

Review Article

## **IMPACT OF GENDER DISPARITIES ON EDUCATIONAL OUTCOMES IN NIGERIAN SCHOOLS**

**Dr Akinfalabi, Mustafa Adelani**

Okrika National Secondary School (Senior), Okrika, Rivers State, Nigeria.

Correspondence should be addressed to: [mustafaakinfalabi@gmail.com](mailto:mustafaakinfalabi@gmail.com)

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**Abstract:** In Nigeria, the journey towards educational equality for girls is fraught with challenges that deeply affect their academic experiences and futures. Despite some strides in access to education, many girls face persistent barriers that stifle their potential. This study delves into the complex realities of gender disparities in education, shedding light on the systemic obstacles that disproportionately impact female students. Cultural expectations, economic hardships, and inadequate school facilities create an environment where girls often feel discouraged from pursuing their studies, especially in rural communities. The absence of female role models and the prevalence of teaching methods that do not consider gender sensitivity further exacerbate these issues, leading many girls to struggle academically or drop out altogether. Through heartfelt interviews with educators, students, and parents, the study captures the personal stories and struggles behind the statistics. These narratives reveal a pressing need for focused interventions that truly understand and address the unique challenges faced by girls in education. The research also highlights inspiring initiatives that have successfully improved access and retention for female students, illustrating how community involvement and supportive policies can foster a more inclusive educational environment. Ultimately, this study emphasizes that tackling gender disparities is not just a matter of policy but a crucial step toward empowering girls and building a more equitable society in Nigeria. The insights gained aim to guide stakeholders in developing effective strategies to combat gender inequality in education.

**Keywords:** Impact, Gender, Disparities, Educational Outcomes, Nigerian Schools.

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### **Introduction**

Nigeria, a nation of immense cultural and economic diversity, faces a seemingly persistent challenge in ensuring equal access to education for all its citizens. While significant strides have been made in expanding educational opportunities, a stark gender disparity remains, particularly affecting girls in many regions of the country (Wikipedia,

2025; Africa Centre for Leadership Strategy & Development, 2024). This disparity is not a simple issue but rather a complex interplay of interconnected factors that create significant barriers to girls' educational attainment. This introduction will explore three core variables that contribute to this seeming inequity: deeply entrenched cultural expectations, pervasive economic hardships, and the debilitating impact of inadequate school facilities (BORGEM Magazine, 2025; Azeez, Osiesi, Aribambikan, Nubia, Odinko, Blignaut, Falebita, Olubodun, & Oderinwale, 2004).

These factors, often working in concert, create a web of disadvantage that disproportionately affects girls, limiting their opportunities for personal growth, economic empowerment, and societal contribution (Okonkwo, 2025; Ugwu & Ugwu, 2024). Understanding the specific ways in which these variables manifest is crucial for developing targeted and effective interventions that can truly level the playing field and unlock the potential of Nigerian girls. While legal frameworks like the Child Rights Act (2003) exist, implementation gaps and socio-cultural resistance continue to undermine progress in protecting the girl child (Ugwu & Ugwu, 2024).

One of the most significant barriers to girls' education in Nigeria stems from deeply rooted cultural expectations and traditional gender roles (Kareem, 2025; Omorogiuwa & Igun, 2023). In many communities, a girl's primary value is often associated with her ability to fulfill domestic responsibilities, get married, and raise a family (Kareem, 2025; Nawrozzada, 2019). This perspective often leads to the prioritization of boys' education over girls', with the belief that investing in a girl's education yields limited returns compared to investing in a boy who is seen as the future breadwinner and inheritor of family assets (Azeez et al., 2024; Nawrozzada, 2019). As the Centre for African Justice, Peace and Human Rights highlights, a patriarchal system in many rural areas considers women intrinsically inferior to men, leading to a negative attitude towards schooling for girls (Nawrozzada, 2019).

Early marriage, a practice often driven by cultural norms and economic pressures, further truncates girls' educational opportunities (Azeez et al., 2024; Ugwu & Ugwu, 2024). In communities where marriage is seen as a priority for girls, education is viewed as secondary or even unnecessary (Kareem, 2025). Girls as young as 13 or 14 are withdrawn from school to prepare for marriage, effectively ending their academic journey before it truly begins (Kareem, 2025). According to the National Demographic and Health Survey (NDHS), 44% of Nigerian girls are married before the age of 18, with the highest rates in

the North-West and North-East zones (Kareem, 2025). The influence of parents' cultural and religious beliefs has a strong indication of influencing their attitudes towards girl child education (Omorogiuwa & Igun, 2023).

Moreover, the classroom environment itself can perpetuate harmful gender norms. Textbooks may depict women in subservient roles while omitting female leaders or professionals (Kareem, 2025). Teachers may unconsciously favour boys in the classroom, assuming they are more capable or ambitious (Kareem, 2025).

Beyond cultural expectations, economic hardships and inadequate school facilities pose significant and tangible obstacles to girls' education in Nigeria (BORGEN Magazine, 2025; Azeez et al., 2024). Poverty remains a pervasive barrier, forcing families to make difficult choices about which children to educate (BORGEN Magazine, 2025; Azeez et al., 2024). With limited resources, boys are often prioritized, perpetuating a cycle of disadvantage for girls (Azeez et al., 2024). As a country with 70 percent of people living below the poverty line, many poor Nigerian families are known to force their girls out of school to make them work full time (BORGEN Magazine, 2025; Madu & Obi, 2021). Girls are sent to sell things on the street or be domestic helpers (BORGEN Magazine, 2025; Madu & Obi, 2021).

Inadequate school facilities, particularly in rural areas, further exacerbate the challenges (BORGEN Magazine, 2025; Ajose & Ikpe, 2024). Many schools lack basic amenities such as clean water, sanitation, and safe transportation (Abba, 2023; CAJPHR, 2019). These deficiencies disproportionately affect girls, who may face safety concerns walking long distances to school or lack adequate sanitation facilities for managing menstruation (Abba, 2023; CAJPHR, 2019). The lack of adequate toilet facilities and menstrual hygiene management is a significant hindrance to the education of girls in secondary schools in Borno state (Abba, 2023). UNESCO estimates that one in ten adolescent girls in Africa cease to attend school when they begin their period (CAJPHR, 2019).

Many schools have inadequate water and sanitation facilities available, and often classroom spaces are dirty, small, and dark with old desks and chairs (BORGEN Magazine, 2025). The quality of the teachers is low, and pupil-teacher ratios are as high as 1 to 100 in some rural areas of Nigeria (BORGEN Magazine, 2025). These unattractive settings and circumstances discourage children from attending schools (BORGEN Magazine, 2025).

## Literature Review

### Gender Disparity and Cultural Expectations in Nigerian Education

Gender disparity in education remains a significant challenge in Nigeria, despite national and international efforts to promote equality (Adepoju, Ibhawoh, & Fayomi, 2020; Adeyeye & Ighorojeh, 2019). This disparity is deeply intertwined with cultural expectations that often prioritize boys' education over girls', limiting opportunities for female students and perpetuating cycles of inequality (Eboyem, 2024). While legal frameworks and educational initiatives exist, deeply ingrained cultural norms continue to impede girls' access to and success in education (Eboyem, 2024; Kareem, 2025). This introduction will explore the multifaceted ways in which cultural expectations contribute to gender disparity in Nigerian education, examining specific cultural practices, beliefs, and societal norms that create barriers for girls (Eboyem, 2024; Nawrozzada, 2019).

Understanding these cultural dynamics is crucial for developing targeted interventions that can effectively address the root causes of gender inequality in education and empower girls to reach their full potential (Nawrozzada, 2019; Adegboyega, Aluya, & Ochoma, 2025). The issue is further complicated by the intersection of culture with religion and regional differences within Nigeria, creating a diverse landscape of challenges and requiring nuanced approaches (Eboyem, 2024; Osamiro, Orosanye, & Ekwukoma, 2015).

At the heart of the cultural barriers to girls' education in Nigeria lies a deeply entrenched patriarchal system (Eboyem, 2024; Nawrozzada, 2019). This system often considers women as intrinsically inferior to men, assigning them primarily to domestic roles and limiting their opportunities for education and self-actualization (Eboyem, 2024; Nawrozzada, 2019). In many communities, a girl's value is often associated with her ability to fulfill domestic responsibilities, get married, and raise a family (Kareem, 2025). This perspective leads to the prioritization of boys' education, with the belief that investing in a girl's education yields limited returns compared to investing in a boy who is seen as the future breadwinner (Nawrozzada, 2019). As a result, families with limited resources may choose to educate their sons while keeping their daughters at home to assist with household chores or engage in income-generating activities (Nwobodo, 2019; Ugwu & Ugwu, 2024).

This gendered division of labour is normalized within the culture, with girls expected to shoulder a significant portion of domestic duties from an early age (Kareem, 2025; Nwobodo, 2019). These responsibilities often conflict with schooling, making consistent attendance and concentration difficult (Kareem, 2025). A girl who expresses a

desire to prioritize her studies over housework may be perceived as disrespectful or rebellious, further reinforcing the cultural expectation that her aspirations are secondary to family needs (Kareem, 2025).

One of the most visible ways cultures impede girls' education in Nigeria is through early or forced marriage (Kareem, 2025; Ajakaiye, 2025). In communities where marriage is seen as a priority for girls, education is viewed as secondary or even unnecessary (Kareem, 2025). Girls as young as 13 or 14 are withdrawn from school to prepare for marriage, effectively ending their academic journey before it truly begins (Kareem, 2025). According to the National Demographic and Health Survey (NDHS), 44% of Nigerian girls are married before the age of 18, with the highest rates in the North-West and North-East zones (Kareem, 2025).

Early marriage not only truncates girls' education but also has significant negative consequences for their health, well-being, and future opportunities (Nawrozzada, 2019; Ujam, & Wodon, 2013). Girls who marry early are more likely to experience complications during pregnancy and childbirth, face higher risks of domestic violence, and have limited economic prospects (Nawrozzada, 2019; Ujam & Wodon, 2013). Educating girls up to the senior secondary level is the best way to end child marriage, which would also drastically reduce early childbearing and maternal mortality (Ujam & Wodon, 2013).

Cultural beliefs and practices, often intertwined with religious convictions, further complicate the educational landscape for girls in Nigeria (Eboyem, 2024; Omorogiwa & Igun, 2023).

In some communities, there is a belief that educating girls will lead to immoral behavior or that Western education is unnecessary for girls who are destined for marriage and motherhood (Omorogiwa & Igun, 2023; BORGEM Magazine, 2025). These beliefs can result in parents being reluctant to invest in their daughters' education, viewing it as a waste of resources (Eboyem, 2024; Ujam & Wodon, 2013).

The influence of parents' cultural and religious beliefs has a strong indication of influencing their attitudes towards girl child education (Omorogiwa & Igun, 2023). In some regions, cultural practices such as the *purdah* system, which restricts women's movement outside the home, can also limit girls' access to education (Nwobodo, 2019). Moreover, the classroom environment itself can perpetuate harmful gender norms, with textbooks depicting women in subservient roles and teachers unconsciously favouring boys (Kareem, 2025; Ezeh, 2023).

## **Gender Disparity and Economic Hardships**

In Nigeria, the pursuit of equitable education faces a formidable challenge: the intersection of gender disparity and widespread economic hardship (Azeez et al., 2004; Edinoh, Asemota, Oche, & Adesola, 2025). While cultural expectations play a significant role in shaping educational opportunities for girls, economic constraints often exacerbate these disparities, creating a cycle of disadvantage that limits their potential and perpetuates inequality (Azeez et al., 2004; BORGEN Magazine, 2025). This introduction will explore the complex ways in which economic hardships contribute to gender disparity in Nigerian education, examining the specific challenges faced by girls from low-income families and the impact of poverty on their access to and success in schooling (Edinoh et al., 2025; BORGEN Magazine, 2025).

Understanding this interplay is crucial for developing effective strategies to address the root causes of gender inequality and ensure that all Nigerian girls have the opportunity to receive a quality education, regardless of their socioeconomic background (UNICEF Nigeria, 2022; Ngwoke, 2020). The economic challenges are further compounded by factors such as insecurity and inadequate infrastructure, creating a multifaceted crisis that demands urgent attention (BORGEN Magazine, 2025).

Poverty remains one of the most significant barriers to girls' education in Nigeria (Azeez et al., 2024; Hatson, 2025). With a substantial portion of the population living below the poverty line, many families struggle to afford the direct and indirect costs associated with schooling (BORGEN Magazine, 2025; Madu & Obi, 2021). As a country with 70 percent of people living below the poverty line, many poor Nigerian families are known to force their girls out of school to make them work full time (BORGEN Magazine, 2025; Madu & Obi, 2021). Girls are sent to sell things on the street or be domestic helpers (BORGEN Magazine, 2025; Madu & Obi, 2021).

Even when education is nominally free, expenses such as uniforms, textbooks, transportation, and school supplies can be prohibitive for low-income families (BORGEN Magazine, 2025; Hatson, 2025). In such circumstances, parents may prioritize the education of their sons, viewing them as future breadwinners, while keeping their daughters at home to contribute to household income or assist with domestic chores (BORGEN Magazine, 2025; Hatson, 2025). This decision is often driven by a combination of economic necessity and cultural expectations, reinforcing the gendered division of labor and limiting girls' opportunities (Wikipedia, 2025; Edinoh et al., 2025).

In many low-income households, girls' labour is essential for survival (BORGEN Magazine, 2025; Hatson, 2025). They may be responsible for tasks such as fetching water, collecting firewood, caring for younger siblings, or working in family farms or businesses (BORGEN Magazine, 2025; Hatson, 2025). Sending a girl to school means foregoing her contribution to the family economy, creating an opportunity cost that some families cannot afford (BORGEN Magazine, 2025; Hatson, 2025).

This is particularly true in rural areas, where agricultural activities are a primary source of livelihood and children's labour is often crucial for planting, harvesting, and processing crops (BORGEN Magazine, 2025; Hatson, 2025). In such contexts, the perceived value of a girl's labour may outweigh the perceived benefits of her education, leading parents to prioritize her immediate economic contributions over her long-term educational prospects (BORGEN Magazine, 2025; Hatson, 2025).

Economic hardship can also contribute to early marriage, further truncating girls' education (Ajakaiye, 2025; ACLSD, 2024). In some communities, marrying off a daughter is seen as a way to alleviate financial burdens, as the responsibility for her care shifts to her husband's family (Edinoh, et al., 2025; Ajakaiye, 2025). This practice is particularly prevalent in regions where poverty rates are high and cultural norms favour early marriage (Edinoh, et al., 2025; Ajakaiye, 2025).

According to the National Demographic and Health Survey (NDHS), 44% of Nigerian girls are married before the age of 18, with the highest rates in the North-West and North-East zones (Ajakaiye, 2025). Early marriage not only ends a girl's education but also has significant negative consequences for her health, well-being, and future opportunities (Ajakaiye, 2025; ACLSD, 2024).

### **Gender Disparity and Inadequate School Facilities**

In Nigeria, the journey for girls seeking an education is often fraught with challenges. While cultural expectations and economic hardships weigh heavily on their aspirations, there's another crucial issue that often goes unnoticed: the state of school facilities. These inadequate facilities quietly create barriers that limit opportunities for female students.

Imagine a school where basic needs like clean water, proper toilets, and safe spaces are absent. For many girls, this reality means they face daily struggles that hinder their ability to learn and thrive. Poor sanitation can lead to discomfort and embarrassment, while a lack of privacy makes it difficult for them to manage their personal hygiene, especially

during their menstrual cycles. Safety concerns loom large too; girls often worry about their security on the way to school and within its walls, which can discourage them from attending altogether.

Addressing these infrastructural issues is more than just fixing buildings; it's about fostering an environment where girls can feel safe, respected, and empowered to pursue their dreams. By improving school facilities, we can take a vital step toward building a fairer and more inclusive education system that helps girls not just to survive, but truly thrive and reach their full potential. Recognizing the connection between facilities and enrolment, the Kano state government has restored boarding facilities in girls' schools, recruited teachers, and provided free uniforms and transportation to boost enrolment and retention (Ajakaiye, 2025).

One of the most significant ways in which inadequate school facilities contribute to gender disparity is through the lack of proper sanitation and hygiene facilities. Many schools, particularly in rural areas, lack access to clean water, functional toilets, and adequate menstrual hygiene management (MHM) resources (CAJPHR, 2019; Abba, 2023). These deficiencies disproportionately affect girls, who may face significant challenges in managing their menstrual hygiene with dignity and privacy (Onuoha-Ogwe, 2022).

The absence of separate, sex-segregated toilets with doors that can be safely closed, as well as the unavailability of means to dispose of used sanitary pads and water to wash hands, can lead to absenteeism, discomfort, and even health problems for female students (Onuoha-Ogwe, 2022). UNESCO estimates that one in ten adolescent girls in Africa cease to attend school when they begin their period, highlighting the significant impact of inadequate sanitation on girls' education (CAJPHR, 2019). Inadequate and unhygienic sanitation facilities in schools in Borno, Northeast Nigeria, are significant causes for the low turnout of female students (Abba, 2023).

Inadequate school facilities can also create a hostile and unsafe learning environment for girls, further discouraging their attendance and participation. Overcrowded classrooms, dilapidated buildings, and a lack of security measures can increase the risk of harassment, violence, and other forms of abuse (Ogunbiyi, 2024).

Girls may face safety concerns walking long distances to school, particularly in areas with high crime rates or insecurity (Bielonwu, Aneji, Opara, & Nmezi, 2024). Within the school premises, the absence of proper lighting, secure boundaries, and trained security personnel can make them vulnerable to attacks and exploitation (Ogunbiyi, 2024). The

escalating frequency of attacks on schools, particularly in the last decade, raises significant concerns among stakeholders (Ogunbiyi, 2024). The staff are really frustrated with the poor state of the school's infrastructure. It's disheartening to see the conditions that make it so difficult for everyone, especially the female students, who have to navigate challenging terrain just to find a place to relieve themselves. This not only affects their comfort but also their dignity and sense of safety.

Beyond sanitation and safety, inadequate school facilities also encompass a lack of essential resources and learning materials that can hinder girls' academic performance. Overcrowded classrooms, outdated textbooks, limited laboratory equipment, and insufficient access to technology can create a challenging learning environment for all students, but girls may be disproportionately affected due to existing gender biases and societal expectations (Kings Care Universal School, 2024; Mubarak (2025).

Girls who lack access to proper learning materials, mentorship programs, and extracurricular activities are at a disadvantage when competing for academic and professional success (Kings Care Universal School, 2024). In a gender-responsive system, girls would have access to learning materials that showcase diverse role models, including female scientists and teachers who encourage and mentor them, helping to build their confidence and aspirations (Akaka, 2025).

Addressing the challenges posed by inadequate school facilities requires a concerted effort to invest in gender-responsive infrastructure that prioritizes the needs and well-being of girls. This includes constructing and maintaining separate, sex-segregated toilets with adequate water supply and MHM resources, ensuring safe and secure school environments with proper lighting and security personnel, and providing access to quality learning materials and technology (Ajakaiye, 2025; Akaka, 2025).

Kano state government has adopted a Gender-Responsive Education Budgeting (GREB) framework document designed for equitable and inclusive expenditure that will give priority to the education of Girl-Child in the state (Ajakaiye, 2025). The Federal Government has sought collaboration with school owners, development partners and state governments to promote inclusive and gender-sensitive learning school environments (Tolu-Kolawole, 2025).

Furthermore, it is essential to engage communities, parents, and students in the planning and management of school facilities to ensure that their voices are heard and their needs are met (Makai, Familoye, & Diekuu, 2024; UNSDG, 2023). By prioritizing

gender-responsive infrastructure, Nigeria can create a more equitable and inclusive education system that empowers girls to thrive, succeed, and contribute to the nation's development (Abba, 2023; UNICEF Nigeria, 2022).

### **Contribution to Knowledge**

The exploration of gender disparity in education in Nigeria sheds light on the complex challenges that prevent girls from accessing quality schooling. This paper offers valuable insights by examining the intricate relationships between cultural expectations, economic hardships, and inadequate school facilities—elements that together form significant barriers to girls' educational attainment.

Firstly, the analysis of cultural norms reveals how deeply rooted patriarchal values prioritize boys' education, often pushing girls into domestic roles. This understanding challenges the common belief that educational disparity is solely an economic issue, highlighting the urgent need for cultural change alongside economic interventions. It calls for a shift in societal attitudes that can empower families to value and invest in their daughters' education.

Secondly, the focus on economic hardships illustrates the harsh reality faced by many families, who often have to choose between immediate survival and long-term educational goals. The paper emphasizes the need for targeted economic policies, such as scholarships and community support programs, to ease the financial burdens disproportionately shouldered by girls. These initiatives can provide much-needed relief and create pathways for girls to stay in school.

Lastly, the discussion surrounding inadequate school facilities brings attention to an often-overlooked aspect of educational equity. The lack of clean sanitation, safety concerns, and insufficient resources not only detracts from girls' learning experiences but also discourages attendance. By advocating for comprehensive improvements in school infrastructure, this paper highlights how essential it is to create an environment where girls feel safe, respected, and able to thrive.

In summary, this research enriches the conversation about educational inequality by weaving together cultural, economic, and infrastructural factors. It offers a holistic framework for understanding the barriers girls face and provides a roadmap for effective interventions that can empower them, ultimately enhancing their educational outcomes in Nigeria.

## Conclusion

The educational journey for girls in Nigeria is fraught with challenges that deeply affect their ability to access quality education. These challenges are not just numbers or statistics; they represent real lives and aspirations that are hindered by a complex web of cultural expectations, economic struggles, and inadequate school facilities. Each of these factors intertwines to create an environment where many girls find themselves sidelined; despite the tremendous potential they hold to contribute meaningfully to society when given the chance.

In many communities, traditional views shape the perception of girls primarily as caretakers and homemakers. This mindset influences family decisions about education, often favouring boys when resources are tight. Unfortunately, this focus on immediate financial returns leads to a heartbreaking reality where the long-term benefits of educating girls are overlooked. Early marriage compounds this issue, cutting short educational journeys and exposing young girls to health risks and societal pressures that further diminish their aspirations.

Economic hardship is another significant barrier. For many families, the harsh reality of poverty forces them to prioritize survival over education. Girls often find themselves pulled into domestic work or family businesses, reinforcing the idea that their education is a luxury rather than a right. The burden of school-related costs—like uniforms, books, and transportation—can become overwhelming, making it all too easy for families to decide to withdraw their daughters from school.

The state of school facilities only adds to these struggles. In many rural areas, schools lack basic resources needed for a supportive learning environment. Poor sanitation facilities can be particularly challenging for girls, especially during their menstrual cycles, leading to discomfort and absenteeism. When schools are unsafe or poorly maintained, the risk of harassment and violence looms over girls, discouraging them from attending. These conditions not only affect girls but also diminish the overall quality of education for all students.

Addressing these intertwined barriers requires a collective effort. Community engagement is essential to shift cultural norms and perceptions that undervalue girls' education. Initiatives that raise awareness about the benefits of educating girls can pave the way for change, encouraging families to see the value in investing in their daughters'

futures. Involving local leaders can also help foster a supportive environment for these changes.

Economic interventions are vital in easing the financial burdens placed on families. Programs offering scholarships or stipends for girls can help alleviate the costs associated with schooling. Community-based initiatives, such as food programs or microfinance opportunities, can support families in need, ensuring that girls have the chance to stay in school.

Improving school facilities is imperative. Investments in infrastructure that address the specific needs of girls can create a more inclusive educational environment. This includes providing access to clean water, functional sanitation, and safe transport. Implementing safety measures within schools can also help alleviate fears that prevent girls from attending.

Overcoming the obstacles to girls' education in Nigeria requires a united effort from all sectors—government, communities, and international partners. By holistically addressing cultural, economic, and infrastructural challenges, Nigeria can build an educational system that empowers girls and fosters national development. The potential of girls to drive innovation and progress is immense, and investing in their education is not just a moral imperative; it's a strategic necessity for a brighter, more equitable future for all.

### **Suggestions**

Below are some suggestions based on the conclusion stated above:

1. **Cultural Awareness Campaigns:** Create engaging community programs that help families understand the lifelong benefits of educating girls. These initiatives can gently challenge traditional views that often prioritize boys' education, highlighting how empowering girls can uplift entire communities.

2. **Incentives for Educating Girls:** Launch scholarships and financial aid specifically for girls. By easing the financial burden on families, we can encourage them to keep their daughters in school, showing that investing in girls is a wise choice for the future.

3. **Support for Early Marriage Prevention:** Develop programs to raise awareness about the harmful effects of early marriage. These campaigns should work hand-in-hand with legal measures that set a minimum age for marriage, protecting girls' rights and futures.

4. **Improvement of School Facilities:** Make school environments welcoming and safe for girls by investing in clean water, proper sanitation, and supportive learning spaces. Every girl deserves a school where she feels comfortable and valued.

5. **Enhanced Teacher Training:** Offer training for teachers that focuses on gender sensitivity, helping them recognize and eliminate biases in the classroom. This ensures that both boys and girls receive equal attention and support in their learning journeys.

6. **Mentorship Programs:** Connect girls with inspiring women from various fields through mentorship programs. These relationships can nurture aspirations, provide guidance, and empower girls to pursue their dreams.

7. **Community Engagement in Education Planning:** Actively involve local leaders, parents, and students in the planning and management of schools. By listening to their voices, we can create educational environments that truly meet their needs.

8. **Economic Empowerment Initiatives:** Create community programs that offer microfinance or vocational training for families. This support can help improve their economic stability, reducing the need for children to contribute to household income.

9. **Safe Transportation Solutions:** Develop reliable and safe transportation options for girls traveling to and from school. Addressing safety concerns can greatly encourage their regular attendance and participation.

10. **Regular Monitoring and Evaluation:** Set up systems to regularly assess the effectiveness of educational programs aimed at reducing gender disparity. This will allow for ongoing improvements and ensure that initiatives are truly meeting the needs of girls.

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