



QUALITY EDUCATION FOR DISADVANTAGED UNIVERSAL BASIC EDUCATION LEARNERS IN KWARA STATE: IMPLICATIONS FOR EDUCATIONAL ADMINISTRATION

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Abstract

This study investigated quality education for disadvantaged universal basic education learners in Kwara State. The aims of this study are to find out the relationships that exist among equitable education for all, reformatory curriculum and quality education for disadvantaged learners. Quantitative research design was adopted in the study. Sample of 20 participants were randomly selected from the sample Kwara State schools for the handicapped. Pearson Product Moment Correlation statistics was used to analyze the data collected. The findings showed that equitable education for all and reformatory curriculum positively and significantly correlated with quality education. The result also shows that quality education for disadvantaged learners can be influenced by effective educational administration. In order to enhance quality education and achievement of educational goals, government must ensure effective equitable education for all so as to give room for quality education that value the right and equity as well as participation of all learners in education. Furthermore, government should provide appropriate reformatory curriculum so as to promotes culture of high expectation and success of quality education, promotes incentives to attract and retain higher quality teachers in disadvantaged schools. If all these are put in place, quality education for disadvantaged learners will be achieved.

Keywords: Equitable education for all, reformatory curriculum, quality, disadvantaged learners.

Introduction

The Nigerian Educational system has progressed through a series of reforms since independence. These reforms were designed to bringing a good organisational structure that will enable the country to realize her national goals of political, social, economic and technological progress. The National Policy on Education (NPE) adopted and revised in 1981, 1995, 1998, 2004 and 2013. Spelt out a 6-3-3-4 system of education for the nation. The system offers six years of primary education, three years of junior secondary, three years of senior secondary and four years of higher education. The system also includes a variety of teacher education programmes, adult are non-formal education programs and some programmes for children with disabilities.

The system is presently revised to 9-3-4 educational system programmes such as Education for All (EFA), which gave birth to Universal Basic Education (UBE). The current revised system offers nine years of basic education which includes (six years of primary education & three years of junior secondary) three years of senior secondary and four years of higher education. The introduction of UBE changed the management structure at the primary level. Universal Basic Education which includes early childhood education, primary education, junior secondary education and non-formal literacy education. The quality control of UBE is ensuring through inspection and supervision by some agencies of government saddled with the responsibility of maintaining quality education standard. The purpose of school administration entails organizing and coordinating the efforts of members in an educational setting towards achieving predetermined goals. Report indicates that there are over 11 million out of school children in Nigeria and 80% are children with disabilities due to the fact that they have no access to basic need of life specifically



basic education (UNESCO, 1994). Kwara State government has introduced a policy on inclusive education. However, this policy has remained basically unimplemented as almost all public primary and secondary education in Kwara State are not inclusive of and accessible to children with disabilities.

Numerous studies have been conducted on disadvantaged learners and quality education. Robert-Okah and Osiobe (2014) investigated disadvantaged group in accessing, equity and quality university education. Sambo and Gambo (2015) focused their research light on the inclusive education administration in Nigerian schools. Oladele, Ogunwale & Dafwat (2010) conducted inclusive education and disabilities in Nigeria. Agnes, Henry, John & Samson (2015) investigated school administrators and teachers' preparedness in handling special need learners. Sample of 13 principals and 140 teachers were selected from the sample schools. The data collected were analyzed using descriptive and inferential statistics. The results show that available resources are unsuitable to support students with special needs. These researchers left a lot of gap such that they did not use equitable education for all and reformatory curriculum as an indices to measure educational administration in achieving quality education for disadvantaged learners. Another obvious gap that pave way for this study is that, the area or locale of this study differs noticeably from the previous studies. This study on educational administration and quality education for disadvantaged universal basic education learners in Kwara State endeavor to fill these gaps yet to be enclosed. The following objectives have been formulated to achieve the aim:

- i. To identify the relationship between equitable education for all and quality education for disadvantaged learners in Kwara State.
- ii. To examine the relationship between reformatory curriculum and quality education for disadvantaged learners in Kwara State.

Research Questions

The following research questions were raised and answered in addressing the purposes of this study:

- i. Does equitable education for all improve quality education for disadvantaged learners in Kwara State?
- ii. Does reformatory curriculum enhance quality education for disadvantaged learners in Kwara State?

Research Hypotheses

The following hypotheses were expressed to guide the conduct of this study:

- i. There is no significant relationship between equitable education for all and quality education for disadvantaged learners in Kwara State.
- ii. There is no significant relationship between reformatory curriculum and quality education for disadvantaged learners in Kwara State.

Literature Review

Educational Administration

Educational administration was seen as the arrangement of human resources (teaching & non-teaching staff) and material resources (school plant, fund, equipment & technology) as well as programmes available for education and maximum utilization of these resources systematically towards the realization of educational objectives (Okunamiri, 2010). It can also be defined as the management process of executing and implementations of plan that has put in place through effective staffing, organizing, directing and controlling in order to accomplish educational goals and objectives (Abdullahi, 2019).

Equitable education for all implies ensuring equal education for everyone who is entitled to receive it. For this to be possible, it means that adequate classroom, library, laboratories and instructional



resources should be provided equally for everyone irrespective of their cultures, ethnics, background and disabled (UNESCO, 2003). According to Robert-Okah and Osiobe (2014) defined equity as an act of ensuring that all sections of the society get their fair share to educational opportunities provided. This implies that education for all refers to education for all children regardless of their intellectual ability, physical, social, emotional and other conditions.

Reformatory curriculum specific for special need schools need focus more than other schools on the following: prioritize the development of positive teacher-learners relationship; suitable learners counselling; smoother learning period; encourage use of data information system to diagnose and identify struggling learners and factors responsible for learning disruption; effective supervision to ensure smooth transition; promote the use of student-centered approach with aligned curriculum. Reformatory curriculum refers to a way of designing curriculum to strengthen and support school leadership, stimulate school climate, fascinate and retain high quality teachers, ensure effective classroom learning techniques as well as prioritizing linking school with parents and communities (OECD, 2012).

Quality Education for Disadvantaged Learners

Quality can be viewed as the maximum use of available to meet the need and contexts of customers (Abdullahi, 2020). Quality refers to the measuring the standard of products when comparing with other products (Okebukola & Mustapha, 2005). Quality education is seen as the extent to which education system achieve it stated objectives and goals in term of realizing worth-while learning goals and academic standard (Robert-Okah & Osiobe, 2014). Disadvantaged learners are at greater risk of challenges that can results in low performance due to lack of internal capacity, poor environment which affect quality learning or education system.

Theoretical Framework

The framework for this study was developed to determine the relationship between educational administration and quality education for disadvantaged learners. It is developed based on the equity theory posited by Adams in Eimuhi (2010) who based his theory on rational satisfaction in term of perceptions of fair or unfair distribution of resources within the system or relationship. The theory asserts that employee/individual seek to maintain equity between the inputs that they bring to a job and the outcomes that they receive from it against the perceived inputs and outcomes of others. This implies that people value fair treatment which makes them to be motivated to keep the fairness maintained within the organisation. The structure of equity in the educational setting is based on the ratio of inputs to outcomes.

This theory is applicable in the school system such that, if learners perceived the treatment or reward as equitable, they would probably continue at the same level of output, also, if learners think the treatment is more palatable than what is considered equitable, they may work harder towards achieving quality education. However, if learners feel that they are not equitable treated, they may be dissatisfied, reduce the quality of learning outcome or even pull out of the school system. This study emphasized on equity theory in that, it is useful to educational administrators in ensuring that learners are treated equitably well so as to bring out the in them towards the attainment of quality education and educational objectives. Disadvantaged learners must be motivated by providing equitable education for all in terms of responding to the diversity needs of all learners. Also, quality education for the disadvantaged learners can be ensure through reformatory curriculum that will improve better learning strategies and promotes a culture high expectations and success.

Methodology

Research Design

The research technique of this study was quantitative which allowed the researcher to gather data through a set of survey questionnaire. Research design is the most critical part in conducting research because it describes the research flow and involves the process of questionnaire selection, data collection and analysis as well as use to explain responses of participants on the variables used in the study (Ary, Jacobs & Sorensen, 2010). Inferential statistical analysis of Pearson Product Moment Correlation statistical analysis was utilized to test the hypotheses.

Population and Sample

Population of this study consisted of all teachers in school of handicapped in Kwara State. Purposive sampling technique was used to select 20 teachers in Kwara State School for the Handicapped. Stratified random sampling technique was used to select teachers from sample school in order to safeguard all categories of teachers are given equal opportunity of being chosen.

Instrumentation

A self-constructed questionnaire titled "Educational Administration and Quality Education for Disadvantaged Learners Questionnaire" (EAQEDLQ) was the instrument used for data collection. Altogether, there were 12 items in which the questionnaire is divided into two section namely section A and B. Section A of the questionnaire centres on personal information of the respondents. Section B with 12 items focus on (EAQEDLQ). The items of questionnaire regarding quality education was concluded from Abdullahi (2019) on discipline with five items and relevant curriculum with five items. The teachers responded to the items on a 4-point Likert scale of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Agree (1). (Dolnicar & Grun, 2007; Bergkvist & John, 2007) concluded that 4-point Likert scale answer format was completed quicker than 5 and 7-point scales. The criterion mean value of 2.50 is agreed while the one below the criterion mean value is disagreed by the participants.

Validity and Reliability

To ensure validity of the instrument, draft copies of the questionnaires were given to two experts in educational management and two experts in measurement and evaluation to look into the content of the instrument. Relevant alterations and amendment were made based on their comments and recommendations. Also 5 corrected copies were further administered to teachers who are part of the samples to observe their understanding of the item's wordings and instructions of the questions scales in order to detect any challenges that may occur in filling the questionnaire. Therefore, some suggestion made were done correctly before sending out final copies.

Table 1: Reliability test for EAQEDLQ

Variable	Sub-Variables	Number of items	Cronbach's Alpha	Decision
Educational Administration	Equitable education for all	6	0.80	All items reliable and acceptable
	Reformatory curriculum	6	0.84	All items reliable and acceptable
Quality Education	Discipline	5	0.82	All items reliable and acceptable
	Relevant curriculum	5	0.80	All items reliable and acceptable



Table 1 shows the results of the reliability test for EAQEDLQ on educational administration variables, the Cronbach's Alpha for the sub-variable are 0.80 for equitable education for all and 0.84 for reformatory curriculum. Based on quality education variables, the Cronbach's Alpha value for the sub-variables are 0.82 for discipline and 0.80 for relevant curriculum. The instrument reliability index for all items was 0.83. Reliability test revealed a high internal consistency for most of the variables. According to Brannen (2017) the Cronbach's Alpha value which are within 0.70 to 0.90 are considered as having a very good reliability and acceptability. Thus, the instrument was reliable for the study.

Data Collection Process

Total 20 questionnaires were administered to 20 teachers in Kwara State school of handicapped. The researcher with the help of a research assistants administered the questionnaires to the teachers of the Kwara State school of handicapped upon obtaining permission from the heads of the schools by sending a copy of letter for their permission. The participants were briefed on the objectives of the study. The researcher and research assistant waited for the participants to response the questions and collected the answer scripts when they had responded to the question, the instruments were retrieved and scored. This study emphasized the ethical issues, as recommended by Cohen, Manion and Morrison (2000) in assuring anonymity and confidentiality of their responses.

Data Analysis

The data collected were analyzed using the Statistical Package of the social Sciences (SPSS Version 23). The data were analyzed using both descriptive analysis (Mean and Standard deviation) to answer research questions and (Pearson Product Moment Correlation) to achieve the hypotheses of this study. For the interpretation of 4 Likert point scale, the composite means for each item was merged into two levels, namely agreed and disagreed, whereby below 2.50 is interpreted as (disagreed) and above 2.50 is (agreed). The data were screened before analysis. Missing data was not a problem in this study. All hypotheses were tested at significance level of (0.5) to determine the acceptance and rejection of the hypotheses.

Findings

The result of the findings was discussed in this section

Equitable Education for All

This section consists of items used to elicit feedback from the participants about their perception on equitable education for all.

Table 2: Mean and Standard Deviation for the Equitable Education for All

S/N		Mean	SD	Decision
	<i>Equitable education for all</i>			
1	Gives room for quality education that value the right and equity as well as participation of all learners.	2.99	0.943	Agreed
2	Equitable education for all responding to the diversity of needs of all learners.	2.89	0.982	Agreed
3	It minimizes the impact that impairment learners' development.	2.90	0.992	Agreed
4	Promotes flexible curriculum and inclusive assessment system.	2.84	0.968	Agreed
5	Enables learners to learn and realize their full potential as a unique individual.	2.91	0.982	Agreed
6	Enhances learner to perform independently in society.	2.87	0.932	Agreed
	Overall Mean	2.90	0.967	

Table 2 describes the mean and standard deviation for items on equitable education for all. The overall mean of equitable education for all is interpreted as "agreed" with the mean score of 2.90 and standard deviation of 0.967. This shows that the teachers agreed that equitable education for all improve quality education for disadvantaged universal basic education learners. Furthermore, all the responses obtained mean values greater than the criterion mean value of 2.50. this shows that teachers agree that equitable education for all i) gives room for quality education that value the right and equity as well as participation of all learners ($M = 2.99$, $SD = 0.943$) ii) responding to the diversity of needs of all learners ($M = 2.89$, $SD = 0.982$), iii) minimizes the impact that impairment learners' development ($M = 2.90$, $SD = 0.992$), iv) promotes flexible curriculum and inclusive assessment system ($M = 2.84$, $SD = 0.968$), v) enables learners to learn and realize their full potential as a unique individual ($M = 2.91$, $SD = 0.982$), vi) Enhances learner to perform independently in society ($M = 2.78$, $SD = 0.932$).

Reformatory Curriculum

This section consists of items that give feedback from the participants about their perception on reformatory curriculum.

Table 3: Mean and Standard Deviation of Items on Reformatory Curriculum

S/N	Reformatory curriculum	Mean	SD	Decision
7	Promotes culture of high expectation and success of quality education.	2.94	1.004	Agreed
8	Promotes incentives to attract and retain higher quality teachers in disadvantaged schools.	2.93	0.964	Agreed
9	Improves interpersonal relationship between teacher and learners.	2.91	0.981	Agreed
10	Enhances better learning strategies.	2.84	0.958	Agreed
11	Improves communication strategies to align school and parental efforts.	2.90	0.992	Agreed
12	Build links with communities around the school to enhance educational goals.	2.78	0.878	Agreed
	Overall Mean	2.88	0.963	

Table 3 shown the overall perception of the teachers on reformatory curriculum is interpreted as "Agreed" ($M = 2.88$, $SD = 0.963$). This shows that the teachers agreed that reformatory curriculum enhance quality education for the disadvantaged learners. Furthermore, all the responses obtained mean values greater than the criterion mean value of 2.50. this shows that teachers agree that reformatory curriculum i) promotes culture of high expectation and success of quality education ($M = 2.94$, $SD = 1.004$), ii) Promotes incentives to attract and retain higher quality teachers in disadvantaged schools ($M = 2.93$, $SD = 0.964$), iii) improves interpersonal relationship between teacher and learners ($M = 2.91$, $SD = 0.981$), iv) enhances better learning strategies ($M = 2.84$, $SD = 0.958$), v) improves communication strategies to align school and parental efforts ($M = 2.90$, $SD = 0.992$), vi) Build links with communities around the school to enhance educational goals ($M = 2.78$, $SD = 0.878$),

Hypotheses Testing

The analysis method applied in this study was the use of Pearson Product Moment Correlation statistical analysis to test the hypotheses.

H₀₁: There is no significant relationship between equitable education for all and quality education for disadvantaged learners in Kwara State.



Table 4: Equitable Education for All and Quality Education

		Equitable Education for All	Quality Education
Equitable Education for All	Pearson correlation	1	0.90**
	Sig. (2-tailed)		.000
	N	20	20
		0.90**	1
Quality Education	Pearson correlation	.000	
	Sig. (2-tailed)		
	N	20	20

Table 4 indicates that equitable education for all has a significant and positive relationship with quality education for disadvantaged learners with calculated r -value = 0.90; $p < .000$. This displays that there is a significant and positive relationship between equitable education for all and quality education for disadvantaged learners in Kwara State. Therefore, the hypothesis which state that there is no significant relationship between equitable education for all and quality education for disadvantaged learners is rejected.

H_{02} : There is no significant relationship between reformatory curriculum and quality education for disadvantaged learners in Kwara State.

Table 5: Reformatory Curriculum and Quality Education

		Reformatory Curriculum	Quality Education
Reformatory Curriculum	Pearson correlation	1	0.92**
	Sig. (2-tailed)		.000
	N	20	20
		0.92**	1
Quality Education	Pearson correlation	.000	
	Sig. (2-tailed)		
	N	20	20

Table 5 indicates that reformatory curriculum has a significant and positive relationship with quality education for disadvantaged learners with calculated r -value = 0.92; $p < .000$. This displays that there is a significant and positive relationship between reformatory curriculum and quality education for disadvantaged learners in Kwara State. Therefore, the hypothesis which state that there is no significant relationship between reformatory curriculum and quality education for disadvantaged learners is rejected.

Discussion

The result of findings in table 2 shows that equitable education for all is necessary for the achievement of quality education. Equitable education for all improves quality education for disadvantaged learners such that it gives room for quality education that value the right and equity as well as participation of all learners, responding to the diversity of needs of all learners, minimizes the impact that impairment learners' development, promotes flexible curriculum and inclusive assessment system, enables learners to learn and realize their full potential as a unique individual as well as enhances learner to perform independently in society. Result of hypothesis one revealed that there is positive and significant relationship between equitable education for all and quality education for disadvantaged learners in Kwara State. This finding agreed with Agnes, Henry, John and Samson (2015) that equitable education for all is of paramount to meet the learning needs of individual students. Also, this finding conforms to Sambo and Gambo (2015) that equitable education for all bring out dramatic change in enhancing quality education and attainment of educational objectives.

The findings in Table 3 shows that reformatory curriculum enhance quality education for disadvantaged learners such that their needs and desires will be fulfilled, promotes culture of high expectation and success of quality education, promotes incentives to attract and retain higher quality teachers in disadvantaged schools, improves interpersonal relationship between teacher and learners, enhancing better learning strategies, improves communication strategies to align school and parental efforts as well as Build links with communities around the school to enhance educational goals. Result of hypothesis two analysis revealed that there is positive and significant relationship between reformatory curriculum and quality education for disadvantaged learners in Kwara State. This finding agreed with Fisher, Frey and Thousand (2003) that collaboration in reformatory curriculum is one of the most important factors that is are necessary for effective quality education.

Implications

The findings of this study would be of benefit to various stakeholders in education such as government, parents, teachers and researchers among others. This study will be useful to government to be more ensure equitable education for all in order to improve quality education for disadvantaged learners. The findings will also be of advantaged stakeholders in education to rise to their responsibility of providing reformatory curriculum to improve academic performance of disadvantaged learners towards the quality education achievement of educational goals. Furthermore, this study will be of benefit to researchers as it will serve as reference guide for further research.

Conclusion

Effective educational administration of disadvantaged education is an important factor in enhancing quality education towards the attainment of educational goals and objectives. Based on the findings of this study, the researcher concluded that there were significant and positive relationship between the two indices of educational administration (equitable education for all & reformatory curriculum) and quality education for disadvantaged learners as they were found to correlate one another.

Recommendations

Government should ensure effective equitable education for all in order to give room for quality education that value the right and equity as well as participation of all learners, responding to the diversity of needs of all learners, minimizes the impact that impairment learners' development, promotes flexible curriculum and inclusive assessment system, enables learners to learn and realize their full potential as a unique individual as well as enhances learner to perform independently in society. Also, government should provide appropriate reformatory curriculum so as to promotes culture of high expectation and success of quality education, promotes incentives to attract and retain higher quality teachers in disadvantaged schools, improves interpersonal relationship between teacher and learners, enhancing better learning strategies, improves communication strategies to align school and parental efforts as well as Build links with communities around the school to enhance educational goals.

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