# TECHNOLOGICAL INNOVATION: SOLUTION FOR SUSTAINING GIRLS' EDUCATION IN YEWA SOUTH LOCAL GOVERNMENT

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**Abstract**

*This paper aimed at providing solution to sustain girls' education through technological innovation in Open Distance and Flexible e-Learning. Every child should be given access to education, the education of girls' child is taking a centre stage in national and international discourse such as the United Nations. The main objective is to identify the barriers and determine the various technological innovation platforms that can be used for effective girls' education. For this study, a total of 120 students from three (3) public secondary schools in Yewa South Local Government were chosen at random and given a questionnaire, survey method was used to carry out the research. The studies revealed that hurdles to girl child education include parental socioeconomic factors, sexual assault, cultural impact, religious instability, and gender discrimination. Also, with (X = 2.06, SD = 1.13) and (X = 1.88, SD = 0.69), the majority of respondents think that Google Classroom and Zoom are the most effective virtual learning systems. The hypothesis revealed that virtual learning platforms are effective. Virtual learning platforms (Google Classroom, LMS, WhatsApp, and Zoom) significantly influenced Girl's child education, accounting for about 30.6 % observed in Girl's child education, according to the hypothesis.The study found that e-learning considerably facilitates teaching/learning and improves the learning process.The study recommend that the government and related authorities should endeavor to equip public secondary schools with ICT and virtual learning platforms that will facilitate learning and the education of girls.*

**Keywords:** E-learning, Education, Girl Child, Technology, Innovation

## Introduction

Education is the most important aspect of human resource development, and it is held in high regard in all societies. Teaching, training, storytelling, conversation, and focused study are all examples of educational practices. Girls' education entails more than just enrolling them in school. It is about ensuring that girls learn and feel safe in school; that they have the opportunity to complete all levels of education, gaining the knowledge and skills necessary to compete in the labor market; that they learn the socio-emotional and life skills necessary to navigate and adapt to a changing world; that they make decisions about their own lives; and that they contribute to their communities and the world. Education for girls is a strategic development focus. Girl child education can lead to socioeconomic changes, prosperity for the girl, her family, and society, and enabling her to live a better life (Illo, Charles, Lawal & Ezekiel, 2014). On the other hand, a lack of education Embedding gender discrimination and bias, on the other hand, leads to a shortage of skilled labor, poverty, and low productivity (Nasir, 2016). Education enables a girl to become a more effective leader in society and, as a role model, to inspire millions of young girls (Illo, Charles, Lawal & Ezekiel, 2014). It also gives her the ability to adapt to the ever-changing modern world (Okorie, 2017). People cannot completely realize their liberties without education, according to Akinola (2012), therefore education of the girl-child is a right to education as an economic, social, and cultural right, as well as a civil and political right.

The Nigerian National Policy on Education, which was established in 2004 and amended in 2007, lays out the country's principles. Every area, including education, has been transformed by technological innovation. The introduction of technology has resulted in significant changes in the way things are done. According to the United

Nations Educational, Scientific, and Cultural Organization (UNESCO) in Okoye (2012), innovation is a planned general change that should never be mistaken for simple adjustment. According to UNESCO, innovation is defined as any sustained change in the patterns of behavior of members of a social system. As a result, a concept that is novel to a circumstance is referred to as innovation. It is the introduction of new ideas, which might be in the shape of a method, a program, a product, a means, or an end in itself.

According to Nwafor (2007), innovation in education is a purposeful, structured, unique, precise, and continuous change in a society's system aimed at improving or establishing a new scheme for a more efficient means of meeting the educational needs of a social group in their social environment. Kirsi and Seppo (1996) defined innovation in education as a creative, new educational innovational policy, a creative means to renew education, a creative solution, the establishment of a new educational culture, a new opening, and a new idea to solve specific educational issues. Embracing an innovation in education is taking up or accepting a new idea and putting it to use in the classroom.

Technology has infiltrated every aspect of life (the workplaces, markets, homes and schools, etc). Computers and the Internet are widely used in schools and classrooms in rich, industrialized, and developed countries (such as the United States of America, the United Kingdom, China, Germany, Canada, Japan, Australia, and others) as well as in underdeveloped countries. As a result, depending on their experience and perspective, technology innovation has been perceived as a beneficial or harmful catalyst by various people. The ability of an innovation to overcome the problems it causes in people's minds determines its positivity. On the other side, this unfavorable impression of technical innovation is based on the obstacles that come with it, as well as the failure of the innovation to endure and overcome those challenges.

Every sector of the economy, in Nigeria and elsewhere, is seeing technological advances in the way it operates and performs its statutory and subsequent tasks. Perhaps the most apparent and conspicuous of all of these technological innovations is the use of Information and Communication Technologies (ICT) (ICTs).

While technology is becoming more integrated into our daily lives, the gender gap is expanding, and women and girls continue to be underrepresented in terms of access and use. They still lack ICT skills and are unable to operate computers as a result of factors such as poor budget management/provision for ICT education by government agencies charged with this responsibility, lack of adequate infrastructure, particularly within and among communities, lack of awareness and training, mindset and cultural differences.

Poverty and low income, family and excessive religious activities, academic orientation, insecurity (both online and offline), and the establishment of ICT infrastructure in male-dominated schools, including a lack of adequate policy and programs for women and girls, as well as a shortage of female mentors and teachers in ICT education.

**Statement of the Problem**

Poor choices, high pregnancy rates, poor nutrition, poor health and sanitation, short life expectancy, and high illiteracy rates have all been linked to a lack of knowledge. Despite the Nigerian government's various initiatives and programs aimed at promoting and improving girls' education,

It is upsetting to see the disparity in their educational opportunities, especially when compared to their male colleagues. The national literacy rate for girls is only 56 percent, compared to 72 percent for males,). It has also been observed that female literacy, enrollment, and accomplishment rates are much lower than male literacy, enrolment, and achievement rates. The introduction of technological innovation is considered as a technique that can bring about a change in the way pupils learn and are taught in order to address this imbalance. As a result, the purpose of this research is to look at technological innovation as a solution for sustaining girls' education in the Yewa South Local Government.

**Aim and Objectives of the Study**

The primary goal of this research is to look into technological innovation as a way to keep females in school in Yewa South Local Government. The following are the objectives:

i. To identify barriers to girl child's education in Yewa South Local Government
ii. To determine the various Technological Innovation platforms that can be used for effective Girl's child education
iii. To examine the effect of Technological Innovation on Girl's child education

**Research Questions**

i. What are the barriers to girl child's education in Yewa South Local Government?
ii. What are the various Technological Innovation channels that can be used for effective Girl's child education?
iii. To what extent does technological innovation affect girls' child education?

**Hypothesis**

$H_{01}$**:** There is no significant relationship between technological innovation and girls' child education

**Education in Nigerian**

Education is universally recognized as the solution to the world's socioeconomic problems; nations and individual citizens look to education to alleviate poverty, ignorance, climatic change, metal deficiency, joblessness, hunger, insufficient shelter, poor governance, and poor communication systems, among other issues (Elujekwute, 2019). Knowledge, which is referred to as education in general, is the most significant commodity to any community by any standard, and it is the cornerstone for long-term growth. Improving the quality of basic education; reorienting existing education programs to address sustainable development; increasing public awareness and understanding; and providing training for all sectors of private and civil society should be the main tools for achieving sustainable development goals (Oguejiofor, & Ezeabasili, 2014).

Over the years, the Nigerian government has taken a lot of initiatives and accomplished some rapid progress, but everyone, including non-Nigerians, has recognized that such development is on thin ice and will never be realized. For example, in the late 1970s and early 1980s, the Nigerian educational system was significantly reliant on expatriates for almost everything, including teachers in secondary and post - secondary schools, which could not be sustained due to a lack of funding and political reasons. However, the windfall from a rapid surge in oil prices owing to war and conflict in particular parts of the world that is occasionally enjoyed is not something that can be continued. In Nigeria's educational system, there is a pressing need for quality assurances.

**Girls Child Education**

Because females are more fragile, they are the most endangered species. As a result, it is critical for the government to provide possibilities for people to become self-sufficient. This empowerment can mostly be accomplished through education. Education for girls has been demonstrated to be the foundation for any society's progress throughout the globe. It has the potential to have a positive impact on society. Gender equality and access to poverty alleviation are made possible by girl child education. The girls' newfound knowledge, abilities, and values will allow them to improve their self-esteem and dignity. According to Hadiza (2017), girl child education will make them and the society a more peaceful place because of its goals.

Educating a female child is an activity that conveys knowledge or skills about the world around us, and when used appropriately, transforms it into something wonderful in life. That is, girl-child education promotes progress and improvement, empowers people, develops the nation, and provides equality, allowing everyone to easily escape poverty. According to Ebunife (2018) and the British Council (2014), the following explanations demonstrate the relevance of girl child education:

i. Education for girls lowers inequity. Because illiteracy is the gateway to poverty, primary education for females, ethnic minorities, orphans, disabled people, rural families, and others who are likely to be poor can be a game changer.

ii. Girl child education boosts economic competitiveness: an educated and trained labor, or employable person, is the bedrock of a knowledge-based economy. Technical advancements and the competitive application of knowledge boost a country's comparative advantage. It is possible to maintain a high educational standard if citizens are educated. It will also result in the society's educational level and standard opening up.

iii. Girl child education boosts productivity and earnings: Education is critical for landing a decent career or running a successful business.

**Technological Innovation**

In Nigeria, technological innovation is a driving factor for change. In the job, at home, and for the girl child, technology is now highly useful. As a result, technology is required in the learning environment for girls. This is because it is preferable to structure the educational system in such a way that the girl child acquires additional abilities in order to satisfy the demands of the environment in which she lives. Computers, cassettes, radios, transmitting TV, telecasting, video, discs, satellite, projectors and slides, microwave, conferencing, telephones, CD-ROM, CD, DVD, modern, flash, and so on are examples of technology that might be used in adult learning centers. According to Banjoko (2018), these technologies play the following roles in learning centers:

i. Adult learning centers use computers to explain how to type and write messages.

ii. Because the screen is large and high enough for every learner to see, slides and projectors are also used in class for everyone to see.

iii. In adult learning programs, video and multimedia play an important role since learners are constantly concentrating on the full screen, attempting to understand what the instructor is saying.

**E-Learning**

Teaching and learning that is given, supported, and enhanced through the use of digital technology and media is known as electronic learning (E-learning) (Vikoo, 2013, p.489). It is a method of learning that employs electronic media, most commonly the internet. To put it another way, e-learning is a type of learning that makes use of electronic teaching technology to access and present educational content based on a curriculum. E-learning is a type of computer-assisted information and skill transfer that can take place in a classroom, seminar, or conference as well as distance learning programme.

E-learning is utilized in educational settings for facilitation, instruction, course delivery, and engagement. Web-based learning, computer-based learning, virtual learning, and digital collaboration are all examples of e-learning applications and procedures (Onyido, 2016, p.145). The internet, intranet/extranet, audio and video tapes, satellite television, and compact disk read only memory are all used to distribute e-learning information (CD-ROM). It can be self-paced or instructor-led, and it includes text, streaming video and audio, animations, and photographs as well as other media (Onyido, 2016).

E-learning is, of course, better suited to distance learning. Blended Learning, on the other hand, refers to the use of technology in conjunction with face-to-face instruction. Aside from the aforementioned, screen casting has emerged as a new e-learning trend. Web-based screen casting solutions enable users to generate screencasts straight from their browser and publish them online for visitors to watch. The one-on-one aspect of the classroom, which is demonstrated through a combination of video and audio, allows the expert to provide clear and comprehensive guidance. From the learner's perspective, this technology allows the flexibility to pause and rewind as well as progress at his own pace, which is a significant benefit over the traditional classroom. This is very incredible. E-learning is both a liberal and a student-centered educational system. Because e-learning is a program that can be

accessed at any time and from any location, it allows interested students to obtain education while still participating in activities. (Ayorinde, 2014).

**The Importance of Using Technological Innovation in Education to Close the Knowledge Gap in Girls' Education**

Nations that recognize the value of education make certain that it receives the lion's share of their budgetary allocations. Nigeria, as a nation that has to get to its intended objective, must prioritize education. The United Nations Educational, Scientific, and Cultural Organization has established a target of allocating at least 26% of each country's yearly budget to education (UNESCO).

According to Wahab and Uwandu (2019), Nigeria's education financial allocation is three times lower than what UNESCO recommends for underdeveloped countries. In reality, the nine countries that house more than half of the world's population and 70% of the world's illiterate adults spend less than 20% of their annual expenditure on education. According to the chief of the UNICEF Field Office in Kano, Rahama Farah, Nigeria has a record of 18.5 million out-of-school children, 10 million of them are females (Premium Nigerian Newspaper, 2022). To close this gap, technological innovation in the form of virtual learning may be the answer. It has the capacity to reach out to girl youngsters in a variety of settings at any time. Virtual learning can cover topics that would be impossible to cover in a traditional classroom.

The following are some of the benefits of virtual learning in support of the aforementioned assertion:

i. It has taught a lot of kids how to use computers.

ii. It promotes research-based education.

iii. It is practical and adaptable.

A student can take his or her class and even write exams online from the comfort of his or her own home. Students can take virtual trips overseas without having to travel again (Orike, 2020, p.24). During the Covid-19 Lockdown, virtual learning was integrated.

The National Board for Technical Education (NBTE) has approved 27 polytechnics around the country to begin the Open Distance Flexible e-Learning program in order to keep academic activities alive in the midst of the COVID 19 Pandemic (ODFeL).

The approval was granted to the institutions in separate letters with Ref. C/TEB.500/Vo1.T/25, dated 12th August, 2020, and signed by the NBTE Executive Secretary, Dr. Masa'udu Kazaure, in consideration of their involvement in the Commonwealth of Learning's Flexible and Blended Skill Development (FSD) and the institution's participation in the Open and Distance Flexible e-learning. The Polytechnics are required by the approval to create an interactive online Learning Platform for ODFeL that includes tools and resources to support and improve education delivery management. The learning platform, which should contain a monitoring tool accessible to NBTE and provide students with 24/7 support systems, will also give important information, such as the total number of hours per course per semester, students' enrolment records for each semester, students' enrolment records for each programme per session and Gender Based enrollment.

Students and teachers' online attendance, anonymous feedback from students per course, and instructional resources made available to students per program are all important pieces of information to include on the e-learning platform.

Asuquo and Godwin (2021) looked at how e-learning delivery systems were used to boost teaching and learning in private universities in South-South Nigeria during the Covid-19 lockout. To do this, the study was guided by three particular aims and three research questions. For the study, an expost facto survey design was used. The research was carried out in South-South Nigeria. A total of 4305 students from five private universities in South-South Nigeria made up the population.

The study used a cluster sampling technique and a sample size of 366 was chosen using the Taro Yamane formula. The study relied on an instrument called the "Utilization of E-learning Platform for Teaching/Learning During the Covid-19 Lockdown Questionnaire" (UEPTLDCOVID19LQ). The study's findings suggest that during the Covid-19 lockdown, private universities used e-learning facilities since they had the resources, and e-learning considerably facilitates teaching/learning and improves the learning process.

Some of the innovative technology employed in the educational department during the Covid-19 Pandemic that can be applied into the educational system to address the gender education gap

**i Zoom Technology**

The infrastructure for online teaching and learning was present in most private primary and secondary institutions. The study used a cluster sampling technique and a sample size of 366 was chosen using the Taro Yamane formula. During the Covid-19, an instrument titled "Utilization of E-learning Platform for Teaching/Learning" was created. During the lockdown, they had no trouble returning to their regular academic pursuits. However, because most public secondary schools lacked such infrastructures, they were forced to rely on traditional media outlets like as radio and television stations. Many private schools developed and pioneered Zoom technologies in order to facilitate teaching and learning. Zoom is a program that lets learners and teachers to participate in conferences and discussions without having to be physically present.

According to Brown (2021), zoom technology is a Google-enabled platform that enables effective distribution of instructional materials to pupils as well as effective feedback mechanisms. Zoom takes use of its video call and conference facilities, according to Owolkanke (2021), where the host system can access the systems of other participants. The host (teacher/lecturer) will create a password and access code, which he or she will give to pupils via social media or text messages. The time and duration of the lesson would be included in the communication. After then, the student would log in and actively participate in the lesson.

**(ii) Google Classroom**

Google Classroom is another type of e-learning that schools used during the COVID-19 lockdown. According to Benson (2021), Google Classroom is a free web tool established by Google for schools who want to make it easier to create, distribute, and grade assignments. The fundamental goal of Google Classroom is to make the process of sharing files between professors and students more efficient. Google Classroom is a platform that combines Google Docs, Sheets, Slides, Gmail, and Calendar to manage student and instructor communication (Olu, 2018). Students can be manually imported from a school domain or asked to join a class using a secret code. Within the Google ecosystem, instructors can create, distribute, and grade assignments. Each class establishes its own folder in the user's drive where students can submit work to be graded by the teacher. Assignments and due dates are entered into Google Calendar, and each assignment can be classified into one of several categories (or topic).

**Constructivist Learning Theory**

This idea is based on the work of cognitive scientists such as Jean Piaget, John Dewey, Jerome Bruner, and Lev Vygotsky, as well as Van Hiele's geometric thought theory. Constructivist education is founded on the concept that learning happens when students actively participate in the building of meaning and knowledge rather than passively receiving information. A child's physical experience builds through engagement with tangible situations or concrete objects, and he is able to understand, reason creatively, and logically.

As a result, the child learns to solve abstract issues. Learners, according to this view, are the ones who create knowledge and meaning. Constructivist teaching encourages critical thinking and develops motivated, self-sufficient students. According to constructivists, learning is more successful when a student actively participates in the learning process rather than passively receiving information. Children learn best when they are given the freedom to form their own personal understandings based on their own experiences and reflections. Learning, according to Lev Vygotsky (1962), takes place in a social environment and cannot be divorced from it. He asserts that knowledge production takes place in a social setting involving student-student and student-expert collaboration on real-world

problems or tasks that build on each person's language, talents, and experience as formed by their own unique experiences. In the classroom, a constructivist approach to learning can lead to a variety of alternative teaching methods. In the broadest sense, it usually entails encouraging students to create additional knowledge using active procedures (experiments, real-world issues), and then to reflect on and discuss what they're doing and how their understanding is changing.

**Methodology**

A survey research design was used in this study. The term "survey research" refers to a type of study in which the primary data collection method is a survey. Surveys are employed by researchers in this study design to acquire a better grasp of individual or group viewpoints on a certain subject or issue of interest.

Female students in secondary schools in Yewa South Local Government in Ogun State make up the study's population. In Yewa South Local Government, there are (15) fifteen public secondary schools and (10) ten registered private secondary schools.

In this investigation, simple random sampling was employed as the sample method.

The Yamane formula was used to establish the sample size for this investigation.

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

n = sample size

N = the population under study

e = margin error (0.5)

N= 15

$$n = \frac{15}{1+15(0.5)^2}$$

$n \approx 3.16$

n= 3

Therefore, 3 Public secondary schools were selected for this study.

**Table 1: Schools selected for the study**

| S/No | School Name |
|---|---|
| 1 | Area Community High School Owode |
| 2 | Oke odan Secondary School |
| 3 | Yewa College |

This study used a random sample of 120 students from three (3) public secondary schools in Yewa South Local Government. A questionnaire was employed to collect information for this research study's data collection instrument.

After the data was coded and controlled using the Statistical Package for Social Sciences, the data was analyzed (SPSS). Inferential and descriptive statistics were used to analyze the data. For examining demographic factors of the respondents, descriptive statistics such as simple percentages, frequencies, and bars were employed. Hypotheses were also put to the test using Pearson Correlation Analysis and Multiple Regression Analysis.

**Data Analysis**

**Table 2: Demographic Characteristics of Students**

| **Age (Years)** | **Frequency** | **Percent** |
|---|---|---|
| 10-12 years | 32 | 26.7 |
| 13-14 years | 52 | 43.3 |
| 15-16 years | 27 | 22.5 |
| 17 years and above | 9 | 7.5 |
| **Class** | | |
| JSS 1 | 12 | 10.0 |
| JSS 2 | 58 | 48.3 |
| JSS 3 | 9 | 7.5 |
| SSS 1 | 8 | 6.7 |
| SSS 2 | 30 | 25.0 |
| SSS 3 | 3 | 2.5 |
| **Religion** | | |
| Christianity | 74 | 61.7 |
| Islam | 41 | 34.2 |
| Traditional | 5 | 4.2 |
| **Total** | **120** | **100.0** |

Table 2 shows that 52 (43.3%) of the respondents are within the age category of 13-14 years, 32 (26.7%) are within the age category of 10-12 years, 27 (22.5%) are within the age category of 15-16 years, 9 (7.5%) are 17 years and above. Also, 58 (48.3%) are in JSS 2, 30 (25.0%) are in SS 2, 12 (10.0%) are in JSS 1, 9 (7.5%) are in JSS 3, 8 (6.7%) are in SSS 1 while 3 (2.5%) are in SSS 3. In addition, 74 (61.7%) are Christians, 41 (34.2%) are Muslims while 5 (4.2%) practice Traditional religion.

**Analysis of Research Questions**

**Research Question One:**

What are the barriers to girl child's education in Yewa South Local Government

**Table 3: Barrier to Girl Child education**

| **Statement** | SA | A | D | SD |
|---|---|---|---|---|
| Parental socio-economic factor is one of the barriers to a girl child's education | 63 (52.5%) | 54 (45.0%) | 3 (2.5%) | - |
| Sexual Violence is one of the barriers to a girl child's education | 34 (28.3%) | 69 (57.5%) | 16 (13.3%) | 1 (0.8%) |
| Cultural influence is one of the barriers to a girl child's education | 46 (38.3%) | 64 (53.3%) | 6 (5.0%) | 4 (3.3%) |
| Religious chaos is one of the barriers to a girl child's education | 103 (85.8%) | 12 (10.0%) | 1 (0.8%) | 4 (3.3%) |
| Gender discrimination is one of the barriers to a girl child's education | 42 (35.0%) | 29 (24.2%) | 23 (19.2%) | 26 (21.7%) |

Table 3 shows that 54 (45.0%) and 63 (52.5%) of the respondents agree and strongly agree respectively that parental socio-economic factor is one of the barrier to a girl child's education, 69 (57.5%) and 34 (28.3%) of the respondents agree and strongly agree respectively that Sexual Violence is one of the barrier to a girl child's education, 64 (53.3%) and 46 (38.3%) of the respondents agree and strongly agree respectively that Cultural influence is one of the barrier to a girl child's education, 103 (85.8%) of the respondents strongly agree that Religious chaos is one of the barrier to a girl child's education, 29 (24.2%) and 42 (35.0%) of the respondents agree and strongly agree respectively that Gender discrimination is one of the barrier to a girl child's education while 23 (19.2%) and 26 (21.7%) of the respondents disagree and strongly disagree respectively on the statement.

**Research Question Two:**

**What are the various Virtual learning platforms that can be used for effective Girl's child education?**

**Table 4: Various Virtual learning platforms**

| **Statement** | SA | A | D | SD | Mean | Stand Dev. |
|---|---|---|---|---|---|---|
| Zoom is an effective virtual learning platform for girl child's education | 33 (27.5%) | 70 (58.3%) | 16 (13.3%) | 1 (0.8%) | 1.88 | 0.69 |
| Google Classroom is an effective virtual learning platform for girl child's education | 46 (38.3%) | 64 (53.3%) | 6 (5.0%) | 4 (3.3%) | 2.06 | 1.13 |
| WhatsApp is an effective virtual learning platform for girl child's education | 85 (70.8%) | 22 (18.3%) | 11 (9.2%) | 2 (1.7%) | 1.73 | 0.71 |
| LMS Canvas is an effective virtual learning platform for girl child's education | 54 (45.0%) | 25 (20.8%) | 23 (19.2%) | 18 (15.0%) | 1.42 | 0.73 |

Table 4 shows that 70 (58.3%) and 33 (27.5%) of the respondents agree and strongly agree respectively that Zoom can be an effective virtual learning platform for girl child's education, 64 (53.3%) and 46 (38.3%) of the respondents agree and strongly agree respectively that Google Classroom is an effective virtual learning platform, 22 (18.3%) and

85 (70.8%) of the respondents agree and strongly agree respectively that WhatsApp is an effective virtual learning platform while 25 (20.8%) and 54 (45.0%) agree and strongly agree respectively that LMS canvas is an effective virtual learning platform. Google Classroom has the highest mean score with (X = 2.06, SD = 1.13), followed by Zoom with (X = 1.88, SD = 0.69) and WhatsApp with (X = 1.73, SD = 0.71). This implies that Google classroom and Zoom are the most effective virtual learning platforms.

**Hypothesis**

$H_{01}$: There is no significant impact of virtual learning platforms on girls' child education

**Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .553[a] | .306 | .282 | 1.29489 |

a. Predictors: (Constant), LMS, WhatsApp, Zoom, Google Classroom

**ANOVA**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 85.143 | 4 | 21.286 | 12.695 | .000[b] |
| | Residual | 192.824 | 115 | 1.677 | | |
| | Total | 277.967 | 119 | | | |

a. Dependent Variable: Girl's Child Education

b. Predictors: (Constant), LMS, WhatsApp, Zoom, Google Classroom

**Coefficients**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 4.874 | .525 | | 9.290 | .000 |
| | LMS | -.158 | .175 | -.071 | -.904 | .368 |
| | Zoom | .077 | .172 | .036 | .449 | .035 |
| | WhatsApp | -.186 | .166 | -.089 | -1.121 | .265 |
| | Google Classroom | .763 | .108 | .562 | 7.084 | .000 |

a. Dependent Variable: Girl's Child Education

**Conclusion**

This study concludes that girls education in Yewa South Local Government needs technological innovation as a way for sustaining girls' education. According to Nwafor (2007), innovation in education is a purposeful, structured, unique, precise, and continuous change in a society's system aimed at improving or establishing a new scheme for a more efficient means of meeting the educational needs of a social group in their social environment. To sustain education the society needs to move and improve in the structure of education in order to make learning easy. A survey research design was used, with a total sample of 120 students drawn at random from three (3) public secondary schools in Yewa South Local Government. A questionnaire was employed to collect information for this research study's data collection instrument. The studies revealed that hurdles to girl child education include parental socioeconomic factors, sexual assault, cultural impact, religious instability, and gender discrimination. Also, with (X = 2.06, SD = 1.13) and (X = 1.88, SD = 0.69), respondents agree that Google Classroom and Zoom are the most effective virtual learning systems.

Virtual learning platforms (GoogleClassroom, LMS, WhatsApp, and Zoom) significantly influenced Girl's child education, accounting for about 30.6 % observed in Girl's child education, according to the hypothesis.

Furthermore, the independent contributions of Google Classroom and Zoom were statistically significant, whereas the contributions of WhatsApp and LMS were not. This finding is consistent with the findings of Asuquo and Godwin (2021), who found that e-learning considerably facilitates teaching/learning and improves the learning process.

**Recommendations**

i. The government, the Ministry of Education, and other educational stakeholders should make every effort to implement policies that favor girl child education in Nigeria.

ii. The government and relevant agencies should make an effort to provide ICT and virtual learning platforms to public secondary schools in order to facilitate learning and the education of girls.

iii. To support e-learning, the government should endeavor to integrate ICT learning into public secondary school curricula.

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