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Motivational Strategies for the Promotion of Girl-Child Education: Opinion of Senior Secondary School Teachers

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ABSTRACT

Despite various national and global efforts to enhance girl-child education in Nigeria, girls continue to face significant barriers to retention and completion of schooling. This study investigates motivational strategies that promote girl-child education based on the perceptions of 370 senior secondary school teachers in Kogi State. Using a descriptive survey design, data were collected through structured questionnaires focusing on motivational factors, sources of support, and gender-based differences in teacher attitudes. Findings revealed that building strong teacher-girl-child relationships, eliminating inferiority complex through counseling, and providing scholarships are the most highly rated strategies. Government agencies and parents emerged as the primary sources of support. No significant difference was found between male and female teachers' ratings of motivational strategies. The study recommends the implementation of targeted support systems, including free education, school meals, scholarships, and teacher training, to foster inclusive and motivating learning environments for the girl-child.

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1. INTRODUCTION

Education is globally recognized as a fundamental human right and pivotal for achieving sustainable development, poverty reduction, and social equity (Agbedahin, 2019; Abera, 2023). Despite its importance, gender disparities in education persist, particularly in developing countries. In Nigeria, significant efforts have been made to enhance educational access and quality; however, the educational attainment of the girl-child remains disproportionately low compared to that of boys, as reported by UNESCO in 2020.

The Nigerian government has initiated various programmes to bridge the gender gap in education. Policies such as the Universal Basic Education (UBE) programme and the National Policy on Gender in Basic Education promote gender equity and ensure that all children, regardless of gender, have access to quality education. Non-governmental organizations (NGOs) and international agencies have also implemented several interventions to encourage girl-child education, including scholarship programmes, awareness campaigns, and community engagement initiatives. Despite these efforts, girls' retention and completion rates remain low. According to the National Bureau of Statistics in 2021, many girls do not complete their primary or secondary education due to persistent socio-economic and cultural barriers. This situation underscores the need for tailored motivational strategies that address the specific challenges faced by girls.

Motivational strategies refer to the various approaches and interventions designed to inspire and sustain girls' interest in education. These strategies may include financial incentives, mentorship programs, community mobilization, and the provision of safe and conducive learning environments. Effective motivational strategies can significantly impact girls' enrolment, retention, and completion rates by addressing the practical and psychological educational barriers. Moreover, creating a safe and supportive school environment is crucial. This includes building adequate infrastructure, ensuring the availability of female teachers who can serve as role models, and implementing policies to protect girls from violence and harassment in schools. Mentorship programmes that connect girls with successful female professionals can also significantly motivate them to pursue their education and aspire to higher achievements.

Girl-child education refers to enrolling, retaining, and ensuring academic achievement for girls in schools. This is an essential aspect of education with far-reaching benefits for individuals, families, and communities. The education of girls, especially in developing countries, is crucial to social and economic development. Evidence abounds that the education of women has a direct influence on the social and political well-being of any society (Eyong, 2024). Women's participation in political and public life is essential to achieve the Sustainable Development Goals by 2030. Women are underrepresented at all levels of decision-making worldwide. As of 1st October, 2024, there are only 29 countries where women serve as Heads of State and/ or government. To address the root cause of the underrepresentation of women in politics and professional organizations, the promotion of girl-child education is very fundamental.

The cost of gender equality in education is high. The cost of not educating the girl-child is probably higher. When girls lack education, it affects their earnings in adulthood, the number of children they will have, and even their health. It also encourages early marriage. Early marriage reduces the chance of a girl-child going beyond primary and secondary levels of education. It is therefore important to develop motivational strategies that will encourage the enrolment and retention of girl children in schools.

Though schooling does not automatically imply that learning is taking place, a lack of qualitative education in school can encourage students to drop out. The primary school completion rate for boys in 2020 was 59 percent and for girls it was 51 percent. The secondary school completion rate is even lower with boys and girls at 42% and 36% respectively. This is probably the latest data on the completion of the educational level by students in Nigeria. This shows gender gap in students' enrolment in schools is still in favour of boys, and the situation even gets worse as students advance in learning. The gap becomes wider from the lower to the higher levels.

Many factors have been found to affect female students' achievement in schools. Factors affecting female education are connected to the nature of the institution, the status of the family, and the quality of instructors (Wakuma, 2024). It is therefore important that the instrument of data collection on motivational strategies should consider collecting information on these identified factors. Some researchers (Oppong *et al.*, 2022) carried out a study to identify factors that influence academics motivation of female students. The study found that the girl-child needs a conducive learning setting free from limitations to acquire formal education. The cordial teacher-student relationship also contributes greatly to the academic attainment of female students. Girls need self-determination to conquer socio-cultural hindrances that may come their way in the pursuit of their formal education. Therefore, teachers should make a conscious effort to give equal attention to both boys and girls during classes.

Also, other researchers (Daniel *et al.*, 2024) explored motivational strategies to enhance learning. They reported that innovative teaching and learning techniques enhance learning. They recommended the use of virtual reality technology, artificial intelligence, project-based learning, inquiry-based learning, and peer teaching as strategies that can improve teaching and learning. Female students should have female teachers who can serve as role models. Females should also be actively engaged in classroom activities like their male counterparts. Motivation enhances achievement and students' participation in teaching and learning activities (Olatoye, 2009).

Motivation is very central in human behavior. It determines why a person chooses a task and why that task is preferred over others. The application of the knowledge of theories of motivation, such as self-determination (SDT) and expectancy-value theories (Kumarbekova *et al.*, 2024). Female students will only be attracted to education when obstacles to their low enrolment are removed and strategies are designed to motivate and attract them to formal education. SDT focuses on how human psychological needs and growth tendencies influence their choice of activities and accomplishment of tasks. It explains how social context and individual differences affect motivation and how motivation predicts learning. This theory makes us know that males are different from females, and what motivates each gender differs. Osei and Bjorklund (2024) advocate for the integration of self-determination theory principles in the teaching and learning processes since human beings are motivated to engage in socially-relevant behaviors. One of the strategies to motivate the girl-child is to make them see the relevance of formal education in their present and future well-being.

The main objective of the study was to investigate motivational strategies for promoting girl child 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

2.1. Research Design

The study adopted a descriptive survey research design. This design allows for the collection of data from large respondents 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.

2.2. Target Population, Sample, and Sampling Techniques

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.

2.3. Instrumentation

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's alpha coefficient, which measures 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 questionnaire were 0.71, 0.69, and 0.68, respectively.

2.4. Procedure for Data Collection

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.

2.5. Method of Data Analysis

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 a 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?

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 the inferiority complex between girls and boys in the school through counseling is a strategy for promoting girl-child education. Sixty-nine 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 girl-children is a motivational strategy, while 213 teachers (57.6%) agreed. Therefore, free feeding in the school for girl children 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?

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 1. Motivational strategies for the promotion of girl-child education.

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 the inferiority complex between girls and boys in the school through counselling	301 (81.4%)	69 (18.6%)	—	—
3	Free feeding in the school for girl children	157 (42.4%)	213 (57.6%)	—	—
4	A good relationship between the 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 children in the school	219 (59.2%)	151 (40.8%)	—	—
7	Availability of career guidance counsellors to help girl-child 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 children in the school	217 (58.6%)	153 (41.4%)	—	—
13	Enforcement of laws that are against sexual abuse	269 (72.7%)	101 (27.3%)	—	—
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	—	—

N=370

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

Motivational Strategies	N	Minimum	Maximum	Mean	Std. Dev.	Rank
Ensuring a good relationship between the girl-child and teachers in the school	370	0.00	4.00	3.86	0.39	1 st
Eradication of the inferiority complex between girls and boys in the school through counselling	370	3.00	4.00	3.81	0.39	2 nd
Awarding scholarships to brilliant female students	370	3.00	4.00	3.76	0.43	3 rd
Enforcement of laws that are against sexual abuse	370	3.00	4.00	3.73	0.45	4 th
Provision of free sanitary pads	370	3.00	4.00	3.71	0.46	5 th
Conducive environment for girl-child education in the school	370	3.00	4.00	3.66	0.47	6 th
Adequate sensitization at all levels by the government on the importance of girl-child education	370	1.00	4.00	3.64	0.61	7 th
Provision of good toilets for female students	370	3.00	4.00	3.64	0.48	8 th
Eradication of early marriage among the girl-child	370	3.00	4.00	3.61	0.49	9 th
Provision of free textbooks for girl children in the school	370	3.00	4.00	3.59	0.49	10 th
Free health services for girl children in the school	370	3.00	4.00	3.59	0.49	11 th
Eradication of girl-child sexual abuse	370	1.00	4.00	3.56	0.63	12 th
Availability of career guidance counsellors to help girl-child students	370	1.00	4.00	3.55	0.63	13 th
Establishment of single-sex schools for female students	370	3.00	4.00	3.55	0.50	14 th
Free school uniform for the girl-child	370	3.00	4.00	3.52	0.50	15 th
Government payment to parents who send their girl child to school	370	3.00	4.00	3.48	0.50	16 th
Free education for the girl-child students	370	1.00	4.00	3.45	0.55	17 th
Free feeding in the school for girl children	370	3.00	4.00	3.42	0.49	18 th
Having male and female students in separate classes	370	3.00	4.00	3.39	0.49	19 th

3.3. Research Question 3: What is the attitude of teachers towards the promotion of 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, while 40 (10.8%) strongly disagree. In table 4 above, in items 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, while 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, while 42 (11.4%) strongly disagree.

In **Table 3**, in item 4, 183(49.5%) of the 370 teachers strongly agree with the statement that girls can do well in science subjects just like boys, 138(37.3%) agree 11(3.0%) disagree while 38(10.3%) strongly disagree. In table 4 above 5, 175 (47.3%) strongly agree on statement that I will help boys in my class the way I will help girls 141(38.1%) agree, 14 (3.8%) disagree while 40(10.8%) strongly disagree.

Table 3. General attitude of teachers to girl-child education.

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 can	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 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 the boys and girls questions in my class	184 (49.7%)	134 (36.2%)	12 (3.2%)	40 (10.8%)
9.	I believed formal education was 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 to school	208 (56.2%)	110 (29.7%)	4 (1.1%)	48 (13.0%)

N=370

3.4. Research Question 4: What are the sources of support for girl-child Education?

Table 4 showed 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. In the above table, 263(71.1%) out of 370 teachers agreed that Government agencies support girl-child education, 238(64.3%) agreed 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.

Table 4. Sources of support for girl-child education.

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%)

N=370

3.5. Research Question 5: What is the teacher rating of financial support for girl-child education in Kogi State?

To examine teachers' perceptions of financial support for girl-child education, the study assessed their responses regarding key stakeholders who contribute to funding or sustaining girls' access to education. The results revealed that the highest-rated sources of financial support are government agencies (71.1%), followed by parents (64.3%), and local government authorities (54.3%). This finding indicates that the public sector and immediate family members remain the most influential actors in providing financial backing for girls' schooling in Kogi State. In contrast, religious institutions such as mosques (26.8%), churches (36.8%), and affiliated religious societies contribute far less, suggesting a gap in faith-based community engagement in promoting female education.

Private individuals and philanthropists also contribute to a moderate extent, with approximately 50.5% of teachers acknowledging their role in supporting girl-child education. However, the relatively low involvement of individual community members and non-governmental sectors suggests the need for broader community sensitization and investment in educational equity.

Overall, teachers rated government agencies and parents as the primary drivers of financial support for girl-child education, but emphasized the need for more inclusive and diversified support structures. Encouraging participation from civil society, religious organizations, and philanthropists could strengthen the financial ecosystem supporting girl-child education, leading to better retention and completion outcomes.

3.6. Research Question 6: Does the rating of each of the motivational strategies for promoting girl-child differ by teachers' gender?

Table 5 shows the results. 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 5. Comparison of male and female teachers' ratings 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				

3.7. 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 eradication of inferiority complex between girls and boys in the school through counselling (Rank 2nd). Having male and female students in separate classes is the least recommended strategy (Rank 19th) for enhancing girl-child education.

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.

These findings are in line with the many other studies on girl-child education (Adamu, 2019; 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. Socio-economic incentives seek to alleviate the economic burden associated with educating girls by extending financial or material aid to families. This, in turn, can lead to higher enrolment 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.

Research has shown that educating girls can improve health outcomes, lower child and maternal mortality rates, and increase economic opportunities. 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.

Important study on the impact of community-based interventions such as awareness campaigns and local mentorship programmes (Adamu, 2019). These projects sought to change cultural attitudes and views on girl-child education. The findings show that educational support programmes are capable of improving the 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. 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. These findings by asserting that supportive programmes can create an environment where girls can thrive and achieve positive educational outcomes. Mentorship programmes that connect girls with successful female professionals can also significantly motivate them to pursue their education and aspire to higher achievements.

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 varies. 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 programmes, and scholarships.
- (iii) Providing training and sensitization programmes for teachers to promote a supportive and inclusive environment for girl children within the educational settings.

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6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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