The Strategies Adopted in Addressing the Challenges Facing the Girl Child Education in Liberia: A case of Arcelor Mittal School System, Yekepa Town

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Abstract

The education of girls continues to be a concern in many parts of the world, including Liberia. In West Africa, the region where Liberia is located, it is widely thought that educating a girl child is unnecessary. Regardless of the differing viewpoints held by various individuals in different regions; education remains a basic human right based on the United Nations Universal Declaration of Human Rights. Particularly the girl child, who has been falling behind owing to a variety of causes like prejudice and negative traditions. This study aimed to explore the strategies adopted by the Arcelor Mittal School System (AMSS) in addressing the challenges facing girl child education. The objective of the study was to explore the strategies adopted in addressing the challenges facing girl child education by the Arcelor Mittal School System. The study was anchored on functionalism and symbolic interactionism theory. The research design was a mixed method and the researcher applied the case study approach for the qualitative component and the survey approach for the quantitative component. The study was conducted in Yekepa town, Nimba County, Republic of Liberia. Data was gathered by use of questionnaires and interview guides. Statistical Package for Social Sciences (SPSS) version 23 was used to analyze the quantitative data while web Qualitative Data Analysis (webQDA) was used to analyze the qualitative data. The study found that some of the strategies that AMSS employed were to employ more female teachers and offer education subsidies and scholarships to have the girls remain in school. The study recommended that the school should develop and expand scholarship programs tailored for girls, extending financial support to those who have been part of the school for an extended period. This could alleviate economic challenges and encourage long-term commitment; the government should make a collaborative effort to alleviate poverty as it is the underlying cause of the numerous challenges that the girl child faces in acquiring education. Finally, AMSS should continue fostering a sense of belonging through recognition and honors for high-performing girls and consider expanding initiatives that celebrate achievements, promoting a positive and inclusive school culture.

Keywords: *Strategies, challenges facing the girl child education, girl child education*

1.0 Introduction

The Liberian government through the Ministry of Education has acknowledged the need for the sector to promote education for the girl child in light of the gender gaps in the education

sector. "The NPGE recognizes the gender disparities in the education sector and the need for the sector to prioritize gender mainstreaming and take affirmative action for girls' education" (Consultancy, 2022). Despite the efforts of the Arcelor Mittal company and the government, girls in the town are more likely than boys to not complete secondary education. This may be due to either of these factors; teenage pregnancy, early marriage, negative cultural stereotypes, etc. If the trend of girls not completing secondary school within the town continues, and care is not taken, the illiteracy and poverty rate will increase greatly.

2.0 Literature Review

2.1 Theoretical Review

2.1.1 Functionalism theory

Functionalism theory is mostly based on the writings of Herbert Spencer, Emile Durkheim, Talcott Parsons, and Robert Merton. "According to functionalism, society is a system of interconnected parts that work together in harmony to maintain a state of balance and social equilibrium for the whole" (Komora, 2014). In the case of this study, the school administrators are recognized as the key component of the girl child education in AMSS. This key component has to play its part in society through functioning as a "system of interconnected pieces," as functionalism defines it. By working together in harmony with the teachers, girls, and parents to identify the challenges facing the girl child education and explore strategies adopted in addressing those challenges.

2.1.2 Symbolic Interactionism Theory

Symbolic interactionism emphasizes that individual behavior is impacted by definitions and meanings produced and maintained via symbolic interaction with others (Komora, 2014, p. 38). This implies that social contact shapes our sense of self or identity. By watching how others treat us and identify with us, we can create our sense of who we are.

2.2 Empirical Review

The literature review was classified into the following; overview of girl child education, the challenges facing the girl child education, the Importance of girl child education, the concept of school administrators, strategies adopted by school administrators in addressing the challenges facing the girl child education, the implementation of strategies adopted in addressing the challenges facing girl child education.

2.2.1. The overview of the girl child education

Data from UNESCO estimates that "around the world, 129 million girls are out of school, including 32 million of primary school age, and 97 million of secondary school age" (WorldBank, 2022). South Asia is home to 35 percent of children who are out of school. According to a 2019 survey carried out by the World Bank in Afghanistan; "43.1 percent of girls and 72.7 percent of boys complete lower secondary school" (WorldBank, 2022). In Sub-Saharan Africa, where half of the girls do not complete a basic primary school education, 40 percent are out-of-school children globally. According to The World Bank 2021 data; "13.9 percent of girls and 24.4 percent of boys complete lower secondary school in Chad" (WorldBank, 2022).

Even though these recent data just represent a portion of the whole, they show that there exist challenges in the education of females worldwide, particularly in low-income nations. "A look at the literacy rates in Liberia during the previous 13 years may suggest that legislation and initiatives of the government of Liberia have had some good influence on girls' access to

schools. There was a 7 percent increase in female literacy between 2007 and 2017. Although female literacy rates have continued to progress, whether these laws and policies led to improved learning outcomes could not be ascertained fully due to lack of data" (Consultancy, 2022). Even with the increment in female literacy rate in the country, the girl child of Yekepa, specifically AMSS still struggles to obtain secondary school education.

2.2.2 The challenges facing the girl child education

Globally, girls' education faces numerous challenges and some examples are; poverty, a high unemployment rate, a lack of professional skills among parents, negative cultural stereotypes about girls, and the girl child's lack of equal opportunities as the boy child. However, the nature of these numerous challenges may vary depending on the setting. Hence, no single challenge can be identified as the root cause of gender disparity. Therefore, as it relates to each distinct setting, the issue of gender disparity in education demands considerations and resources.

According to recent data from the World Bank; "Despite a 3.2 percentage point decline between 2014 and 2016, poverty in Liberia remains widespread, with 50.9 percent of the population living below the national poverty line according to the 2016 Household Income and Expenditure Survey. About 2.3 million people were not able to meet their basic food and nonfood needs" (Bank, 2022). There was a decline in the poverty rate from 2014 to 2016. However, the pandemic (COVID-19) caused a surge in food prices, and at the moment, the Ukraine and Russia conflict is exerting increasing pressure on global commodity prices. It has inevitably had an impact on the economy of the nation.

2.2.3 The Importance of Girl Child Education

Girls' education is a wise investment because of the connections between gender inequality, economic growth, and poverty. "Kenyan President Daniel Arap Moi recently stated that education is one of the greatest gifts to a generation because it provides the necessary skills and knowledge to enhance development" (Witold Tulasiewiez and Gerald Strowbridge, 2004, p. 3). According to research done by The World Bank; "Both individuals and countries benefit from girls' education. Better educated women tend to be more informed about nutrition and healthcare, have fewer children, marry at a later age, and their children are usually healthier, should they choose to become mothers. They are more likely to participate in the formal labor market and earn higher incomes" (WorldBank, 2022).

Educating girls improves the economy of a nation and reduces inequality. It helps create societies that are safer and more stable and also enables everyone, especially the boy child and men, to grow and thrive. As a result of educating the girl child, her family, society, and country can rise above poverty. "For developing countries to reap these benefits fully they need to unleash the potential of the human mind. Educating all their people, not just half of them, makes the most sense for future economic growth USAID (2011 - 2015)" (Otieno, 2013, p. 16).

2.2.4 The concept of school administrators

School administrators are educated professionals with prior school management experience. They are important contributors to the school's daily coursework, special events, and outreach projects. They are tasked with keeping the school up to date by supporting the adoption of new technologies or procedures that could benefit their institution. The Ministry of Education Republic of Liberia defines school administrators as "Principals, Vice Principals, Registrar, Deans, Accountant/Business Managers, and all other support staff (janitors, security, drivers, clerical staff, caregiver, etc.)" (Liberia M. o., 2014).

The Ministry of Education underlined the necessity for school administrators to give a wide range of support to the students, teachers, and parents, as is seen from the few roles of school administrators described above. So that each child can fully exercise their right to obtain education. Moral, social, psychological, and spiritual support are just a few of the many types of assistance that the researcher sees fit for school administrators to provide, in addition to creating policies, budgets, curricula, and other such things.

Kochhar mentioned that educational administration, unlike other types of administration, is concerned with the growth of the human personality. As a result, educational administration must consider the entirety of a person's life, from childhood to adulthood (Kochhar, 2011, p. 28). K. G. Saiyidain -_said "Educational administration is not only concerned with files, procedures, and techniques or even tackling of human relations but should endeavor to become a living bridge between ideas and tested scientific knowledge on the one hand and practical problems and situations on the other hand" (Kochhar, 2011, p. 32). The "practical problems and situations" as K. G. Saiyidain puts it are the challenges facing the girl child education in the town of Yekepa. Hence school administrators can help to be a bridge connecting the girl child, teachers, and parents in tackling or addressing this problem.

2.2.5 Strategies adopted by school administrators in addressing the challenges facing the girl child education

Parent-Teacher Association as a strategy adopted; Parents are one of the big actors in their children's education, particularly the girl child. School administrators should foster partnerships with parents through the Parent-Teacher Association (PTA). "It is widely recognized that if pupils are to maximize their potential from schooling, they will need the full support of their parents. Attempts to enhance parental involvement in education occupy governments, administrators, educators, and parents' organizations" (Prof. Charles Desforges with Alberto Abouchaar, 2003, p. 7). "Parental involvement is also positively related to high school learners' academic achievement; time spent on homework, favorable attitudes towards school, and reduced levels of high school dropout. Parents who attend parent-teacher conferences, open houses, or other school activities show how important their children are to them" (Wendy S. Grolnick and Maria L. Slowiaczek, 1994, pp. 237-252). To alter the narrative or negative cultural impression of girls' education, school administrators, in collaboration with teachers and parents, can help promote girls' education by raising awareness of the necessity of educating the girl child during PTA meetings.

Gender-inclusive curriculum as a strategy adopted; "A gender-inclusive curriculum embeds problems and activities in contexts that are interesting to both boys and girls. Look for ways to connect material to girls' lives. Use real-world problems and scenarios in your curriculum, including actual case studies taken from authentic situations" (Blohm, 2016). School administrators should also create a free and safe learning environment where all students are respected—particularly the girl child who has been discriminated against. Gender-free environments may not always characterize a gender-neutral learning environment. Instead, it's a setting where students and teachers strive to treat every learner equally and eliminate gender stereotypes. "Gender bias amongst teachers in many African countries remains prevalent and is a significant barrier to achieving gender equality. Without proper training and "unlearning" gender-biased beliefs and behaviors, teachers continue to apply teaching methods that do not address the specific needs of boys and girls, draw upon gender-insensitive materials, and reinforce gender stereotypes" (Clare Dowd et al., 2020, p. 13).

Extracurricular activities as a strategy adopted; Any planned social, artistic, or physical activities for school-age children that occur outside of regular class hours, typically before or after school are considered extracurricular activities. Examples of extracurricular activities are; sports competitions, student council government, debate, news and drama clubs, etc. "Teens who participate in school-based activities (for example, sports, academic clubs, or theatre) are more likely to engage in school and to graduate from high school. They may also have better attendance and standardized test scores" (Fremont, 2021). Fremont continued to expound on the advantages of extracurricular activities, saying that they may also provide students with a sense of empowerment and boost their self-esteem. Students will have the chance to discover skills they never realized they possessed, broaden their social networks, and develop practical life skills. These advantages could even last after high school! (Fremont, 2021).

Rees did a study in the United States on the 'effects of participation in extracurricular activities on high school students (high-risk student)'; "when high-risk students participated in extracurricular activities during middle or early high school, the rates of early dropout decreased dramatically (Mahoney & Cains, 1997, as cited in Darling et al., 2005). The influence of this participation was attributed to the peer and adult relationships formed through their extracurricular activity participation. Overall, the research indicated that extended participation in extracurricular activities, of 2 or more years, has the greatest impact on the academic success of high-risk students (Darling et al., 2005)" (Rees, 2008, pp. 20-21). Although this research was done in the United States of America, AMSS school administrators can invest time and resources into extracurricular activities and see how they help tackle the challenges facing girl child education. Which of course can also be another window for research.

Employment of female teachers/administrators as a strategy adopted; Research has found that women are underrepresented in the teaching field and leadership positions. How come? Could the completion, and academic success of the girl child student in the school be improved if there were more women in teaching and administrative positions? "An extensive body of research explains women's absence from leadership positions as a result of the interaction of sex stereotypes, occupational sex typing, socialization, and discrimination" (Adkison, 1981, pp. 311-312). "USAID education activities in Liberia place special emphasis on outreach to and retention of female learners, teachers, and administrators since women and girls are significantly underrepresented across the education sector" (USAID, 2022). Employing more women and providing them with leadership roles in the school can serve as a very positive example and role model for the girl child of AMSS and Yekepa town in general. "Having a significant number of female teachers also helps to fight discrimination against girls and provides role models for female students" (KUCZYNSKIRF, 2016).

2.2.6 The implementation of strategies adopted in addressing the challenges facing girl child education

A key challenge for today's institution is the implementation of a strategy. Kotler defines implementation as "the process that turns plans into action assignments and ensures that such assignments are executed in a manner that accomplishes the plan's stated objectives. Kotler (1984) cited in Nobel (1999b)" (Yang Li, et al., 2008). Schools are continually developing new initiatives or strategies to improve instruction. The administrators or leadership team need to understand the implementation process for these strategies to be successful. Once they have, they can impart their information to their team. This makes it easier for their team to maneuver the system so that, in the end, new strategies can benefit the students.

The researcher explored the three Cs implementation strategies used in many organizations in the world. The three Cs are as follows: Clarify, Communicate, and Cascade.

Clarify the Strategy: clarify the aims and strategic targets so that your team knows what to do to carry them out. Develop the plan with each participant in mind. Ensure everyone who is a part of the new strategy understands their responsibilities, from the office to the classroom, from the students to the parents. Ensure that everyone is aware of the plan.

Communicate the Strategy: Any plan must be implemented verbally. "Sit down and have conversations with everyone involved. Outline the goals and the purpose of implementing this new strategy. Encourage questions and feedback to clarify any steps that are not understood. Effective communication must occur in both directions" (Lynch Law Firm, 2019). New strategies cannot be introduced to your school through an announcement, poster, or letter. Ensure that staff members are informed by varying your communication tactics, and provide opportunities for inquiries so that everyone feels involved.

Cascade your strategy: A well-executed strategy spreads throughout the whole institution. Involve partners, and teachers, and make sure they comprehend the plan so they can pass on pertinent details, and procedures to their departments. Even though you may have told them during the communication stage, this action is vital for getting every team member on board with the new strategy. Ensure you convey the cascading plan to everyone during team and one-on-one sessions. Using these three Cs, you can be well on your way to implementing a system that functions.

3.0 Methodology

The researcher employed mixed mixed-method design for the study. Mixed method design "involves the collection of both qualitative (open-ended) and quantitative (closed-ended) data in response to research questions or hypotheses" (Creswell, 2013). The researcher decided to use this design because combining quantitative and qualitative approaches can balance out the limitations of each method and it provides more granular findings than the individual approaches.

A letter from the Africa International University graduate school board was obtained to gain permission to conduct the research. To facilitate the study, the researcher assistant was guided on the research process and trained on asking the questions, probing the respondents for more answers, listening attentively and speaking calmly to the respondents, creating a safe space to talk where interruptions can be avoided and allowing respondents to explain in their own words. After which she visited the administration of the Arcelor Mittal School System earlier and informed them of her intended exercise and to build rapport with the students, teachers, and school administrators.

The researcher selected only one school, the Arcelor Mittal School System for the case study because the selected school is the only secondary school in the town with an extremely cheap education cost. The Arcelor Mittal Mining Company built the school and is fully funding it. The company ensures that the school has qualified administrators, teachers, and adequate facilities, all at a very cheap per semester cost. As a result, local and out-of-town parents can afford to enroll their children there so they acquire high-quality education for only $5 every semester. furthermore, the school consists of 3 branches which are located in different strategic parts of the town, resulting in it being the largest populated school in the town.

The total population of AMSS is 1500 pupils, with 735 boys and 765 girls. The disparity between both populations is striking. However, this is owing to the company's scholarship program, which mostly benefits girls. Girls enroll in greater numbers than boys but drop out due to numerous challenges described in this study. The focus of this study was on 5 groups within the chosen school: Area B school girls, Area C school girls, the high school girls, the school administrators, and the teachers. The AMSS has a total of 6 administrators who oversee the 3 branches along with a total of 24 teachers. Each of the 3 branches has 8 teachers which sum up to 24. Due to a small amount of school administrators, they were not sampled. As a result, the researcher assistant interviewed all of them. To determine the sample size for this study, Steely Yamane's formula was used. The process is illustrated as follows:

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

The sample size of the study population was 270.

For this study, the researcher used simple random and purposeful sampling techniques. Since this research employed a mixed method approach, the quantitative aspect was conducted using a simple random sampling technique. The respondents to the questionnaire were the girls from the two primary schools and the high school girls. For the qualitative aspect of this study, a purposive sample technique was employed using the interview tool. The superintendent, the principal, the vice principal, the dean of students, the registrar, and the chaplain make up the school administrators. Therefore, all of them were selected for the interview due to their small number. purposively sampling of the teachers, teachers with five years of teaching experience were selected for the interview. This is because they have more experience with students especially girls who have been lagging in education. Open-ended interview guide questions were employed and the teachers and school administrators were given a unique set of interview guide questions.

To test the relevance of the questionnaire and interview guide questions, the researcher conducted a pilot study at "By Grace Elimu High School" located at Ngong, Nairobi, Kenya. A total of 27 respondents which was 10% of the study sample's size, made up the pilot study. The purpose of the pilot study was to help the researcher identify and resolve potential issues. To ensure that the research design is practical, effective, and ethical. It also allowed her to assess the feasibility of the study, including the recruitment process, data collection methods, and data analysis techniques. This was the validity process and it consisted of content validity and the external validity approach.

The researcher used test-retest reliability by administering the same set of questions or tasks to the same participants at two different points in time to assess the consistency of responses, ensuring that the responses were consistent over time. Additionally, peer debriefing was employed to discuss the research process and findings with peers or colleagues, gaining insights and feedback on the reliability of the data collection tools and methods.

The qualitative data analysis was conducted in three steps namely; organizing, preparing the data for analysis, and reviewing all of the data. The researcher first sifted the data before organizing it. The separating procedure was aided by the research questions. The researcher then grouped the ideas in the pertinent texts that recur into more general patterns and themes. Thematic analysis was the technique of data analysis used by the researcher. This technique groups recorded data into categories based on commonalities (themes and patterns), which aided in understanding the content of the data and deriving meaning from it. The qualitative

data was transcribed by the researcher using web Qualitative Data Analysis (webQDA) software and was presented using narration.

For the quantitative part, data was coded, cleaned to eliminate errors or missing values, and carefully classified by the questionnaire items using frequency distribution tables and percentages. When interpreting findings to a wide range of audiences, simple descriptive statistics, such as percentages, have an edge over more complicated statistics because they are simpler to understand. The Statistical Package for Social Sciences (SPSS) version 23 was used to transmit and analyze the coded data after that. The statistics were examined using frequency charts and pie charts.

4.0 Results and Discussion

4.1 What are the strategies adopted in addressing the challenges facing the girl child education by the Arcelor Mittal School System?

4.1.1 Employment of Female Teachers as Role Models

In the pursuit of a more inspiring educational environment, respondents noted a need to increase the number of female teachers as they would serve as role models to the girls, therefore, retaining them in school. By augmenting the presence of women in teaching roles, schools not only facilitate mentorship opportunities but also offer diverse role models for students, particularly girls. These educators become more than just instructors; they become beacons of inspiration, illustrating varied career trajectories and success stories that girls can aspire to emulate—said one of the students.

> *As a student, having more female teachers could be truly impactful. We feel mentored and supported by the female teachers we have but we would need more. They're not just educators; they're mentors who showcase their different career paths and success stories. It's inspiring to see a teaching staff that reflects inclusivity, breaks down gender stereotypes, and empowers all of us to reach our goals.*

Employing female teachers as role models in a girls' school brings numerous benefits, including inspiration and aspiration for academic and professional success. These role models offer gender representation, challenging stereotypes and fostering inclusivity. Female teachers and administrators understand and support the unique challenges faced by girls. Hence will be able to provide tailored mentorship. They empower girls, instilling confidence and life skills, while also breaking gender stereotypes

4.1.2 Mentorship on Opportunities in Education

Respondents noted the opportunity to unlock the full potential of education for girls involves a three-pronged strategy aimed at illuminating a myriad of opportunities. First and foremost is the imperative to promote awareness regarding the vast array of educational and career possibilities available to girls. This not only involves shedding light on traditional academic paths but also encompasses unconventional avenues, fostering a comprehensive understanding of the diverse options at their disposal.

In tandem with promoting awareness, the school also offers guidance on various academic journeys and the path they would lead to careers and vocational choices. This guidance goes beyond the standard academic counsel but looks at the demands for any academic discipline both in terms of educational and professional investment. By offering tailored advice, educational institutions can empower girls to make informed decisions, aligning their educational journey with their passions and aspirations. One of the teachers TAR001 noted that the school invests in counselors to support the students.

"We are dedicated to the well-being of our students, and as part of our commitment, we invest in professional counselors to guide and support them. We aim to create a nurturing environment where students feel heard, understood, and equipped with the necessary tools to navigate the various challenges they may encounter during their educational journey."

Furthermore, a more contextually relevant educational approach the school gives involves collaboration with professionals from different fields. This collaboration serves as a bridge between the classroom and the real world, providing insights into the practical applications of education. By bringing professionals into the educational sphere, girls gain firsthand knowledge of how their academic pursuits can translate into meaningful contributions in various industries.

The figure below shows that the mean age of the girls in the school is 13 years, showing an even greater need for mentorship.
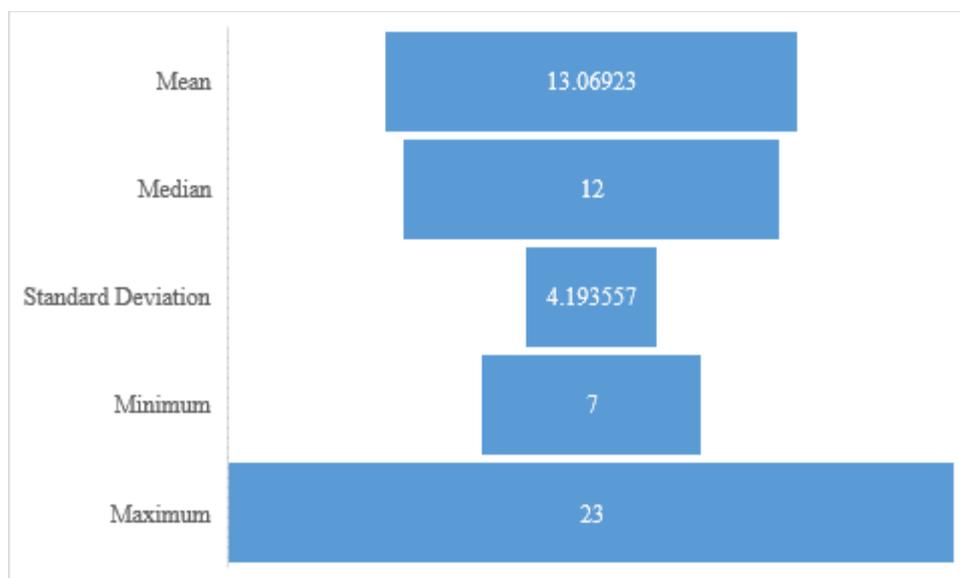

Figure 1: Age of the girls in the school

4.1.3 Parental Involvement

In the realm of parental involvement, a comprehensive approach unfolds, urging parents to become active participants in their daughters' educational journey. Beyond the traditional role of guardians, parents are encouraged to engage, support, and actively contribute to the academic growth of their daughters. To fortify this engagement, informative workshops, and sessions are organized, serving as platforms to enlighten parents about the pivotal role they play in shaping their daughters' educational narratives.

The foundation of this approach lies in building a robust partnership between parents and educators. This collaboration forms the cornerstone of a holistic support system, where the collective efforts of both parties converge to create an environment conducive to the flourishing of each student. Through open communication channels, shared goals, and mutual understanding, parents and educators collectively contribute to a seamless educational experience, ensuring that each girl receives the support and guidance necessary to thrive academically and personally.

4.1.4 Extra-Curricular Activities

Extracurricular activities offer opportunities tailored to cater to the diverse interests and talents of students. The philosophy extends beyond academics, acknowledging the multifaceted nature of individual growth and development. This approach involves not merely providing extracurricular activities but curating a diverse range that resonates with the varied interests and talents of the student body. Whether it's clubs, sports, or the arts, the objective is to create a comprehensive tapestry of activities that ensures every student finds a niche where they can flourish and express their unique abilities.

Beyond the surface, these activities serve as incubators for essential life skills. Participation in clubs, sports, and arts becomes crucial for fostering teamwork, leadership, and communication skills. Through collaboration and engagement in group activities, students learn to navigate the dynamics of working together, assuming leadership roles, and effectively communicating ideas—a preparation for the challenges they may encounter in the broader spectrum of life.

Equally crucial is the atmosphere of recognition and celebration ingrained in these activities. Going beyond academic achievements, the spotlight extends to acknowledge and celebrate accomplishments in extracurricular pursuits. This not only cultivates a culture of appreciation but also sends a powerful message that success is multifaceted and comes in various forms.

The figure below shows the most common challenges that the girls face. The bigger the phrase, the more frequent the challenge. Irresponsible parents, poor living conditions, poverty, negative cultural beliefs, and sexual harassment are some of the most common challenges facing girls. Other challenges include a lack of self-motivation, pregnancy, and a lack of female role models.

Word Cloud Showing Challenges Facing Girls
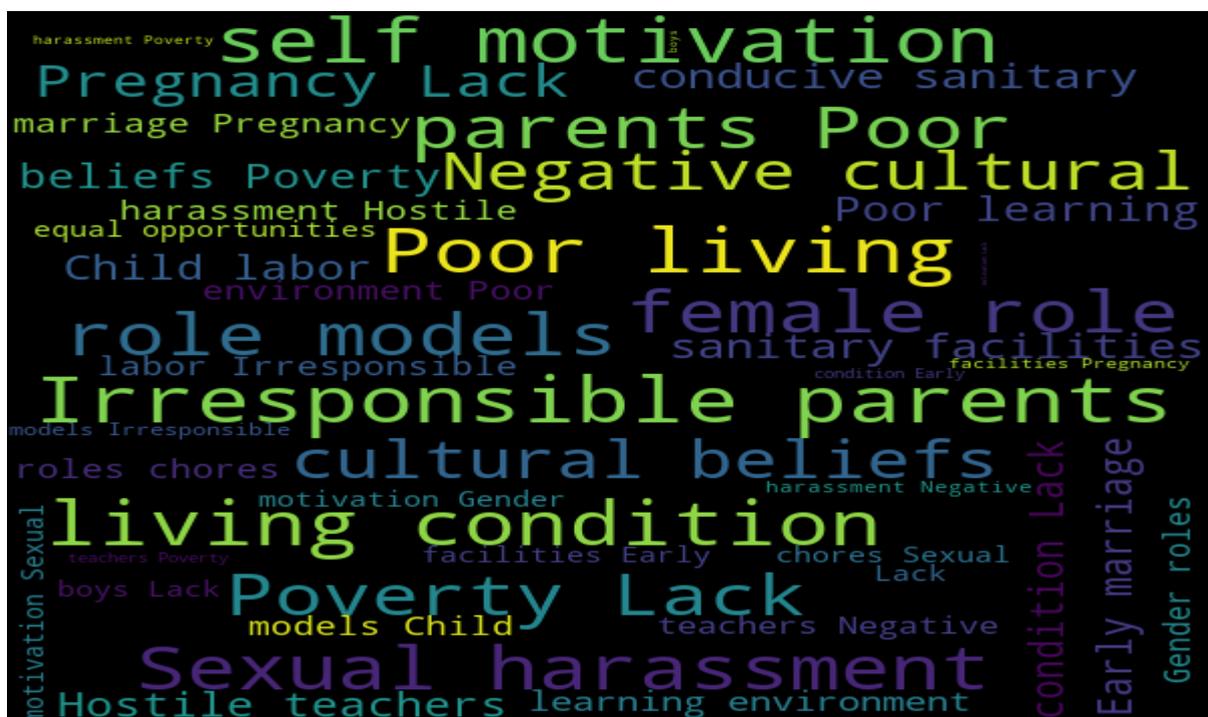
5.0 Conclusion

Overall, these findings underscore the urgency of comprehensive strategies to address the complex interplay of socioeconomic factors, parental support, and the broader school environment. The outlined strategies collectively present a holistic and proactive approach to

enhancing the educational experience for girls. The emphasis on increasing the number of female teachers as role models addresses the need for diverse inspirations, fostering an environment that goes beyond traditional instruction to become a source of inspiration and varied career trajectories. The three-pronged strategy for mentorship highlights the importance of promoting awareness about a broad spectrum of educational and career possibilities, ensuring girls have a comprehensive understanding of their options. The call for parental involvement advocates for a comprehensive approach, urging parents to actively engage and contribute to their daughters' academic growth. Finally, the focus on diverse extracurricular activities acknowledges the multifaceted nature of individual growth, aiming to provide a comprehensive range of opportunities where every student can find a niche to flourish and express their unique abilities.

6.0 Recommendations

The study recommended that the school should develop and expand scholarship programs tailored for girls, extending financial support to those who have been part of the school for an extended period. This could alleviate economic challenges and encourage long-term commitment; the government should make a collaborative effort to alleviate poverty as it is the underlying cause of the numerous challenges that the girl child faces in acquiring education. Furthermore, sustain and expand specialized training sessions for educators, particularly focusing on handling sensitive issues like student abuse. Well-equipped teachers can create a supportive and safe environment for students, ensuring their overall well-being. Finally, AMSS should continue fostering a sense of belonging through recognition and honors for high-performing girls and consider expanding initiatives that celebrate achievements, promoting a positive and inclusive school culture.

Future research could consider conducting a comprehensive longitudinal study to assess the sustained impact of the Arcelor Mittal School System's strategies on the academic and personal development of female students over an extended period. This research could involve tracking the educational trajectories, career outcomes, the girl child's academic performance rate, and the overall well-being of girls who have benefited from the school's initiatives.

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