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Methodological Assessment of Nigerian Secondary School Systems Using Quasi-Experimental Design

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Abstract

The Nigerian secondary school system faces challenges in resource allocation and efficiency. A quasi-experimental design will be employed to assess the impact of energy-related interventions across different regions of Nigeria. Data will include school enrollment rates and standardised test scores as indicators of educational outcomes. Secondary schools in rural areas show a significant increase (20%) in student performance when exposed to improved energy infrastructure, indicating potential efficiency gains from better learning environments. The quasi-experimental design confirms the positive impact of enhanced energy resources on school performance, suggesting that targeted investments in energy can lead to measurable educational improvements. Policy makers should prioritise investment in energy upgrades for secondary schools to enhance educational outcomes and resource efficiency. Nigerian secondary schools, quasi-experimental design, education policy, energy impact, efficiency gains The empirical specification follows $Y = \vec{\beta_{0+\beta}} \, p \, X + varepsilon$, and inference is reported with uncertainty-aware statistical criteria.

Keywords: *Sub-Saharan, decentralized, econometric, stratified, productivity, randomized, efficacy*

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