



# Gender Imbalances in Northern Nigeria's Educational Attainment Landscape: A Qualitative Exploration

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## Abstract

Northern Nigeria faces significant educational disparities, particularly in terms of gender imbalances. While girls' enrollment in primary schools has slightly increased over recent years, they continue to lag behind boys in secondary and tertiary education. The study employed a mixed-methods approach involving semi-structured interviews with educators, parents, and community leaders. Data were collected from various regions across Northern Nigeria and analysed using thematic content analysis. Analysis revealed that girls in the region are significantly underrepresented at all levels of education, with a particular gender gap noted in secondary schools where only 30% of students are female compared to 70% males. This disparity is exacerbated by societal perceptions that value boys' education more highly. The qualitative data underscore the complex interplay of cultural and socio-economic factors contributing to gender imbalances, highlighting the need for comprehensive interventions targeting both structural barriers and community attitudes. Policy recommendations include developing culturally sensitive educational programmes aimed at changing societal perceptions about girls' education, as well as implementing targeted support systems in schools to address practical obstacles such as transportation and resources.

**Keywords:** *African Geography, Qualitative Research, Gender Studies, Educational Policy, Cultural Barriers, Community Engagement, Anthropology*

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