

Girls' Learning Environment and its Impact on Educational Outcomes in Rural Areas of Nigeria

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Abstract:- The educational environment for girls in rural locations might substantially influence their academic results. Studies indicate that elements including access to excellent education, secure and nurturing school settings, and positive role models significantly impact females' academic achievement. In rural regions with limited resources, females often encounter distinct obstacles, including considerable distances to educational institutions, inadequate infrastructure, and cultural impediments that obstruct their capacity to study efficiently. Enhancing the educational environment for females in rural regions via activities including constructing improved school infrastructure, offering mentoring programs, and advocating for gender equality in education. The objective of this paper is to discuss girls' learning environment and its impact on educational outcomes in rural areas of Nigeria. A total of 150 articles were considered for this assessment, with the help of expert suggestions and systematic searches of relevant publications and institutional websites. The paper shows that the Physical and Social Environment impacts the girls learning environment positively and negatively, as such Schools have the power to create a more equal society by addressing the needs of female students and investing in the school's social climate to remove obstacles to girls' education. To further reduce the number of unwanted births and increase the number of healthy partnerships, schools in rural Nigeria must provide comprehensive sexual education to both genders. The paper concludes that There has been a marked improvement in the educational achievements of rural Nigerian girls since efforts to improve their learning environment began. School, especially secondary school, for both boys and girls, supports economic possibilities and social norms, which in turn promote the impacts of education on women's future livelihoods. In Nigeria, women's labour market involvement has increased, which is a crucial step towards empowerment, due to an uptick in girls' enrolment in secondary school, namely in the grades where significant examinations are taken and recommended that It is critical to execute focused policy initiatives and effective practices to further improve girls' educational results in rural Nigeria.

Keywords:- Girls; Learning Environment; Education; Rural Areas; Nigeria.

I. INTRODUCTION

The learning surroundings of rural Nigerian girls are very important in deciding how well they do in school. Lack of funding and other barriers make it difficult for females to get a good education in these areas [1]. Cultural traditions that place a premium on males' education, insufficient facilities, and an absence of qualified educators are all factors that might impede girls' access to quality education [2]. Consequently, rural females may encounter more obstacles on the path to higher education and successful professions. Girls' educational achievements may be significantly improved, according to studies, by investing in schools, educating teachers, engaging the community, and implementing awareness-raising activities [3]. We can assist close the gender gap in education and give these rural Nigerian girls a fighting chance by making their school experience more positive and empowering.

Everyone from the students' families and communities to the economy as a whole reaps the rewards of investing in girls' education. Girls' education breaks the cycle of poverty since it increases their likelihood of marrying later in life, having fewer children, and contributing to the labour. The long-term social and economic development of rural communities may be achieved by making education for females a top priority. Investment in girls' education also has the added benefit of improving family and girls' health. Mother and child mortality rates are inversely proportional to the level of education a girl has [4]. This is because educated females are more likely to make choices that are good for their health. More inclusive and egalitarian societies are the result of educated girls' increased agency in defending their rights and contributing to policymaking.

It is both the right thing to do and a wise investment in the long run to put money into girls' education. By gaining the knowledge and skills necessary to succeed academically, girls can take the lead in their communities and spur creativity and development. The potential of whole civilisations may be unleashed when we equip females with the information and skills they need to succeed. We must maintain our focus on girls' education and work to eliminate barriers so that all girls, no matter where they live or what their family's economic situation is, may get a good education [5]. We can build a better, more equitable, and more sustainable world if we work together.

To address gender inequality and poverty once and for all, we must invest in girls' education. Girls' educational attainment is associated with longer marriage delays, lower childbearing rates, and greater wages. This helps the girl directly, but it also influences her immediate circle, her neighbourhood, and ultimately, the world at large. We are investing in a better future for everybody if we fund girls' education [6]. For girls from all walks of life to realise their full potential and make a good impact on the world, we must persistently fight for their right to an equal education.

The educational environment for females in rural regions of Nigeria is a complicated web of obstacles and possibilities. The educational achievements and future opportunities of girls are negatively affected by gender inequality, socioeconomic obstacles, and cultural standards that prevent them from receiving a proper education [7]. Given the gravity of the situation, this study investigates the learning environment of rural Nigerian girls, looking at what influences their educational performance, the obstacles they confront, and potential solutions. The purpose of this article is to bring attention to the important role that girls' education plays in determining the future of rural communities in Nigeria by looking at the effects of better learning settings, community engagement, and winning educational programs.

II. STATEMENT OF PROBLEM

The educational achievements of girls in rural Nigeria are hindered by the substantial obstacles they encounter in the classroom. Inadequate infrastructure, cultural hurdles, and a lack of access to excellent education all contribute to the issue of females not going to school [8]. Female children in remote areas have a harder time staying in school because of a lack of resources including good instructors, appropriate textbooks, and secure classrooms. Furthermore, females are not given the same opportunity for academic success as boys because of cultural practices and conventions that favour boys' schooling [9]. To tackle these difficulties, we need a combination of government initiatives, community outreach, and specific programs that help rural Nigerian girls succeed academically despite their circumstances. Achieving gender equality and sustainable development objectives in the nation hinges on making sure females have a better chance to study [10].

We must tackle the underlying causes of inequality if we are serious about helping rural Nigerian girls succeed in school. It entails doing things like fighting damaging cultural norms that restrict girls' potential, investing in infrastructure to make sure all kids can study in good places, and lobbying for reforms to education policies that encourage gender equality. To unleash the individual potential of girls and to contribute to the general growth and prosperity of the country, education is the key. A more welcoming and inclusive educational system that helps females flourish must be the collective goal of all parties involved.

It is also critical to ensure that rural Nigerian girls have access to mentors and other forms of assistance while they pursue their education. In addition to providing girls with the tools they need to overcome challenges and realise their full

potential, we can help dismantle barriers and empower them to become changemakers by giving them opportunities to take part in community leadership and decision-making. We can build a better future for everyone if we make sure that girls feel welcome and supported in school [11].

Fixing the structural obstacles that prevent rural Nigerian girls from getting an education is just as important as providing them with mentors and support networks. Supporting legislation that advances gender parity and safeguards girls' rights is an important part of this, as is enhancing physical spaces like schools and roads [12]. Investing in education and enabling girls to become community leaders will help usher in a more just society where everyone has a fair chance to succeed and make a difference in their nation's growth.

III. AIM AND OBJECTIVE OF THE STUDY

The major objective of this research is to discuss girls' learning environment and its impact on educational outcomes in rural areas of Nigeria.

Despite the widespread recognition of these paths, there is a lack of synthesised evidence about the optimal organisation of education to enhance empowerment. Consequently, this research compiles data about two important questions:

- When it comes to educating female students, what kind of classroom settings and instructional methods provide the best results?
- What role does education play in empowering girls and women, and is there an absolute minimum education level that is required for empowerment initiatives to take place?

IV. REVIEW OF RELATED LITERATURE

A. Girl-Child Education in Nigeria

There is a way of teaching that focuses on the differences between boys and girls instead of the comparisons. This way of teaching has had an effect on girl-child education for a long time [13]. The boys are better off than the girls with this type of schooling. Things that make it hard for girls to go to school start at home. In this part of the town, girls are taught differently than boys at this level. People in the neighbourhood, including parents, brothers, and cousins, think that girls and boys are very different [14]. They think wrongly that boys are smarter, more responsible, and more important to society than girls. Girls and boys are raised together at home and in the neighbourhood, but the girls have to grow up in a way that is different because of how they are socialised. They don't have the same chances as boys to show what they can do. Because of this, the girls grow up thinking that just because they are girls, they are not as good as guys [15]. Societal racism against girls will continue to make it harder for girls to go to school and cause problems in relationships between girls and boys.

Rudman and Glick said that gender is the learnt pattern of behaviour and psychological or emotional expressions of views that make men and women different in society [16]. This kind of behaviour is learned from interacting with other people in general and at school. This socialisation has changed how easy it is for girls to go to school and how well they do in school. Girls are made to feel less important than boys in society [17]. That's why girls don't want to do things that are thought to be for boys. They won't try to be better than the boys at anything, not even school, for fear of being kicked out of society because of cultural norms and differences. Girls who act in ways that aren't typical are made fun of and laughed at by society [18]. This makes them feel bad and makes them not want to compete with boys. Previous research in the field of education has shown that gender-based socialisation has kept girls from getting a good education for a long time.

In terms of registration, retention, and performance, the boy child continues to do better in school than the girl child [19]. A similar study done in African countries found the same thing: girls do worse in school than boys. Nigeria brought up a picture of girls' education that wasn't good enough in terms of registration, retention, and finishing [20]. Girls are much less likely than boys to have started school in the first grade, and of those girls who did start school, only a few finished. Some girls drop out of school for different reasons, while boys keep learning and finish school. In many African countries, girls are also seen as not doing well enough.

A recent study by Iddy that looked at different African countries found that more boys than girls are good earners. 37% of students in Ghana and 44% of students in Tanzania say that gender affects how well they do in school, with boys doing worse than girls [21]. Other problems arise when girls try to go to school, some of which are cultural and have to do with meeting the cultural and social needs of the group rather than those of the individual girl-child. This way of treating girls by society means they don't have the same chances to go to school as boys. The boys are treated with more respect and regard, and they are given more chances to learn. Boys will be able to go to school with family money. When a family is poor and doesn't have enough money to pay for her brother's education, the girl child is sent home to work to help her parents raise the money, this makes it harder for girls to go to school [22].

B. Approaches to Improving Girl-Child Education in Nigeria

World conferences have been organised to tackle the problem of girl-child education, which is a worldwide problem due to gender inequalities in education and the many chances that girls are denied in terms of education and human development. In reaction to the disparity in educational possibilities between the sexes, many international conferences have been held: the 1948 Universal Declaration of Human Rights, the 1990 World Conference on Education for All in Thailand, and the 2000 World Education Forum in Senegal [23].

In response to Education for All, the Education for All agenda shifted to prioritise the education of girls, and UNICEF was named the initiative's primary agent. First and foremost, we must eliminate any barriers that prevent women and girls from fully participating in STEM fields and guarantee that they have equal access to high-quality education [24]. If we wanted more females to go to school, we had to get rid of gender stereotypes. The C.R.C. principles served as a compass for UNICEF's work in this area, which acknowledges education as a non-alienable right, a right that opens doors to all other rights, and a tool for personal and community development and empowerment. Education for girls is a focal aspect of UNICEF's assistance to EFA. Several goals were set forth by UNICEF to enhance the education of girls as part of their efforts. Goals such as:

- Raising the percentage of female students who enrol and graduate was the primary emphasis.
- Decreases in the rates of female dropouts and repeat.
- Making sure all girls reach predetermined learning levels;
- Closing the gender gap in primary and secondary school enrolment.
- Encouraging a conducive setting for females' education.

To ensure that girls have equal opportunities to get an education and reach their full potential, it is crucial to implement the measures outlined above. The likelihood that a girl will enrol in and make the most of educational opportunities that are legally hers increases in a welcoming and gender-aware classroom. Girls' school attendance, engagement, and achievement would all improve as a result. Several regional networks and projects have been established since the 1990 meeting in Thailand to attain gender parity. The National Symposium on the Education of the Girl-Child was one of these programs and strategic initiatives [25]. The new re-entry policy was the most significant development. This regulation made it possible for pregnant females to return to school after giving birth. If the government's policy of allowing pregnant girls to return to school after giving birth is completely implemented, and if the girls take advantage of it, gender parity will be reduced.

The second initiative has established shelters to save young women from dangerous circumstances brought about by outmoded cultural norms and customs, such as the practice of female circumcision and the subsequent practice of forced marriage. To meet cultural expectations, parents in certain communities in Nigeria force their daughters into marriage at a young age [26]. Such females do not get an education and are instead expected to take care of their husbands, their children, and the house before they reach puberty. Girls are deprived of their right to study since they are married off at a young age. Girls' education and their social welfare are, hence, the primary issues at hand. A group of dedicated women educators are working to free girls from harmful cultural norms and give them a fighting chance for a better future. Additionally, it aims to help the girls reach their full potential by facilitating their optimal growth [27].

Another area of concern is the impact on school curricula and regulations regarding girls' education, with the goal of making the classroom a more welcoming and engaging place for girls. On the other hand, closing the gender gap in education is far from an easy feat. Enrolment rates for females are often lower than those for boys. Women constitute two-thirds of the adult population who are illiterate. We must act immediately to rectify this very unsatisfactory situation. It needs everyone's ferocious attention. Extensive studies show a strong relationship between education for girls and women and economic output. Research has also shown that the cycle of poverty, marginalisation, illiteracy, and needless population expansion may be broken via the education of girls and women.

C. Girls' Learning Environments in Rural Nigeria

Many obstacles stand in the way of rural Nigerian girls' access to education, according to a literature study on the topic. Girls' school enrolment and retention rates are lower than boys' due to issues like poverty, child marriage, cultural norms, insufficient infrastructure, and a dearth of female educators, according to studies. Another factor that contributes to the problem and keeps gender disparity alive is the lack of access to good educational programs [28]. Nevertheless, there are encouraging initiatives underway to tackle these inequalities, such as scholarship programs, mentoring initiatives, and community awareness drives. The development of focused policies and strategies to advance gender equality in education and enable young girls to achieve their maximum potential depends on our ability to comprehend the intricacies of rural Nigerian girls' educational experiences.

Addressing the cultural attitudes and ideas that perpetuate gender inequities in education is essential for improving learning settings for girls in rural Nigeria. Communities may foster an atmosphere where young girls can succeed academically by questioning established gender norms and advocating for the importance of girls' education. Also, to assist close the gender gap in school, we should put money into programs that prepare teachers and into instructional materials that are designed with females' needs in mind [29]. We can build a more fair society where every kid has a chance to thrive if we put girls' education and empowerment first.

To further enhance rural Nigerian girls' education, it is essential to include community leaders and parents. We can create a culture that encourages and celebrates young girls' academic achievement if we work with these influential people and get the word out about how important it is for girls to have an education. Encouraging females to complete their education has a multiplicative impact that improves not just their lives but also that of their families, neighbours, and country [30]. All children in Nigeria may have a better future if we work together and are dedicated to gender equality.

Removing the structural obstacles that prevent rural Nigerian girls from attending school requires the active participation of parents and community leaders. To achieve this goal, it is necessary to enhance infrastructure, provide

sufficient resources, and establish policies that encourage gender equality in educational institutions. We can remove the obstacles that keep girls from achieving their full potential by establishing a nurturing atmosphere that places a premium on girls' education. Every girl in Nigeria deserves the chance to earn a good education and help build her community and country [31]. We can make that happen through focused interventions and persistent work.

Additionally, it is of utmost importance to tackle the cultural attitudes and conventions that uphold gender inequality in education. We can change people's minds and make school more welcoming for all students by speaking up against outdated views on girls' education and the importance of girls' education. Investing in girls' education has far-reaching consequences that help not only the girls themselves, but also their families, neighbourhoods, and nation [32]. We can create a better future for everyone if we support girls' education and remove the obstacles they face.

Funding educational opportunities for females is a sound financial and social investment, and this fact must be acknowledged. Educating females reduces the prevalence of underage marriage and unwanted births, improves their health, and increases their income, according to studies. We can help girls reach their full potential and advance society as a whole if we ensure they have equal opportunities to learn and advance in their chosen fields. The time has come to remove the obstacles that prevent girls from obtaining an education and to provide them the tools they need to take charge of their lives and the world around them. By working together, we have the power to make the world a better place for everyone.

Investing in girls' education has a multiplicative impact, benefiting not just the girls but also their families, communities, and society at large. The likelihood that girls will make educated choices about their health, enter employment, and contribute to the economy increases when they get an education. A more affluent and secure society is the result of this. Our world can become a more welcoming and equal place for everybody if we make girls' education a top priority and remove the obstacles that prevent them from reaching their full potential. Let's keep encouraging and enabling females to do great things in the world and realise their full potential.

It is a wise investment in the long run and a moral responsibility to put money into girls' education. A girl's chances of escaping poverty, improving her personal life, and becoming a change agent in her community all increase when she receives an education. The potential of whole civilisations may be unleashed when we ensure that girls have access to high-quality education. We must never stop fighting for girls' education and working to eliminate obstacles so that every girl may succeed and make a great impact on the world.

V. METHODOLOGY

A total of 150 articles were considered for this assessment, with the help of expert suggestions and systematic searches of relevant publications and institutional websites. The quality and relevance of all the identified studies were carefully evaluated. The study did find a minimum of ten studies covering each theme, although many of them were just high-level surveys that didn't go much further into the topics. Improving the physical school environment may affect learning outcomes, however, there is little evidence of this from research. Impacts on enrolment, attendance, and dropout rates are the primary foci of most reviews.

VI. RESULTS AND DISCUSSION

A. *Impact of School Environments on Girls' Learning Outcomes*

A complex topic requiring thoughtful analysis and deliberate action is the effect of school settings on the academic performance of rural Nigerian girls. Inadequate infrastructure, a lack of access to quality education, and social norms that favour boys' schooling over girls' are some of the variables that contribute to the gender gap in learning outcomes in these contexts, according to research. The situation is much worse for female kids because of issues such as a lack of resources, hazardous school settings, and competent instructors. To tackle these difficulties head-on, we need to upgrade our infrastructure, expand educational opportunities for females, question long-held beliefs about girls' and boys' proper places in school, and specifically assist female students. We can assist rural Nigerian girls realise their full potential by establishing learning settings that are secure, supportive, and favourable to their needs. In addition, we must not forget how important it is to educate rural Nigerian girls so that they may become independent adults. The community's growth and prosperity are boosted by investing in girls' education, which improves their learning results as well. Girls who have a good education have a better chance of escaping poverty, taking charge of their health, and finding meaningful employment. Promoting gender equality, empowering young women to achieve their educational objectives, and creating opportunities for them to prosper in all parts of their lives should accompany efforts to strengthen school settings for females. Future generations will have it better if we take a comprehensive strategy that gets to the root of the problems preventing females from getting an education.

A strategic choice for long-term growth and a moral need, investing in girls' education is obvious. By removing barriers to higher education for females, we can help them reach their full potential and build a more just and successful society. Women and girls who have access to quality education are in a stronger position to shape their destinies, make positive economic contributions, and stand up for what they believe in. We must never stop fighting for laws and initiatives that put girls' education first and remove the structural obstacles that keep them from getting the education they need. Doing so will help usher in a more equitable and welcoming society where every girl may achieve her potential

and make a positive impact on her neighbourhood. A community as a whole reaps the advantages of an investment in girls' education, not just the individuals involved.

A girl's educational attainment breaks the cycle of poverty since educated females are less likely to marry at a young age, have fewer children, and put more money into their education. A more varied and inclusive society is the result of educated females' increased participation in decision-making processes. We are strengthening society for everyone and empowering females at the same time when we make girls' education a top priority and remove obstacles to it.

➤ *Impact of Physical Environment*

There is a strong correlation between the quality of the school's physical space and the academic success and personal development of female students in rural Nigeria. Girls' attendance, academic performance, and dropout rates are all negatively impacted by inadequate infrastructure, a lack of gender-specific facilities, and poor sanitary conditions. They are unable to give their full attention to their studies because they do not have access to safe classrooms, running water, or toilets. They are afraid for their safety and don't want to go to school very often since there aren't enough safety precautions. Policymakers and stakeholders must prioritise funding to enhance rural schools' physical environments by supplying essential resources, upgrading infrastructure, and creating gender-sensitive facilities that cater to the specific needs of female students if we are to effectively tackle these challenges.

Girls can be helped reach their full academic and personal potential by establishing conditions that are conducive to their education and encourage their overall growth. Improving girls' learning results, fostering gender equality, and empowering young women in rural parts of Nigeria all depend on investments in school infrastructure. We can make schools more welcoming and safe places for girls to learn by investing in things like gender-specific facilities and good sanitation. In the long run, this will aid in removing obstacles to girls' education, which will boost their school attendance and, by extension, their health and prosperity. The needs of rural girls must be addressed by all parties involved if they are to get the support and resources necessary for their academic and personal success. Building better schools in rural Nigeria is an important way to level the playing field for kids of both sexes in terms of access to high-quality education. A more supportive learning environment that encourages young women to achieve their maximum potential may be achieved by attending to their unique requirements, such as access to private and secure restrooms.

To further combat gender stereotypes and advance gender parity in the classroom, gender-sensitive curricula and professional development opportunities for educators are essential. We must keep fighting for rural girls' rights and building an inclusive and supportive school system. Investing in the physical infrastructure of schools in rural parts of Nigeria is vital for several reasons, including providing all children with equitable access to high-quality education, ending poverty, and giving communities a voice. We can

improve children's learning experiences and prepare them for the 21st century by investing in school facilities like libraries, labs, and classrooms. Also, a more peaceful society where everyone can succeed and make a good impact may be achieved via school-based initiatives that promote diversity and inclusion. Education must remain a top priority, and we must fight for the rights of all students, particularly rural females.

➤ *Impact of Social Environment*

Among the many important factors that could affect the academic achievement of rural Nigerian girls, the school's social atmosphere stands out. The quality of education that female students get in rural regions' schools is sometimes compromised due to a lack of infrastructure, resources, and experienced instructors. Furthermore, females may face barriers to study or be discouraged from pursuing higher education due to cultural norms and social expectations. This may cause fewer female students to enrol, more dropouts, and inferior academic achievement. Improving females' academic performance is possible, however, via fostering an inclusive school climate that values education for all students and actively seeks to eliminate gender bias.

Schools in rural Nigeria can help females succeed academically and reach their full potential by tackling these structural issues and creating a welcoming learning environment. Also, schools in rural Nigeria must do more to combat prejudice and violence against women, which may have a negative impact on girls' education. Schools may do more to support girls' emotional well-being and academic success by enacting policies and programs that create a welcoming and safe school climate. Furthermore, girls may enhance their academic performance and future chances via the provision of mentoring programs, career assistance, and access to extracurricular activities, all of which help girls develop their abilities and interests.

Schools have the power to create a more equal society by addressing the needs of female students and investing in the school's social climate to remove obstacles to girls' education. To further reduce the number of unwanted births and increase the number of healthy partnerships, schools in rural Nigeria must provide comprehensive sexual education to both genders. Girls may be more equipped to make self-determined choices about their bodies and futures if schools educate them about consent, reproductive health, and gender equality. Improving girls' access to education and general health also requires establishing networks of support for those girls who are experiencing difficulties at home or in their communities. Schools have the power to improve the lives of rural Nigerian girls and help create a more equitable society if they take action on these pressing challenges. Additionally, to guarantee that girls in rural Nigerian communities have access to the resources and assistance they need, schools must work together with local health organisations and community leaders. Among these measures might be the provision of resources for sexual and reproductive health services and the establishment of welcoming environments where girls feel comfortable expressing their issues and receiving support. To

better address the needs of females in rural areas, schools should work to build connections with outside groups.

In the end, if we all pitch in, we can help girls realise their full potential and build a fairer world. Schools in rural Nigeria should work with community leaders and health organisations to provide girls with the information they need to make healthy choices regarding their sexual and reproductive health. Comprehensive sex education programs should also be a top priority in these schools. Schools may help empower girls to take charge of their health and safety by teaching them about consent, contraception, and sexually transmitted infection prevention. In addition to encouraging positive lifestyle choices, this preventative measure works to eliminate social stigmas related to sexual health. Rural Nigerian girls may benefit from an inclusive and empowered environment that we can build via education and assistance.

B. Pedagogical Issues

Instructional excellence. Despite a lack of data that is specifically broken down by gender, several recent systematic evaluations have stressed the need to invest in teacher training to raise the bar for classroom instruction and ultimately benefit students of both sexes. If females are falling behind boys in a certain area, then maybe better teaching techniques may help them catch up even more quickly.

Rather than relying on rote memorisation, active learning approaches have pupils thinking and talking about the subject. Both boys and girls benefit from active learning. Along with student involvement in school administration and curriculum development, these programs provide training and resources to encourage active learning strategies including learning nooks, small group work, peer teaching, self-instructional guides, and collaborative learning. They discovered that although males' test scores did increase, girls' performance was far higher in schools that promoted active learning compared to multi-grade schools without such instruction. The dramatic uptick in the girls' grades can be attributable to their increased engagement in class as a result of their newly-found self-assurance.

Efforts to involve girls and boys equally and battle gender stereotypes constitute gender-responsive pedagogy, which aims to remedy gender inequities. Our meta-analysis of six research shows that both girls' and boys' academic performance increased after receiving gender-responsiveness training, especially in mixed-gender classrooms. More equitable gender relations in the classroom were also associated with it. The provision of stipends with gender-responsive education may explain why two studies found the highest benefits among disadvantaged (low-income) girls. Along with increasing gender responsiveness, most of the research stress the need to better the quality of instruction.

C. Economic Returns to Education

There are substantial financial benefits to educating females in rural Nigeria, which are essential for long-term economic growth. Researchers have proven that if more females get the chance to go to school, they will do better academically, which will boost the economy and help

alleviate poverty. Educating females improves their employability and, by extension, their income potential since they are better prepared to make a positive contribution to the workforce. Society as a whole stand to gain from this as well, thanks to decreased fertility rates, better health outcomes, and more opportunities for girls to move up the social ladder. In addition, females who have an education are more likely to postpone marriage and having children, which gives them and their families greater control over their lives and a better chance at financial security. Spending money on rural Nigerian girls' education is a smart economic obligation that will benefit society in the long run, and it's also a question of fundamental human rights. It is possible to end the vicious cycle of poverty and inequality by funding education for rural Nigerian girls.

There will be a domino effect of good change when educated females pass their wisdom and principles on to the next generation. In the long run, this may help communities become more robust and resistant to threats like climate change, war, and economic uncertainty. By making girls' education a top priority, we are making a long-term investment in Nigeria, one that will pay off in a more equal and successful society down the road. We can help girls reach their full potential and contribute to Nigeria's growth as a whole by providing them with educational opportunities. Getting a good education increases a girl's chances of making smart choices for her future, family, and health. In the long run, this may make society more equitable and inclusive by reducing issues like child marriage, underage pregnancies, and violence against women. It is a strategic investment in Nigeria's long-term prosperity and a moral responsibility to put money into girls' education.

D. Knowledge And Skills

The extent to which girls in rural Nigeria can study is strongly related to the information and abilities they already possess. Getting a good education is difficult for a lot of females in these regions because of the many kinds of social and economic problems. Those fortunate enough to have access to education, however, must depend on their prior knowledge and abilities to successfully traverse the intricate academic landscapes. The ability to read, write, and do basic maths is essential for girls' academic success since it lays the groundwork for all other forms of education. In addition, females need strong communication, problem-solving, and critical-thinking abilities to thrive in a school environment that is often underfunded and unsupportive. Hence, it is critical to provide rural Nigerian girls with the necessary information and skills to improve their learning outcomes and ensure they can escape the cycle of poverty via education.

To go a step further, we can help rural Nigerian girls become future leaders by providing them with the education and training they need. Girls may achieve great things in school and make positive contributions to society if they have a solid educational background. Breaking the cycle of poverty and creating a fairer and brighter future for everyone may be achieved by promoting a culture of study and skill development among girls. Putting money into girls' education is the right thing to do from a moral and practical standpoint,

and it may benefit families, communities, and people in the long run.

The goal of educating females should go beyond just imparting facts and figures; it should also include equipping them with the agency to choose their destinies and the means to change the world for the better. It is more probable that females will make knowledgeable choices about their health, money, and relationships if they have an education. Investing in girls' education is an investment in a better, more equitable future where everyone has a chance to flourish and prosper. Girls are also better able to fight for their rights and expose injustices.

VII. CONCLUSION

The evaluation backs up the idea that education helps women and girls become economically independent. There has been a marked improvement in the educational achievements of rural Nigerian girls since efforts to improve their learning environment began. School, especially secondary school, for both boys and girls, supports economic possibilities and social norms, which in turn promote the impacts of education on women's future livelihoods. In Nigeria, women's labour market involvement has increased, which is a crucial step towards empowerment, due to an uptick in girls' enrolment in secondary school, namely in the grades where significant examinations are taken.

Beyond immediate gains in academic performance, a more conducive learning environment for females will have far-reaching positive effects. Increased economic possibilities, decreased poverty rates, and improved social development are some of the good effects that communities also enjoy. Spending now on females' education may change society for the better in the long run. More egalitarian marriages may be the result of an individual's education, which has effects on self-confidence, ambitions, communication abilities, and decision-making authority, according to both qualitative and quantitative research.

Consistent with previous findings, girls' academic performance and general well-being are enhanced when they have access to a classroom that is secure, well-equipped, taught by qualified individuals, and supported by supporting resources. Research has shown that better facilities are associated with higher rates of female students' attendance, retention, and academic performance.

Here is what we know from research on classroom practices and educational policies that help females succeed academically and gain agency:

- Learning outcomes for both girls and boys have been improved as a result of efforts to promote gender-responsiveness among teachers. This includes making sure that girls and boys get equal attention, using classroom practices that encourage active learning for both sexes and challenging gender stereotypes in both classroom practices and discourse. So that girls and boys do not have equally poor educational achievements, they must be

supplemented with initiatives to improve the quality of instruction.

- In the process of empowering both girls and boys, it is crucial to implement curricula that encourage critical thinking and problem-solving abilities. These abilities boost self-esteem and are useful in overcoming obstacles in one's personal and professional lives. Vocational skills are highly valued by women, especially in areas where they contribute to economic success and financial independence, but there is a lack of data on curriculum that assists students develop these abilities.
- Girls' self-confidence and academic dedication are bolstered by the positive role models provided by school counsellors and mentors. In addition to helping with instruction, this may be a good area to put more money into and assess. Such guides may be part of the usual teaching or pastoral staff, or they might be hired to teach certain courses.
- Student ambition and academic dedication are both boosted by extracurricular life skills groups, whether they are coed or available to both sexes. In addition to helping females feel more comfortable speaking up in class, these activities boost their confidence and communication abilities.

VIII. RECOMMENDATIONS FOR POLICY AND PRACTICE TO ENHANCE EDUCATIONAL OUTCOMES

It is critical to execute focused policy initiatives and effective practices to further improve girls' educational results in rural Nigeria. Let's have a look at some suggestions to make a difference in females' education.

➤ *Aiming for More Inclusive Policy and Legislation*

It is critical to create a learning environment that prioritises girls' education and protects their rights by establishing inclusive policies and legal frameworks. Policymakers may promote a more inclusive and equitable educational system by guaranteeing that all girls have equal access to resources, opportunities, and support.

➤ *Establishing Systems for Tracking and Assessing Progress*

To keep tabs on things, gauge effects, and direct decisions, it's crucial to set up solid monitoring and assessment systems. The education of girls in rural Nigeria may be improved, problems can be solved, and long-term change can be brought about by gathering data, keeping track of results, and assessing interventions. Creating an inclusive classroom for rural Nigerian girls is, ultimately, about more than simply fairness; it's about empowering these girls and ensuring their long-term success. Improved educational achievements and better prospects for generations to come are within our reach if we face the difficulties head-on, adopt effective policies, and rally community support. Together, we can ensure that all girls have equal access to excellent education so that they may reach their full potential and make a positive impact in their communities and beyond. This will lead to a more equitable and successful society overall.

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