



Gender Disparities in Educational Attainment Among Northern Nigerian Adolescents: A Mixed Methods Inquiry

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Abstract

Gender disparities in educational attainment are a significant concern in Northern Nigeria, where girls often face barriers to accessing and completing formal education. A mixed methods design was employed, incorporating representative stratified sampling for the survey component and purposive selection of schools for the interview component. Quantitative data revealed a 15% disparity favoring boys in secondary school enrollment rates compared to girls ($p < .05$). Qualitative interviews identified gender-specific challenges such as early marriage pressures and cultural norms inhibiting attendance. Gender disparities persist, with educational opportunities significantly skewed towards boys. Both quantitative evidence and qualitative insights underscore the need for targeted interventions addressing these systemic barriers. Policy recommendations include implementing comprehensive sexual education programmes and enforcing school policies that protect girls from early marriage pressures.

Keywords: *Geographic, Africa, Nigeria, Cultural, Sociocultural, Ethnographic, Qualitative, Quantitative, Comparative, Inductive, Deductive, Contextual, Recontextualized, Interdisciplinary, Participatory, Action, Community, Empowerment, GenderRoles, PowerStructures, Development, Citizenship, EducationPolicy, HealthcareAccess, ChildMarriage, Birth*

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