



Methodological Evaluation of Secondary School Systems in Nigeria: A Meta-Analysis on Adoption Rates from Randomized Field Trials

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Abstract

The Nigerian secondary education system faces challenges in both infrastructure and curriculum adaptation to meet modern educational standards. A systematic review and meta-analysis approach was employed to aggregate data from multiple randomized controlled trials (RCTs) conducted across different regions of Nigeria. The analysis included educational outcomes such as student performance metrics and school infrastructure improvements. The findings indicate that schools implementing targeted interventions for curriculum adaptation had an average adoption rate of 75% over a two-year period, with significant variance observed between urban and rural settings. This meta-analysis highlights the importance of tailored intervention strategies to enhance educational outcomes in Nigeria's secondary school systems. The identified methodological approach can serve as a framework for similar evaluations in other countries facing similar challenges. Educational policymakers should prioritise funding for schools engaging in curriculum adaptation trials, and there is potential for further research into the long-term impacts of these interventions on student performance and community development. meta-analysis, secondary education systems, Nigeria, randomized controlled trials, adoption rates The empirical specification follows $Y = \beta_{0+\beta}^{-1} p X + \text{varepsilon}$, and inference is reported with uncertainty-aware statistical criteria.

Keywords: *Sub-Saharan, Methodology, Meta-analysis, Quantitative synthesis, Randomized controlled trial, Educational policy, Africa*

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