

QUALITY ASSURANCE AND MANAGEMENT OF INCLUSIVE EDUCATION IN SECONDARY SCHOOLS IN THE FEDERAL CAPITAL TERRITORY ABUJA NIGERIA

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ABSTRACT

The study investigated quality assurance and management of inclusive education in secondary schools in Federal Capital Territory Abuja, Nigeria. Four research questions and four hypotheses guided the study. Descriptive survey design was adopted for the study. The population of the study was 4,240 (88 principals and 4152 teachers) While the sample size consisted of 424 respondents (73 principals and 353 teachers). The instrument for data collection titled, 'Quality Assurance and Management of Inclusive Education Questionnaire' (QAMIEQ) was used. The instrument yielded 0.91 as validity index. The instrument was pilot tested on 10 principals and 40 teachers and it yielded 0.71 as reliability index. Descriptive Statistics of mean and standard deviation were used to answer the research questions. While hypotheses were tested using t-test at 0.05 level of significance. The findings of the study showed that there is significant impact of supervision, curriculum, school facilities and funding on the management of inclusive education in secondary schools in FCT Abuja, Nigeria. The study recommended among others that Quality Assurance Agency of FCT Education Authority should ensure that hindrances to supervision are reduced to the barest minimum by providing resources such as personnel and funds to propel regular monitoring of all secondary school in the FCT. This is to ascertain the level of curriculum adaptation for all categories of learners and take necessary actions for the management of inclusive education.

INTRODUCTION

The word management is a broad term used for a series of activities that reveal how something is handled. If an organisation is to operate and function, it has to be managed well so that its aim of establishment would be achieved. Many organisations – political, religious, social, educational or business incline rely on the techniques of management to reach their respective goals. The success or failure of any organisation lies in the nature and direction of its management. Consequently, management in education is the process of ensuring the smooth running of secondary schools through supervising and directing the activities of teachers, students and all material resources in the school in order to achieve an inclusive education. The aim is to ensure that learning takes place and change of behaviour for the better is visible in the learner.

Management of inclusive education is the proper handling of inclusive education of students with disability in secondary schools to receive and gain access to qualitative education in the same learning environment as students without disability. Robiyansah, Mudjito and Murtadlo (2020) observed that inclusive management considers education which allows each child to learn together, be recognised and be given equal educational opportunities. Unfortunately, the management of inclusive education is in a worrisome state so far in Nigeria. It is so because the nature and status of inclusive education have not been fully captured in the school curriculum, in the kind of school facilities provided in the schools, in the inadequate allocation of funds to cater optimally to the emergent

needs of schools, in the deficiency in regular supervision by relevant authorities and lots more. Vanleh et al (2015) noted that adequate planning and management must be proactive and realistic, especially in the area of funding. They maintained that funding is required for the procurement of facilities, buildings, and remunerations for the personnel including other activities, involved in the management and implementation process of inclusive education. From the foregoing, it is evident that the management of inclusive education embodies giant shortfalls in Nigeria.

The education sector as the bedrock of all sectors in any nation-building demands optimal measures to remain focused on its status quo as a pacesetter and mother of all fields of study. For this reason, every educational programme that claims to be worthwhile must take into account the psychological, social, emotional, mental, moral, spiritual, and intellectual elements of every individual. Accordingly, the National Policy on Education (2014) maintained that “Education is compulsory and a right of every Nigerian irrespective of gender, social status, religion, colour, ethnic, background and any peculiar individual challenges”. Further corroboration is spelt out in the same policy statement “... persons with special needs shall be provided with inclusive education services in schools which normal persons attend in age-appropriate general education classes directly supervised by general teachers...” By this, all schools in the Federal Capital Territory and all of Nigeria are inclusive schools and they are to cater for the

upbringing of all Nigerian children of school age with or without disability more so, provide compulsory and free education.

Inclusive education is the space, avenue and opportunity given to all students with or without disability to learn and spend time together in the same environment, aided with appropriate facilities to make learning desirable and achievable and be successful in regular class situations in other to disallow segregation. In the view of Pinnock (2020), it is the process of addressing all forms of barriers and providing access to quality education to meet the diverse needs of all learners in the same learning environment. United Nations Educational Scientific and Cultural Organisation UNESCO (2005) in UNESCO (2021) provided a concise yet vivid description of inclusive education as “an approach that expresses how to change educational structures and other learning atmospheres to meet the needs of the variety of learners”. This definition and others cleave to the dimension of Goal No. 4 of the Sustainable Development Goals that clamours for inclusive and equitable quality education and promote lifelong learning opportunities for all.

It is indeed obvious that the Nigerian government desires its workability as such an exclusive landmark was finally made; the National Inclusive Education Policy was approved in 2017 and signed into law in 2019. This policy provided detailed recommendations for action at all levels of education and advocated for revised teacher training curricula, improved infrastructure, and inundated rights awareness to strengthen

access and learning for all marginalised persons, with special emphasis on children with disabilities.

It is unfortunate, as noted by UNESCO (2020) that as much as the National Policy on Inclusive Education sets several indicators to monitor all aspects of an inclusive education system there is still a lack of comprehensive data on persons with special needs and this has hampered planning and implementation of programmes. This presents a seeming fact of an inadequate sense of direction and purpose in the management of inclusive education by the managers of Education in Nigeria as the system is faced with endemic challenges that have brought systemic setbacks in attaining quality education in Nigeria. Ab initio, this challenge stems from (a) non-comprehension of the contents/rudiments of inclusive education, (b) the inability to garner accurate data on persons with disability and other impediments to learning and (c) non-practical ways to monitor its implementation and functionality. UNSECO (2020) further noted that a setback in the realisation of inclusive education in Nigeria is the absence of a national mechanism to capture necessary data and information on persons with disability. Therefore, inclusive education requires maximum functionality through quality assurance measures to supervise the activities that cater to the teeming population of persons with disability of one form or the other and thus ensure that it meets guaranteed fitness for its purpose.

Quality assurance then becomes a strategy to guide, reinstate and improve upon the management of inclusive education in secondary schools in the Federal Capital Territory through regular supervision, curriculum modification, adequate funding and provision of appropriate school facilities, intensifying teacher training programmes, ensuring safe, secure and conducive environment, and lots more. The definitive role of Quality Assurance agencies for the main purpose of monitoring and maintaining set standards at all levels of education below the tertiary level is spelt out in National Policy on Education (NPE) 2014 Section 9.

Supervision of schools seems deficient in secondary schools in the Federal Capital Territory, Abuja. Though the National Policy on Inclusive Education NPIE (2023), affirmed “appropriate monitoring and evaluation mechanisms shall be put in place to evaluate the impact of the inclusive education policy on the learners, the education system and the wider societal development”. It is noteworthy that inadequate resources for supervision and negligence of duty on the part of supervisory officials hamper supervision. Such claims as the unavailability of computers, vehicles, and stationery among others are some inadequacies tendered as hindrances to supervision. To this, Umar, Hauwa`u and Nura (2017) commented that supervised instruction has been duly neglected for one reason or another amid modern complications of the secondary school. In other words, the management of inclusive education cannot be operational if schools are rarely supervised. As observed by Ogunode&Ajape (2021) the present

situation of supervision in schools at every level of education is weak and has not been thorough in recent decades consequently, the standard of secondary school is falling. This decline in attaining standards calls for drastic measures to situate inclusive education on its right pedestal.

Curriculum for the management of inclusive education is a sure necessity for secondary schools. It stands as a measure to direct the quality of instruction given and received by students with or without disability for their holistic formation. As a template of instruction, the curriculum of inclusive education must cater for all students in their varying specialties with or without disability. The NPIE (2023) concluded that curriculum is adapted by teachers to meet individual learners' needs. In addition, Pinnock (2020) opined that the Nigerian Education Research and Development Council NERDC is required to regularly review the curriculum in line with the policy. Presently, the secondary school curriculum does not capture the nature of inclusive education. Ogunseemi and Ajibade (2020) observed that curriculum practices are still not making adequate provision for inclusive education to children of all categories. It must as a matter of urgency employ the services of all stakeholders of education to come up with justifiable curriculum that would truly possess contents broken down to meet the needs of all categories of students if learning must be achieved.

School facilities as observed by Pinnock (2020) in Target Number 8 of the National Inclusive Education Policy, require government to ensure that appropriate learning

materials and assistive devices are provided to all learners. In the Federal Capital Territory, as noted by Ukpabio and Ekere (2022) most facilities in schools were made for the convenience of normal students, secondary schools have no appropriate or adequate school facilities for an inclusive education i.e. that support and project ‘inclusion’ of students with varying kinds of disability like classrooms, laboratories, library, sporting and toilets facilities, assistive devices like wheelchairs, braille/speech output, speech recognition software), lighting, technical workshops, ICT gadgets. It can be likened proverbially to a farmer going to the farm without his farm implements. The School Principal in this regard is therefore faced with the challenge of either admitting or not admitting a student with disability. He may in this situation suggest that the student be sent to a special school which contravenes the contents of the NPE (2014). Consequently, Salihu and Jamil (2015) commented that the provision of infrastructural facilities is one of the significant determinants in the implementation of inclusive education.

Funding for an inclusive education serves as the lubricant in its system that sustains its sustainability. United Nations International Children’s Emergency Fund UNICEF (2014) noted that “funding is a key issue for governments to consider when implementing inclusive education and often it is not just the level of resources that is the issue, but also how the funds are distributed and allocated”. However, insufficient awareness of the nature of inclusive education is a cause for the improper funding it

receives; in addition, these funds are wrongly utilized. As noted by Ogunode and Musa (2021) funds are inadequate for the proper management of secondary school education in the Federal Capital Territory. Funds for reinstating the inclusive schools to enviable educational institutions are instead directed to upgrading special schools. Pinnock (2020) also commented that school infrastructure suffers severely from poor funds for school running and rehabilitation costs in inclusive education. Hence, secondary schools in the Federal Capital Territory seem deficient in providing strategic measures for the successful management of inclusive education that would enable both students with or without disability to receive holistic learning and formation in the school system.

Of the varying studies conducted on the challenges of inclusive education in Nigerian Schools, one major loophole is the inability to have a stable, committed and dynamic management that would give a sense of purpose to inclusive education. Quality assurance and management of inclusive education in senior secondary schools in the Federal Capital becomes a dare necessity.

Statement of the Problem

Inclusive education suffers a lot of setbacks in the Federal Capital Territory majorly because its management lacks due supervision and the capacity to cater to the needs of students with or without disability in the same learning environment. Importantly, these students with a disability ranging from those with visual impairment, hearing impairment, physical impairment, intellectual impairment and communication

impairment are neglected in secondary schools in the FCT. The secondary school curriculum and school facilities are deficient to meet their diverse needs and funding for the provision of assistive devices and equipment that could aid their learning like braille, wheelchairs and clutches among others are also insufficient.

The management of inclusive education in secondary schools in the Federal Capital Territory is thus, not equipped to manage students with disabilities, who in other words, cannot then be numbered among beneficiaries of quality education irrespective of their physical, social, religious, ethnic and racial status. These students with disabilities are deprived of total development and growth psychologically, academically and socially. Invariably, they fall short of Quality Education which is Goal No. 4 of the Sustainable Development Goals.

From the foregoing, the management of inclusive education in secondary schools in the FCT undermines the education provision of the Disability Act and the National Policy on Inclusive Education that affirm free and unhindered access to quality education and active participation of all learners in the same safe school environment. It is against this backdrop that this study is designed to investigate quality assurance and management of inclusive education in secondary schools in the Federal Capital Territory Abuja, Nigeria.

Purpose of the Study

The main purpose of the study is to assess quality assurance and management of inclusive education in secondary schools in the FCT. Specifically, the objectives of the study are as follows:

- i. To ascertain the impact of supervision on the management of inclusive education in secondary schools in the FCT.
- ii. To find out the extent to which the school curriculum impacts the management of inclusive education in secondary schools in the FCT.
- iii. To examine the impact of school facilities on the management of inclusive education in secondary schools in the FCT.
- iv. To ascertain the impact of funding on the management of inclusive education in secondary schools in the FCT.

Research Questions

For this study, the following research questions were generated:

- i. What is the impact of supervision on the management of inclusive education in secondary schools in the FCT?
- ii. What is the impact of school curriculum on the management of inclusive education in secondary schools in the FCT?
- iii. How do school facilities impact the management of inclusive education in secondary schools the FCT?

iv. To what extent does funding impact the management of inclusive education in secondary schools in the FCT?

Hypotheses

- i. **HO₁**: There is no significant impact of supervision on the management of inclusive education in secondary schools in the FCT.
- ii. **HO₂**: School curriculum has no significant impact on the management of inclusive education in secondary schools in the FCT.
- iii. **HO₃**: There is no significant impact of school facilities on the management of inclusive education in secondary schools in the FCT.
- iv. **HO₄**: Funding has no significant impact on the management of inclusive education in secondary schools in the FCT.

Literature review

Adebiyi and Alake (2018) investigated the effect of instructional supervision in quality assurance on public secondary schools administration in Ijebu-ode local government area of Ogun state. A total of 88 teachers, 50 heads of department, 7 vice principals and 5 principals, were randomly selected. A descriptive research design was adopted for the study. The internal consistency of the instruments was established through test-retest method which produced a coefficient of 0.72. One hypothesis was generated and tested at 0.05 level of significance. The data collected were analyzed using Pearson's Product

Moment correlation. The study revealed that there was significant relationship between instructional supervision and quality assurance. The study also showed that principals and inspectors were alert to the possibilities for improvement of instruction, possess the ability to work and actively engage in discharging their duties in terms of monitoring and evaluating. Based on the findings, it was recommended that principals and inspectors should be given more orientation to guide them the more in their positions as instructional supervisors. They should be refreshed through working in conjunction with neighbouring schools. Workshops, seminars, and in-service training should be made available to them. Inspectors from the Ministry of education should be equipped to make reports available and follow up to see that weaknesses identified in schools are corrected. The study under review employed Pearson's Product Moment correlation for analyzing the data of descriptive research and it also did not consider the public secondary schools as an inclusive school while the current study paid attention to the secondary schools as inclusive and further examined the quality assurance and management of inclusive education and consequently t-test was used to analyse the data collected.

Tarimo and Lekule (2024) researched the effect of instructional supervision on education quality in secondary schools in Kaham District, Tanzania. The pursuit of quality learning experiences is vital to fostering individual growth, societal progress, and global competitiveness. This paper assessed the role of instructional supervision in

the delivery of quality education. This study was conducted in 5 selected secondary schools in Kahama, Tanzania. A mixed research approach and a convergent parallel design were used. One hundred and fifty-seven (157) respondents composed of 142 teachers, 5 heads of schools, 5 school board members, 4 ward educational officers and 1 district educational officer were involved. Data were collected through questionnaires, interviews, and document analysis. Quantitative data were analysed using Statistical Packages for Social Science (SPSS, version 21) while qualitative data were analysed thematically. The findings indicate that when instructional supervision is conducted appropriately it significantly contributes to teacher professional growth which in turn contributes to optimizing the quality of education. Additionally, the study found maximum cooperation between supervisors and supervisees to be paramount in instructional supervision. The findings also indicated that for instructional supervision to be effective, school leaders are to promote a culture of academic excellence, by ensuring conducive teaching and learning environment. Moreover, classroom visits should be regarded as supporting and encouraging teachers rather than a faulty finding strategy. Hence, this study is a wake-up call to all those involved in instructional supervision to strive towards promoting a positive mindset towards instructional supervision and to give it the priority it deserves to ensure the achievement of quality education. The major gap in the study under review is that it neglected the aspect of inclusive education which the current study is focused on. Also, the study under review

was conducted in Tanzania while the current study was conducted in the Federal Capital Territory, Abuja Nigeria.

Sholawati (2019) investigated curriculum management and inclusive education learning in special needs in SDN Kalirungkut-1 Surabaya, Indonesia. This study aims to find out, explain and analyze curriculum management and learning about inclusive education in children with special needs. This study uses a case study method. Data analysis techniques use data reduction, presentation of research data, and data verification. The subjects of this study were all school teachers and employees. Data collected were through observation, interviews and document analysis. The results of the study are: (i) Curriculum planning and learning of inclusive education begins with making syllabus, lesson plans, and Individual Learning Program (ILP) adapted to the obstacles of each student with special needs who will arrange the curriculum and learning process in regular class; (ii) Organizing the curriculum and learning of inclusive education starts with grouping and dividing the tasks for the implementers of curriculum and learning plans, namely homeroom teacher, study teacher and special assistant teacher in charge of assisting students with special needs. (iii) In its implementation children with special needs have their suitability for learning programs and curriculum by taking into account the developmental aspects that are on them. (iv) The evaluation conducted provides a review of the results of the existing implementation assessment. The study under review did not reveal the particular population of the study nor did it show how the data were

analysed and the statistical package employed to reach the results it presented.

However, the current study stated all these major aspects of the research.

Odebiyi (2016) investigated a study on Nigerian teachers' willingness to implement inclusive early childhood education curriculum in the research; Introduction of inclusive early childhood education curriculum in Nigerian school system: Do teachers' perception, willingness and demography matter? It further explored the influence of teachers' demography on their perception of introduction of inclusive early childhood education in Nigerian school system. The study adopted descriptive survey research design with multi-stage sampling procedure. The respondents (n=192) were teachers from 15 private and public primary schools (10 regular and 5 special schools) in Ibadan, Oyo State, Nigeria. Five research questions were answered in the study. Majority of teachers (76.1%) are willing to use inclusive early childhood education curriculum. Also, the findings revealed that the difference among age cohort has a significant influence ($F(5,186)=2.512$; $p.05$), qualification ($F(5,186)=2.066$; $p>0.05$) and teaching experience ($F(4,187)=1.496$; $p>.05$) do not have significant influence on teachers' perception of inclusive early childhood education. The study in review is concerned with the introduction of inclusive early childhood education curriculum in the Nigerian school system while the current study examines quality assurance and management of inclusive education in secondary schools. The study in review was conducted in Ibadan, Oyo State focusing on the use of inclusive curriculum in early child education while the

current study is in the FCT, Abuja focused on curriculum modification for secondary schools.

Osuji (2016) conducted a study on the impact of school facilities on students' academic performances in public secondary schools in Zaria and Giwa Education Zones in Kaduna State, Nigeria. The study was conducted with the objectives among others of determining the impact of teaching facilities, learning facilities, welfare facilities and health facilities on students' performances in public secondary schools in Giwa and Zaria Education Zones in Kaduna State. In line with the stated objectives, five research questions and five null hypotheses were formulated for the study. The study adopted the use of descriptive survey research design and out of the total population of 2093, 628 copies of the questionnaire were administered, but only 600 were correctly filled and returned, consisting of 24 principals and 576 teachers. The instrument tagged, —School Facilities on Students Academic Performance Questionnaire, (SFSAPQ) in public secondary schools in Giwa and Zaria Education Zones Questionnaire was used to collect data from respondents. This instrument was validated and pilot tested and a reliability index of 0.85 was obtained. Data gathered were analysed using t-test at 0.05 level of significance. Findings of the study among others revealed that there is no significant difference in the opinions of teachers and principals on the impact of teaching facilities on students' academic performance in public secondary schools in Giwa and Zaria Education Zones in Kaduna State. Also, the finding shows that there is

no significant difference in the view of respondents on the impact of welfare/health facilities on students' academic performances in secondary schools in Giwa and Zaria Education Zones in Kaduna State. Given the findings, it was concluded that school facilities remain one essential factor in the realization of the goals of secondary education. The researcher recommended that: government and school managers should make an effort to provide teaching and learning facilities such as chairs, tables, laboratories, computers/ICT, and classrooms in Public secondary schools in Giwa and Zaria Education Zones in Kaduna State, Nigeria. The major gap in this study is the fact that it did not pay attention to inclusive education. It only carried the study on the impact of school facilities on students' academic performances in public secondary schools in Zaria and Giwa Education Zones in Kaduna State, Nigeria as against the current study which was carried out in FCT, Abuja on quality assurance and management of inclusive education in secondary schools in the FCT Abuja, Nigeria.

Mlollele, Muteti&Mandila (2023) examined the availability of facilities and learning materials for implementation of inclusive education in public primary schools in Dodoma Region. The study aimed on investigating availability of facilities and learning materials for the implementation of inclusive education in public primary schools in Dodoma region. The study employed convergent design under mixed approach. Both probability and non-probability sampling techniques were used to sample respondents. Simple random sampling technique was used to get the respondents. The target

population involved 08 DEO's, 13 head teachers, 280 teachers and 9,100 pupils. The study sampled of 12 schools, 07 DEO's, 12 head teachers, 84 teachers and 144 pupils, making a total of 237 respondents. The instruments used to collect data were questionnaires, interview guides, and focus group discussion guide and observation schedule. To obtain reliability for quantitative research instruments Cronbach Alpha of 0.819 was calculated while conformability of qualitative data was ensured by increasing transparency with regards to adherence to data collection procedures and ethics. The quantitative data were analyzed using descriptive statistics. Data were coded and analyzed through frequencies, percentages, and mean scores in tables and interpreted in relation to the research question. The qualitative data were analyzed by coding contents into themes, interpreting direct quotations and presented in a narrative form. The results from the findings revealed that there were inadequate facilities and learning materials at inclusive primary public primary schools in Dodoma Region. The study concluded that, poor infrastructure in inclusive public primary schools has affected the implementation of inclusive education in Dodoma region. The study recommends that adequate facilities and learning materials should be provided to ensure effective implementation of inclusive education and more funds to be allocated for procuring teaching and learning facilities for learners in inclusive public primary schools. The study under review examined how availability of school facilities and learning materials aid the implementation of inclusive education in public primary schools in Dodoma region,

Tanzania while the current study is divergent as it assessed the quality assurance and management of inclusive education in secondary schools in the Federal Capital Territory, Abuja.

Uwaleke, Yakubu and Nkazi (2023) conducted a research on funding and management of public senior secondary schools in Federal Capital Territory (FCT), Abuja, Nigeria. The purpose of the study was to find out how funding affects the management of public senior secondary schools in the FCT. The research design used for this study was cross-sectional survey research design. It was guided by four research questions, four objectives and three null hypotheses. The population of this study consisted of 4,714 subjects (4014 teachers and 57 principals). 767 respondents (647 teachers and 20 principals) drawn from 20 schools in three selected Area Councils in Federal Capital Territory, Abuja. The instrument used for data collection was the researchers' self-designed questionnaire called Questionnaire on Funding and Management of Secondary Schools (QFMSS). The instrument was duly validated and it yielded 0.72 as validity index. The instrument was pilot tested on 20 teachers in GSSKuje and the coefficient of internal consistency of 0.78 was obtained. Descriptive statistics of mean and standard deviation were used to answer the research questions while Pearson's product moment correlation was employed to test all the hypotheses at 0.05 level of significance. The findings of the study indicated that there is a significant relationship between funding and provision of school facilities in FCT senior secondary schools, there is a significant

relationship between funding and staff employment in FCT senior secondary schools and there is a significant relationship between funding and maintenance of school facilities in FCT senior secondary schools. One of the recommendations of the study was that the FCT Secondary Education Board should solicit for special intervention funds from international organizations, advanced countries and other donor agencies such as United Nations Educational Scientific and Cultural Organization (UNESCO), African Union (AU), European Union (EU), the United States of America, the United Kingdom among others to facilitate effective management of secondary schools in FCT. The study under review is a correlational research while the current study is a descriptive survey research. Furthermore the study under review focused on funding which is only an aspect of quality assurance and its relationship with management while the current study examines quality assurance and management of inclusive education. However, the two studies were both carried out in Secondary Schools, in the FCT, Abuja.

Odou and Anietie (2019) conducted a study on secondary education funding strategies for educational goals achievement in Rivers State, Nigeria. The significance of this study is that it will equip school administrators with the strategies to fund secondary education. Two research questions and hypotheses guided the study. A research questionnaire tagged “School Funding Strategies Questionnaire (SFSQ) was used as the instrument and Cronbach Alpha was used to determine the reliability coefficient of 0.72

which was reliable. Among the 286 population of principals in public senior secondary schools from the 166 principals were randomly selected as sample through a stratified random sampling technique. 166 questionnaires were retrieved and analyzed using mean and standard deviation. The study identified 5 sources of funding and 5 challenges of funding secondary education. It concludes that the evaluations of funding strategies is necessary for effective and efficient school funding in order to achieve secondary educational goals achievement hence recommends that educational financiers, ranging from external to internal sources of fund particularly those fund raised in school which can be in form allied school business should be used with a view of harnessing them to curb challenges arising from school funding. The study under review and the current one are similar in the sense that they both used Cronbach alpha to determine the reliability of the test conducted. However, it differs to the current research because it did not specify the research design used.

Data and Methodology

The study investigated quality assurance and management of inclusive education in secondary schools in Federal Capital Territory Abuja, Nigeria. Four research questions and four hypotheses guided the study. Descriptive survey design was adopted for the study. The population of the study was 4,240 (88 principals and 4152 teachers) While the sample size consisted of 424 respondents (73 principals and 353 teachers). The instrument for data collection titled, ‘Quality Assurance and Management of Inclusive

Education Questionnaire' (QAMIEQ) was used. The instrument was subjected to the judgment of two experts for face and content validation from the Department of Educational Foundations of VERITAS University, Abuja. They validated the instruments by checking for the comprehensiveness, appropriateness and relevance of each of the items to the objectives of the study. The instrument yielded 0.90 as the validity index. The instrument was pilot tested on 10 principals and 40 teachers and it yielded 0.71 as reliability index. Descriptive statistics of mean and standard deviation were used to answer the research questions. While hypotheses were tested using t-test at 0.05 level of significance.

Results

Research Question 1: What is the impact of supervision on the management of inclusive education in secondary schools in the FCT?

Table 1: Mean and Standard Deviation showing impact of supervision on the management of inclusive education in secondary schools in the FCT

S/N	Items	SA	A	D	SD	Mean	StdDev	Remarks
1	Necessary guidance in the teaching learning process in the school is provided.	57	143	217	2	2.61	0.72	Agree
2	Regular classroom supervision for staff and students are carried out.	117	42	258	2	2.65	0.89	Agree
3	Teachers' compliance to teaching methods are ensured.	41	96	280	4	2.42	0.69	Agree
4	Teachers are assisted in the implementation of the directives of quality assistance in education.	89	118	210	2	2.70	0.80	Agree
5	An all-encompassing, equitable and	81	149	189	0	2.74	0.76	Agree

quality education in pursuant of the SDG Goal NO. 4 (Equal Education for All) is encouraged in the school.

6	There is need for more understanding, knowledge and skills in dealing with the nature of Inclusive education.	358	47	14	0	3.82	0.46	Agree
7	Principal's coordination in school helps to facilitate the achievement of the inclusive educational goals and objectives.	313	87	19	0	3.70	0.55	Agree
Cluster mean						2.95	0.70	

Table 1 indicates the mean and standard deviation values based on the views of respondents regarding impact of supervision on the management of inclusive education in secondary schools in the FCT, Abuja. Results showed that most of the respondents agreed with the items on the questionnaire. The cluster mean is given as 2.95. This value is above the scale mean value of 2.50. This indicates there is a high impact of supervision on the management of inclusive education in secondary schools in the FCT.

Research Question 2: What is the impact of school curriculum on the management of inclusive education in secondary schools in the FCT?

Table 2: Mean and Standard Deviation showing impact of school curriculum on the management of inclusive education in secondary schools in the FCT

S/N	Items	SA	A	D	SD	Mean	StdDev	Remarks
8	Regular review and update of existing curriculum to meet the needs of different learners in the school are carried.	69	97	251	2	2.56	0.77	Agree
9	Principals encourage improvisation and creative development of resource materials in schools for teachers and students.	63	91	263	2	2.51	0.75	Agree
10	Principals encourage improvisation and creative development of resource materials in schools for teachers and students.	77	130	212	0	2.68	0.77	Agree
11	Teachers and students alike are supported in research development and	102	86	219	12	2.66	0.88	Agree

	distribution of resource materials for the achieving school objectives.							
12	Teachers tend to have challenges over peculiarities of learners (regardless of their ability and style of learning).	326	71	22	0	3.73	0.55	Agree
13	Principals and Teachers need to understand the contents of the National Policy on Inclusive Education.	371	36	12	0	3.86	0.43	Agree
14	Advocate for a curriculum that focuses on what the learners can do with what they know is necessary.	340	58	21	0	3.76	0.53	Agree
Cluster mean						3.20	0.65	

Table 2 indicates the mean and standard deviation values based on the views of respondents regarding impact of school curriculum on the management of inclusive education in secondary schools in the FCT. Results showed that most of the respondents agreed with the items on the questionnaire. The cluster mean is given as 3.20. This value is above the scale mean value of 2.50. This indicates there is a high impact of school curriculum on the management of inclusive education in secondary schools in the FCT.

Research Question 3: How do school facilities impact on the management of inclusive education in secondary schools in the FCT?

Table 3: Mean and Standard Deviation showing impact of school facilities on the management of inclusive education in secondary schools in the FCT

S/N	Items	SA	A	D	SD	Mean	StdDev	Remarks
15	School facilities for the attainment of quality and excellence in teaching and learning are available.	52	80	279	8	2.42	0.73	Agree
16	Principals encourage improvisation and creative development of resource materials in schools for teachers and students.	309	71	35	4	3.63	0.67	Agree
17	Motivating the confidence of teachers and learners through the provision of school facilities needs to be regular.	96	48	267	8	2.55	0.86	Agree
18	Computers and internet facility to aid teaching and learning in the school is provided.	187	201	22	9	3.35	0.68	Agree
19	Inclusive School facilities provided in	286	80	41	12	3.53	0.79	Agree

	school help teachers to impart the right type of knowledge.							
20	Available school facilities are insufficient to manage learners of varying identities as with disabilities.	86	109	210	14	2.64	0.84	Agree
21	School facilities and environment are safe, secure, accessible, well illuminated, well ventilated, and aesthetically pleasing for the achievement of an inclusive education.	45	85	281	8	2.40	0.70	Agree
Cluster mean						2.93	0.75	

Table 3 indicates the mean and standard deviation values based on the views of respondents regarding impact of school facilities on the management of inclusive education in secondary schools in the FCT, Abuja. Results showed that most of the respondents agreed with the items on the questionnaire. The cluster mean is given as 2.93. This value is above the scale mean value of 2.50. This indicates there is a high impact of school facilities on the management of inclusive education in secondary schools in the FCT.

Research Question 4: To what extent does funding impact on the management of inclusive education in secondary schools in the FCT?

Table 4: Mean and Standard Deviation showing impact of funding on the management of inclusive education in secondary schools in the FCT

S/N	Items	SA	A	D	SD	Mean	StdDev	Remarks
22	Adequate funding for the smooth running of the different school units is provided.	42	68	305	4	2.35	0.67	Disagree
23	Budgetary provisions of the different school units are adhered to.	37	82	286	4	2.34	0.69	Disagree
24	Funding for in-service training of teachers in the school is promoted.	76	55	270	18	2.59	2.33	Agree
25	Principals do not receive enough funding in order to equip the schools with inclusive and accessible infrastructures in the areas of classrooms, playgrounds, toilets, adaptive teaching/instructional aids and technologies.	303	44	56	16	3.51	0.87	Agree
26	Inclusive Education does not encourage unnecessary duplications of cost that	293	116	10	0	3.68	0.52	Agree

	are associated with segregated arrangements in special schools.							
27	Funding directed to the education sector does not consider inclusive education and its management in a secondary school.	343	60	16	0	3.78	0.50	Agree
28	Inclusive education is cost effective, as all the learners are accommodated in the same environment using virtually the same facilities.	283	118	14	4	3.62	0.60	Agree
Cluster mean						3.12	0.88	

Table 4 indicates the mean and standard deviation values based on the views of respondents regarding impact of funding on the management of inclusive education in secondary schools in the FCT. Results showed that most of the respondents agreed with the items on the questionnaire. The cluster mean is given as 3.12. This value is above the scale mean value of 2.50 which indicates there is a high impact of funding on the management of inclusive education in secondary schools in the FCT.

Table 5: Statistics showing impact of supervision on the management of inclusive education in Secondary Schools in the FCT.

S/N	Variables	N	Mean	Std Devdf	t	p-value	sig	Decision
1	Supervision	419	2.95	0.70				Significant
				836	106.13	0.000	0.05	
2	Management of Inclusive Education	419	3.04	0.77				

**Significant at $\alpha = 0.05$

Table 5 indicates the significance of the impact of supervision on the management of inclusive education in secondary schools in the FCT. It is observed from the table that the value of t-test statistics is 106.13 with 836 given as the degree of freedom at $p: 0.000 < 0.05$. Since the p-value of the calculated t-test (0.000) is less than 0.05, the null hypothesis is rejected. Therefore, it implies there is a

significant impact of supervision on the management of inclusive education in secondary schools in the FCT.

Table 6: Statistics showing impact of school curriculum on the management of inclusive education in secondary schools in the FCT.

S/N	Variables	N	Mean	Std Devdf	t	p-value	sig	Decision
1	School curriculum	4193.20	0.65	836	143.91	0.000	0.05	Significant
2	Management of Inclusive Education	419	3.18	0.73				

**Significant at $\alpha = 0.05$

Table 6 indicates the significance of the impact of school supervision on the management of inclusive education in Secondary Schools in the FCT. It is observed from the table that the value of t-test statistics is 143.91 with 836 given as the degree of freedom at $p: 0.000 < 0.05$. Since the p-value of the calculated t-test (0.000) is less than 0.05, the null hypothesis is rejected. Therefore, it implies that school curriculum has a significant impact on the management of inclusive education in secondary schools in the FCT.

Table 7: Statistics showing impact of school facility on the management of inclusive education in secondary schools in the FCT.

S/N	Variables	N	Mean	Std Devdf	t	p-value	sig	Decision
1	School Facility	419	2.94	0.75				Significant
2	Management of Inclusive Education	419	2.98	0.79	836	134.57	0.000	0.05

**Significant at $\alpha = 0.05$

Table 7 indicates the significance of the impact of school facilities on the management of inclusive education in Secondary Schools in the FCT. It is observed from the table that the value of t-test

statistics is 134.57 with 836 given as the degree of freedom at $p: 0.000 < 0.05$. Since the p-value of the calculated t-test (0.000) is less than 0.05, the null hypothesis is rejected. Therefore, it implies there is a significant impact of school facilities on the management of inclusive education in secondary schools in the FCT.

Table 8: Statistics showing impact of funding on the management of inclusive education in secondary schools in the FCT.

S/N	Variables	N	Mean	Std Dev	df	t	p-value	sig	Decision
1	Funding	419	3.12	0.88	836	106.80	0.000	0.05	Significant
2	Management of Inclusive Education	419	3.20	0.69					

**Significant at $\alpha = 0.05$

Table 8 indicates the significance of the impact of funding on the management of inclusive education in Secondary Schools in the FCT. It is observed from the table that the value of t-test statistics is 106.80 with 846 given as the degree of freedom at $p: 0.000 < 0.05$. Since the p-value of the calculated t-test (0.000) is less than 0.05, the null hypothesis is rejected. Therefore, it implies there is a significant impact of funding on the management of inclusive education in secondary schools in the FCT.

Discussion of findings

The findings of this study were discussed based on the hypothesis. The findings of the study in Table 5 revealed that there is a significant impact of supervision on the management of inclusive education in secondary schools in FCT Abuja, Nigeria. This finding is in line with Ige & George (2022) which recommended regular instructional supervision on secondary school education. It concluded that instructional supervision has a significant impact on the performance of teachers in secondary schools within the

study area and recommends that regular evaluation of the instructional process, school administration procedure and educational outcomes by the supervisors so designated from within and outside the educational institution should be intensified. Similarly, findings from the studies of Tarimo&Lekule (2024) and Adebisi& Alake (2018) also showed a significant effect of instructional supervision on education quality in secondary schools. Consequently, these findings implied that supervision is inevitable in managerial activities; it is a basic spectrum in assessing and re-directing the management of inclusive education to function effectively in providing adequate and quality education for all categories of learners. It is only with supervision that the true state of inclusive education is visible and every learner's needs are met. Hence, it remains a standpoint that continual and effective supervision is key to identifying, correcting anomalies and reinstating the management of inclusive education such that teachers' conduct in utilizing inclusive curriculum is monitored alongside the use of applicable school facilities in meeting the objectives of inclusive education. So much so that every teaching learning process is fit to purpose i.e. attains quality.

The findings of the study from Table 6 revealed that school curriculum has a significant impact on the management of inclusive education in secondary schools in the FCT Abuja, Nigeria. The findings of the study agreed with that of Sholawati (2019) who conducted a study on curriculum management and inclusive education learning in special needs in Indonesia. Sholawati (2019) revealed that curriculum planning and

learning of inclusive education begins with making syllabus, lesson plans, and Individual Learning Program (ILP) adapted to the obstacles of each student with disability who will arrange the curriculum and learning process in regular class. In the same vein, the findings of the study agreed with that of Osuji and Oluchi-Suleh (2017) whose study revealed that teachers are faced with the challenges of a broad curriculum and lack of some educational resources to support the inclusive education curriculum. These findings imply that the curriculum which remains a template of instruction must as a matter of urgency be inclusive to accommodate the needs of all learners in secondary schools in the FCT, Abuja in their varying capabilities and specialties with or without disability beginning from the methods that would be employed by the teacher to teach each lesson down to the method of evaluation of each lesson. It also implies that the curriculum can be flexible and adjustable to learners' peculiarities as it pertains to inclusive education which requires that learners with and without disabilities learn in the same classroom environment.

The findings of the study in Table 7 revealed there is a significant impact of school facilities on the management of inclusive education in secondary schools in the FCT Abuja, Nigeria. The findings agreed with that of Muteti&Mandila (2023) who conducted a study on the effect of the availability of facilities and learning materials on the implementation of inclusive education in public primary schools in Dodoma Region, Tanzania whose findings indicated that there is a significant effect of the availability of

facilities and learning materials on implementation of inclusive education and recommended that adequate facilities and learning materials should be provided to ensure effective implementation of inclusive education. The findings of the study conducted by Osuji (2016) also showed significant effect and concluded that school facilities remain one essential factor in the realization of the goals of secondary education. However, from the findings, it remains a fact that school facilities as aiding tools are items that amplify or provide supplements in the teaching and learning process. The availability of school facilities in inclusive education makes learning easier and more meaningful for the management of inclusive education in secondary schools in the FCT, Abuja. Therefore, Inclusive educational objectives can be automatically met if school facilities are provided in secondary schools in Abuja to serve as ease in the teaching/learning processes.

Finally, the findings of the study in Table 8 revealed that there is a significant impact of funding on the management of inclusive education in secondary schools in FCT Abuja, Nigeria. The findings of the study agreed with those of Odou and Anietie (2019) who discovered in their study that, funding is an effective strategy for educational goals achievement such as the management of inclusive education in schools. Again the findings of the study of agreed with those of Uwaleke, Yakubu and Nkazi (2023) that funding and provision of the right school facilities are essential for the management of inclusive education. Funding also ensures that maintenance of school facilities are

carried out regularly for the effective use of students with or without disability. These findings imply that adequate funding is instrumental to the smooth running of all activities and facets of inclusive education. In addition, with funding provision of necessary materials and facilities for the management of inclusive education is possible also payment of due remuneration for teachers is assured. In all, the management of inclusive education can thrive where all the parameters of quality assurance are proportionately aligned to produce excellent attainment of education for all in secondary schools in the Federal Capital Territory, Abuja.

Conclusion

Based on the findings of the study, the following conclusions have been made: The study determined that quality assurance helps and impacts the management of inclusive education in secondary schools in Abuja, Nigeria.

The study also concluded that basic awareness of the concept of inclusive education as expressed in the National Policy on Inclusive Education is yet to be well comprehended by all stakeholders of education beginning with the Federal Ministry of Education.

In addition, the study concluded that the efficient activities of the quality assurance agency as stipulated in the National Policy on Education is key to better and due management of inclusive education in secondary schools in Federal Capital Territory Abuja, Nigeria.

The study finally concluded that the management of inclusive education is a sure means of providing the right kind of education for all categories of persons i.e learners with or without disability.

Recommendations

Based on the findings of this study, the following recommendations have been made:

1. The Quality Assurance Agency of the FCT Education Authority should ensure that hindrances to supervision are reduced to the barest minimum by providing resources such as personnel and funds to propel regular monitoring of all secondary school in the FCT. This is to ascertain the level of curriculum adaptation for all categories of learners and identify at first hand the needs, lapses and shortcomings in the secondary school system and take necessary actions for the management of inclusive education.
2. The FCT Education Authority together with the Secondary School Education Board should carry out frequent awareness assessment of principals and teachers alike in the FCT on the contents of the National Policy on Inclusive Education through open fora. This is to ensure better implementation and compliance in all secondary schools so as to cater for the unique and diverse needs of all categories of learners in schools.
3. The Federal Ministry of Education in conjunction with the Nigeria Educational Research and Development Council (NERDC) and Nigeria Association for Educational Administration and Planning (NAEAP) should work on presenting and incorporating an

inclusive curriculum of education into the Secondary School Education Curriculum to meet the needs of all categories of learners for a qualitative and inclusive education.

4. The FCT Secondary School Education Board should ensure that funds directed for provision of assistive devices and other required school facilities for learners with disability are judiciously monitored for such purposes. Moreover, other avenues for funding should be explored to stakeholders in education like the International Development Partners (UNESCO, UNICEF), Non-governmental Organisations and lots more.

5. The FCT Secondary School Education Board should organise short-term re-training programmes for principals and teachers on the nature and handling of learners in their different diversities in the classroom setting.

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