



Addressing Gender Disparities in Educational Attainment through Action Research in Northern Nigeria

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Abstract

Gender disparities in educational attainment persist in Northern Nigeria, particularly affecting girls' access to secondary education. An action research study was conducted in two primary schools within the region, focusing on parents, teachers, and students. Data collection included surveys, interviews, and observations. A significant proportion (45%) of surveyed parents reported preferring boys over girls for secondary education due to perceived lower academic ability, despite no evidence supporting this belief. Parental preferences influenced by gender stereotypes significantly impacted girls' educational opportunities, particularly in the choice between primary and secondary schooling. Interventions should focus on challenging these gender stereotypes through parent-teacher workshops, community dialogues, and promoting equal access to resources for both genders. gender disparities, education, action research, Northern Nigeria

Keywords: *Nigerian, Geographic, Feminist, Classroom, Participatory, Ethnography, Equity*

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