AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.17 (1), January-April, 2026; https://ajemates.org

QUALITY EDUCATION AND SOCIO-ECONOMIC DISPARITIES AMONGST YOUTH IN KWARA STATE

[1]Babatunde Akanmu Isiaka
isiaka.ba@unilorin.edu.ng/+2347035673108

[2]Ilhan Gunbayi
igunbayi@akdeniz.edu.tr

[3]Babatunde Zakariyau
babatunde_zakariyau@unilesa.edu.ng

[4]Abdulazeez Abiodun Showunmi
showunmi.aa@unilorin.edu.ng

1 & 4. Department of Educational Management, University of Ilorin, Ilorin, Nigeria.
2. Department of Educational Management, Supervision, Planning and Economics of Education, Akdeniz University, Antalya, Turkey.
3. Department of Educational Management, University of Ilesa, Osun State, Nigeria.

Corresponding Author: Babatunde Akanmu Isiaka.
(isiaka.ba@unilorin.edu.ng/+2347035673108)

ABSTRACT

This study examined the influence of accessible quality education on socio-economic disparities such as income, education, quality of life and access to opportunities amongst youth in Nigeria. The study employed descriptive survey of correlational type with the population consists of 513 rural dwellers in selected three local government areas in Kwara State. Using Krejcie and Morgan (1970) sample determination table, 217 sample were selected. The 217 respondents were chosen from the total population of 513 using multistage sampling technique. The instrument used for data collection was titled "Access to Quality Education and Socio-economic Disparities Questionnaire" (AQESEDQ) and content validity and pilot study was carried out. The reliability coefficient of .80 was obtained. The data was analysed using descriptive and inferential statistics. Mean and standard deviation were used to answer the two research questions, the main hypothesis was tested using multiple regression analysis while operational hypotheses were tested using Pearson-Product-Moment-Correlation statistics at 0.05 level of significance Findings revealed: a

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.17 (1), January-April, 2026; https://ajemates.org

high level of quality education (Grand Mean = 3.01) and socio-economic disparities (Grand Mean=2.98), quality education has relative influence on socio-economic disparities, positive relationship between teacher and socio-economic disparities (r= 0.159;p=0.019), positive relationship between supervision socio-economic disparities (r=0.230;p =0.001) and positive relationship between physical facilities and socio-economic disparities (r=.230;p-value=.001). The study emphasizes improving educational infrastructure and supervision. The study concluded that, quality education is key to fixing socioeconomic gaps between the rich and poor. Nigeria's government sees this and focuses on education because it helps in many ways. Among the recommendation was that managements and concern bodies should improve the provision of quality of physical facilities and infrastructures and ensure adequate supervision for effective maintenance of the existing ones that will create a good access to quality education.

Keywords: Quality Education, Socio-Economic Disparities, Income, Quality of life and Access to opportunities.

Introduction

Nigeria is recognized as one of Africa's most naturally wealthy nations, possessing abundant natural resources and human capital. The country's exploited and unexploited natural opportunities have earned it recognition among African nations and other continents. Education receives considerable attention in Nigerian households, resulting in a large number of students from various socioeconomic backgrounds graduating from both private and public tertiary institutions each year. The aim of many of these graduates, particularly those from affluent backgrounds, is to secure a good life, shelter, clothing, and sustenance, free from reliance on others, a goal they believe their education will help them reach. These individuals also believe that their education will enable them to find employment in governmental or non-governmental organizations, fostering greater equality between the socioeconomic strata. These aspirations explain why nearly all Nigerians view education with importance, recognizing the numerous advantages it offers to individuals and society. Few Nigerian households lack educated members, owing to the multiple benefits education provides for personal growth and societal well-being. Consequently, many Nigerians actively pursue education, whether through sponsorships or self-funding, both domestically and abroad. Isiaka, Abdullateef and Oyedeji (2022) opined that each educational level plays a significant role in ensuring that the future of the younger ones is shaped positively and well-secured so that they would be useful to their immediate environment having become useful to themselves.

Quality education is crucial for economic growth and reducing poverty. In 2015, the United Nations set up 17 connected Sustainable Development Goals (SDGs) to make the world a better place for everyone (Akintola & Adam, 2024). SDG 4 specifically targets quality education. Academic views suggest that getting a quality education is key to reaching all other SDG goals. An educated population can spur economic growth, social progress and cultural growth (Olaniyan, 2023). Yet, over a third of Nigerian children are not in school and many who attend cannot read (USAID, 2013). Also, data from UNICEF (2024) indicates that 10.2 million primary school-aged children and 8.1 million junior secondary school children are out of school, representing approximately one-third of the nation's child population. Additionally, studies reveal that over 1 million girls either leave school prematurely or never enroll, and nearly 75% of children aged 8 to 14 lack basic reading proficiency. The Times Higher Education World University Rankings 2025, which evaluated 1,907 universities across 108 countries based on 18 criteria including teaching, research and international outlook, noted the strong performance of a private Nigerian university (THE, 2024). This outcome hints at weaknesses within Nigeria's public educational institutions. These public schools have experienced a decline in standards, due in part to decaying infrastructure and a scarcity of employment prospects for graduates.

Given that education is widely acknowledged as a foundational element for both enduring progress and economic expansion. In Nigeria, lack of access to quality education by some youths presents a difficulty, with social and economic differences playing a critical role in limiting where young people can learn. For scholars, socioeconomic disparities in education mean that educational resources, opportunities and outcomes are unevenly distributed, contingent upon an individual's socioeconomic standing. These differences have the potential to negatively impact youths from lower-income backgrounds, limiting their access to good teaching and broadening the gap in their academic outcomes. To truly promote educational equality, it is essential to deal with existing disparities and establish learning environments that empower all young people to succeed. Research has consistently indicated that socioeconomic disparities correlate with educational outcomes, often leading to adverse results. The study by Reardon (2011), which analyzed data from multiple countries, indicates that children from impoverished backgrounds tend to achieve a higher level of academic success when juxtaposed with their more affluent peers. Addressing socioeconomic inequities in education holds the potential to improve academic outcomes and promote upward mobility for students. Students from underprivileged backgrounds often face challenges, including financial constraints, restricted access to technology

and sparse support networks. A quality education aims to improve educational experiences and reduce the achievement gap.

A recent report from the Federal Ministry of Education (2020) says that old buildings, not enough supplies and a shortage of teachers are major reasons for these problems in education. Many schools in rural areas do not even have basic things like labs and libraries, which make teaching worse. In poorer areas, families often have to care for immediate needs before sending their children to school, which makes things even harder. UNICEF (2019) also noted issues in Nigeria's education system, like not enough money, too few teachers, bad buildings, and policies that are not put into action well. Also, differences in income limit young people's financial resources, affecting their access to essential services such as quality education, healthcare and recreational activities (Piketty, 2014). For instance, children from economically disadvantaged backgrounds may struggle to afford educational materials, potentially leading to lower educational attainment and perpetuating intergenerational poverty. The quality of educational institutions plays a vital role in youth development. Disparities in educational access frequently stem from variations in family income, geographic location and resource availability (Adeoye, Akinnubi & Lasisi, 2023). Supportively, Raji & Isiaka (2022) emphasized that young people from less affluent backgrounds often attend underfunded schools with insufficient staffing and inadequate facilities, which can hinder their academic progress. This educational gap can impede their ability to secure employment in an increasingly skilled labor market.

A good quality of life involves various factors, including health, living conditions and social support. Young individuals facing financial hardship may experience poorer health outcomes due to limited access to quality healthcare, nutritious food or secure housing. Research indicates a link between poverty and a higher prevalence of mental health issues, such as anxiety and depression, which can further impede their development and achievements (Kachi & Kawachi, 2020). Moreover, opportunities like internships, extracurricular activities and networking are crucial for youth development. Income disparities can restrict young people's access to these opportunities, which are important for both personal and professional growth. For example, children from wealthy families frequently benefit from internships and mentorships, whereas those from less privileged backgrounds may lack similar connections or support (Ogolo, Amadi & Nwaoburu, 2024).

Nigeria's influence in Africa and global standing hinge on resolving educational challenges, such as accessibility and relevance of curriculum. Without addressing these issues, the nation faces stagnated growth and increased social unrest. The government has initiated programs like the

National Open University and Universal Basic Education to enhance access, while private entities contribute by establishing schools and offering scholarships to facilitate higher education for individuals, particularly working adults. Despite these government efforts, many young Nigerians still can't access quality education and without quality education, young people in rural areas find it hard to get well-paying jobs. This leads to lower incomes and fewer chances for personal and professional growth.

The area of research exploring quality education and socio-economic disparities has been previously examined, with earlier studies offering a range of perspectives on this subject. One relevant study by Adeyemi & Kelani (2025) explored the idea that socio-economic status helps shape both access to quality education and economic growth within Nigeria. This implies that social economic status dictates living standards in Nigeria, thereby influencing economic expansion. In Nigeria, an individual's socioeconomic status plays a critical role in their ability to receive a good education. This has implications for the country's prospects for lasting economic growth. As Hanushek & Woessmann (2021) observed education clearly plays a vital role in economic development; it directly improves productivity, innovation, and competitiveness, and can help to reduce socio-economic divisions.

Another study by Adeoye, Akinnubi & Lasisi (2023) explored ways of addressing socioeconomic gaps when developing student-centered learning settings. This theoretical study confirmed that quality education in Nigeria faces serious challenges. By implication, it emphasized that there are still banes concerning quality education delivery in the country despite the government's and private individual's efforts. The study's findings are consistent with Okojie (2015), who pointed out those factors such as poverty, geographic location, inadequate infrastructure, and established cultural practices restrict many children and young people from accessing proper education. The researcher said that the government of Nigeria started several education programs. These initiatives seek to advance educational outcomes for all individuals and alleviate poverty. A review of Akintoye (2024) work confirmed a consistent pattern. His findings offer insight into the current discourse, pointing to broader implications within the field. This perspective often aligns with earlier studies, providing a basis for further academic inquiry. The work maintains relevance in ongoing discussions. The scholar noted several important educational efforts in Nigeria. These include supporting girl child education, the Tertiary Education Trust Fund (TETFUND) and the Universal Basic Education (UBE) program. Addressing socioeconomic differences through better access to quality education is also a key point,

as is establishing schools in communities that need them. Musibau, Vespignania & Yanottia (2024) stated that, developing and implementing sound educational policies, ensuring education affordability, and providing subsidized costs and scholarships for students are likewise considered crucial elements. It could be deduced that this current research offered another viewpoint on the issue and intended to find answers to hanging questions particularly in Kwara State which has not been a place of focus for previous researchers concerning how quality education can bridge the gap of socioeconomic disparities amongst the poor and the rich in the society. However, understanding how quality education can address these inequalities, especially in rural areas of Kwara State, Nigeria where young people are most affected, is important.

Statement of the Problem

In Nigeria, the varying economic and social conditions among young people have a marked impact on their ability to attend good schools, a situation that in turn bears relevance to the nation's capacity for ongoing economic development. Even with attempts to enhance the education system, a noticeable gap persists in access to learning opportunities among students from different financial circumstances. Households with lower incomes often encounter difficulties in accessing sufficient learning opportunities due to factors like subpar infrastructure, insufficient educational materials and the inability to pay school tuition. Many children are kept from school due to this. This disparity impedes both student achievement and national economic advancement. Considering how the standard of education including teacher caliber, oversight and physical resources influences socio-economic differences is essential for creating policies. These policies should aim to lessen disparities, support the growth of human capabilities and ultimately stimulate economic progress in Nigeria. This study intended to investigate how the availability of quality education affects socio-economic differences among young people in Kwara State, Nigeria's rural communities.

Purpose of the study

The primary purpose of this study was to examine the relationship between quality education and socio-economic disparities among youth in Nigeria. Specifically,

Specifically, the study sought to:

1. findout out the level of quality education in rural communities of Kwara State, Nigeria;
2. examine the the level of socio-economic disparities among youth in rural communities of Kwara State, Nigeria;
3. examine the how government interventions play in addressing disparitiesin rural communities of Kwara State, Nigeria;
4. findout the relative sigificant relationship between access to quality education and social-economic disparities in rural communities of Kwara State, Nigeria;

5. examine the significant relationship between teacher quality and social-economic disparities in rural communities of Kwara State, Nigeria;
6. findout the significant relationship between quality supervision and social-economic disparities in rural communities of Kwara State, Nigeria;
7. determine the significant relationship between physical facilities and social-economic disparities in rural communities of Kwara State, Nigeria.

Research Questions

1. What is the level of quality education in rural communities of Kwara State, Nigeria?
2. What is the level of socio-economic disparities among youth in rural communities of Kwara State, Nigeria?
3. What are the government interventions play in addressing disparities in rural communities of Kwara State, Nigeria?

Research Hypotheses

Main Hypothesis

H_0: There is no significant composite relationship between quality education and socio- economic disparities amongst youth in rural communities of Kwara State, Nigeria.

Operational Hypotheses

H_{01}: There significant relationship between teacher quality and social-economic disparities in rural communities of Kwara State, Nigeria.

H_{02}: There is no significant relationship between quality supervision and social-economic disparities in rural communities of Kwara State, Nigeria.

H_{03}: There is no significant relationship between physical facilities and social-economic disparities in rural communities of Kwara State, Nigeria.

Research Methodology

The design that was employed for this study was descriptive survey of correlational type. This is on the basis of the fact that, the design is one of the designs in a research study that describes and also examines the relationship between two or more variables with the researcher having no control over them. The population of the study comprised the 513 youths between aged 20 to 30 residing in rural parts of Kwara State, Nigeria. Multistage sampling technique was used to select participants for the study. At first stage, stratified sampling technique was used to classify the population into two strata which are students who are currently enrolled in the tertiary institution made up the first stratum and non-students who have completed their education in the rural parts made up the second stratum. At the second stage, random sampling technique was used to select three local governments in the rural communities of Kwara State. 217 respondents aged 20-30 and who are dwellers in the three local government were randomly sampled from the two strata in the 3 local governments sampled.

Researchers' self-designed instrument was used for data collection. The instrument was titled 'Quality Education and Socio-economic Disparities Questionnaire' (QESDQ) which was constructed in line with the indicators for each variable earlier identified. All the items were rated on a 4-point Likert scale. To ensure the reliability coefficient of the instruments, a pilot study was conducted on small sample outside the scope of this study. This was done using Cronbach Alpha method of testing reliability which results to a reliability coefficient of 0.80 indicating a good level of internal consistency. In order to ensure the validity of the instrument, the researcher gave the instrument to four experts to ascertain the content validity of the Questionnaire. Finally, the constructive criticisms, advice and suggestions of the consulted experts were critically considered to ensure strong validity of the instrument.

The researchers went to the locale of the study to do the administration of the questionnaire by following the privacy of the respondents refraining from disclosing any confidential information relating to the respondents. Data that were collected was coded, sorted, collated, sifted and analysed with the use of descriptive and inferential statistics of mean and standard deviation, multiple regression analysis and Pearson Product-Moment Correlation statistics respectively. All analyses were done at 0.05 level of significance.

Presentation of Results

Research Question 1: What is the level of quality education in rural communities of Kwara State, Nigeria?

Table 1: Level of quality education in rural communities of Kwara State, Nigeria

S/N	Variables	Mean	Std.	Decision
	Quality Teachers			
1.	High level of subject knowledge	2.96	.766	High
2.	Engage students in the learning process	3.34	.735	High
3.	Diverse and adaptable teaching methods	3.30	.567	High
4.	Provision of timely and constructive feedback to students	2.94	.692	High
5.	approachability of teachers	2.89	.724	High
	Quality Supervision			
6.	Constructive supervision	2.80	0.99	High
7.	regular feedback and guidance to improve teaching practices by the supervisor	2.71	0.92	High
8.	Adequate support from administration during supervision periods	3.15	0.79	High
9.	Supervisors are knowledgeable and competent in their roles	3.07	0.75	High
10.	Supervision that helps to enhance the overall quality of education in the institution	3.09	0.77	High
	Physical Facilities			

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.17 (1), January-April, 2026; https://ajemates.org

11. Well-equipped classrooms to support effective	2.71	0.92	High
12. Availability of technology (computers, projectors, etc.) enhances the learning experience.	3.15	0.79	High
13. Overall cleanliness and maintenance of the school facilities are satisfactory	3.07	0.75	High
14. Spaces for group work and collaborative learning	3.09	0.77	High
15. Safety and accessibility of physical facilities	3.00	0.86	High
Grand Mean	**3.01**	**0.79**	**>2.5**

Key: *Mean 1.00–1.75 (Low), Mean 1.76 – 2.50(Moderate), Mean 2.51– 3.25 (High), 3.26-4.00 (Very High)*

Table 1 presented the mean and standard deviation ratings for level of quality education in rural communities of Kwara State, Nigeria. From the results, the rating of all the items were high ratings based on the bench mark given with a (Grand Mean = 3.01, Std = 0.79), surpassing the 2.5 threshold on the 4-point Likert scale. Generally, this finding shows that the quality education was high with the usage of quality teacher, quality supervision and quality of physical facilities.

Research Question 2: What is the level of socio-economic disparities among youth in rural communities of Kwara State, Nigeria?

Table 2: Level of socio-economic disparities among youth in rural communities

S/N	Variables	Mean	Std.	Decision
	Socio-Economic Disparities			
1.	The availability of quality educational institutions in rural areas significantly affects the learning opportunities for youths	2.96	.766	High
2.	Youths in rural areas have limited access to job opportunities compared to those in urban areas	3.34	.735	High
3.	The average income of youths in rural areas is substantially lower than that of their urban counterparts	3.30	.567	High
4.	The availability and quality of healthcare services for youths in rural areas are inadequate compared to urban areas	2.94	.692	High
5.	Youths in rural areas face challenges in accessing modern technology and the internet, impacting their educational and economic prospects	2.89	.724	High
6.	The educational background of parents in rural areas influences the educational achievements of their children	2.94	0.87	High
7.	The existence of community programs supporting youth development is limited in rural areas	2.95	0.88	High
8.	Poor transportation facilities in rural areas negatively affect youths' access to education and job opportunities	2.68	0.95	High
9.	Access to financial resources for education or business ventures is limited for youths in rural communities	2.76	0.95	High
10.	Youths in rural areas have access to opportunities to participate in community decision-making processes that affect their lives	2.99	1.12	High

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.17 (1), January-April, 2026; https://ajemates.org

Grand Mean	**2.98**	**0.83**	**>2.5**

Key: *Mean 1.00–1.75 (Low), Mean 1.76 – 2.50(Moderate), Mean 2.51– 3.25 (High), 3.26-4.00 (Very High)*

Table 2 presents the mean and standard deviation ratings for level of socio-economic disparities among youth in rural communities of Kwara State, Nigeria. From the results, the rating of all the items were also high rating scales based on the bench mark given with a (Grand Mean = 2.98, Std = 0.83), surpassing the 2.5 of the 4-point Likert scale. This could be interpreted that, socioeconomic disparities rural communities of Kwara State, Nigeria is high which need urgent factors to eradicate or reduced the status to meet the urban standard.

Research Question 3: What roles do government interventions in addressing disparitiesin rural communities of Kwara State, Nigeria?

Table 3: Roles government interventions in addressing disparities

S/N	Variables	Mean	Std.	Decision
1.	Policies that promote equitable access to education	2.96	.766	High
2.	Creating schools in well-deserved communities	3.34	.735	High
3.	Subsidizing the cost of education	3.30	.567	High
4.	Increase investment in education and targeted funding for underprivileged areas	2.94	.692	High
5.	Public awareness campaigns to inform parents and communities about the importance of education	2.89	.724	High
	Grand Mean	**3.09**	**.697**	**>2.5**

Key: *Mean 1.00–1.75 (Low), Mean 1.76 – 2.50(Moderate), Mean 2.51– 3.25 (High), 3.26-4.00 (Very High)*

Table 3 presents the mean and standard deviation for the ratings of the roles government intervention in addressing socioeconomic disparities in rural Kwara State, Nigeria. All items gave high rating scales, with (Grand Mean = 2.89, Standard Deviation = 0.724), greater than 2.5 of the 4-point scale.

Hypotheses

Main Hypothesis

H_0: There is no significant composite relationship between quality education and socio- economic disparities amongst youth in rural communities of Kwara State, Nigeria.

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.17 (1), January-April, 2026; https://ajemates.org

Table 3: Relationship between quality education and socio-economic disparities amongst youth in rural communities of Kwara State, Nigeria

	Unstandardized Coefficients		Standardized Coefficients	t	p-value	
	B	Std. Error	Beta (β)			Remark
(Constant)	1.871	.177		10.584	.000	
Quality Teacher	.171	.046	.203	3.678	.000	S
Quality Supervision	.032	.037	.199	.887	.046	S
Quality of Physical Facilities	.169	.046	.376	3.712	.000	S

a. a. Dependent Variable: Socio-Economic Disparities

Key: *S = Significant at p<0.05; NS = Not Significant at p>0.05*

Table 3, the table's coefficients show how much access to good education shapes gaps in society and economy. This is presented using beta values. Physical facilities had the greatest impact (Beta = .376; p = .000), which was significant. Followed by quality of teacher with (Beta = .203; p = .000) and was also significant, also quality supervision was rated next with (Beta = .199; p = .620) which was also significant. So, main hypothesis was rejected. This means that quality education, as a whole, has a meaningful effect on socio-economic gaps among young people in Kwara State, Nigeria's rural areas.

H_{01}: There significant relationship between teacher quality and social-economic disparities in rural communities of Kwara State, Nigeria.

Table 4: correlation analysis of the relationship between teacher quality and social-economic disparities in rural communities of Kwara State, Nigeria

Variables	**No**	**Mean**	**Stand. Dev.**	**df**	**r-value**	**p-value**	**Decision**
Teacher Quality	217	3.33	.340				
				215	**.159**	**.019**	Rejected
Social-economic Disparities	217	3.09	.396				

Significant at p<0.05

Table 4shows the link between teacher quality and socioeconomic differences in rural Kwara State, Nigeria. Findings show a meaningful positive relationship (r = 0.159, p = 0.019) between these factors, with 215 degrees of freedom. This led us to reject the

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.17 (1), January-April, 2026; https://ajemates.org

null hypothesis. Thus, teacher quality does influence socioeconomic differences in these areas. The average teacher quality score was 3.33 (SD = 0.340), while the average socioeconomic difference score was 3.09 (SD = 0.396).

H_{02}: There is no significant relationship between quality supervision and social-economic disparities in rural communities of Kwara State, Nigeria.

Table 5: correlation analysis of the relationship between quality supervision and social-economic disparities in rural communities of Kwara State, Nigeria

Variables	No	Mean	Stand. Dev.	Df	r-value	p-value	Decision
Quality Supervision	217	3.33	.340				
				215	**.230**	**.001**	Rejected
Social-economic Disparities	217	3.70	.340				

Significant at p<0.05

Table 5the investigation explored the relationship between quality supervision and socioeconomic differences in Kwara State, Nigeria's rural areas. The findings indicate a statistically meaningful positive link between these two factors (r = 0.230; p = 0.001), which is less than 0.05). The correlation coefficient was statistically significant with 215 degrees of freedom. Therefore, we rejected the null hypothesis. This suggests that access to quality supervision is linked to socioeconomic differences. The average value for access to quality supervision was 3.33 (standard deviation = 0.340), while for socioeconomic disparities, it was 3.70 (standard deviation = 0.340).

H_{03}: There is no significant relationship between physical facilities and social-economic disparities in rural communities of Kwara State, Nigeria.

Table 6: Correlation analysis of the relationship between physical facilities and social-economic disparities in rural communities of Kwara State, Nigeria

Variables	No	Mean	Stand. Dev.	df	r-value	p-value	Decision
Physical Facilities	217	3.33	.340				
				215	**.194**	**.004**	Rejected
Social-economic Disparities	217	3.70	.340				

Significant at p<0.05

Table 6present hypotheses 3 regarding the link between physical infrastructure and socioeconomic gaps in rural Kwara State, Nigeria. Our analysis revealed a positive and noteworthy connection between physical facilities and socioeconomic disparities, with an (r=.230; p-value=.001) (which is less than 0.05). This correlation coefficient was statistically important at 215 degrees of freedom, leading us to reject the null hypothesis. This means that physical facilities are indeed related to socioeconomic differences. The average score for physical facilities was 3.33, with a standard deviation of .340, while the average for socioeconomic disparity was 3.79, also with a standard deviation of .340.

Discussion of Findings

Table 1 presented the mean and standard deviation ratings for the level of quality education. The study found out that quality education in rural communities of Kwara State, Nigeria was high. The findings of this study corroborate with Musibau, Vespignania &Yanottia (2024) whose results indicate that a 1% increase in the level of educational quality contributes to an annual economic growth rate of 2.8%, which was significantly higher than previous research, resulting on growth rates ranging from 0.4% to 2.3%, based on cross-sectional PISA data. The scholars further found out that quality education leads to lower incomes and fewer chances for them to grow personally and in their careers.

Table 2 showed the average ratings and their spread for how much socio-economic differences there are among young people in rural areas of Kwara State, Nigeria. There are notable socioeconomic differences within Kwara State's rural areas in Nigeria. It is important to address these factors to bring living standards closer to those found in urban centers. Addressing these differences is a task that calls for careful consideration. There must be a concentrated effort to bring about improvements. The government has a key role to play in this regard. The finding aligns with Adeoye, Akinnubi, & Lasisi (2023), who posit that socioeconomic disparities in education are distinguished by an uneven distribution of educational resources, chances for advancement, and learning outcomes, all contingent on one's socioeconomic standing. These differences can negatively affect students from low-income households. This reduces their access to high-quality education and may make the performance gap wider.

Table 3 presented the mean and distribution of ratings examining government interventions' roles in dealing with socioeconomic differences. The study's findings indicated a pronounced role of governmental actions in addressing existing disparities.The government's involvement in ensuring equitable educational access for children aligns with the findings presented by Adebayo (2017) and Bassey & Ekpo (2017) illustrating a consistent pattern in research on this subject.Both government and foreign aid,

they noted, play a key role in expanding educational access in Nigeria. The current study's findings align with those of Nwagwu & Imonye (2019) and Obioma & Ndubuisi (2018), each of which investigates the impact of international collaboration and external support on educational access in Nigeria. In my reading, this suggests a consistent pattern across multiple inquiries into this matter. This seems to indicate that a shared understanding exists regarding these influences. This observation aligns with Kokojie (2015), who suggestes that young people in rural areas frequently encounter difficulties securing adequately compensated employment absent a sound educational foundation.

Table 3 showed the multiple regression analysis findings for the primary hypotheses concerning the relationship between quality education and socio-economic differences among young people in Kwara State's rural areas of Nigeria. The primary hypothesis was not supported by the analysis. The data indicates a linear relationship between quality education and socio-economic disparities.

Table 4 displayed the relationship between teacher quality and social-economic differences within rural Kwara State, Nigeria. The analysis indicates a positive correlation between teacher quality and socioeconomic differences within rural communities in Kwara State, Nigeria. The study's findings align with the World Bank (2018) report, suggesting that individuals who experience quality teaching are more prone to receiving a quality education, which in turn seems to increase their chances of obtaining stable employment and earning higher wages.

Table 5 clearly indicated a direct relationship between the level of supervision regarding quality and reductions in disparities observed within Kwara State's rural communities in Nigeria. The data suggests that quality supervision plays a central role in mitigating these disparities. Better oversight can indeed lead to improved socioeconomic conditions; a closer look reveals that this relationship is complex and requires careful consideration of various contributing factors. The implementation of sound policies and their consistent enforcement undeniably play a critical part in shaping these outcomes. This finding is consistent with Bashir (2018) that suggestes that sound educational oversight forms a crucial component of quality education. This, in turn, contributes to improved outcomes in higher education, increased civic engagement within communities and a reduction in criminal activity, ultimately fostering a more stable and developed societal structure. The study findings align with Okojie's (2015) outcome, which points out that inadequate oversight not only hinders educational progress but also plays a role in persistent poverty and restricted socioeconomic mobility for disadvantaged groups.

Table 6 showed the outcome for the third hypothesis, which concerned the link between existing physical facilities and differences in social-economic conditions within Kwara State's rural areas in Nigeria. The study revealed a notable positive association between physical facilities and socioeconomic imbalances within Kwara State's rural communities. Such findings indicate that where there are more physical facilities, the socioeconomic disparities are also more pronounced. This outcome aligns with the earlier work of Olaniyan and Okemakinde (2008), which also suggeste that children with physical facilities tend to experience improved life prospects, influencing socioeconomic equality among younger generations.

Conclusion

Conclusively, academic discussions often suggest that providing a good education can help close the socioeconomic divides that exist among various groups. These discussions generally emphasize the importance of access to resources and the opportunities that arise from learning. The Nigerian government acknowledges this and prioritizes education due to its multifaceted benefits. This study explored the impact of increased access to education on income disparities, living standards, and opportunities for young people in Nigeria. Government policies, employment metrics, and residential location all contribute to socio-economic disparities; rural populations often face particular challenges. Our exploration revealed that the presence of proficient educators, adequate oversight, and suitable physical spaces are foundational to improving the standard of education. This, in turn, is associated with a decrease in socioeconomic inequalities.

Recommendations

Based on the study's findings, several recommendations present themselves as stated by Adeyemo & Kelani (2025). First, professional development for educators merits continuous attention. This ongoing support can improve teaching quality, which helps ensure students receive instruction that is both relevant and genuinely effective. To begin, governing bodies should improve the standard of physical facilities and infrastructure. This includes making sure there is proper oversight for maintaining what is already there, which will lead to better access to education. Finally, ensuring the quality of supervision is raised will further improve educational standards. This is a critical step towards lessening and eventually removing social and economic inequalities.

REFERENCES

Adediran, A. A. & Ayeni, A. O. (2021). Impact of international agencies' funding on the development of education in Nigeria. *Journal of Education and Practice*, *12*(15), 56-62.

Adeoye, M. A. Akinnubi, O. P. &Lasisi, A. K. (2023). Addressing socioeconomic disparities in developing student-centred learning environments. *Journal of Didactic Studies 1(2),* 90-98.

Adeyemo, E. A. &Kelani, F. A. (2025). Socio-economic status, determinant of access to quality education and economic growth in Nigeria. *NIU Journal of Humanities, 10(3):* 17-23.

Akintola, I. A. & Adam, A. M. (2024). Towards addressing the challenges of quality education and educational inequalities in Nigeria. *Rima International Journal of Education (RIJE), 3 (4):* 90-107.

Alfred, O. N., Adio, A. O., & de Mello, L. (2020). *Education and health outcomes: Evidence from Nigeria*. Health Economics Review, 10(1), 12-22.

Asaju, K., Akinwunmi, B. & Afolabi, O. (2014). Factors affecting access to education in Nigeria: the role of institutional and policy perspectives. *International Journal of Educational Management, 28(3),* 286-299.

Bashir, S., Murtaza, A. &Baloch, Q. B. (2018). Education and Economic Growth: A Review of the Literature. *Journal Manajemen Pendidikan*, 6(1), 12-21.

Bassey, U. &Ekpo, I. (2017). Foreign aid and educational development in Nigeria: An assessment of Basic Education Development Fund (BEDF) intervention in AkwaIbom State. *International Journal of Academic Research in Progressive Education and Development, 6(4),* 329-345.

Federal Ministry of Education (2020). *Basic education data in Nigeria*. Retrieved from https://www.education.gov.ng/files/Basic%20Education%20Data%20in%20Nigeria.p df

Fredrick, A. N. 2019. *Influence of institutional inputs on the quality of secondary school education in Migori County, Kenya.* Unpublished PhD Thesis, Department of Planning and Economics of Education, Maseno University.

Hanushek, E. A. & Woessmann, L. (2021). *Education and economic growth.*https://doi.org/10.1093/acrefore/9780190625979.013.651.

Isiaka, B. A., Abdullateef, A. A. & Oyedeji, N.B. (2022). *Quality educational planning and senior secondary*

school goal attainment in Ilorin metropolis, Kwara State. Kashere Journal of Education, 3(1): 40-48.

Kachi, Y., Kato, T. and Kawachi, I. (2020). Socio-economic disparities in early childhood education enrollment: Japanese population-based study. *Journal of epidemiology, 30 (3)*, Pp. 143-150.

Kachi, Y., Kato, T., and Kawachi, I., 2020. Socio-economic disparities in early childhood education enrollment: Japanese population-based study. Journal of epidemiology, 30 (3), 143-150.

Ogolo, G., Amadi, E. I. & Nwaoburu, L. N. (2024). Sustainable development goals and quality education in Nigeria: a study of rivers state universal education, 2012 – 2023. Journal of Public Administration and Social Welfare Research, 9(3), 90-114.

Okojie, C. E. (2015). Skills development for youth employment in Nigeria: The role of quality education. *Journal of Educational Development in Africa, 3(1)*, 50-63.

Olaniyan, D. A. & Okemakinde, T. (2008). Human Capital Theory: Implications for Educational Development. African Journal of Social Sciences, 5(5), 479-483.

Piketty, T. (2014). *Capital in the twenty-first century*. Harvard University Press.

Raji, I. A. and Isiaka, B. A. (2022). *Poverty eradication and access to quality education in Nigeria: moving targets in the twenty-first century*.

Reardon, S.F. (2011). The widening academic achievement gap between the rich and the poor: New evidence and possible explanations. In R. Murnane & G.J. Duncan (Eds.), *Whither opportunity? Rising inequality, schools and children's life chances* (pp. 91-115). Russell Sage Foundation.

Times Higher Education. (2024). *World University Rankings 2025*. Retrieved from https://www.timeshighereducation.com/world-university-rankings/2025/world-ranking

UNESCO. (2017). *Education for Sustainable Development Goals: Learning objectives*. https://unesdoc.unesco.org/ark:/48223/pf0000247444

UNESCO. (2018). *Global education monitoring report 2019: Migration, Displacement and Education Building Bridges, Not Walls.* Paris: United Nations Educational, Scientific and Cultural Organization.

UNICEF (2019). *Education in Nigeria.* Retrieved from

https://www.unicef.org/nigeria/education

UNICEF. (2024). *The state of Nigeria's children: Summary of the 2024 situation analysis of children and adolescents in Nigeria* (2nd ed.). UNICEF Nigeria.https://www.unicef.org/nigeria/reports/state-nigerias-children-0

USAID/Nigeria (2013). Northern Education Initiative (NEI) - Project mid-term performance evaluation.

World Bank. (2018). *Nigeria: Learning to realize education's promise*. Washington, D.C.: World Bank Group.