227

AKSU JOURNAL OF MANAGEMENT SCIENCES (AKSUJOMAS) VOL. 9 NO. 1, JUNE, 2024.

UNRAVELING THE CHALLENGES AND PROSPECTS IN BUILDING THE GIRL CHILD RESILIENCE AND EDUCATION IN FCT ABUJA, NIGERIA

By
Nnenna Nancy CHUKWUMA
Doctor of Philosophy
nnchukwuma@noun.edu.ng

Maduabuchi John AGOMOH
Doctor of Philosophy

Eucharia C. UME
Doctor of Philosophy
eume@noun.edu.ng

William U. EMINA
Doctor of Philosophy
uemina@noun.edu.ng

Daha TIJANI
Doctor of Philosophy

[1, 3, 5] Department of Business Administration
Faculty of Management Sciences
National Open University of Nigeria

[2] Department of Sociology
Faculty of Management and Social Sciences
Kingsley Ozumba Mbadiwe University
Ogboko, Imo State

[4] Department of Development Studies
Faculty of Social Sciences
National Open University of Nigeria

ABSTRACT
This study examines the challenges and prospects in building the girl child resilience and education in FCT Abuja, Nigeria. The study noted that the

228

AKSU JOURNAL OF MANAGEMENT SCIENCES (AKSUJOMAS) VOL. 9 NO. 1, JUNE, 2024.

girl child's capacity for resilience and the resilient strategies used to build the girl child education in Nigeria is crucial given the significance of education, particularly its socioeconomic aspects. In this study, surveys, focus group discussions, observation and interviews were carried out at different points across the 6 Area Councils in Abuja FCT. The population of the study is 600 respondents from the Federal Capital Territory Abuja, however, a representative sample size of three Hundred and Sixteen respondents (316), were randomly sampled for the study. Questionnaires/Interviews focus group discussions, observation method and surveys were used to gather data for the study. 15 semi-structured Key Informant Interviews (KIIs) for each Area, 2 Focus Group Discussions (FGDs) with 2 key stakeholder groups were conducted in each Area Council. The study revealed that breaking cultural barriers, mass media, religious sensitization on girl-child education, free education for all and re-orientation on male-child preference as some of strategies in building the girl-child education. The study has also shown that male-child preference in families, obnoxious cultures against the girl child, the ethnic affiliation of the girl child, the socio-economic condition of the family, the level of income of the family and education and early marriage and unwanted pregnancy will impact negatively in building the girl child resilience and education. Access to positive, optimistic languages and critical thinking, establishing a growth mind set on the girl child can encourage the girl child resilient in the face of societal bias on girl child education.

Introduction
Education is the bedrock of societal development. An educated society is a sustainable society. One of the United Nation SDGs goals is the quality education for all irrespective of gender. Nigeria's adoption of this SDGs goal on quality education is faced with numerous challenges especially in the area of societal bias on the girl child education. While On the part of UNICEF (2023), action on girl's education, investing in girls' education transforms communities, countries and the entire world, aims to see that Girls who receive education are less likely to marry young and more likely to lead healthy, productive lives.

Although it is believed that gender discrimination and cultural barriers, were some of the many impediments on girl-child opportunity to go to school early in Africa. Other factors like gender bias, poverty, violence,

229

AKSU JOURNAL OF MANAGEMENT SCIENCES (AKSUJOMAS) VOL. 9 NO. 1, JUNE, 2024.

child marriage, were some other challenges facing the girl child education (UNICEF, 2023). Identifying the most powerful predictors of child resilience (e.g., internal locus of control, self-esteem, self-regulation, social competence, social support, etc.) is essential in boasting the girl child's resilience strategies. Unraveling the challenges associated with the accompanied societal bias on the girl child as well as the prospect in building the girl child resilience becomes a fore front for projecting the girl child resilience strategies on girl child education in Nigeria.

Examining the girl child's capacity for resilience and the resilient strategies used to build the girl child education in Nigeria is crucial given the significance of education, particularly its socioeconomic aspects. What aspect of society has a significant impact on the education of girls since the odds were stacked in favor of male children receiving a quality education? Building a girl child's resilience and coping mechanisms is crucial for her to receive a high-quality education if there are "bottlenecks" and societal biases against her education. It is imperative to examine if the girl child can be resilient and adopt strategies in the face of the societal bias on girl child education in Nigeria. As a result, this study focuses on strategies for building girl child resilience in the face of societal bias against girl child education in Nigeria, as well as on the difficulties and opportunities in doing so.

The general objective of the study is therefore to examine the Girl Child Resilient Strategies as well as unraveling the challenges and prospects in building the girl child resilience behavior in the face of the societal bias on girl child education in FCT Abuja Nigeria. Nonetheless, five specific objectives stated below shall serve as guide for the study: Identify the resilient strategies developed to encourage girl child's education in FCT Abuja Nigeria, Identify the challenges in building the girl child resilience and education in FCT Abuja, Nigeria, Evaluate the prospects in building the girl child resilience and education in FCT Abuja, Nigeria, Determine how the girl child can be resilient in the face of societal bias on girl child education in FCT Abuja, Nigeria.

For quality and for survey purpose these research questions; what resilient strategies are developed to encourage girl child's education in FCT Abuja Nigeria? What are the challenges in building the girl child resilience and

education in FCT Abuja, Nigeria? What are the prospects in building the girl child resilience and education in FCT Abuja, Nigeria? How can the girl child be resilient in the face of societal bias on girl child education in FCT Abuja, Nigeria?, is set to guide the questionnaires.

2.0 Extant review of key variables
2.1 Girls Child and Education

Education plays a significant part in the growth of society and it is imperative for development. Girl child education refers to the aspect of education that aims at developing the skill and knowledge of girls and women from all castes, races, and backgrounds. This includes education at schools, colleges, health education, professional, technical, and vocational education, etc. Girls' education is like sowing the seed which gives rise to a revitalised, cheerful and full grown family plant. UNESCO estimates, around the world, 129 million girls are out of school, including 32 million of primary school age, and 97 million of secondary school age (World Bank, 2022). In Nigeria alone there are 18.5 million out of school children, 60 per cent of these out of school children are girls. This represents about 10 million in population.

Educated women have the capacity to bring socio-economic changes. Lack of education denies the girl child, the knowledge and skills needed to advance their status in the society (Shaifali, 2016). UNICEF (2020) exposed that Only 49 per cent of countries have achieved gender parity in primary education. At the secondary level, the gap widens: 42 per cent of countries have achieved gender parity in lower secondary education, and 24 per cent in upper secondary education. The reasons explained by

UNICEF include; Barriers to girls' education like poverty, child marriage and genderbased violence vary among countries and communities. Poor families often favour boys when investing in education. The African girl-child continues to hold less power, wealth and voice both in public and private spheres than almost any group globally (Oforiwaa. 2021). Despite the numerous interventions to bring about gender justice, women and girls continue to occupy highly disadvantaged positions. This is so because the surging feminist scholarships have tended to focus more on adult women studies and ignored or marginalized girls.

A girl child, refers to as a female offspring of 0 to 12 years who is still at the formative stage of development and still dependent on the adult (Ogwu, 2022), is one significant member of the society whose status in society attracts both accorded importance or at one point a neglected member of the society. In the area of education, the girl child has fared significantly lower than their male counterpart. This is partly to the socio-cultural importance attached to the male child. However in the face of this disparity, the girl child is resilient in meeting the challenges of attaining the best level and quality of education. Resilience, is about learning from setbacks and coming away from them with something positive (David, 2014).

2.2 Girl-Child and Resilience strategy
Broad reviews on resilience in childhood underscore the importance of exposure dose; fundamental adaptive systems embedded in the lives of individuals and their interactions with other systems (Ann, Masten and Andrew, 2018) Resilience can be broadly defined as the capacity of a system to adapt successfully to challenges that threaten the function, survival, or future development of the system. Many children are reared in less than ideal family conditions (e.g., poverty, violence, substance abuse, family dissonance, family or personal illnesses). Situations such as these may inhibit the normal intellectual, social, and emotional development of children and youth, thus interfering with them reaching their full potential as adults (Staci and Lyndal, 2012). Children who succeed in spite of adversity have been identified as resilient; possessing certain strengths and benefiting from protective factors that help them overcome adverse conditions and thrive (Staci and Lyndal, 2012).

The Girl-child has been marginally disadvantage in their placing at the family and society. This disadvantage has continually ensured that the right a girl child in the area of family possession, status in society and attached importance has been neglected, Nigeria and African inclusive have been found wanting in this direction. Of significant maginalization of the girl child is in the area of education. Scholars like has drawn attention to the plight of the girl child in their plight to attain quality education. The study pointed out the importance of early family life experiences of girls to their academic and career progression, focusing on the tensions and gender inequalities in the early life experiences and adult life of female faculty (Obaapanin, 2021). Not just in the area of marginalization at family and

232

AKSU JOURNAL OF MANAGEMENT SCIENCES (AKSUJOMAS) VOL. 9 NO. 1, JUNE, 2024.

society level, but also the exposure to both health and environmental challenges for the girl child increases their vulnerability indicator.

Given Africa's increasing levels of violence, HIV and alcohol and drug use underpinned by a context of poverty, inequality and unemployment are posing huge challenges to adolescent development (UNICEF, 2017), this is especially true for adolescent girls and young women, who face particular challenges due to harmful gender norms which increase their vulnerability to sexual and gender-based violence, teenage pregnancy, HIV and other sexually transmitted infections and school drop out.

The girl child can be resilient given the following resilience check list listed in the table below;

Give unconditional support, nurturing and encouragement.
Encourage and help your child practise calming strategies.
Model self-esteem, confidence and optimism. Talk about appropriate behaviours
Encourage independent thought and action.
Build on developing an emotional vocabulary and how to label feelings.
Help your child to understand their own temperament and why they might react in a certain way to a particular situation
Practise effective ways to resolve conflict at school or in the playground.
Talk about ways that a child can seek help and assistance if needed. Spend time every day talking, discussing and sharing what's happening in your child's life.
Model and teach attitudes of empathy and ways of caring.
Explain that all behaviour has consequences. Provide comfort in stressful situations.
Praise completed tasks, work well done, perseverance, desired behaviours.
Clarify expectations, rules and regulations (especially for school).
Discuss accepting responsibility for behaviour and why discipline is imposed to limit some behaviours.
Accept that failure happens and talk about ways your child can overcome feelings of failure and try again.
Discuss and support emerging independence and autonomy as your child develops, and how this balances out with age-appropriate limitations.
Be flexible with routines so that your child has time and opportunity to be creative.
Teach your child how to focus on something else if they are worried or upset.

233

AKSU JOURNAL OF MANAGEMENT SCIENCES (AKSUJOMAS) VOL. 9 NO. 1, JUNE, 2024.

| Discuss what it means to be a friend and help your child to make friends. |
| Explain the importance of eating properly, resting, exercising and self care. |
| Help your child to see that their individual accomplishments contribute to the wellbeing of the family as a whole |

Kids Life (2017).

2.3 Challenges of Girl-Child Education

Education is central and significant to the development of the individual and society. It is key to increasing developmental index and human resource development. Education is also significant as it increases the chances of the girl child for self-actualization, selfsufficiency and development. However in the face of these advantages that education could play in the life a girl child, the girl child is faced with numerous challenges in achieving her dreams and attaining quality education. Some of these challenges as highlighted by Alagoa (2015) include family size, teenage pregnancy and preferential education of the boy child. Other problems of the girl child education include poverty, early marriage, cultural and religious misconceptions (Tyoakaa, Amaka and Nor, 2014). While Ifijeh and Osayande, (2011) identified socio-cultural patterns, religious misconceptions, poverty, teenage pregnancy and early marriage amongst others as factors militating against the girl-child education.

Within the Nigerian context, Anyanwu (2005) has reiterated that girls are discriminated against in Nigeria in access to educational opportunity, food, and nutrition. Girls carry a heavy burden of farm work and house work. Girls are married off at early ages, which interfere with their education or acquisition of skills needed for survival. Beliefs must be changed about the value of girl children. Within the wide space and society, the problems are numerous. For instance, in the domestic or household sphere, evidence suggests that the female child experiences greater child mortality, infanticide, and sexselective abortion, and lower health status. Female children have greater micronutrient deficiencies, growth retardation, and micronutrient deficiencies. The enrollment and retention of girls in school is lower than boys. Cultural stereotyping and restrictions on movement subject girls to the authority and control of male children and adult males. Girls are socialized differently and are not encouraged to be autonomous or to use

initiative. In the public sphere, girls are used by families to serve household and production needs of the family and other relatives (Punaleker, 1995).

3.0 Methodology
In this research, surveys, focus group discussions, observation and interviews were carried out at different points across the 6 Area Councils in Abuja FCT. Survey research made it easy to access data from the sampled respondents because it is versatile in nature.

3.1 Study Area: The Federal Capital Territory consists of 6 different Area Councils namely: Abaji, Abuja Municipal, Bwari, Gwagwalada, Kuje and Kwali. These 6 councils cover a total land area of approximately 7,290 km. It has two federal universities, a college of education and some private universities.

3.2 Population: Population of study refers to the entire units or element under study (Etuk, et al. 2022). For the purpose of this study, thepopulation of 600 was adopted representing residents from the regions of Federal Capital Territory, Abuja under studied.

3.3 Sample size: A representative sample size of three Hundred and Sixteen respondents (316), were randomly sampled for the study. The sample size from the universal population was based on the six (6) Area Councils in the Federal Capital Territory, Abuja. The six (6) Area Council were; Abaji, Bwari, Gwagwalada, Kuje, Kwali and Abuja Municipal. It is derived thus; $n=[z^2 *p*(1-p)/e^2]/[1+(z^2 *p*(1-p)/(e^2 *N))]$

Where: z = 2.576 for a confidence level (α) of 99%, p = proportion (expressed as a decimal), z =2.576, p=0.5, N=600, e=0.05 n= $[2.576^2 *0.5*(1-0.5)/0.05^2]/[1+(2.576^2 *0.5 *(1-0.5)/(0.05^2 *600)]$ n= 663.5776/2.106 =315.095 n= 316

Method of data collection:
Questionnaires/Interviews focus group discussions, observation method and surveys were used to gather data for the study. 15 semi-structured Key Informant Interviews (KIIs) for each Area, 2 Focus Group Discussions (FGDs) with 2 key stakeholder groups were conducted in each Area Council. The Primary Data was generated through Questionnaire, Focus Group Discussions (FGDs) as recommended by (Uford, 2018), and Specialized Interviews. The questionnaire contained questions deemed

essential. However, a few extra questions aimed at checking the reliability of responses or measuring the influence in changes in words was included. The questionnaire instrument was supplemented by specialized interview of those identified as thoroughly knowledgeable on the issues the study was designed to grapple with and Focus GroupDiscussions (FGDs). A total of 2 homogenous sessions of FGDs were organized in the two (2) area Area Councils in FCT, making a total of 12 participants attended the FGDs in al, 6 participants per each Area Council. In the selection of participants of the FGDs, special care was taken to ensure that the diverse elements of the population of selected communities/sites were represented. The FGDs were guided by an inventory guide and the discussions emanating from the FGDs were deployed to augment the data from the Questionnaire administration. Data generated from the FGDs were supported with Specialized Interviews of those considered knowledgeable on the issues the Study sought to investigate. Against this backdrop, Community leaders, leaders of Civil Society organizations, secondary schools, etc., were interviewed.

236

AKSU JOURNAL OF MANAGEMENT SCIENCES (AKSUJOMAS) VOL. 9 NO. 1, JUNE, 2024.

4 Data Analysis

Table 4.1: Socio-demographic information of respondents
N=316

Sex	F	%
Male	84	27
Female	232	73
Age		
15-20	24	12
25-30	14	7
35-40	90	45
45-50	20	10
55-60	40	20
65-70	12	6
Employment status		
Employed	147	47
Self employed	105	33
Not employed	64	20
Educational Level		
Higher degree	171	54
Secondary	90	28
Primary	61	19
Ethnic Group		
Hausa/Fulani	101	32
Igbo	92	29
Yoruba	87	28
Efik/Ibibio	23	7
Ijaw	11	3
Religion		
Christianity	117	37
Muslim	138	44
Indigenous **Physical status:**	61	19
(For the Physically challenged if any)		

The socio-demographic response of respondents is presented herein as shown in table 4.1 above, indicates that 84(17%) of male were sampled in the study, while 232(73%) of females were sampled.

An age cohort of 15 down to 70 years was sampled for the study. A higher significant number of the respondents sampled for the study were in the age cohort of 35-40, representing 90(45%) of the sample. It was followed by 40(20%) of the respondents who were in the age cohort of 55-60. A good significant of the respondents 24(12%) were in the age cohort of 15-20.
147(47%) of the respondents are employed and 105(33%) of the respondents are selfemployed while 64(20%) of the respondents are not employed. 171(54%) of the respondents had higher degree, 90(28%) of the respondents had secondary degree and 61(19%) of the respondents had primary level of education.

101(32%) of the respondents are of the Hausa/Fulani ethnic group, 92(29%) of the respondents are of the Igbo ethnic group, 87(28%) of the respondents are of the Yoruba ethnic group while 11(3%) are of the Ijaw ethnic group. 117(37%) are practicing Christianity, 138(44%) are Muslims while 61(19%) of the population are practicing indigenous religion.

The analysis for the knowledgeable on 'the issue of Girl-Child education' in Nigeria in table 4.2 in appendices shows taht (SD=24.2) at SD: confidence interval=24.2, with Mean value 79 show a wide variance Pop.variance (σ^2) =1210.7 is a significant reflection of how knowledgeable respondents are on the issue of Girl-Child education In Nigeria.

The SD= 37.6, calculation for medium of information/avenue respondents have heard of the issue of Girl-Child education, showed a SD:confidence interval=24.2 with a wide Pop.variance (σ^2) =1210.7 and a mean of 45.1 have placed the Social media as the most medium of information/avenue respondents have heard of the issue of Girl-Child education. The wide variance is also a reflection of other choices for the medium of information/avenue respondents have heard of the issue of Girl-Child education. School with a frequency of 77 and television with a frequency of 47 is also an indication the significant other mediums of information/avenue respondents have heard of the issue of Girl-Child education.

The analysis for the Strategies to encourage girl child's education in FCT Abuja Nigeria in table 4.3 in appendices provided results for SD calculation at (SD=45.9, Pop.variance (σ^2) =1210.7, M=79), (SD=54.9, Pop.variance (σ^2) =2258.5,

AKSU JOURNAL OF MANAGEMENT SCIENCES (AKSUJOMAS) VOL. 9 NO. 1, JUNE, 2024.

M=79) and (SD=64.5, Pop.variance (σ^2) =3121, M=79) is a significant indicator for acceptance of the information that the policy of free education can encourage the Girl-child education, The use of the mass media would enhance the chances of encouraging the Girl-child education and abolishing obnoxious cultures will encourage the Girl-child education.

Breaking cultural barriers, Mass media, religious sensitization on girl-child education, Free education for all and Re-orientation on male-child preference are some of the strategies that can be developed to encourage Girl child education.

The analysis for the Challenges in building the girl child resilience and education in FCT Abuja, Nigeria in table 4.4 in appendices provided results for SD calculation at (SD=24, Pop.variance (σ^2) =3121, =79), (SD=47.6, Pop.variance (σ^2) =2268, =69, (SD=36.8, Pop.variance (σ^2) =1013, M=79), (SD=42.6, Pop.variance (σ^2) =3121, =79), (SD=61.4, Pop.variance (σ^2) =3121.9, M=79) and (SD=81.1, Pop.variance (σ^2) =4934.8, M=66.5) is a significant indicator for acceptance of the information that the male-child preference in families will impact negatively in building the girl child resilience and education, obnoxious cultures against the girl child is impacting in building the girlchild resilience and education, the ethnic affiliation of the girl child can impact in building the girl child resilience and education in the FCT, the socio-economic condition of the family can impact negatively in building the girl child resilience and education, the level of income of the family can impact negatively in building the girl child resilience and education and early marriage and unwanted pregnancy can impact negatively in building the girl child resilience and education

The analysis for the prospects in building the girl child resilience and education in table

The analysis for the Challenges in building the girl child resilience and education in FCT Abuja, Nigeria in table 4.6 in appendices provided results for SD calculation at (SD=32.5 Pop.variance (σ^2) =1242.5 =79), SD=53.5, Pop.variance (σ^2) =2268, =69, (SD=36.8, Pop.variance (σ^2) =1013, =79), (SD=42.6, Pop.variance (σ^2) =3121,

M=79), (SD=61.4, Pop.variance (σ^2) =3121.9, M=79) and (SD=81.1, Pop.variance (σ^2) =4934.8, M=66.5) is a significant indicator for acceptance of the information

239

AKSU JOURNAL OF MANAGEMENT SCIENCES (AKSUJOMAS) VOL. 9 NO. 1, JUNE, 2024.

that encouraging policies favouring the girl child education will strengthen the girl child resilient in the face of societal bias on girl child education, access to positive, optimistic languages and critical thinking can encourage the girl child resilient in the face of societal bias on girl child education, the girl child good parental background can impact on the girl child resilience in the face of societal bias on girl child education and establishing a growth mind set on the girl child can increase the resilience of the girl child in the face of societal bias on girl child education.

It is also significant to note that the girl child can be resilient in the face of societal bias on girl child education through family support, family upkeep and a strong educational mindset. Although the barriers that are limiting the access to education for girls in FCT Abuja Nigeria as most of the respondents explained include; culture, religious extremism and lack of awareness.

Conclusion

It is imperative to note that identifying the most powerful predictors of child resilience (e.g., internal locus of control, self-esteem, self-regulation, social competence, social support, etc.) is essential in boasting the girl child's resilience strategies. Although these predictors will be affected by the following factor; the male-child preference in families, obnoxious cultures against the girl child, the ethnic affiliation of the girl child, the socioeconomic condition of the family education, the level of income of the family, education and early marriage and unwanted pregnancy.

However, Unraveling the challenges associated with the accompanied societal bias on the girl child as well as the prospect in building the girl child resilience becomes a fore front for projecting the girl child resilience strategies on girl child education in Nigeria. It is imperative that this study has examined if the girl child can be resilient and adopt strategies in the face of the societal bias on girl child education in Nigeria. It has been demonstrated in this study that access to positive, optimistic languages and critical thinking, establishing a growth mind set on the girl child can encourage the girl child resilient in the face of societal bias on girl child education in Nigeria.

References

Alagoa, C.S, (2015), Challenges and prospects of the girl child education in Nigeria. *Journal of Qualitative Education,* 11(1)

240

AKSU JOURNAL OF MANAGEMENT SCIENCES (AKSUJOMAS) VOL. 9 NO. 1, JUNE, 2024.

Ann S., Masten 1 and Andrew J. B. (2018) Resilience in Children: Developmental Perspectives. *Children*, 5, 98; doi:10.3390/children5070098 www.mdpi.com/journal/children

Anyanwu, S.O. (1995), The girl-child: problems and survival in the Nigerian context. *Scandinavian Journal of Development Altern* 14(1-2):85-105.

Etuk, A., Anyadighibe, J. A., James, E. E., & Bassey, E. B. (2022). Corporate social responsibility and customer patronage in the telecommunications context. *Journal of Advanced Research and Multidisciplinary Studies*, *2*(1), 42-57.

Ifijeh, G.I. and Osayande, O. (2011) Issues in girl-child education in nigeria: implications for library and information support. *Gender & Behaviour*, 9(2).

Kids Life (2017) Adapting to ups and downs: helping children build resilience. https://www.girlguides.org.au/wp-content/uploads/2017/05/2.5-Helpingchildren-build-resilience.pdf

Obaapanin, A.O. (2021). Resilience of the african girl child: from homemaker to an academic. Global Journal of Arts, Humanities and Social Sciences, 9(2,) 1-11.

Oforiwaa, O.A.(2021), Resilience of the african girl child: from homemaker to an academic. Global Journal of Arts, Humanities and Social Sciences 9, 2, 1-11.

Ogwu, H. (2022). Factors affecting girl-child education in Northern Nigeria. Issues in Educational Foundations.149-157.

Punaleker, (1995) Culture, political economy and gender marginalisation: a case of girl child in India. *Social Change*, 25(2-3):55-69.

Shaifali, R. P. (2016). Girl child education. IDC International Journal, 2(1).

Staci, M. Z. and Lyndal, M. B. (2012)., Resilience in children and youth: A review. Children and youth services review, 34(12) 2295-2303.

Tyoakaa, Amaka and Nor, (2014). Problems and Challenges of Girl-Child Education in Nigeria: The Situation of Kalgo Local Government Area (L.G.A) Of Kebbi State. *Journal of Research & Method in Education*, 4(4) 01-05,

Uford, I. C. (2018). E-Banking Application and Sterling Bank Customers' Adoption: Issues, Challenges and Benefits. *Business and Social Sciences Journal (BSSJ)*, 3(2), 1-12.

UNESCO (2022). Girls' education. Girls' Education Overview (worldbank.org)

UNICEF (2017). Girls empowerment. ZAF-girls-empowerment-brief-2017.pdf (unicef.org)

241

AKSU JOURNAL OF MANAGEMENT SCIENCES (AKSUJOMAS) VOL. 9 NO. 1, JUNE, 2024.

UNICEF (2022). Girls' education, Gender equality in education benefits every child.
https://www.unicef.org/education/girls
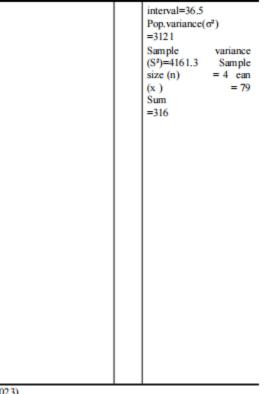education#:~:text=They%20earn%20h
igher%20incomes%2C%20participate%20in%20the%20decisions,men%20%E
2%80%93%20the%20opportunity%20to%20fulfil%20their%20potential

UNICEF (2023). Child Marriage Tied to Poverty & Lack of Education. UNICEF: Child Marriage Tie

APPENDICES

4.2 Knowledge of Girl-Child education in Nigeria	F	Standard Deviation
1. How knowledgeable are you on the issue of Girl-Child education In Nigeria? i. Highly knowledgeable ii. Very knowledgeable iii. Knowledgeable iv. No knowledge		PSD=21 SD=24.2 SD:confidence interval=13.7 Pop. variance (σ^2) =441 Sample variance (S^2)= 588 Sample size (n) = 4 ean (x) = 79 Sum = 316
2.Which medium of information/avenue have you heard of the issue of Girl-Child education i. Radio ii. Television iii. Social media iv. Church v. Mosque vi. School vii. Community gathering	64 82 112 58	
	32 47 112 17 4 77 27	PSD=34.8 SD= 37.6. SD:confidence interval=24.2 Pop.variance(σ^2) =1210.7 Sample variance (S^2)=1412.5 Sample size (n) = 7 ean (x) = 45.1 Sum = 316

AKSU JOURNAL OF MANAGEMENT SCIENCES (AKSUJOMAS) VOL. 9 NO. 1, JUNE, 2024.

4.3 Strategies to encourage girl child's education in FCT Abuja Nigeria		F	Standard Deviation
3.The policy of free education can encourage the Girl-child education	A SA D SD	24 133 61 98	PSD=40.7 SD= 46.9 SD:confidence interval=26.6 Pop.variance(σ^2) =1210.7
4.The use of the mass media would enhance the chances of encouraging the Girl-child education	A SA D SD	24 147 47 98	Sample variance (S²)=1656.5 Sample size (n) = 4 ean (x) = 79 Sum =316
5.Abolishing obnoxious cultures will encourage the Girl-child education From your own perception what strategies can be developed to encourage Girl child education	A SA D SD i.Breaking cultural barriers ii.Mass media iii.Religious sensitization on girl-child education iv.Free education for all v.Re-orientation on malechild preference	24 162 32 98	PSD=47.5 SD= 54.9 SD:confidence interval=31.1 Pop.variance(σ^2) =2258.5 Sample variance (S²)=301 1.3 Sample size (n) = 4 ean (x) = 79 Sum PSD=55.9 SD= 64.5 SD:confidence

AKSU JOURNAL OF MANAGEMENT SCIENCES (AKSUJOMAS) VOL. 9 NO. 1, JUNE, 2024.

	interval=36.5 Pop.variance(σ^2) =3121 Sample variance (S^2)=4161.3 Sample size (n) = 4 ean ($\bar{x}$) = 79 Sum =316

Girl-child study fieldwork, (2023)

244

AKSU JOURNAL OF MANAGEMENT SCIENCES (AKSUJOMAS) VOL. 9 NO. 1, JUNE, 2024.

4.4 Challenges in building the girl child resilience and education in FCT Abuja, Nigeria   **F**   **Standard Deviation**

7. The male-child preference in families will impact negatively in building the girl child resilience and education

	F
A	64
SA	112
D	82
SD	58

PSD=21

SD= 24
SD:confidence interval=13
Pop.variance(σ^2) =3121
Sample variance (S^2)=441 Sample size (n) = 4 ean (x) = 79 Sum =316

8. Obnoxious cultures against the girl child is impacting in building the girlchild resilience and education

	F
A	64
SA	142
D	82
SD	28

PSD=41

SD= 47.6
SD:confidence interval=26
Pop.variance(σ^2) =1701
Sample variance (S^2)=2268
Sample size (n) = 4 ean (x) = 69 Sum =316

9. The ethnic affiliation of the girl child can impact in building the girl child resilience and education in the FCT

	F
A	64
SA	134
D	60
SD	58

PSD=31.8

SD= 36.8
SD:confidence interval=20
Pop.variance(σ^2) =1013
Sample variance (S^2)=1350.7 Sample size (n) = 4 ean (x) = 79
Sum =316

10. The socio-economic condition of the family can impact negatively in building the girl child resilience and education

	F
A	34
SA	132
D	92
SD	58

11. The level of income of the family can impact negatively in building the girl child resilience and education

	F
A	64
SA	169
D	32
SD	51

PSD=36.9

Early marriage and unwanted pregnancy can impact negatively in building the girl

245

AKSU JOURNAL OF MANAGEMENT SCIENCES (AKSUJOMAS) VOL. 9 NO. 1, JUNE, 2024.

A   64   SD= 42.6
SA 182 SD:confidence interval=12.13
         Pop.variance(σ^2) =3121
         Sample variance (S²)=1814.7 Sample size (n) = 4 ean (x) = 79
         Sum =316

PSD=53.1

SD= 61.4
SD:confidence interval=34
Pop.variance(σ^2) =3121
Sample variance (S²)=2829.5 Sample size (n) = 4 ean (x) = 79
Sum =316

PSD=70.2

SD= 81.1
SD:confidence interval=45

child resilience and education	D	12	Pop.variance(σ^2) =4934.8
	SD	8	Sample variance (S²)Sample
size (n) = =4161.34			ean (x) =66.5
			Sum =316

4.5   The prospects in building the girl child F   Standard deviation
resilience and education

girl child resilience and education in FCT Abuja, Nigeria		SD=46.9 SD:confidenceinterval= 26.6 Pop.variance(σ^2) =4034.8 Sample size (n) = 4 ean (x) = 79 Sum =316
i. highly achievable	24	
ii. very achievable 61 iii. achievable	133 iv.	
not achievable 98		

14.What is the level of the prospects in building the girl child resilience and education in FCT Abuja, Nigeria
i. Very high   21 ii. High   114   iii. Very low   100   SD= 35.5 SD:confidenceinterval= 63.3   Pop.variance(σ^2) =1258.5 Sample size (n)
iv. low   81   = 4 ean (x) = 79 Sum =316

Girl-child study fieldwork, (2023)

246

AKSU JOURNAL OF MANAGEMENT SCIENCES (AKSUJOMAS) VOL. 9 NO. 1, JUNE, 2024.

4.5 Building the girl child resilient in the face of societal bias on girl child education	F	Standard deviation

15. In your opinion, how can the girl child be resilient in the face of societal bias on girl child education

i. family support
ii. family upkeep iii. strong educational mindset

16. Encouraging policies favouring the girl child education will strengthen the girl child resilient in the face of societal bias on girl child education

A 21
SA 113
D 100
SD 81

SD= 35.2
SD confidence interval=17.62
Pop.variance(σ^2)
=1242.5 Sample size (n)
= 4 ean (x) =
79 Sum
=316

17. What barriers are limiting the access to education for girls in FCT Abuja Nigeria i. culture ii. religious extremism iii. lack of awareness

III

18. Access to positive, optimistic languages and critical thinking can encourage the girl child resilient in the face of societal bias on girl child education

SD= 53.5
SD confidence interval=26.7
Pop.variance(σ^2)
=2858.5 Sample size (n)
= 4 ean (x) =
79 Sum
=316

19. The girl child good parental background can impact on the girl child resilience in the face of societal bias on girl child education

A 21
SA 164
D 50
SD 81

20. Establishing a growth mind set on the girl child can increase the

247

AKSU JOURNAL OF MANAGEMENT SCIENCES (AKSUJOMAS) VOL. 9 NO. 1, JUNE, 2024.

resilience of the girl child in the face of societal bias on girl child education	A 19 SA 169 D 47 SD 81	
	A 21 SA 185 D 30 SD 81	SD= 56.4 SD: confidence interval=28.2 Pop. variance(σ^2) =3182 Sample size (n) = 4 ean (x) = 79 Sum =316
		SD= 65.2 SD: confidence interval=32.6 Pop. variance(σ^2) =4250.5 Sample size (n) = 4 ean (x) = 79 Sum =316

Girl-child study fieldwork, (2023)