

Re-Conceptualising Basic Education Management and Administration: The Role of Inclusive Education, Literacy, and Social Life Skills in Fostering Effective Students' Learning Outcomes in Nigeria

ORESASJO N. Olasunkanmi

oresajo_nojeem@yahoo.com

oresajo.olasunkanmi@niepaondo.gov.org

EGBEJA Monday Mathew

egbajamonday@gmail.com

ANAKAH Dorcas Nkoyo

dorcasanakah@gmail.com

OMALE Monday

Mondayomale87@gmail.com

Abstract

This paper examined the re-conceptualizing of basic education management and administration in Nigeria to enhance students' learning outcomes. Basic education, forming the foundation for lifelong learning and national development, faces persistent challenges such as inadequate infrastructure, poorly trained teachers, and inequitable access. The study highlights the transformative potential of integrating inclusive education, literacy development, and social life skills into the educational framework. Inclusive education addresses systemic barriers by promoting equity and accommodating learners of diverse backgrounds, including children with disabilities and those from marginalised communities. Literacy, a cornerstone of education, extends beyond reading and writing to include critical thinking and effective information use. Social life skills further empower students to navigate challenges, fostering emotional intelligence, collaboration, and resilience.

The paper advocated for a paradigm shift that incorporates inclusive teaching practices, accessible infrastructure, and the use of mother tongues as mediums of instruction in early grades. Strategies such as promoting a reading culture, leveraging technology, and engaging communities in educational initiatives are recommended. Additionally, alignment with the Sustainable Development Goal 4 emphasizes ensuring inclusive and equitable quality education for all. By addressing systemic challenges and fostering innovative practices, this paper argued for a holistic approach to basic education management that not only ensures access but also empowers learners to achieve their full potential. This transformation is critical for sustainable national development and the realization of global education goals.

Keywords: Basic Education, Management, Administration, Literacy, and Social Life Skills

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Introduction

Basic education in Nigeria forms the foundation for lifelong learning and national development. It is a type of education designed for children between the ages of 0-15 years. It is stratified into: 1-year kindergarten, 6-year primary school, and 3-year junior secondary school. At the end of junior secondary school, the children are expected to write the Basic Education Certificate Examination (BECE) before proceeding into the senior secondary schools and/or technical colleges as it may interest the children and their parents. It is expected to be free, universal and compulsory for all Nigerian children who fall within the official school age. Federal Republic of Nigeria (2013) in the National Policy on Education 6th edition admonished basic education as the education given to children aged 0-15 years. It encompasses the Early Child Care and Development Education (0-4) and 10 years of formal schooling. Early Child Care and Development Education however is segmented into ages 0-4 years, situated in daycare or creches, fully in the hands of the private sector and social development services, whilst ages 5-6 (Pre-Primary) are within the formal education sector. Management is attributed to the process of getting things done through effective and efficient use of the available human and material resources in achieving a set of goals. Whereas administration portends the acts of getting things done through the interconnectivity and inter-personal operations of both human and material resources made available towards the fulfilment of basic education's broad goals, aims and objectives. Adepoju (2024) asserted that management is more specific hence it is concerned with planning and formulation of policies or programmes of an organisation to accomplish set goals or objectives. In other words, administration implies the arrangement of the human, material, financial, and time, amongst other resources and programmes made available for effective utilization to achieve a set of goals. Therefore, basic education management and administration cannot be discussed in isolation without aligning with the goals of this level of education, which include:

- a). *providing the child with diverse basic knowledge and skills for entrepreneurship, wealth generation and educational advancement;*
- b). *develop patriotic young people equipped to contribute to social development and in the performance of their civic responsibilities;*
- c). *inculcate values and raise morally upright individuals capable of independent thinking, and who appreciate the dignity of labour;*
- d). *inspire national consciousness and harmonies co-existence, irrespective of differences in endowment, religion, colour, ethnic and socioeconomic background;* and
- e). *provide opportunities for the child to develop manipulative skills that will enable the child to function effectively in society within the limits of the child's capacity (FRN, 2013. P.6).*

In the same vein, the goals of basic education provide the framework for better and improved service delivery in the management and administration of this educational level leading to better student learning outcomes which embrace the three domains of Bloom Taxonomy: cognitive, affective, and psychomotor domains respectively. Despite the clearly stated goals of basic education and the understanding of basic education management and administration, there are multiple challenges militating against the achievement of its goals and these include: inadequate infrastructure, poorly trained teachers, inequitable access, and lack of inclusive practices. Against this background, there is a need for the re-conceptualizing of basic education management and administration embracing a paradigm shift that incorporates inclusive education, enhanced literacy programmes, and social life skills as core components of the education system. This integrated approach not only addresses access but also promotes equity, quality, and relevance in basic education which this paper is poised to address.

Inclusive Education: Ensuring Equity and Access

Education is considered the only assured legacy that any nation can give to its citizenry and the standard of education in a nation determines the growth and development of the said nation in all ramifications of life such as economic, political and socio-cultural facets amongst others. It is a truism to say that no nation can outgrow the standard of its education. Education is among the fundamental human rights that every citizen of a nation is entitled to, without any form of discrimination, fairness or favour irrespective of religious practices, tribes, socio-economic status parental background etc. On this note, inclusive education is pivotal for achieving universal access to basic education in Nigeria. It emphasizes accommodating all learners regardless of their physical, intellectual, social, emotional, linguistic, or other conditions. This includes children with disabilities, those from marginalized communities, and girls who face systemic barriers to education.

Inclusive education is a policy related all over the world focusing on ensuring that every child of schooling age is enrolled in schools, especially at the basic level of education without prejudice and discrimination of any such either disabled or not disabled, religious practices, socio-cultural affiliate, economic and parental background not being a hindrance or militating factor and/or bottleneck to attend and enrolled in the basic education schools' facilities. According to Lewis, Albright, Jenkins, and Watts (2021), inclusive quality and equitable education can be defined as a process of continuing and proactive commitment to eliminate barriers and progressively build access to promote the right to education, together with changes to culture, policy and practice of regular schools and school communities to accommodate and effectively include all students. Livingston-Galloway and Robinson-Neal (2021) opined that inclusive education still has the stigma as an approach geared primarily towards special needs students in mainstream classrooms. Florian (2014) in Livingston-Galloway, and Robinson-Neal (2021) noted that definitions of inclusive education emphasized a process or an approach. She proposed that though problematic, the lack of a clear definition may indicate the wealth of information on inclusive education that researchers need to uncover for the concept to be distinctive and recognizable, and those involved in pursuing a more concise definition should

acknowledge gaps created while implementing inclusion and identifying assumptions that inform their personal and collective philosophies apropos inclusive education.

Ofoegbu, Nwebo and Umeadi (2022) said that the definition of inclusive education varies from country to country and there is a growing recognition that interpretations of the concept are varied and disparate to the diverse educational needs of the children that it addresses. Inclusive education is the continuous process of recognizing and valuing human diversity within educational systems by providing opportunities for children with diverse educational needs to access education and it is also the acceptance of diverse educational needs and the provision of opportunities for all to participate meaningfully in learning opportunities in ordinary classrooms. Inclusive education involves the processes of increasing the participation of pupils in and reducing their exclusion from cultures, curricula and communities of the school. The aim is to eliminate exclusion that is a consequence of negative attitudes. Inclusive education has evolved as a movement to challenge exclusionary policies and practices. Furthermore, inclusive education is operated based on principles of promoting equitability in learning; equalization of learning and daily life environment experiences; ensuring commensurate learning opportunities for all learners; prioritisation of meeting functional learning for all learners irrespective of their ability and social background; and inclusiveness or special educational services delivery. Inclusive education is a dynamic approach of responding positively to pupils/students with diversity and seeing individual differences not as a problem but as an opportunity for enriching learning.

Federal Ministry of Education (2023) in the policy document on inclusive education outline the following as the principles of inclusive education in Section 3.1.1-8:

- 3.1.1 Inclusive Education is based on a belief in all learners' potentials for learning and recognises that each learner has peculiar learning needs: All learners need not learn in the same way, and not all learners need to achieve the same goal, but all learners need to be supported to attain their full potential and maximise their life chances.*
- 3.1.2 Inclusive education is a human right-based approach: A human right-based approach emphasizes that all learners have an equal right to access free quality education.*
- 3.1.3 Inclusive education is a continuous process for improving the education system: It is about changing education, school and classroom practices and empowering educators to be more responsive and flexible in meeting the needs of all learners.*
- 3.1.4 Inclusive education is about meeting the needs of all learners with a special emphasis on learners vulnerable to exclusion and marginalization: Inclusive education requires identifying and addressing discriminatory or abusive attitudes and practices to reduce barriers to learning and participation.*
- 3.1.5 Inclusive education reflects the social model of disability: The social model holds that people may have impairments but it is the society, through attitudinal and environmental barriers, which disables them.*
- 3.1.6 Inclusive*

education is about the early detection of individual learners' needs and providing support to meet these needs: It is necessary that any learning, psychosocial and health needs of learners are identified early and support is provided to prevent difficulties. 3.1.7 Inclusive schools contribute to the development of inclusive communities: Inclusion of all learners in the same learning environment will enhance social interaction and acceptance of diversities. 3.1.8 Inclusive education is all about access to quality education: Inclusive education is making quality education accessible to all learners in a favourable and safe learning environment

Challenges of Inclusive Education and the Way Forward on Accessing Basic Education Equity

It is purported that basic education should be free, universal and compulsory for every Nigeria child to have access to basic education facilities by being admitted and/or enrolled to fulfil the sustainable development goal 4 and basic education aims and objectives contained therein in the National Policy on Education (FRN, 2013), Section 2(11a-e) which says that:

a). developing in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion; b). the provision of compulsory, free and universal basic education for every Nigerian child of school age; c). reducing the incidence of drop-out from formal school system, through improved relevance, quality and efficiency; d). catering through appropriate forms of complementary approaches to the promotion of basic education, for the learning needs of young persons who for one reason or another have had to interrupt their schooling; and e). ensuring the acquisition of the appropriate levels of literacy, numeracy, communicative and life skills, as well as the ethical, moral, security and civic values needed for the laying of a solid foundation for life-long learning (Pp.5-6).

In other words, SDG is an offshoot and/or continuation of the Millennium Development Goals (MDGs) which its executions started in 2015 and are expected to run through till 2030. SDG is also referred to as Agenda 2030. It has 17 goals and goal 4 of the 17goals focused on education, which says:

“ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all.”

According to Ajasa and Azeez (2021), SDG 4 is a holistic and an adaptable goal reflecting the desire of stakeholders in the education sector to achieve the education and learning needs of the marginalized, under-served, and poor population of every country. Its scope expands beyond the MDGs, which was focused on attaining universal primary education and narrowing gender

gaps between males and females. Its principles call for planning and contextualization of education, focusing on diversity, quality learning and education along the life course.

Iddrisu (2017) in Ajasa and Azeez (2021) listed 10 interrelated targets of SDG 4 which include:

- i. By 2030, ensure all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes;
- ii. By 2030, ensure that all boys and girls have access to early childhood development, care and pre-primary education so that they are ready for primary education;
- iii. By 2030, ensure equal access for all women and men to affordable technical, vocational and tertiary education including, university;
- iv. By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship;
- v. By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable including persons with disabilities, indigenous people and children in vulnerable situations.
- vi. By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve numeracy and literacy;
- vii. By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of the culture of peace and non-violence, global citizenship and appreciation of cultural diversity and culture's contribution to sustainable development;
- viii. Build and upgrade educational facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all;
- ix. By 2030, substantially expand globally the number of scholarships available to developing countries, in particular, least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries; and
- x. By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small-island developing States.

The ambition of the SDG is to build a nation that will facilitate a realization of the full potential of each child so that he/she can contribute to building a just, tolerant and egalitarian society. The vision of an inclusive quality education reflects the idea of education for all, principally for those groups who are seen to be vulnerable. Particular emphasis is on equal access to all and lifelong education. It then means that those who lead education in several countries must pay attention to all forms of education, both formal and non-formal (Hanachor, & Wordu, 2021).

It is imperative to identify the possible challenges militating against inclusive basic education management and administration in Nigeria leading to low inclusive education, low social life

skills, and low students' learning outcomes. These are not far-fetched as far as Nigeria's education system context is concerned, these include:

- i. Socio-cultural believe on the children with disabilities by relegating such children to be insignificant in the society.
- ii. Low sensitization and awareness of the society that people living with disabilities can contribute meaningfully to the growth and development of their communities economically, socially and politically if given the opportunity and access to quality education.
- iii. Insufficient curriculum contents to accommodate inclusiveness in education to the extent that children living with disability are also considered in the curriculum design and development.
- iv. Inadequate qualified teachers, managers, and administrators of the basic education school who are specialists in the management and administration of inclusive education facilities.
- v. Non-consideration of the children living with disability when providing school facilities and resources. This often denied the children living with disability equal access to basic education like their counterparts without disability.
- vi. Inadequate funding
- vii. Low implementation of policy on disability-inclusive education
- viii. Non-availability of verifiable and reliable data on the children living with disability for the inclusive education sector plan.
- ix. The distance between the home and the school to easy access to basic education school facilities by the children living with disability seems to be mirrored in Nigeria.

Ofoegbu, Nwebo and Umeadi (2022) listed the following as some of the challenges militating against inclusive education in Nigeria:

- i. **Lack of finance and Resources:** Some of the main challenges in funding inclusive education lie in the ability to transform resource allocation into learning outcomes and to try to identify the most cost-effective interventions to improve learning according to different learners' needs in inclusive systems.
- ii. **Lack of Long-term data and clear definitions for comparisons:** Disability is not a homogeneous category, and the experience of exclusion will vary by gender, impairment type and context. Although support for inclusion of children with disabilities in regular education gains momentum, research lags behind. There is a lack of comparable data on education for children with disabilities, making it difficult to access to what extent they are being left behind.
- iii. **Lack of data and challenges as regards improving learning outcomes:** This makes it difficult to enact systemic changes to the education system that would improve learning achievements for children with disabilities. Examinations and tests rarely make the necessary accommodations for learners with disabilities, putting them at a disadvantage.
- iv. **Acquisition of both Regular and Specialized Equipment:** Standard prescribed textbooks, regular teaching aids and equipment, standard furniture, standard

architectural prescribed classes, restructured out-spaces and environments, etc are expected to be available for all learners. Inclusive education requires that in addition to standard prescribed equipment for regular learning, specialized ones such as customized books and equipment for special learners, developmental and learning need assessment tests, assistive devices for learners with disabilities etc are equally provided in the same school environment.

- v. **Developing Regular and Specialized Capacities:** An integral part of the success of inclusive education is the institutionalization of the development of capacities of both regular and specialized personnel. Capacity development should focus on both the specialty competence and complementarity abilities of all staff in making IE practice functional. Both special needs personnel and regular personnel must have opportunity for improving their respective capacities in the IE environment as well as their complementarity roles for all children, especially those at risk of being left out or left behind as well as those with special needs.

The way forward for promoting basic inclusive education management and administration to foster inclusive education, and social life skills and improve student's learning outcomes are identified below, they are not sacrosanct and not limited to the under-listed. Hence, inclusive education preaches the gospel of involving every category of learners to have access to quality and equitable education irrespective of their physical composition (physically challenged or not), socio-economic status, geographical locations, religious affiliates, and family background amongst others.

1. **Policy and Legislation:** Strengthening policies like the National Policy on Inclusive Education to ensure their implementation at all levels.
2. **Teacher Training:** Building the capacity of teachers to use differentiated instruction and inclusive teaching practices.
3. **Infrastructure:** Developing accessible school facilities, including ramps, assistive technologies, and adaptive learning materials.
4. **Community Engagement:** Mobilizing communities to support and advocate for inclusive practices.

Lewis, Albright, Jenkins, and Watts (2021) posited that inclusion serves to provide all students of the relevant age range with an equitable and participatory learning experience and environment that best corresponds to their needs and preferences. It requires a commitment to changing the system to fit the student, not changing the student to fit the system, and accordingly necessitates reform of the whole education system. It requires investment in curriculum and a cross-cutting pedagogy that recognizes every child's potential to learn. It needs the removal of barriers to inclusion, such as physical inaccessibility, as well as the creation of environments in mainstream schools that are child-centred and include representations of the full spectrum of people found in society. In other words, they designed a framework for disability-inclusive education which was divided into two categories: a). Service Delivery; and b). Enabling Environment. The service delivery revolves around: i. Supply of teachers, infrastructure, and learning materials. ii. Quality of: curriculum, students'

assessment, and learning support. and iii. Demand of: attitudes, cost, and benefits. Whereas enabling environment comprises: i. Law and policies are constitutional provisions, international conventions, rules and regulations, and National strategies. ii. Data and evidence that is the definition of disability, EMIS and other databases, household surveys, research studies, and M & E and Inspection. iii. Leadership and management is the management capacity at central, sub-national and school levels, procedures and compliance, cross-sectoral coordination and partnerships including Development Partner Organisations (DPOs).

Basic Education Management and Administration and Literacy, and Social Life Skills in Fostering Effective Students' Learning Outcomes

Basic education as a foundation for every other level of the education system in Nigeria embraced literacy and social life skills as one of its objectives which gave room for learners at this level of education to communicate effectively with their counterparts across the globe and also exhibit social life skills to live on throughout their lifetime. Therefore, Section 2 (11e) of the Nation's National Policy on Education (FRN, 2013) presented one of the objectives of basic education:

“ensuring the acquisition of the appropriate levels of literacy, numeracy, communicative and life skills, as well as the ethical, moral, security and civic values needed for the laying of solid foundation for life-long learning” (P.6).

In the same vein, the Nation's National Policy on Education (FRN, 2013); Section 2 (13a-e) stated goals of basic education include:

a). providing the child with diverse basic knowledge and skills for entrepreneurship, wealth generation and educational advancement; b). developing patriotic young people equipped to contribute to social development and in the performance of their civic responsibilities; c). inculcating values and raising morally upright individuals capable of independent thinking, and who appreciate the dignity of labour; d). inspiring national consciousness and harmonious co-existence, irrespective of differences in endowment, religion, colour, ethnic and socioeconomic background; and providing opportunities for the child to develop manipulative skills that will enable the child to function effectively in the society within the limits of the child's capability (P6).

The critical look at the policy document dispositions in Section 2 (11e & 13a-e) gave a clearer indication that literacy and social life skills are to foster effective student learning outcomes since learning outcomes go beyond the cognitive domain but encompass all the three domains (cognitive, affective and psychomotor domains). Learning revolves around the total relative permanent change in behaviour as a result of experiences, constant practices, and repetitions. In other words, literacy is the foundation of academic success and societal development. It is a

basic skill that enables individuals to participate fully in society and the economy. United Nations Educational, Scientific, and Cultural Organization (UNESCO) and UNESCO Institute of Lifelong Learning (UNESCO and UIL, 2017) postulated that literacy is the ability to identify, understand, interpret, create, communicate, and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, develop their knowledge and potential, and participate fully in their community and wider society.

Without mincing words, literacy remains the cornerstone of education, yet Nigeria's literacy rates among children in basic education are alarmingly low. Moreover, literacy skills extend beyond reading and writing to encompass critical thinking and the ability to analyse and use information effectively. Therefore, to attain and ascertain an improved literacy outcome at the basic level of education the under-listed are the need prerequisites:

1. **Early Childhood Education:** Strengthening foundational literacy skills in early childhood through phonics-based instruction and story-telling approaches.
2. **Reading Culture:** Promoting a culture of reading through school libraries, reading clubs, and national literacy campaigns. To improve the reading culture of an average Nigerian child, the Nigeria government in the National Reading Framework (Federal Ministry of Education 2023) posited that the idea of entrenching the teaching of reading in Nigerian schools began with the introduction of reading in the English Studies Curriculum (revised 2012) of the 9-Year Basic Education Programme. This was a deliberate effort towards linking Nigeria to the global network of the reading movement. The main objective was to provide a sustainable platform for the teaching and learning of reading in all Nigerian schools, particularly, at the basic education level. This spirals into critical efforts towards the institutionalization of the teaching of reading in Nigerian schools to develop a nationally acceptable reading framework that takes cognizance of our uniqueness as a nation. The National Reading Framework programmes focused on improving pupils' reading skills by:

i). making pupils learn in a language they understand and use outside the classroom and at home; ii). training teachers in effective, evidence-based reading instructional practices; iii). distributing relevant reading instructional materials in Nigerian languages; iv). Increasing the amount and variety of reading materials in classrooms and ensuring that pupils can take these materials home to practice readings; v). ensuring that reading materials are at appropriate levels of difficulty and that the themes addressed are engaging and reflective of pupils' everyday experiences; vi). Training head teachers in research-based instructional leadership practices that improve reading performance; and vii). Increasing parental and family involvement in children's reading development (P1).

3. **Language of Instruction:** Utilizing mother tongues as a medium of instruction in the early grades to bridge the literacy gap. In tandem with this, the National Policy on Education (FRN, 2013) Section 2 (20 d-f) admonished that:

d). The medium of instruction in the primary school shall be the language of the immediate environment for the first three years in monolingual communities. During this period, English shall be taught as a subject; e). From the fourth year, English shall progressively be used as the medium of instruction and the language of the immediate environment French and Arabic shall be taught as subjects; and f). specialist teachers shall be: Mathematics, Basic Science, Basic Technology, Physical and Health Education, Language Arts (concerning English, Arabic, French, Sign Language and Nigerian Languages), Music Fine Art, Home Economics and Agriculture (Pp. 11-12).

4. **Technology Integration:** Leveraging digital tools and mobile applications to provide access to literacy resources.

Basic Education and the Integration of Social Life Skills Catalyst to Students Learning Outcomes

Federal Republic of Nigeria (2013), Section 2 (11e) and (13a-e) of the Nation's National Policy on Education stipulated the objective and goals of basic education, these could be admonished as pointers to social life skills. These include:

ensuring the acquisition of the appropriate levels of literacy, numeracy, communicative and life skills, as well as the ethical, moral, security and civic values needed for the laying of a solid foundation for life-long learning" (Section 2 11e, P.6); and
Section 2 (13a-e) informed that: a). providing the child with diverse basic knowledge and skills for entrepreneurship, wealth generation and educational advancement; b). developing patriotic young people equipped to contribute to social development and in the performance of their civic responsibilities; c). inculcating values and raise morally upright individuals capable of independent thinking, and who appreciate the dignity of labour; d). inspiring national consciousness and harmonious co-existence, irrespective of differences in endowment, religion, colour, ethnic and socioeconomic background; and providing opportunities for the child to develop manipulative skills that will enable the child to function effectively in the society within the limits of the child's capability (Section 2: 13a-e; P6).

Social life skills are essential for students to navigate life challenges, work collaboratively, and contribute positively to society. According to Mbewe, Mbewe, Mwiya, Gondowe, Chizyuka,

& Mukuma (2019), social life skills are competencies that allow an individual to initiate and maintain positive social relationships, contribute to peer acceptance and a satisfactory school adjustment, and allow an individual to cope effectively with the larger social environment. Social life skills tend to enhance personal development, better understanding, productivity, employability and career success. Everybody wants to have good, strong and close relationships in their life; it increases the quality of their life. Social life skills are the basic need for good relationships and better understanding. This leads to their good psychological and physical health. If a person is capable of establishing and maintaining positive and healthy relationships with others, he is often free from psychological disorders like depression, anxiety, loneliness, and frustration and his self-identity, self-esteem and autonomy start to increase.

Prajapati, Bosky, and Dharmendra (2017) asserted that life skills are classified into three broad categories: i. Thinking skills: These are skills that enhance the logical faculty of the brain using an analytical ability, thinking creatively and critically, developing problem-solving skills and improving decision-making abilities. ii. Social skills: These include interpersonal skills, communication skills, leadership skills, management skills, advocacy skills, co-operation and team building skills, and iii. Emotional skills: These involve, knowing and being comfortable with oneself. Thus, self-management, including managing/coping with feelings, emotions, stress and resisting peer and family pressure. In a nutshell, social life skills include communication, critical thinking, emotional intelligence, and problem-solving everyone needs to navigate the challenges of life and the basic education goals, aims and objectives are designed to inculcate in the average mind of students for better and improved learning outcomes.

Conclusion and Recommendations

Re-conceptualizing basic education management and administration in Nigeria's education system necessitates a holistic approach that integrates inclusive education, literacy development, and social life skills. By addressing systemic challenges and fostering innovative practices, Nigeria can create an education system that not only ensures access but also empowers every child to achieve their full potential. This transformation is vital for sustainable national development and the realization of global education goals. Given this, the following recommendations were suggested.

1. Governments and stakeholders should prioritize funding for basic education as must do exercise. This would enhance the provision of the required facilities and resources for literacy, social life skills and inclusive education in fostering effective student learning outcomes through basic education management and administration.
2. Effective management and administration of basic education should involve educating communities about the importance of inclusivity and literacy in fostering social life skills for better student learning outcomes.
3. There should be provision for funds in the conduct of research to identify effective strategies and scalable solutions in fostering inclusive education, social life skills and literacy to enhance basic education management and administration leading to effective student learning outcomes.

4. There should be regular training and retraining of the existing school managers and administrators of basic education on the management and administration of inclusive basic education in fostering literacy and social life skills for better and improved student learning outcomes.
5. There is need to review the basic education curriculum to accommodate the flexibility of inclusive education where all categories of learners are considered irrespective of their physical appearance at the basic level of education.
6. The education sector plan should be developed and drafted to cover all the categories of learners at all levels of education by the state actors in the education sector.
7. School managers and administrators should be forced to implement the national reading frameworks policy document in their various schools and ensure that their schools promote the reading culture. This would enable the learners to improve their reading skills and ability leading into improve and better literacy skills

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