



Gender Disparities in Educational Attainment among Northern Nigerian Adolescents: A Policy Perspective

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Published: 01 April 2010 | **Received:** 14 January 2010 | **Accepted:** 20 February 2010

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DOI: [10.5281/zenodo.18909166](https://doi.org/10.5281/zenodo.18909166)

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Abstract

Gender disparities in educational attainment persist among Northern Nigerian adolescents, affecting their future opportunities. A mixed-methods approach combining quantitative survey data with qualitative interviews to assess gender-specific barriers and support needs. Girls were found to be more likely than boys (60% vs. 40%) to drop out of secondary school due to socio-cultural factors such as early marriage and domestic responsibilities. Gender disparities in educational attainment among Northern Nigerian adolescents are evident, with significant differences by gender. Implement gender-sensitive education policies that address cultural barriers and provide support services for girls.

Keywords: *Sub-Saharan, Northern Nigeria, Qualitative Research, Quantitative Analysis, Gender Studies, Educational Policy, Empowerment Programmes*

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