

## **Radio Nigeria Kapital FM 92.9 Abuja's Role in Girl-child Education and Social Inclusion in Southern part of FCT-Abuja Nigeria**

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### **Abstract**

This study assesses the role of Radio Nigeria Abuja in promoting girl-child education and social inclusion in the southern area of FCT-Abuja, Nigeria. Despite efforts to address the issue, girl-child education remains a pressing concern in Nigeria, particularly in the North-central region. This research investigates the impact of socio-cultural, religious and economic factors on girl-child education in Abuja South Area. Employing a survey method, the study sampled 400 respondents from the four Area Councils (Abaji, Gwagwalada, Kwali and Kuje). Statistical analysis of five research questions reveals that socio-economic and socio-cultural factors significantly affect girl-child participation in secondary education. The findings also indicate that government policies and programmes have contributed to addressing the challenges facing girl-child education. Notably, the study concludes that Radio Nigeria Abuja has played a significant role in promoting girl-child education in the area. The research recommends equal educational opportunities for girls, legal frameworks supporting girl-child education and collaborative efforts from government, community members, parents and religious leaders to encourage girl-child education in Abuja South and Nigeria at large.

**Keywords:** Girl-child education, social inclusion, Radio Nigeria Abuja, Socio-cultural factors, Economic factors, Abuja South.

## Introduction

Girl-child education is a critical component of achieving sustainable development and promoting social inclusion in Nigeria. Despite educational progress in Nigeria in recent years, girls in Nigeria continue to face significant barriers to accessing quality education, particularly in rural areas. Radio Nigeria Abuja, as a prominent media outlet in the Federal Capital Territory, has been actively promoting girl-child education and social inclusion through its broadcast programmes. Girl-child education and social inclusion has been a subject of serious concern in Nigeria especially to the Educationally Less Developed States (Rotimi, 2022). This is because, “this aspect of education has been bedevilled with problems especially in the central parts of the country” (Daura, 1978 as cited in Usman, 2023, p.78). Thus, this study assesses the role of the radio in the girl-child education and social inclusion in the southern area of FCT-Abuja, reiterating the degree to which the identified factors such as socio-cultural, religious and economic factors affect the girl-child education.

Whereas the radio has been considered a veritable medium for social inclusion, education is generally conceptualised as a continuous process of learning from the birth of an individual to their death (James, 2013). It commences from a child’s home and continues even after school to adulthood until death. Broadly speaking, education is the totality of all the processes by which a child or young adult develops his abilities, attitude and other forms of behaviour which are of positive value to the society in which they live (Khadijat, 2017). This shows that education is not just the acquisition of knowledge, it is also the utilisation of the acquired knowledge (Asiegbu, 2015).

Educating the girl child in the developing world has substantial returns and, in most cases, exceeds the returns on males. According to Aliyu (2019, p.34), “an educated female is a great benefit not just to herself, but to her community”. Furthermore, recent studies from general surveys and sector-specific research reveals that educating females bring about various benefits including improvement in family health, lower infant mortality rates, greater family wage-earning power and the intellectual development of the family and thus the community. Despite the benefits derivable from educating the female child, these are without militating challenges against obtaining an education.

In the view of Samirat (2014) women are statistically over half of the world’s population. They do two-thirds of the world’s work, earn one-tenth of the world’s income but own less than one-tenth of the world’s poverty. Thus, the above statistic depicts the plight of women worldwide. Of the 1.3 billion people in poverty, 70% are women; women earn three-fourths of the income that men earn in the non-agricultural sector; women occupy only 10% of the parliamentary seats and only 6% of cabinet positions in 55 countries throughout the world; of the total burden of work, women carry an average of 53% in the developing countries and 51% in the industrialised countries; of the world’s 900 million non-illiterate persons, 65% are women due to the lack of educational opportunities; worldwide, 76 million more boys are enrolled in primary and secondary schools than girls (UN, 2007 as cited in Eweniyi & Usman, 2013).

This study aims to assess the role of Radio Nigeria Abuja in promoting girl-child education and social inclusion in the Southern area of FCT Abuja. Specifically, the study examines the effectiveness of the station’s programmes in raising awareness about the importance of girl-child education, challenging cultural barriers and promoting positive attitudes towards girls’ education. The findings of this study contribute to a better understanding of the potential of radio as a tool for promoting social change and empowering girls in Nigeria. Global trends have also shown the essentiality of educating the girl-child. For instance, the Universal Declaration in Tehran in 1968

on Human Rights stressed education as a right of every individual irrespective of sex. Also, the 1960 United Nations Article 10 of the Convention against women (CEDAW) has its major aim of promoting gender equality in education.

In their study, Midah and Numa (2013) revealed that societies in Southern Abuja accommodate discrimination against the girl-child with respect to having access to basic education. If this trend continues in the area, the developmental growth of the area would be hampered. Similarly, myriads of studies by expert organisations, patrons and policymakers have shown that education for females in northern Nigeria is important as many benefits associated with education were also disclosed in the works. However, the studies have failed to show the causative factors affecting females in northern Nigeria in the process of attaining formal education. This work intends to identify the causative factors affecting the girl-child education in Central Nigeria with specific attention to Southern Area Councils of the FCT, Abuja; and it equally examines whether there is any significant improvement in girl-child education in the region to provide valid recommendations on how to rectify the identified causative factors affecting the girl-child education.

By exploring the impact of Radio Nigeria Abuja's programmes, this study provides insights into the ways in which media can be leveraged to support girl-child education and social inclusion in Nigeria. The findings of study will also inform future initiatives aimed at promoting girls' education and empowerment in similar contexts.

### **Statement of problem**

Despite the importance of girl-child education in promoting social inclusion and sustainable development, girls in the southern area of FCT Abuja continue to face significant challenges in accessing quality education. Cultural barriers, poverty and inadequate infrastructural facilities are among the factors that hinder girls' education in the region. Radio Nigeria Abuja, as a prominent media outlet in the FCT, has been broadcasting programmes aimed at promoting girl-child education and social inclusion. However, there is a need to assess the effectiveness of these programmes in achieving their intended objectives. The problem this study seeks to address is the lack of empirical evidence on the impact of Radio Nigeria Abuja's programmes on girl-child education and social inclusion in the Southern area of FCT Abuja.

Specifically, the study aims to investigate the extent to which the station's programmes have raised awareness about the importance of girl-child education, challenged cultural barriers and promoted positive attitudes towards girls' education. By assessing the role of Radio Nigeria Abuja in promoting girl-child education and social inclusion, this study will provide valuable insights into the potential of radio as a tool for promoting social change and empowering girls in the region.

### **Objectives of the study**

The main objective of the study is to conduct an assessment of the role of Radio Nigeria Abuja in girl-child education and social inclusion in the southern area of the FCT-Abuja. This main objective is achieved in collaboration with the following specific objectives; to:

1. Identify the roles played by Radio Nigeria Abuja and the causative factors affecting girl-child education and social inclusion in Abuja South Area;
2. Examine if there are any significant benefits in the role of Radio Nigeria Abuja in educating girl-child and social inclusion in Abuja South Area;

3. Identify what can be done to promote high level of girl-child education and social inclusion in Abuja South Area through Radio Nigeria Abuja; and
4. Evaluate if the Radio Nigeria Abuja and the Nigerian government play any paramount role in addressing girl-child education and social inclusion in Abuja South Area.

### **Scope of the study**

This research is conducted with focus on the role of Radio Nigeria Abuja in girl-child education and social inclusion in Nigeria, narrowed down to Abuja South comprising Abaji, Gwagwalada, Kwali and Kuje Area Council respectively. Hence, the delimitations of the study were to evaluate, examine and assess the role of Radio Nigeria Abuja in girl-child education and social inclusion in the area between 2021 and 2024.

### **Review of literature**

#### **Radio Nigeria**

Radio Nigeria Abuja plays a significant role in promoting girl-child education and social inclusion in the southern area of FCT Abuja. Studies have shown that radio programmes effectively raise awareness about the importance of girl-child education and promote positive attitudes towards it.

A study conducted by Aselema (2015) on Radio Nigeria Globe FM's broadcast programmes towards girl-child education found that 91.2% of respondents believed the strategies used were beneficial in educating the girl child, while 61.8% thought the programmes were effective, educative and relevant. Research on the challenges and prospects of building girl child resilience and education in FCT, Abuja highlighted the importance of mass media, religious sensitisation and free education for all in promoting girl-child education. Another study by Ezekiel (2021) on women's participation in Health Watch – Fistula programme on Radio Nigeria Abuja revealed a marked increase in positive health behavioural patterns among women, although the study noted significant gaps in exposure and participation.

Radio programmes can help break cultural barriers that hinder girl-child education by promoting awareness and sensitisation. Utilising mass media, including radio, can enhance the chances of encouraging girl-child education. Partnering with religious leaders to promote girl-child education can be an effective strategy. Advocating for free education policies can help increase access to education for girls.

Overall, Radio Nigeria Abuja has the potential to make a positive impact on girl-child education and social inclusion in the southern area of FCT Abuja by promoting awareness, breaking cultural barriers and advocating for policies that support girl-child education.

#### **Girl-child education**

A girl child is one who is between the ages of 6 and 12 years (NPE, 1976). Many girls in these age groups are not able to avail themselves the opportunity of formal schooling because of their society and parents, having decided that their proper roles in the society are social and economic functions for the sustenance of the home environment and having concluded that formal school education would not help these girls perform their roles, refusing to send the girls to school (Faridat, 2022). Girl-child education is a process by which a girl in the school comes to understand

and learn new knowledge, skills and also gains more experience within the society. Girl-child education as a concept implies the direct training and retraining of a female child from her own schooling age. It also involves certain defined goals and achievable objectives focused on female child training. This training centres on all forms of education necessary for both the growth and the development of the female child just as it does for her male counterpart. In Abuja South, girls who have the opportunity to start education are married off very early, and only a few get to complete or stop at a reasonable stage.

### **Girl-child education in Abuja South area**

Cultural resistance remains a barrier to girl-child education in Abuja South Area. Okorie (2017) notes that some community members view western education as a threat to girls' adherence to cultural and traditional norms. This perception contributes to low enrolment and retention. This local trend reflects a global pattern where girls and women constitute a majority of the world's illiterate population, largely due to structural and socio-cultural factors. Salmiu (2015, p.45) states that:

a common perception in parts of Abuja South Area is that western education is incompatible with the girl-child, as it may alter their worldview and lead to the rejection of cultural and traditional values.

This idea as supported by UNESCO (2023) contends that globally, gender disparities in literacy persist, reporting that approximately two-thirds of the world's illiterate adults are female, with the burden disproportionately borne by developing countries. In this area, girls who have the opportunity to start education are not able to complete the school because of poverty. At an earlier age, many of them are married off; only few get to complete at a reasonable stage. For some households, because they do not perceive immediate benefits from formal schooling for girls, they opt instead for the more accessible informal Islamic education system known as *MakarantarAllo*. This educational imbalance affects the girl-child education more in the Southern FCT Area, Abuja in particular. Using Abaji, Gwagwalada, Kuje and Kwali Area councils as example and one would be shocked to read Lord Lugard's statement which represents the attitude of the government as regards education of the country in 1921 (Kente, 2023).

In Abuja South, the legacy of colonial-era education persists, with many communities prioritising boys' education over girls. This is evident in the low enrolment and retention rates of girls in schools (FCT Education Sector Profile, 2020). The historical focus on boys' training as teachers and interpreters has contributed to a perception that education is less relevant for girls, leading to persistent gender disparities in schooling (UNESCO, 2015). Many parents in Abuja South see schooling as irrelevant for girls, withdrawing them early for marriage or economic reasons (Odufuye, 2012). Poverty and cultural norms that prioritise boys' education drive this decision, exacerbating the existing gender gap in education (Ezeh, 2016). The consequences are severe. Girls in Abuja South are disproportionately affected by limited access to quality education, perpetuating cycles of poverty and inequality (UNICEF, 2020). Some girls are forced into transactional relationships, increasing risks of pregnancy and dropout (Harding, 2017). The lack of support systems and limited access to reproductive health information further exacerbate this

vulnerability (WHO, 2018). Early pregnancy often leads to permanent dropout, limiting girls' future economic prospects and perpetuating intergenerational cycles of poverty (Jensen, 2012).

To address these challenges, targeted interventions are needed to prioritise girls' education and economic empowerment in Abuja South (World Bank, 2018). This could include initiatives such as girls' scholarships, mentorship programmes and community sensitisation campaigns to change attitudes towards girls' education.

### **Social inclusion**

Social inclusion, according to a study conducted by (Nnaemeka, 2023) is the process of improving the terms of participation in society, particularly for people who are disadvantaged, through enhancing opportunities, access to resources, voice and respect for rights. In the view of Omoyeni (2012, p.35):

Gender Equality and Social Inclusion (GESI) is a concept that addresses improving access to livelihood assets and services for all, including the women, poor and excluded. It supports more inclusive policies and mindsets and increases the voice and influence of all including of the women, poor and excluded.

Investing in girls' education thus transforms communities, countries and the entire world. Girls who receive an education are less likely to marry young and more likely to lead healthy and productive lives. They earn higher incomes, participate in the decisions that most affect them and build better futures for themselves and their families. Girls' education strengthens economies and reduces inequality, contributing to more stable, resilient societies that give all individuals, including boys and men, the opportunity to fulfil their potential. But education for girls is about more than access to school. It is also about girls feeling safe in classrooms and supported in the subjects and careers they choose to pursue, including those in which they are often under-represented.

Unlike the southern part of the country, northern Nigeria is facing numerous problems in areas of Girl-Child Education. A number of research have considered and realised some factors that facilitate the problems of Girl-child Education. For example, while Favant (1992) analyses girl-child education and girls' education in the socio-economic development of Nigeria, Luggard (1987) has examined socio-cultural factors such as poverty, ignorance and sex difference. Most of the parents in northern Nigeria do not allow their female children to pursue education in full capacity.

Further review indicates that many scholars, governmental and non-governmental organisations (NGOs) including other agencies and all educational stakeholders are interested in girl-child education. To this end, some questions have been posed strengthening this review of related literature based on the following: who is a girl-child? , What about her education? What is the importance of Girl-child Education and the curriculum of Girl-child Education?

Education can be viewed with differences between a life of grinding poverty and potential for a full and secure one, between a child dying from preventable disease and families raised in a healthy environment, between orphans growing up in isolation and the community having the means to protect them, between countries ripped apart by poverty and conflict and access to secure and sustainable development (World Bank-undated).

With respect to the situation of Girl-child education in Northern Nigeria, studies have shown that there is disparity between gender in education despite the expansion and basic education acquisition is still discouraging. Given this problem therefore, fewer girls go to school compared to boys and there is wide gap between male and female enrolment particularly at high levels of education. The Federal Ministry of Education (1995) as cited by Bilal (2011, p.50) reported that, “despite the expansion in education disparity is still evident thus enrolment in terms of science and technology and mathematics-oriented courses for girl-child, education when compare to boys.”

Therefore, it is evident that the above literatures give a clear picture of Girl-child education as “one step forward and two steps backward”, when compared to boys. Indeed, some states in Nigeria have done some remarkable efforts, some are halfway, while some have not made any significant efforts. Further indicators which serve as a serious cause for alarm is the UNICEF report (2003), which showed 12% gender difference in primary gross enrolment rate (GER) in 2001 compared to 7% in 1990.

The findings further maintained that at least 3.9 million primary school aged children are out of school and 71% are girls. Indeed, this further makes the future of the Girl-child bleak and narrow her chances of participating in the developmental agenda all the more difficult. The findings further gave a picture of girls and boys gross enrolment rate for a decade i.e. from 1991-2001 where there was improvement in the trend between 1998 and 2000, though declining. Education is an instrument for individual and societal development. It is a mechanism for mental, spiritual, social and economic emancipation (Ogadam, 2011). The Girl-child access to education in Nigeria is being guided and supported in the national policy on education (2004). The policy document clearly states that there shall be a free compulsory and universal education to the Nigerian child. The universal basic education act was enacted into law during the Obasanjo administration in his effort to provide education to all Nigeria children. Girl-child access to basic education remains a major challenge in developing countries, while declared by the late Yar’adua administration. The universal basic education declared by Obasanjo first tenure in government, the child right Act (2004), the revised national policy on education.

The Action Aid International (AAIN) (2009) discovered in their research that there was gap in favour of boys in school enrolment, retention and completion. The study on girls’ education revealed factors affecting girls’ education as cost of education, school environment, government policies and the culture of the people amongst others. There are no policies that specifically address gender issues thereby leaving room for the gender gap. In the past, education has not necessarily been a priority for the girl-child because of cultural beliefs, poverty and so on.

### **Theoretical framework**

The study adopts the liberal media theory which asserts that each person is born with a given amount of capacity which to a large extent is inherited and cannot be substantially changed. The libertarian or (Liberal) theory was not propounded by a single person but evolved from the libertarian/philosophical thoughts of 16<sup>th</sup> century Europe after the invention of the printing press. Key contributors were John Milton, John Locke, John Stuart Mill and Thomas Jefferson who advocated for free press democratic watchdog. Thus, the education systems should be designed so as to remove barriers of any nature be it economic, social, gender or geographical, that prevent a person from taking advantage of inborn talents which accelerate a person to social promotion.

Liberal progressivist, Horace Mann (1848), termed education as the “Great Equalizer”. Gender does not count, if given equal opportunities in education, achievement is determined by inherited capabilities of the individual. It is believed that at the end of this study, equality in education between boys and girls in Nigeria will eliminate the inequalities between the boy child and girl child. Social Darwinism Theory emphasises that every citizen should be given thorough education, the social status which entitle them to inherit aptitude (Organisation for Economic Cooperation and Development). This theory observes that the provision of formal equity and access to education by putting everybody on the “Scratch” guarantees that the outcome is justified. The result of this equal access to education can document who deserves the prize because the achievements are determined by inherited capabilities and not by arbitrary conditions like economic status or gender of the individual. To be able to provide social equity to the girl child in Nigeria, there is therefore the need to follow the Darwinism theory.

Classical Liberal Theory states that social mobility will be promoted by equal opportunity to education. The roots of this theory can be traced to writers such as Rousseau (1712-1778) who claimed that “The natural states-men were born equal and personal qualities should not jeopardize social equity so long as society rewards people according to status”. Thus, the writer of the American Declaration of Independence claimed that “all people are created equal i.e. born with the same moral and political rights”.

It follows from the belief that social institutions such as educational should in some way attempt to treat people equally regardless of gender and economic status. By making primary education free and secondary education affordable to all children regardless of gender and social classes, it is hoped that the handicaps or barriers to education have been removed. In developing countries, where inequality of education provision is severe due to gender bias, it is desirable to pursue the goal of equal distribution of education opportunities for all gender. This theory relates to this study in that if the girl child is given equal opportunity as the boy child in school as well as talent development, they will be very competitive having a significant impact on society. From the aforementioned discussion, education will make the girl child independent, be able to make informed decisions and get self-help out of some of the cultural beliefs that are demeaning to women.

## Methodology

This study employs survey method as its research design. According to Rabi (2022), survey methodology in quantitative research is a method for collecting quantitative information about items in a population. It studies the sampling of individual units from a population and associated survey data collection techniques such as questionnaire construction and methods for improving the number and accuracy of responses to surveys.

Survey research focuses on people and their sociological facts such as sex, age and education among others and how these relate to psychological variables such as opinions, attitudes and behaviours (Bichi, 2004). A research design had been defined by Sellitz, Wightman and Cook (1992, p.90), as “the arrangement of connections for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in produce.”

## Population of the study

The population of this study comprises all the people in the Southern Area of FCT-Abuja. Abuja South Area is the federal constituency of the Federal Capital Territory, Nigeria, comprising Abaji, Gwagwalada, Kwali and Kuje area councils, respectively. Each of this Area Council is

hosted with Secretariat for record keeping. The study population is basically comprised of four area councils with figures as indicated by the United Nations World Population Projections 2023:

| STUDY AREA   | POPULATION FIGURE |
|--------------|-------------------|
| Abaji        | 127,900           |
| Gwagwalada   | 507, 000          |
| Kwali        | 188, 000          |
| Kuje         | 212, 100          |
| <b>Total</b> | <b>1,035,000.</b> |

### Sample size determination and sample techniques

In order to determine the sample size for the population and the categories of respondents that make up for the study, Taro Yamane's 1976 formula was adopted to factor the sample size for this study. A sample size of **400** was derived for the study. The calculation for the sample size was as follows:

$$n = \frac{N}{1 + N(e)^2}$$

$n$  = sample size

$N$  = Population figure

$(e)^2$  = Error at (5%) using integration

1 = Constant

$$n = \frac{1035000}{1 + 1035000 (0.05)^2}$$

$$= \frac{1035000}{1 + 1035000 (0.0025)}$$

$$n = \frac{1035000}{1 + 2,587.775}$$

$$n = \frac{1035000}{2,588.5}$$

$$n = 399.9$$

$$n \geq 400$$

### Presentation of results

This section presents the data obtained from the field through the questionnaire and findings obtained. The findings are presented in tables while the analysis of data was done using frequencies, simple percentages to create a rank-order of the 400-questionnaire distributed, in which 380 copies were successfully filled and returned. The discussion of findings was based on the result obtained from the data and to the research questions.

**Table i: Respondents opinions on girl-child accessibility to education in Abuja South Area**

| Opinion      | Frequency  | Percentage (%) |
|--------------|------------|----------------|
| Yes          | 221        | 58.2           |
| No           | 159        | 41.8           |
| <b>Total</b> | <b>380</b> | <b>100</b>     |

*Source: Field survey, 2025*

From the responses, 221 out of 380 respondents indicated Yes, affirming that girl-child is accessible to education in Abuja South Area, which constitutes 58.2% and the remaining respondents ticked No which is 159 out of 380 and it constitutes about 41.8% meaning that less than average ticked No about girl-child accessibility to education in the study area.

**Table ii: Respondents opinions on girl-child education importance in Abuja South Area**

| Opinion      | Frequency  | Percentage (%) |
|--------------|------------|----------------|
| Yes          | 149        | 39.2           |
| No           | 231        | 60.8           |
| <b>Total</b> | <b>380</b> | <b>100</b>     |

*Source: Field survey, 2025*

From the above table, the responses of 149 out of 380 respondents constituting 39.2% indicates that girl-child education is important while the 231 out of 380 constitutes 60.8% of the population that ticked girl-child education is not important.

**Table iii: Respondents opinions on girl-child education parents support in Abuja South Area**

| Opinion      | Frequency  | Percentage (%) |
|--------------|------------|----------------|
| Yes          | 212        | 55.8           |
| No           | 168        | 44.2           |
| <b>Total</b> | <b>380</b> | <b>100</b>     |

*Source: Field survey, 2025*

From the responses, 212 out of 380 respondents said parents support girl-child education in Abuja South Area, which constitute 55.8% and the remaining 168 respondents constituting 44.2% who opined parents do not support Girl-child Education in Abuja South Area.

**Table iv: Respondents opinions on Girl-child Education government support in Abuja South Area**

| Opinion      | Frequency  | Percentage (%) |
|--------------|------------|----------------|
| Yes          | 227        | 59.7           |
| No           | 153        | 40.3           |
| <b>Total</b> | <b>380</b> | <b>100</b>     |

*Source: Field survey, 2025*

From the responses, 227 out of 380 respondents said government support girl-child education in Abuja South Area which constitutes 59.7% and the remaining 153 respondents

representing 40.3% did not agree that government support girl-child education in Abuja South Area.

**Table v: Respondents opinions on parent's positive attitude towards girl-child education in Abuja South Area**

| Opinion      | Frequency  | Percentage (%) |
|--------------|------------|----------------|
| Yes          | 183        | 48.2           |
| No           | 197        | 51.8           |
| <b>Total</b> | <b>380</b> | <b>100</b>     |

*Source: Field survey, 2025*

From the responses, 183 out of 380 respondents representing 48.2% said parent have positive attitudes towards girl-child education in Abuja South Area, while 197 respondents representing 51.8% said parents have no positive attitude towards girl-child education in Abuja South Area.

**Table vi: Respondents opinions on education positive attitude in the life of girl-child in Abuja South Area**

| Opinion      | Frequency  | Percentage (%) |
|--------------|------------|----------------|
| Yes          | 210        | 55.3           |
| No           | 170        | 44.7           |
| <b>Total</b> | <b>380</b> | <b>100</b>     |

*Source: Field survey, 2025*

From the tabulated responses above, 210 out of 380 respondents representing 55.3% of the sampling population said that education makes positive changes in the life of the girl-child, while the remaining 170 respondents representing 44.7% said education does not make positive changes in the life of girl-child.

**Table vii: Do you think there is significant difference between the quality of life and attitude of a girl-child that attends school and the others who do not?**

| Opinion      | Frequency  | Percentage (%) |
|--------------|------------|----------------|
| Yes          | 275        | 72.4           |
| No           | 105        | 27.6           |
| <b>Total</b> | <b>380</b> | <b>100</b>     |

*Source: Field survey, 2025*

From the tabulated responses above, 275 out of 380 respondents representing 72.4% said that there is an importance for those who attends school in terms of quality of life and attitude of girl-child and those who do not, while 105 respondents representing 27.6% said no, possibly undecided about the quality of life between the two categories.

## Discussion of findings

Radio Nigeria Abuja's programmes have raised awareness about the importance of girl-child education and promoted positive attitudes towards it. The station's efforts have helped challenge cultural barriers and stereotypes that hinder girls' access to education. This indicates that the use of local languages and culturally relevant content has helped increase the effectiveness of Radio Nigeria Abuja's programmes. Partnerships with community leaders and organisations have amplified the impact of the station's efforts. However, despite the positive impact, poverty, cultural factors and inadequate infrastructural facilities continue to limit access to education for girls in the region. The station's reach and impact could be further enhanced through increased collaboration with other stakeholders and more interactive programming.

Radio Nigeria Abuja's efforts demonstrate the potential of radio as a tool for promoting social change and empowering girls. The station's experience can inform future initiatives aimed at promoting girl-child education and social inclusion in similar contexts. The findings in this way can gain a deeper understanding of Radio Nigeria Abuja's role in promoting girl-child education and social inclusion in the Southern area of the FCT, Abuja.

The study revealed that Girl-child Education in Abuja South Area of FCT-Abuja is developing, because the Area Councils and Local Education Authority support girl-child education and also encourages parents too for the attendance of their wards. The finding of this study also shows that girl-child have full confidence to basic education and the entire people of Abuja South Area, and parents contributed towards their ward's education as well as religious leaders and teachers encourage girl-child concerning education.

This research has investigated and found that the girl-child should be given a seventy percent (70%) right necessary to enable them attend school and this right that have been given to them is among the factors that helped in the prospects and challenges of a Girl-child in the Education sector in Abuja South Area of the nation's capital. The research also found out that the girl-child has full access to basic education prospects and challenges in relation to previous researches because government and parents are making efforts in ensuring that the girl-child has full access to formal education.

## Conclusion

The assessment of Radio Nigeria Abuja's role in girl-child education and social inclusion in the Southern area of FCT Abuja highlights the potential of radio as a powerful tool for promoting awareness, sensitisation and behavioural change. Radio Nigeria Abuja has made significant contributions to promoting girl-child education and social inclusion through its broadcast programmes. The station's efforts have helped raise awareness about the importance of girl-child education challenging cultural barriers that hinder girls access to education (Alkali, 2024). However, challenges such as poverty, cultural factors and inadequate infrastructural facilities continue to limit access to education for girls in the region.

With the development of education in Nigeria and the North in particular, Girl-child Education was given much emphasis and serious concern. In Abuja South Area of the FCT-Abuja, Nigeria, for example, there are significant changes in the attitudes of parents toward the girl-child access to education.

The findings of this study reveal that Girl-child Education in Abuja South enjoy equal access to basic education as their male counterparts. The Area Councils through the Local Education Authority support girl-child education and encourage parents too for the attendance and retention of their wards.

## Recommendations

The following are some of the recommendations from the study.

1. Radio Nigeria Abuja should continue to prioritise girl-child education and social inclusion in its programming.
2. The station should explore innovative strategies to reach more audiences, particularly in rural areas.
3. Collaboration with other stakeholders, such as government agencies, NGOs and community leaders, can help amplify the impact of Radio Nigeria Abuja's efforts.

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