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## GENDER DYNAMICS IN MIGRATION: IMPACTS ON EDUCATION AND FAMILY IN NIGERIA

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### **Abstract**

*Nigeria's migration experiences reinforce gender disparities and challenge traditional roles, with boys often preferred over girls. Comprehensive policies are needed to promote education, economic empowerment, and gender equality in migration contexts. This study adopted a descriptive survey, and it was carried out precisely in South western, Nigeria. This study adopted descriptive survey and it was carried out in South wester, Nigeria precisely. Out of six regions in Nigeria and this study considered South-West for the work which include Oyo, Ogun, Lagos, Osun, Ondo and Ekiti states respectively. The population for this study considered dwellers in southwest, Nigeria. Simple random sampling was adopted to select three (3) states for this work which falls to Oyo, Ogun and Osun states respectively. Systematic Random Sampling was used to select four (4) cities in each of the states randomly selected. In Oyo state, the cities randomly selected were Oyo Town, Ibadan, Saki, and Ogbomoso. In ogun state, the cities randomly selected include Abekuta, Ijebu, Isagamu and Ilese. In Osun State, the cities randomly selected were Iwo, Osogbo, Ife, and Ilesa. The sample for this study is 120 and this was distributed randomly and ten (10) respondents were selected from each area selected making forty (40) respondents from each state respectively. The total population for this study from each state that is 40 respondents multiply by the three (3) states making one hundred and twenty (120) respondents. Their responses revealed 1 out of 4 items were agreed upon and perceived that migrant families often face economic constraints due to factors such as low-wage employment, irregular income, or high living expenses in destination areas ( $M=3.5$ ,  $SD=1.1$ ), migrant families must often make difficult decisions about how to allocate their limited financial resources, weighing competing needs such as housing, food, healthcare, and education ( $M=2.9$ ,  $SD=0.9$ ) and migrant families must weigh the long-term benefits of investing in their children's education against the short-term sacrifices and trade-offs required to do so ( $M=2.1$ ,  $SD=1.1$ ). This study concluded that in Nigeria, gender dynamics intersect with migration in complex ways, impacting education and family structures. This work therefore, recommends among other thatthere should be collaboration between governments, NGOs, community leaders, and educational institutions is crucial for creating an equitable educational environment for female migrants, promoting their academic and personal development and migrant children's should adjustment to new environments can be improved through*

*language acquisition classes, cultural orientation sessions, and counselling services. Schools should ensure accessibility and support services, promoting integration and academic success.*

**Keywords:** Economic empowerment of female Migrants, educational opportunities for migrants, gender disparities in education, gender-based violence in migration, migration impact on family structure, traditional gender roles

## **Introduction**

Migration is a complex and multifaceted phenomenon that shapes societies worldwide, influencing economic, social, and cultural dynamics. In Nigeria, as in many other countries, migration patterns are intricately linked to gender dynamics, with distinct impacts on education and family structures (Simeon, 2020). Understanding these gendered dimensions is crucial for devising effective policies and interventions that address the diverse needs and challenges of migrant communities. In this essay, we will explore the gender dynamics of migration in Nigeria, focusing particularly on its impacts on education and family life. Nigeria, with its diverse population and significant internal and international migration flows, provides a compelling context to examine the intersection of gender, migration, education, and family dynamics. Emigration and immigration are the process of leaving one's country to settle in another, with migration being either forced or voluntary. Factors such as push and pull factors, transnationalism, remittances, brain drain, and family separation can impact the complexities of migration. Gender disparities persist in access to education, particularly in regions with high levels of migration (Ramos, 2017).

Women and girls may face barriers such as cultural norms, economic constraints, and discriminatory practices that limit their access to quality education. Migration can exacerbate these disparities, with migrant girls often facing additional challenges in accessing schooling in destination countries (Dimitriadis, 2020). Educational attainment and integration of migrant children often encounter obstacles in achieving educational success and integrating into school systems in destination countries. Language barriers, cultural differences, and the lack of recognition of prior learning can hinder their educational attainment. Discriminatory attitudes or policies within schools may impede their social and academic integration. Family separation can have significant repercussions on children's education, including emotional stress, disruptions in schooling, and challenges in maintaining academic continuity (Day, 2019).

Migrant families may also face gendered roles and responsibilities, with women facing increased caregiving burdens and men experiencing challenges in adjusting to new roles and expectations. Economic constraints often shape migrants' decisions regarding educational investment for themselves and their children, with limited financial resources leading families to prioritize immediate economic needs over long-term investments in education. Cultural and linguistic barriers in education can hinder migrants' educational attainment and academic success (Lee,

2019). Addressing these problems requires comprehensive strategies that consider the intersecting influences of gender, migration, education, and family dynamics. Policy interventions and support programs should aim to eliminate barriers to education, promote gender equality, strengthen family cohesion, and foster inclusive educational environments for migrant populations (Fleischmann, 2023).

In recent decades, migration patterns have evolved significantly, driven by factors such as globalization, economic opportunities, conflict, and environmental change. These migrations are often gendered, with men and women undertaking distinct migration journeys for different reasons and with different experiences along the way (Nguyen et al., 2019). This study aims to explore the intersections of gender, migration, education, and family dynamics. Specifically, it will examine how gender shapes access to education for migrant populations, influences educational attainment, and affects family structures and roles within migrant communities. Delving into these issues, we can better understand the challenges and opportunities faced by migrants, particularly women and children, and identify strategies to address them effectively.

The study on gender disparities in education access among migrant populations is significant. Existing studies have documented disparities based on factors like socioeconomic status, ethnicity, and migration status. However, more focused research is needed to understand how gender intersects with these factors to mitigate educational inequalities. This could involve exploring the inter-sectionalist of gender and migration status, cultural norms and expectations, economic factors and gendered impacts, school environment and gender equity, and community and support networks. By addressing these gaps, scholars can contribute to a more nuanced understanding of the intersecting factors that shape gender disparities in education access, enabling targeted interventions and policies to empower migrant girls and boys.

The impact of migration on migrant children's educational attainment is a complex area of study. However, there are gaps in understanding long-term educational trajectories, differential effects across migration contexts, intersectionality of identities, protective factors, and policy implications (Takenoshita *et al.*, 2013). Research need to explore language proficiency, social integration, and access to educational resources to understand the long-term trajectories of migrant children. It is also crucial to examine the nuances of migration, such as voluntary versus forced, rural-to-urban, or international versus internal migration, to inform targeted interventions (Kutlay, 2017).

Family separation impacts children's education in several ways. It affects long-term academic performance, psychosocial well-being, resilience, intersectionality, and contextual factors. Family separation may explore how disruptions in family stability and support systems impact children's educational trajectories over time. Understanding the factors contributing to resilience and the role of schools, families, and communities in supporting it is also crucial (Kutlay, 2017). Understanding how intersecting factors like gender, age, cultural

background, and socioeconomic status shape children's experiences and access to educational support services is also essential (Kim & Chung, 2020).

Research on the financial barriers faced by migrant families is limited, with a need to explore how factors like low income, unstable employment, and lack of financial resources affect their ability to invest in their children's education. The trade-offs between education and immediate economic needs, legal status, gender dynamics, and community and institutional support are also underexplored. Further research is needed to understand how these factors influence the decision-making process of migrant families, and to understand the effectiveness of financial assistance programs and scholarship opportunities. This will help inform evidence-based strategies to support equitable educational opportunities for all children (Bado *et al.*, 2023).

Cultural and linguistic barriers in education are crucial for migrant children's success. Strategies include culturally responsive teaching practices, language support services, professional development for educators, family and community engagement, peer support and mentoring programs, cultural exchange and integration activities, and policy advocacy (Zaffini, 2022). Educators should incorporate culturally relevant curriculum materials, integrate diverse perspectives, and create inclusive classroom environments. Language support services, such as ESL programs and bilingual education, can help migrant children overcome linguistic barriers. Professional development opportunities can enhance cultural competency and linguistic proficiency. Schools should also organize cultural exchange and integration activities to promote cross-cultural understanding. Advocacy efforts should be directed towards policymakers to prioritize migrant children's needs and allocate resources for inclusive educational practices (Burstein *et al.*, 2014).

Despite progress in many parts of the world, gender disparities persist in access to education, particularly in regions with high levels of migration. Migration in Nigeria is influenced by gender dynamics, impacting education and family structures. Male family members often migrate for employment, disrupting traditional education systems, while women migrate for marriage or domestic work, affecting their own education and perpetuating gender disparities. Migration also disrupts family structures, leaving families vulnerable to economic insecurity and emotional strain. Gender norms and stereotypes shape these experiences, exacerbate existing inequalities. Migrant children and women face challenges in education due to cultural norms, economic constraints, and discriminatory practices. Migration can exacerbate these disparities, with migrant girls often facing additional difficulties. Language barriers, cultural differences, and discriminatory attitudes also affect their education. Addressing these issues requires comprehensive strategies considering gender, migration, education, and family dynamics. Existing studies on migration's impact on education and family dynamics reveal a gap in understanding the intersection of gender dynamics in migrant families. This lack of research reveals how factors like gender, socioeconomic status, cultural background, and legal status

shape educational experiences and opportunities for migrant children.

### **Objectives of the study**

The aim of this study is to examine gender dynamics in migration: impacts on education and family. The following objectives were set to achieve the broad aim of this study. These include to:

- i. analyze gender disparities in access to education among migrant populations;
- ii. investigate the impact of migration on educational attainment and integration of migrant children;
- iii. examine the effects of family separation on children's education;
- iv. assess the economic constraints and educational investment decisions of migrant families and
- v. identify strategies for addressing cultural and linguistic barriers in education.

### **Research Questions**

- i. what are the gender disparities in access to education among migrant populations?
- ii. what are the impact of migration on educational attainment and integration of migrant children?
- iii. to what extent had family separation effects on children's education?
- iv. what are the economic constraints and educational investment decisions of migrant families?
- v. what are the strategies for addressing cultural and linguistic barriers in education?

### **Hypothesis**

H<sub>1</sub>: Family separation due to migration negatively impacts academic performance and psychosocial well-being of children left behind.

### **Methodology**

This study adopted descriptive survey and it was carried out in South West, Nigeria precisely. Out of six regions in Nigeria and this study considered South-West for the work which include Oyo, Ogun, Lagos, Osun, Ondo and Ekiti states respectively. The population for this study considered dwellers in southwest, Nigeria. Simple random sampling was adopted to select three (3) states for this work which falls to Oyo, Ogun and Osun states respectively. Systematic Random Sampling was used to select four (4) cities in each of the states randomly selected. In Oyo state, the cities randomly selected were Oyo Town, Ibadan, Saki, and Ogbomoso. In Ogun state, the cities randomly selected include Abekuta, Ijebu, Isagamu and Ilese. In Osun State, the cities randomly selected were Iwo, Osogbo, Ife, and Ilesa. The sample for this study is 120 and this was distributed randomly and ten (10) respondents were selected from each area selected making forty (40)

respondents from each state respectively. The total population for this study from each state that is 40 respondents multiply by the three (3) states making one hundred and twenty (120) respondents.

**Discussions**

**Research Question 1:** what are the gender disparities in access to education among migrant populations?

**Table 1 shows gender disparities in access to education among migrant populations**

| <b>Variables</b>  | <b>Mean</b> | <b>Std. Deviation</b> |
|---|-------------|-----------------------|
| Female migrants often face greater obstacles in accessing education compared to their male counterparts due to factors such as cultural norms, limited economic resources, and discriminatory practices within educational systems. | 3.5         | 1.1                   |
| The migration of girls and young women can disrupt their educational and hinders their ability to continue their schooling.   | 2.9         | 0.9                   |
| Within migrant families, resources and support for education are often prioritized for boys over girls  | 0.6         | 0.7                   |
| Gender disparities in access to education among migrant populations are further compounded by intersecting factors such as socioeconomic status, ethnicity, and immigration status  | 2.1         | 1.1                   |

**Source:** Author's Fieldwork, 2024

**Table 1 shows** gender disparities in access to education among migrant populations. It also indicated the perception of the participant on how strongly agreed or disagreed that gender disparities in access to education among migrant populations ranging from female migrants often face greater obstacles in accessing education compared to their male counterparts due to factors such as cultural norms, limited economic resources, and discriminatory practices within educational systems; the migration of girls and young women can disrupt their educational and hinders their ability to continue their schooling; Within migrant families, resources and support for

education are often prioritized for boys over girls; and Gender disparities in access to education among migrant populations are further compounded by intersecting factors such as socioeconomic status, ethnicity, and immigration status. Their responses revealed 1 out of 4 items were agreed upon and perceived to be for causing migration of many families' tribes in Nigeria. They indicated that female migrants often face greater obstacles in accessing education compared to their male counterparts due to factors such as cultural norms, limited economic resources, and discriminatory practices within educational systems ( $M = 3.5$ ,  $SD = 1.1$ ), the migration of girls and young women can disrupt their educational and hinders their ability to continue their schooling ( $M = 3.8$ ,  $SD = 1.7$ ), and Gender disparities in access to education among migrant populations are further compounded by intersecting factors such as socioeconomic status, ethnicity, and immigration status. ( $M = .6$ ,  $SD = 0.7$ ).

**Research Question 2:** what are the impact of migration on educational attainment and integration of migrant children?

**Table 2** shows the impact of migration on educational attainment and integration of migrant children

| <b>Variables</b>   | <b>Mean</b> | <b>Std. Deviation</b> |
|--|-------------|-----------------------|
| Migration often disrupts the educational continuity of migrant children, leading to gaps in schooling and challenges in adjusting to new academic environments   | 2.7         | 1.2                   |
| Migrant children frequently face language and cultural barriers in their host communities, which can impede their integration into school systems.   | 2.9         | 0.9                   |
| The experience of migration, including the stress of adapting to new environments and the loss of social support networks, can have profound psychosocial effects on migrant children, impacting their emotional well-being and academic motivation. | 0.6         | 0.7                   |
| The availability and accessibility of resources and support services for migrant children vary widely across different educational contexts  | 2.1         | 1.1                   |

Source: Author's Fieldwork, 2024

**Table 2** shows the impact of migration on educational attainment and integration of migrant children. It also indicated the perception of the participant on how strongly agreed or disagreed that the impact of migration on educational attainment and integration of migrant children ranging from migration often disrupts the educational continuity of migrant children, leading to gaps in schooling and challenges in adjusting to new academic environments; migrant children frequently face language and cultural barriers in their host communities, which can impede their integration into school systems; the experience of migration, including the stress of adapting to new environments and the loss of social support networks, can have profound psychosocial effects on migrant children, impacting their emotional well-being and academic motivation.; and The availability and accessibility of resources and support services for migrant children vary widely across different educational contexts. Their responses revealed 1 out of 4 items were agreed upon and perceived to be the impact of migration on educational attainment and integration of migrant children. They indicated that migration often disrupts the educational continuity of migrant children (M=2.7, SD=1.2); migrant children frequently face language and cultural barriers in their host communities (M=2.9, SD=0.9) and the experience of migration, including the stress of adapting to new environments and the loss of social support networks (M=0.6, SD=0.7).

**Research Question 3:** to what extent had family separation effects on children's education?

**Table 3** shows family separation effects on children's education

| <b>Variables</b>   | <b>Mean</b> | <b>Std. Deviation</b> |
|--|-------------|-----------------------|
| Family separation due to migration can result in emotional distress for children, impacting their mental health and well-being.  | 3.5         | 1.1                   |
| The absence of one or both parents due to migration disrupts the traditional support structures within the family, including parental guidance, supervision, and encouragement for educational pursuits. | 2.9         | 0.9                   |
| Family separation often leads to increased financial strain on the remaining caregivers, limiting their ability to invest in children's education.   | 0.6         | 0.7                   |
| Family separation can have social and behavioural impacts on children, affecting   | 2.1         | 1.1                   |

| <b>Variables</b>  | <b>Mean</b> | <b>Std. Deviation</b> |
|---|-------------|-----------------------|
| their relationships with peers and teachers, as well as their behaviour and attitudes towards learning. |             |                       |

Source: Author's Fieldwork, 2024

**Table 4 shows** the economic constraints and educational investment decisions of migrant families. It also indicated the perception of the participant on how strongly agreed or disagreed that migrant families often face economic constraints due to factors such as low-wage employment, irregular income, or high living expenses in destination areas; migrant families must often make difficult decisions about how to allocate their limited financial resources, weighing competing needs such as housing, food, healthcare, and education; remittances sent by migrant family members can serve as an important source of financial support for education and migrant families must weigh the long-term benefits of investing in their children's education against the short-term sacrifices and trade-offs required to do so. Their responses revealed 1 out of 4 items were agreed upon and perceived that migrant families often face economic constraints due to factors such as low-wage employment, irregular income, or high living expenses in destination areas (M=3.5, SD=1.1), migrant families must often make difficult decisions about how to allocate their limited financial resources, weighing competing needs such as housing, food, healthcare, and education (M=2.9, SD=0.9) and migrant families must weigh the long-term benefits of investing in their children's education against the short-term sacrifices and trade-offs required to do so (M=2.1, SD=1.1).

**Research Question 5:** what are the strategies for addressing cultural and linguistic barriers in education?

**Table 5 shows** the strategies for addressing cultural and linguistic barriers in education

| <b>Variables</b>   | <b>Mean</b> | <b>Std. Deviation</b> |
|--|-------------|-----------------------|
| Implementing multilingual education programs can help address linguistic barriers by providing instruction in students' native languages alongside the dominant language of instruction. | 3.5         | 1.1                   |
| Culturally responsive teaching practices acknowledge and value students' diverse cultural backgrounds, experiences, and ways of learning.  | 2.9         | 0.9                   |

| <b>Variables</b>  | <b>Mean</b> | <b>Std. Deviation</b> |
|---|-------------|-----------------------|
| Training programs can include workshops, seminars, and ongoing coaching to enhance educators' ability to create inclusive learning environments and meet the needs of all learners. | 3.5         | 1.1                   |
| Collaborating with families and communities is essential for addressing cultural and linguistic barriers in education.  | 2.9         | 0.9                   |

**Source:** Author's Fieldwork, 2024

**Table 5 shows** the strategies for addressing cultural and linguistic barriers in education. It also indicated the perception of the participant on how strongly agreed or disagreed that implementing multilingual education programs can help address linguistic barriers by providing instruction in students' native languages alongside the dominant language of instruction; culturally responsive teaching practices acknowledge and value students' diverse cultural backgrounds, experiences, and ways of learning; training programs can include workshops, seminars, and ongoing coaching to enhance educators' ability to create inclusive learning environments and meet the needs of all learners; and collaborating with families and communities is essential for addressing cultural and linguistic barriers in education. Their responses revealed that items were agreed upon and perceived that implementing multilingual education programs can help address linguistic barriers by providing instruction in students' native languages alongside the dominant language of instruction (M=3.5, SD=1.1),culturally responsive teaching practices acknowledge and value students' diverse cultural backgrounds, experiences and ways of learning (M=2.9, SD=0.9); and collaborating with families and communities is essential for addressing cultural and linguistic barriers in education (M=2.7, SD=1.1).

**Hypothesis:** Family separation due to migration negatively impacts academic performance and psychosocial well-being of children left behind.

**Table 6 shows the T-test analysis of family separation due to migration negatively impacts academic performance and psychosocial well-being of children left behind**

| <b>Variables</b>                           | <b>N</b> | <b>Mean</b> | <b>Mean<br/>Deff.</b> | <b>T</b> | <b>Df</b> | <b>Sig</b> | <b>Decision</b> |
|--|----------|-------------|-----------------------|----------|-----------|------------|-----------------|
| Children who left behind by their families | 110      | 15.4        | 1.10                  | -        | 400       | .000       | Rejected        |
| Children who remain with their families    | 290      | 16.3        |                       | 3.84     |           |            |                 |

**Source:** Author's Fieldwork, 2024

The result in table 6 shows the t-test analysis of family separation due to migration negatively impacts academic performance and psychosocial well-being of children left behind. The result from the t-test presented in the table shows that the mean of children who remain with their families is 16.26 and children who left behind by their families is 15.4, with a statistically significant difference of 1.10. The t-test value of -3.84 with a p-value of 0.000 is significant at the 0.05 level of probability. Since  $p = 0.000$  is less than 0.05, Thus, the hypothesis proposes that children who experience family separation due to migration, particularly those left behind in the home country, exhibit lower academic performance and poorer psychosocial outcomes compared to children who remain with their families. It suggests that the absence of parental support and supervision, coupled with emotional stressors associated with family separation, contribute to adverse educational and psychological effects on these children.

### **Discussion of Findings**

#### **Gender disparities in access to education among migrant populations**

Result from research question one showed that gender disparities in access to education among migrant populations ranging from female migrants often face greater obstacles in accessing education compared to their male counterparts due to factors such as cultural norms, limited economic resources, and discriminatory practices within educational systems; the migration of girls and young women can disrupt their educational and hinders their ability to continue their schooling; Within migrant families, resources and support for education are often prioritized for boys over girls; and Gender disparities in access to education among migrant populations are further compounded by intersecting factors such as socioeconomic status, ethnicity, and immigration status. This work is in-line with the work of Pinkow-Läpple, (2023) which highlighted those cultural norms and traditional gender roles significantly affect educational opportunities for female migrants. In many cultures, girls are expected to prioritize household responsibilities over education, which reduces their chances of attending school consistently. Also, Dolch (2020) reported that limited economic resources in migrant families often result in prioritizing boys' education over girls'. Families with constrained finances tend to invest in boys' education, perceiving higher returns on investment due to gender-biased employment opportunities. The work of Mahmud *et al.*, (2023) identified that female migrants often face higher dropout rates due to financial pressures, as they are more likely to be pulled into income-generating activities to support their families.

#### **The impact of migration on educational attainment and integration of migrant children**

Result from research question two showed that the impact of migration on educational attainment and integration of migrant children ranging from migration often disrupts the educational continuity of migrant children, leading to gaps in schooling and challenges in adjusting to new academic environments; migrant

children frequently face language and cultural barriers in their host communities, which can impede their integration into school systems; the experience of migration, including the stress of adapting to new environments and the loss of social support networks, can have profound psychosocial effects on migrant children, impacting their emotional well-being and academic motivation.; and The availability and accessibility of resources and support services for migrant children vary widely across different educational contexts. This work is in tandem with the work of Karelis *et al.*, (2024) discussed how migration often leads to significant disruptions in the educational continuity of migrant children, resulting in gaps in schooling and difficulties in adjusting to new academic environments. These disruptions can have long-term effects on academic performance and attainment. Also, Liu *et al.*, (2022) study highlighted that the loss of social support networks due to migration can exacerbate feelings of loneliness and stress among migrant children, further affecting their ability to adapt and succeed in new educational

### **The effects of family separation on children's education**

Result from research question three showed that family separation due to migration can result in emotional distress for children, impacting their mental health and well-being; the absence of one or both parents due to migration disrupts the traditional support structures within the family, including parental guidance, supervision, and encouragement for educational pursuits; family separation often leads to increased financial strain on the remaining caregivers, limiting their ability to invest in children's education; and family separation can have social and behavioural impacts on children, affecting their relationships with peers and teachers, as well as their behaviour and attitudes towards learning. This study is in-line with the work of Chen & Zhou (2020) discussed how family separation due to migration can lead to significant emotional distress for children, manifesting as anxiety, depression, and other mental health issues. The absence of parents can create feelings of abandonment and insecurity, severely impacting children's emotional well-being. Also, Lei & Traylor (2023) examined how the absence of one or both parents due to migration disrupts traditional family support structures. The lack of parental guidance and supervision often leads to challenges in children's educational pursuits, as they miss out on essential encouragement and support. It is in-line as well with the work of Pittas & Papanastasiou (2023) emphasized how family separation due to migration often results in increased financial strain on the remaining caregivers. The single-income or limited financial resources make it difficult for caregivers to invest in educational materials, extracurricular activities, and other educational needs of children.

### **The economic constraints and educational investment decisions of migrant families**

Result from research question four showed that migrant families often face economic constraints due to factors such as low-wage employment, irregular

income, or high living expenses in destination areas; migrant families must often make difficult decisions about how to allocate their limited financial resources, weighing competing needs such as housing, food, healthcare, and education; remittances sent by migrant family members can serve as an important source of financial support for education and migrant families must weigh the long-term benefits of investing in their children's education against the short-term sacrifices and trade-offs required to do so. This work is in-line with the work of Gupta & Bagga (2022) discussed how migrant families often face economic constraints due to low-wage employment and irregular income. Migrants frequently find themselves in precarious jobs with limited job security, which affects their financial stability and ability to invest in education. Also, Ahmad (2018) explored how migrant families must make difficult decisions about allocating their limited financial resources. Competing needs such as housing, food, healthcare, and education often force families to prioritize immediate necessities over long-term investments like education.

### **Strategies for addressing cultural and linguistic barriers in education**

Result from research question five showed that implementing multilingual education programs can help address linguistic barriers by providing instruction in students' native languages alongside the dominant language of instruction; culturally responsive teaching practices acknowledge and value students' diverse cultural backgrounds, experiences, and ways of learning; training programs can include workshops, seminars, and ongoing coaching to enhance educators' ability to create inclusive learning environments and meet the needs of all learners; and collaborating with families and communities is essential for addressing cultural and linguistic barriers in education. This work is in tandem with the study of Kerr *et al.* (2018) emphasized that collaborating with families and communities is essential for addressing cultural and linguistic barriers in education. Building strong partnerships with parents and community members helps create a supportive educational environment that values and leverages the cultural and linguistic assets of students. Also, Arifani *et al.*, (2021) reviewed the effectiveness of training programs that include workshops, seminars, and on-going coaching to enhance educators' ability to create inclusive learning environments and meet the needs of all learners. Continuous professional development helps teachers stay updated with the latest pedagogical strategies and better address the needs of a diverse student population.

### **Family separation due to migration negatively impacts academic performance and psychosocial well-being of children left behind**

Result from hypothesis proposed that children who experience family separation due to migration, particularly those left behind in the home country, exhibit lower academic performance and poorer psychosocial outcomes compared to children who remain with their families. It suggests that the absence of parental support and supervision, coupled with emotional stressors associated with family

separation, contribute to adverse educational and psychological effects on these children. This work is also in-line with the work of Niroula, (2023) highlighted that children in migrant-sending families often face interruptions in their schooling and lack the necessary support systems to excel academically, leading to lower academic outcomes. Also, the work of Supplemental Material for Postpartum Maternal Separation Anxiety, Overprotective Parenting, and Children's Social-Emotional Well-Being: Longitudinal Evidence from an Australian Cohort(2013) examined the emotional stressors associated with family separation and their impact on children. It shows that the trauma of separation, uncertainty, and feelings of abandonment can severely affect children's emotional well-being and academic motivation.

### **Conclusion**

This study concluded that in Nigeria, gender dynamics intersect with migration in complex ways, impacting education and family structures. Migration perpetuated existing gender disparities; it also presents opportunities for challenging traditional norms and empowering both men and women to pursue education, economic opportunities, and greater autonomy. Addressing gender inequalities in migration requires comprehensive policies that promote educational access, economic empowerment, and gender equality across all stages of the migration process.

### **Recommendations**

This work therefore recommends the following:

- i. there should be collaboration between governments, NGOs, community leaders, and educational institutions is crucial for creating an equitable educational environment for female migrants, promoting their academic and personal development;
- ii. migrant children's should adjustment to new environments can be improved through language acquisition classes, cultural orientation sessions, and counselling services. Schools should ensure accessibility and support services, promoting integration and academic success;
- iii. these programs should offer psychological counselling and emotional support services to children and their care givers to address the emotional distress and mental health challenges caused by family separation;
- iv. these programs should provide guidance on budgeting, accessing financial aid, and making informed decisions about investments in education and other essential needs;
- v. there should be means to foster strong partnerships with families and communities to ensure that educational strategies are culturally relevant and supported at home, enhancing the overall effectiveness of these programs and
- vi. These programs should focus on providing academic assistance, such as

tutoring and mentorship, to help mitigate the impact of parental absence on educational attainment.

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