php/IJOMR/>

Teachers' Perspectives on Motivational Strategies for Promoting Girls' Education

Rafiu Ademola Olatoye, Oluwatosin Motunrayo Kachi*

Federal University Lokoja, Kogi State, Nigeria

*Correspondence: E-mail: rafiu.olatoye@fulokoja.edu.ng

ABSTRACT

Despite ongoing efforts to promote girl-child education in Nigeria, school retention and completion rates among girls remain low. This study aimed to identify and rank motivational strategies that can enhance girl-child education in Kogi State based on the perspectives of senior secondary school teachers. A descriptive survey design was adopted, involving 370 randomly selected male and female teachers across 44 schools. Data were collected using validated questionnaires and analyzed using frequency counts, percentages, mean scores, and t-tests. Results revealed that fostering positive relationships between teachers and female students ranked as the most effective strategy, followed by eradicating inferiority complex through counseling and awarding scholarships. Teachers expressed generally positive attitudes toward girl-child education, and no significant gender difference was found in their ratings. The study recommends targeted interventions, including free education, scholarships, and teacher sensitization, to improve girl-child enrollment and retention. These findings provide insights for policymakers and education stakeholders to address gender disparities in education.

ARTICLE INFO

Article History:

Submitted/Received 08 Jan 2025

First Revised 19 Feb 2025

Accepted 26 Apr 2025

First Available online 27 Apr 2025

Publication Date 01 Sep 2025

Keyword:

*Gender equality,
Girl-child,
Motivational strategies,
Public school,
Teachers.*

1. INTRODUCTION

Education is globally recognized as a fundamental human right and a key driver for sustainable development, poverty reduction, and social equity (Žalėnienė & Pereira, 2021; Kushnir & Nunes, 2022; Immler & Sakkers, 2022). Despite its importance, gender disparities in education continue to exist, especially in developing countries. In Nigeria, although significant efforts have been made to enhance educational access and quality, the educational attainment of the girl-child remains disproportionately low compared to that of boys (Agusiobo, 2018; Nwozor & Okhillu, 2022; Nwoke *et al.*, 2024).

To address this gap, the Nigerian government has implemented policies such as the Universal Basic Education (UBE) program and the National Policy on Gender in Basic Education. These aim to promote gender equity and ensure access to quality education for all children (Aikman & Rao, 2012). Non-governmental organizations and international agencies have also introduced scholarship programs, awareness campaigns, and community engagement initiatives. However, the retention and completion rates among girls remain low, largely due to persistent socioeconomic and cultural barriers (Winsler *et al.*, 2012).

Motivational strategies (such as financial incentives, mentorship, community involvement, and a safe school environment) can significantly influence girls' enrollment, retention, and academic success. Ensuring female role models, strong counseling systems, and protective school policies are crucial components. Mentorship programs that connect girls with successful women professionals have been shown to inspire higher achievement and greater participation in education (Hernandez *et al.*, 2017).

Girl-child education encompasses enrollment, retention, and achievement for girls in school. It is critical to national development, given its strong link to social and economic progress. Educated women are more likely to participate in civic life and influence political decisions (Eyong, 2024). The consequences of not educating girls—such as increased early marriage and poor health outcomes—further underscore the urgency of addressing this issue (Raj *et al.*, 2019).

School dropout rates are significantly higher among girls, particularly at secondary levels, due to factors such as poverty, early marriage, and limited family or institutional support (Sekine & Hodgkin, 2017; Shahidul & Karim, 2015). Poor learning conditions and limited female teacher representation also discourage female student engagement (Wakuma, 2024; Oppong *et al.*, 2022). Studies have shown that equitable teacher-student relationships, access to resources, and inclusive classroom practices all contribute to improved academic motivation and achievement for female learners (Daniel *et al.*, 2024; Olatoye, 2009).

Motivation is central to student engagement. Applying theories such as Self-Determination Theory (SDT) and Expectancy-Value Theory helps explain how psychological needs, social context, and individual differences shape motivation and learning outcomes (Kumarbekova *et al.*, 2024). Tailored strategies that address the unique challenges faced by girls in education are essential to close the gender gap and ensure equal learning opportunities.

This study investigates motivational strategies for promoting girl-child education from the perspective of senior secondary school teachers in Kogi State, Nigeria. It is novel in its ranking of specific strategies based on teacher insights, providing evidence-based recommendations for policy and practice. Its impact lies in offering practical, context-sensitive solutions that can inform gender-inclusive education reforms and strengthen the educational future of girls in underserved regions (Radha, 2025).

The main objective of the study was to investigate motivational strategies for promoting girls' education. Specifically, the study sought to:

- (i) Investigate the motivational strategies that can be used to promote girl-child education in Kogi State.
- (ii) Identify the rank or position of each of the identified motivational strategies for promoting girl-child education in Kogi State.
- (iii) Investigate the attitude of teachers towards the promotion of girl-child education in Kogi State, Nigeria
- (iv) Find sources of financial support for girl-child education in Kogi State.
- (v) Investigate the influence of teacher gender on the rating of each of the identified motivational strategies in Kogi State.

The following research questions guided the study:

- (i) What motivational strategies can be used to promote girl-child education in Kogi State, Nigeria?
- (ii) What is the rank order of motivational strategies for promoting girl-child education in Kogi State, Nigeria?
- (iii) What is the attitude of teachers towards the promotion of girl-child education in Kogi State, Nigeria?
- (iv) What are the sources of financial support for girl-child education in Kogi State, Nigeria?
- (v) Does the rating of each of the motivational strategies for promoting girl-child education differ by teachers' gender?

2. METHODS

The study adopted a descriptive survey research design. This design allows for the collection of data from large respondents in order to describe the variables. There is no manipulation of variables. It is a non-experimental design. This research study assessed the motivational strategies needed for the promotion of girls' education in Kogi State.

The target population of the study is all the Senior Secondary School (SS 2) teachers in Kogi State, Nigeria. Eleven out of 23 Local Government Areas in Kogi State were randomly selected for the study. This sampling method ensured that schools from all three geopolitical zones were represented adequately in the study. In each Local Government Area (LGA), four schools were randomly selected. Thus, a total of 44 schools (4 schools x 11 LGAs) participated in the study. A sample of 8 or 9 teachers was randomly selected from each school. Thus, the sample size for the study was 370 senior secondary school teachers. Both male and female teachers were randomly selected.

The following questionnaires were used:

- (i) Sources of Support for Girl-Child Education Questionnaire.
- (ii) Attitude of Teachers towards the Promotion of Girl-Child Education Questionnaire.
- (iii) Motivational Strategies for the Promotion of Girl-Child Education Questionnaire.

Each questionnaire has Section A, which elicited demographic information such as school name, qualification, and experience of the teachers. To ensure the validity of the questionnaires, they went through expert scrutiny. Content validity was achieved by having experts in educational research and gender studies review the instruments to ensure they cover all relevant aspects of the research variables.

The reliability coefficients of the instruments were determined using the Cronbach alpha coefficient, which measured the internal consistency of the questionnaire items. The Cronbach alpha reliability coefficients for sources of support for the girl-child education questionnaire, attitude of teachers towards the promotion of girl-child education questionnaire, and motivational strategies for the promotion of girl-child education questionnaires were 0.71, 0.69, and 0.68, respectively.

The data collection process involved several steps:

- (i) Obtaining Permissions: Necessary permissions were sought from relevant authorities, including school administrators and local government officials.
- (ii) Questionnaire Distribution: The questionnaires were distributed to the selected sample groups with the assistance of trained research assistants.
- (iii) Instructions and Confidentiality: Clear instructions and assurances of confidentiality were provided to respondents to encourage honest and accurate responses.
- (iv) Collection and Review: Completed questionnaires were collected and reviewed for completeness and accuracy. Incomplete or improperly filled questionnaires were discarded.

Research Questions 1, 3, 4, and 5 were answered using percentages and frequency counts. Research Question 2 was answered using mean and rank, Research Question 6 was answered using t-test.

3. RESULTS AND DISCUSSION

3.1. Research Question 1

What are the Motivational Strategies for the promotion of Girl-Child Education in Kogi State?. **Table 1** explain Motivational strategies for the promotion of girl-child' education.

Table 1. Motivational strategies for the promotion of girl-child' education (N=370).

S/N	Motivational Strategies for the Promotion of Girl-Child Education Scale	SA	A	D	SD
1	Free education for the girl-child students	174 (45%)	193 (52.5%)	3 (0.8%)	—
2	Eradication of inferiority complex between girls and boys in the school through counseling	301 (81.4%)	69 (18.6%)	—	—
3	Free feeding in the school for girl-child	157 (42.4%)	213 (57.6%)	—	—
4	Good relationship between girl-child and teachers in the school	321 (86.8%)	48 (13.0%)	1 (0.3%)	—
5	Free school uniform for the girl-child	193 (52.2%)	177 (47.8%)	—	—
6	Provision of free textbooks for girl-child in the school	219 (59.2%)	151 (40.8%)	—	—
7	Availability of career guidance counsellors to help female students	222 (60.0%)	139 (37.6%)	—	9 (2.4%)
8	Adequate sensitization at all levels by the government on the importance of girl-child education	254 (65.6%)	107 (28.9%)	—	9 (2.4%)
9	Eradication of girl-child sexual abuse	226 (61.1%)	135 (36.5%)	—	9 (2.4%)
10	Government payment to parents who send their girl-child to school	179 (48.4%)	191 (51.6%)	—	9 (2.4%)
11	Eradication of early marriage among the girl-child	225 (60.8%)	145 (39.2%)	—	—
12	Free health services for girl-child in the school	217 (58.6%)	153 (41.4%)	—	—
13	Enforcement of laws that are against sexual abuse	269 (72.7%)	101 (27.3%)	—	—

Table 1 (continue). Motivational strategies for the promotion of girl-child' education (N=370).

S/N	Motivational Strategies for the Promotion of Girl-Child Education Scale	SA	A	D	SD
14	Conducive environment for girl-child education in the school	244 (65.9%)	126 (34.1%)	–	–
15	Provision of free sanitary pads	261 70.5	109 29.5	–	–
16	Provision of good toilets for female students	236 63.6	134 36.2	–	–
17	Having male and female students in separate classes	146 39.5	224 60.5	–	–
18	Establishment of single-sex schools for female students	202 54.6	168 45.4	–	–
19	Scholarships for brilliant female students	281 75.9	89 24.1	–	–

In **Table 1**, the first item in the table shows that 174 (45%) teachers strongly agreed that free education for the girl-child education is an important strategy for promoting girl-child education, 193(52.2%) agreed, while only 3 teachers (0.3%) disagreed. No teacher disagreed or strongly disagreed with the statement. It therefore implies that free education is an important strategy for promoting girl-child education.

The second item in the table shows that 301 teachers (84.1%) strongly agreed that the eradication of inferiority complex between girls and boys in the school through counseling is a strategy for promoting girl-child education. 69 teachers (18.6%) agreed. No teacher disagreed or strongly disagreed with the statement. Therefore, the eradication of the inferiority complex between girls and boys in the school through counseling is a good strategy for promoting girl-child education.

The third item in the table shows that 157 teachers (42.4%) strongly agreed that free feeding in the school for female children is a motivational strategy, while 213 teachers (57.6%) agreed. Therefore, free feeding in the school for girl-child is a good motivational strategy. No teacher disagreed or strongly disagreed with the statement.

The fourth item in the table shows that 321 (86.8%) teachers strongly agreed that a good relationship between girl-child and teachers in the school is a strategy for promoting girl-child education. Forty-eight 48 (13.0%) teachers also agreed. No teacher disagreed or strongly disagreed with the statement.

3.2. Research Question 2

What is the rank order of motivational strategies for promoting girl-child education in Kogi State?. **Table 2** explain rank order of motivational strategies for promoting girl-child education in Kogi state. In **Table 2**, ensuring good relationship between girl-child and teachers in the school (Rank 1st) is rated as the most important motivational strategy followed by eradication of inferiority complex between girls and boys in the school through counselling (Rank 2nd) while awarding scholarships to brilliant female students is the third in order of teachers' rating of motivational strategies. **Table 2** also shows that having male and female students in separate classes is the least recommended strategy (Rank 19th) for enhancing girl-child education. Free feeding in the school for girl-child comes as the second least recommended, while free education for the girl-child students comes as the third least recommended strategy for enhancing girl-child education.

Table 2. Rank order of motivational strategies for promoting girl-child education in kogi state.

Motivational Strategies	N	Mini mum	Maxi mum	Mean	Std. Dev.	Rank
Ensuring good relationships between girl-child and teachers in the school	370	.00	4.00	3.86	.39	1 st
Eradication of inferiority complex between girls and boys in the school through counseling	370	3.00	4.00	3.81	.39	2 nd
Awarding scholarships to brilliant female students	370	3.00	4.00	3.76	.43	3 rd
Enforcement of laws that are against sexual abuse	370	3.00	4.00	3.73	.45	4 th
Provision of free sanitary pads	370	3.00	4.00	3.71	.46	5 th
Conducive environment for girl-child education in the school	370	3.00	4.00	3.66	.47	6 th
Adequate sensitization at all levels by the government on the importance of girl-child education	370	1.00	4.00	3.64	.61	7 th
Provision of good toilets for female students	370	3.00	4.00	3.64	.48	8 th
Eradication of early marriage among the girl-child	370	3.00	4.00	3.61	.49	9 th
Provision of free textbooks for girl-child in the school	370	3.00	4.00	3.59	.49	10 th
Free health services for girl-child in the school	370	3.00	4.00	3.59	.49	11 th
Eradication of girl-child sexual abuse	370	1.00	4.00	3.56	.63	12 th
Availability of career guidance counsellors to help female students	370	1.00	4.00	3.55	.63	13 th
Establishment of single-sex schools for female students	370	3.00	4.00	3.55	.50	14 th
Free school uniform for the girl-child	370	3.00	4.00	3.52	.50	15 th
Government payment to parents who send their girl-child to school	370	3.00	4.00	3.48	.50	16 th
Free education for the girl-child students	370	1.00	4.00	3.45	.55	17 th
Free feeding in the school for girl-child	370	3.00	4.00	3.42	.49	18 th
Having male and female students in separate classes	370	3.00	4.00	3.39	.49	19 th

3.3. Research Question 3

What is the attitude of teachers towards the promotion of girl-child education?. **Table 3.** explains General attitude of teachers to girl-child education. In **Table 3**, in item 1 of the 370 teachers, 223(60.3%) strongly agree with the statement that girls are as good academically as boys, 92 (24.9%) agree, 15 (4.1%) disagree, and 40 (10.8%) strongly disagree. In Table 4, in item 2, 224 of the 370 teachers strongly agree with the statement that girl-child education is very necessary, 102 (27.6%) agree, 7(1.9%) disagree, and 37 (10.0%) strongly disagree. In item 3, 220 (59.5%) of the 370 teachers strongly agree with the statement that girls can make it through education as boys, 100(24.0%) agree, 8 (2.2%) disagree, and 42 (11.4%) strongly disagree.

In **Table 3**, in item 1 of the 370 teachers, 223(60.3%) strongly agree with the statement that girls are as good academically as boys, 92 (24.9%) agree, 15 (4.1%) disagree, and 40 (10.8%) strongly disagree. In Table 4, in item 2, 224 of the 370 teachers strongly agree with

the statement that girl-child education is very necessary, 102 (27.6%) agree, 7(1.9%) disagree, and 37 (10.0%) strongly disagree. In item 3, 220 (59.5%) of the 370 teachers strongly agree with the statement that girls can make it through education as boys, 100(24.0%) agree, 8 (2.2%) disagree, and 42 (11.4%) strongly disagree. In **Table 3**, in item 1 of the 370 teachers, 223(60.3%) strongly agree with the statement that girls are as good academically as boys, 92 (24.9%) agree, 15 (4.1%) disagree, and 40 (10.8%) strongly disagree. In **Table 4**, in item 2, 224 of the 370 teachers strongly agree with the statement that girl-child education is very necessary, 102 (27.6%) agree, 7(1.9%) disagree, and 37 (10.0%) strongly disagree. In item 3, 220 (59.5%) of the 370 teachers strongly agree with the statement that girls can make it through education as boys, 100(24.0%) agree, 8 (2.2%) disagree, and 42 (11.4%) strongly disagree.

Table 3. General attitude of teachers to girl-child education (N=370).

S/N	STATEMENT	SA	A	D	SD
1.	Girls are as good academically as boys.	223 (60.3%)	92 (24.9%)	15 (4.1%)	40 (10.8%)
2.	Girl-child education is very necessary	224 (60.5%)	102 (27.6%)	7 (1.9%)	37 (10.0%)
3.	Girls can make it through education as boys	220 (59.5%)	100 (27.0%)	8 (2.2%)	42 (11.4%)
4.	Girls can do well in science subjects just like boys	183 (49.5%)	138 (37.3%)	11 (3.0%)	38 (10.3)
5.	I will help boys in my class the same way I will help girls.	175 (47.3%)	141 (38.1%)	14 (3.8%)	40 (10.8%)
6.	Girl-child education is not a waste of time	220 (59.5%)	101 (27.3%)	11 (3.0%)	38 (10.3%)
7.	I believe that sending girls to school is not a waste of resources	223 (60.3%)	100 (27.0%)	8 (2.2%)	39 (10.5%)
8.	I asked boys and girls questions in my class	184 (49.7%)	134 (36.2%)	12 (3.2%)	40 (10.8%)
9.	I believe formal education is also for girls	189 (51.1%)	132 (35.7%)	10 (2.7%)	39 (10.5%)
10.	I will give equal encouragement to boys and girls to go school	208 (56.2%)	110 (29.7%)	4 (1.1%)	48 (13.0%)

3.5. Research Question 4

What are the sources of support for girl-child Education?. **Table 4.** explains Sources of support for girl-child education. **Table 4** shows sources of financial support for girl-child education.

The top three sources of financial support for girl-child education are (in descending order): Government agencies, parents, and Local Government. 263(71.1%) out of 370 teachers agreed that Government agencies support girl-child education, 238(64.3%) agreed that parents support girl-child education, while 201(54.3%) agreed that Local Government support girl-child education. Presently, the main support for girl-child education comes from parents and the government. Individuals and religious bodies need to do more.

3.6. Research Question 5

What is the teacher rating of financial support for female child education in Kogi State?. **Table 5.** explains Comparison of male and female teachers' rating of motivational strategies for promoting girl-child education. In **Table 5**, there is no significant difference between

male and female teachers' ratings of motivational strategies for promoting girl-child education. Male and female teachers rate strategies for promoting girl-child education the same way ($t = -0.118, p > 0.05$).

Table 4. Sources of support for girl-child education (N=370).

S/N	Sources of Support for Girl-Child Education Questionnaire	YES	NO
1	Politicians	128 (34.6%)	242(65.4%)
2	Parents	238(64.3%)	132(35.7%)
3	Non-governmental Organizations	185(50.0%)	185(50.0%)
4	Government Agencies	263(71.1%)	107(28.9%)
5	Local Government	201(54.3%)	167(45.1%)
6	Mosque	99(26.8%)	271(73.2%)
7	Churches	136(36.8%)	234(63.2%)
8	Muslim societies	105(28.4%)	265(71.6%)
9	Christian societies	131(35.4%)	239(64.6%)
10	Philanthropists	187(50.5%)	181(48.9%)
11	Individual people in the society	115(31.1%)	255(68.9%)
12	State Government	138(37.3%)	232(62.7%)
13	Federal Government	142(38.4%)	228(61.6%)
14	Others	123(33.2%)	247(66.8%)

Table 5. Comparison of male and female teachers' rating of motivational strategies for promoting Girl-Child Education

	Teachers' Gender	N	Mean	Std. Deviation	df	T	p	Remark
Motivational Strategy	Male	176	27.767	5.439	368	-0.12	0.906	Not Significant
	Female	194	27.835	5.586				

3.6. Discussion of Findings

In summary, the data analysis and interpretation have provided valuable insights into the strategies for promoting girl-child education and the attitudes of teachers towards this cause. The analysis revealed that ensuring a good relationship between girl-child and teachers in the school (Rank 1st) is rated as the most important motivational strategy, followed by the eradication of inferiority complex between girls and boys in the school through counseling (Rank 2nd). Having male and female students in separate classes is the least recommended strategy (Rank 19th) for enhancing girl-child education (Nmadu *et al.*, 2010).

Regarding the attitude of teachers towards the promotion of girl-child education, further analysis revealed that the majority of teachers did not perceive the identified strategies as effective in promoting girl-child education. The study has shed light on the perceptions of teachers regarding strategies for promoting girl-child education and their attitudes toward this important cause. The findings provide valuable input for policymakers, educators, and stakeholders to reconsider and re-strategize the efforts toward promoting girl-child education. It is imperative to address the identified gaps and work towards creating a conducive environment for the education and empowerment of the girl-child (Ali & Kamrajum, 2023).

These findings are in line with the many other studies on girl-child education (Heidemann & Ferguson, (2009); Olatoye, 2009). Generally, social and economic incentives are

instrumental in mitigating the financial obstacles that hinder girls' access to education. These incentives can take various forms, such as scholarships, stipends, provision of school supplies, transportation assistance, and even meals. Socioeconomic incentives seek to alleviate the economic burden associated with educating girls by extending financial or material aid to families (Schultz, 2002). This, in turn, can lead to higher enrollment and retention rates for girls in schools, ultimately contributing to gender equality and the overall development of society. The involvement of local communities in promoting and supporting girls' education is crucial for creating sustainable change. Community engagement can include awareness campaigns, participatory initiatives, and collaboration with local stakeholders such as parents, teachers, and community leaders (Stefanski & Jacobson, 2016).

Research has shown that educating girls can improve health outcomes, lower child and maternal mortality rates, and increase economic opportunities (Hill & King, 1995). Girl-child education involves enrolling and retaining girls in schools and ensuring they have access to quality education and equal opportunities for academic achievement. It addresses barriers such as societal norms, poverty, and lack of access to resources that may hinder girls' education. Additionally, promoting girl-child education can increase gender equality, empowerment of girls and women, and overall economic and social development. It is an essential component of sustainable development and has implications for global progress towards achieving equality and improving overall quality of life (Keles, 2012).

An important study on the impact of community-based interventions such as awareness campaigns and local mentorship programmes. These projects sought to change cultural attitudes and views on girl-child education. The findings show that educational support programmes are capable of improving academic performance and overall educational experience of the girl-child. These programmes provided both academic and non-academic support to address various challenges that may hinder girls' learning and success in school. (Heidemann, 2009). Academic support includes tutoring, mentorship, and access to educational resources, while non-academic support may involve promoting a supportive and inclusive school culture, providing life skills training, and addressing social and emotional factors that impact girls' education. Supportive programmes can create an environment where girls can thrive and achieve positive educational outcomes (Catalano, 2002). Mentorship programmes that connect girls with successful female professionals can also significantly motivate them to pursue their education and aspire to higher achievements (Hernandez *et al.*, 2017).

4. CONCLUSION

Teachers generally agreed with all the motivational strategies presented to them for rating as capable of promoting girl-child education. The responses generally skewed in the direction of 'agree' and 'strongly agree'. It is only the magnitude of the strategies that vary. This implies that if all these strategies are diligently implemented, girl-child education will be greatly promoted. The ranking, which was done to show the order of importance of the strategies and reveals that if the stakeholders can play their roles, there will be no hindrance to girl-child education in Kogi State. However, the financial support for girl-child education should not be left to the government and parents alone; individuals and philanthropists should be involved. Based on the findings, the following recommendations are made:

- (i) Initiating comprehensive awareness programmes aimed at addressing societal attitudes towards girl-child education and promoting the value of educating girls.

- (ii) Implementing tailored support systems within educational institutions to address the specific needs of girl-child students, including provisions of free education, feeding programs, and scholarships.
- (iii) Providing training and sensitization programmes for teachers to promote a supportive and inclusive environment for girl-child within the educational settings.

5. ACKNOWLEDGMENT

This study was sponsored by the Tertiary Education Trust Fund (TETFUND), Nigeria, under the Institution-Based Research Fund (IBR).

6. AUTHORS' NOTE

No conflict of interest

7. REFERENCES

- Agusiobo, B. C. (2018). Education of the girl-child in Nigeria for a just, peaceful, harmonious society and sustainable development. *International Online Journal of Education and Teaching*, 5(4), 768-786
- Aikman, S., and Rao, N. (2012). Gender equality and girls' education: Investigating frameworks, disjunctures and meanings of quality education. *Theory and Research in Education*, 10(3), 211-228.
- Ali, M. A., and Kamrajum, M. (2023). Ethical dimensions of promoting girl child education for social empowerment. *"The Deccan Geographer" Journal*, 61(3), 205-217.
- Catalano, R. F., Berglund, M. L., Ryan, J. A., Lonczak, H. S., and Hawkins, J. D. (2002). Positive youth development in the United States: Research findings on evaluations of positive youth development programs. *Prevention & Treatment*, 5(1), 15a.
- Daniel, K., Msambwa, M. M., Antony, F., and Wan, X. (2024). Motivate students for better academic achievement: a systematic review of blended innovative teaching and its impact on learning. *Computer Application in Engineering Education*, 32(4), e 22733.
- Eyong, V. A. (2024). Socio-cultural determinants of girl-child education in cross river state, *Kashere Journal of Politics and International Relations*, 2(1), 222-231.
- Heidemann, G., and Ferguson, K. M. (2009). The girl child: A review of the empirical literature. *Affilia*, 24(2), 165-185.
- Hernandez, P. R., Bloodhart, B., Barnes, R. T., Adams, A. S., Clinton, S. M., Pollack, I., and Fischer, E. V. (2017). Promoting professional identity, motivation, and persistence: Benefits of an informal mentoring program for female undergraduate students. *Plos One*, 12(11), e0187531.
- Hill, M. A., and King, E. (1995). Women's education and economic well-being. *Feminist Economics*, 1(2), 21-46.
- Immler, N. L., and Sakkers, H. (2022). The UN-Sustainable Development Goals going local: learning from localising human rights. *The International Journal of Human Rights*, 26(2), 262-284.

- Keles, R. (2012). The quality of life and the environment. *Procedia-Social and Behavioral Sciences*, 35, 23-32.
- Kumarbekova, A. E, Muratbek, A. M, and Adil, Z. (2024). The impact of motivation of students' learning; *Bridging psychological theories and teaching strategies. Becthnk Haykn*, 1(11), 537-547.
- Kushnir, I., and Nunes, A. (2022). Education and the UN development goals projects (MDGs and SDGs): Definitions, links, operationalisations. *Journal of Research in International Education*, 21(1), 3-21.
- Nmadu, G., Avidime, S., Oguntunde, O., Dashe, V., Abdulkarim, B., & Mandara, M. (2010). Girl child education: Rising to the challenge. *African Journal of Reproductive Health*, 14(3), 107-112.
- Nwoke, C., Oyiga, S., and Cochrane, L. (2024). Assessing the phenomenon of out-of-school children in Nigeria: Issues, gaps and recommendations. *Review of Education*, 12(3), e70011.
- Nwozor, A., and Okhillu, B. (2022). Child's rights and the challenges of educating the girl-child: Assessing the Contributions of UNICEF in Nigeria. *The Age of Human Rights Journal*, (18), 285-309.
- Olatoye, R. A. (2009). Students test anxiety, motivation for examination and science achievements in junior secondary schools in Ogun state, Nigeria. *International Journal of Psychology and Counseling*, 1(10), 194-198.
- Oppong, J. D., Tsotovor, L. A., Danquah, J., and Bintu, J. (2022). Factors that influence the academic motivation of female students. *Open Journal of Educational Research*, 2(2), 82-92.
- Radha, P. (2025). The role of education in shaping women's autonomy: A comparative study of rural and urban areas. *Apex Journal of Business and Management*, 4(1), 139-147.
- Raj, A., Salazar, M., Jackson, E. C., Wyss, N., McClendon, K. A., Khanna, A., and McDougal, L. (2019). Students and brides: a qualitative analysis of the relationship between girls' education and early marriage in Ethiopia and India. *BMC Public Health*, 19, 1-20.
- Schultz, T. P. (2002). Why governments should invest more to educate girls. *World development*, 30(2), 207-225.
- Sekine, K., and Hodgkin, M. E. (2017). Effect of child marriage on girls' school dropout in Nepal: Analysis of data from the multiple indicator cluster survey 2014. *PloS One*, 12(7), e0180176.
- Shahidul, S. M., and Karim, A. H. M. Z. (2015). Factors contributing to school dropout among the girls: a review of literature. *European Journal of Research and Reflection in Educational Sciences*, 3(2), 25-36.
- Stefanski, A., Valli, L., and Jacobson, R. (2016). Beyond involvement and engagement: The role of the family in school-community partnerships. *School Community Journal*, 26(2), 135-160.
- Wakuma, O. K. (2024). An investigation into factors affecting female students' academic success in Ethiopia higher education. *Discover Education*, 3(1), 139

- Winsler, A., Hutchison, L. A., De Feyter, J. J., Manfra, L., Bleiker, C., Hartman, S. C., and Levitt, J. (2012). Child, family, and childcare predictors of delayed school entry and kindergarten retention among linguistically and ethnically diverse children. *Developmental Psychology*, 48(5), 1299.
- Žalėnienė, I., and Pereira, P. (2021). Higher education for sustainability: A global perspective. *Geography and Sustainability*, 2(2), 99-106.