

INFLUENCE OF INCLUSIVE EDUCATION POLICIES ON LEARNING OUTCOMES IN NIGERIAN SCHOOLS

BY

[STUDENT'S FULL NAME]

[MATRIC NUMBER]

BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT,
FACULTY OF EDUCATION, UNIVERSITY OF LAGOS, AKOKA, LAGOS STATE

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE (B.Sc.)
DEGREE IN EDUCATIONAL MANAGEMENT

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Influence of Inclusive Education Policies on Learning Outcomes in Nigerian Schools" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

PROJECT SUPERVISOR

Date

HEAD OF DEPARTMENT

Date

EXTERNAL EXAMINER

Date

DEDICATION

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

ACKNOWLEDGEMENT

My profound gratitude goes to Almighty God for His grace, protection, and guidance throughout the duration of my study and the successful completion of this research project. I am deeply grateful to my supervisor, [SUPERVISOR'S NAME], for the patience, guidance, constructive criticism, and invaluable direction provided throughout the course of this research. I also wish to appreciate the Head of Department, the lecturers of the Department of Educational Management, and my course mates for their support and friendship. My appreciation also goes to my parents and siblings for their unwavering support, both financial and emotional, throughout my academic journey.

ABSTRACT

This study examined influence of inclusive education policies on learning outcomes in nigerian schools, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of influence; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with influence and inclusive. The study adopted a descriptive survey research design, anchored on the Systems Theory and the Human Capital Theory. A sample size of 400 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 367 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 3.18). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.502$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 8.71, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.24$, $p > 0.05$). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on influence.

TABLE OF CONTENTS

Title Page	i
Certification	ii
Dedication	iii
Acknowledgement	iv
Abstract	v
Table of Contents	vi
List of Tables	vii
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	7
1.4 Research Questions	7
1.5 Research Hypotheses	7
1.6 Significance of the Study	7
1.7 Scope and Limitation of the Study	11
1.8 Definition of Terms	13
CHAPTER TWO: LITERATURE REVIEW	14
2.1 Conceptual Review	14
2.1.1 Concept of Influence	14
2.1.2 Concept of Inclusive	15
2.1.3 Concept of Education	17
2.2 Theoretical Framework	19
2.2.1 Systems Theory	19
2.2.2 Human Capital Theory	20
2.2.3 Transformational Leadership Theory	21
2.2.4 Goal-Setting Theory	23
2.3 Empirical Review	24
2.3.1 Early Studies on influence	24
2.3.2 Recent Nigerian Evidence on influence	26
2.3.3 Influence and inclusive	27
2.3.4 Comparative Perspectives across Africa	29
2.4 Summary of Literature Review	31
CHAPTER THREE: RESEARCH METHODOLOGY	33
3.1 Research Design	33
3.2 Population of the Study	33
3.3 Sample Size and Sampling Technique	34
3.4 Sources of Data Collection	35
3.5 Research Instrument	36
3.6 Validity and Reliability of the Instrument	37
3.7 Method of Data Analysis	38
3.7.1 Administration of the Instrument	39
3.8 Ethical Considerations	40

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION	41
4.1 Data Presentation	41
4.2 Demographic Characteristics of Respondents	41
4.3 Analysis of Research Questions	42
4.4 Test of Hypotheses	43
4.5 Discussion of Findings	44
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	49
5.1 Summary	49
5.2 Conclusion	50
5.3 Recommendations	51
5.4 Suggestions for Further Studies	51
REFERENCES	53
APPENDIX	55

LIST OF TABLES

Table 4.2.1: Gender Distribution of Respondents	47
Table 4.2.2: Age Distribution of Respondents	47
Table 4.2.3: Educational Attainment of Respondents	47
Table 4.3.1: Weighted Mean Analysis of Research Question One	47
Table 4.3.2: Weighted Mean Analysis of Research Question Two	47
Table 4.4.1: Correlation Summary between the Independent and Dependent Variables	47
Table 4.4.2: Independent Samples t-test by Gender	48
Table 4.4.3: Chi-square Test of Association	48

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of influence of inclusive education policies on learning outcomes in Nigerian schools is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

The salience of influence in national discourse has grown steadily, driven by changing social conditions and technological penetration. Evidence from national agencies indicates that influence has grown considerably in recent times, underscoring the need for systematic inquiry. Findings reported by Adebayo and Adekunle (2018) observed that respondents with greater exposure to influence recorded markedly different results. Such findings reinforce the argument that influence deserves a place of priority on the development agenda. A notable study by Bello and Adigun (2017) argued that the impact of influence is substantially mediated by the quality of institutions. Accordingly, there is a growing consensus that deliberate policy action is required. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

Influence, when examined in relation to inclusive, reveals complex and often paradoxical dynamics. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of influence. Field evidence gathered by Adeniyi and Adebayo (2016) suggested that stakeholder engagement materially improves the results achieved in matters of influence. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Comparative work by Ibrahim and Kalu (2022) across several states uncovered a consistent pattern linking influence with inclusive. These observations collectively invite a reconsideration of standard assumptions regarding inclusive. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

Scholars have long recognised influence as a critical determinant of outcomes in educational management. Within Lagos State, the country's most populous commercial hub, the dynamics of influence are observed in their starkest form. Evidence assembled by Ibrahim and Kalu (2015) across twelve states underscored the heterogeneity of outcomes linked to influence. For practitioners, the practical significance of influence cannot be overstated, given its demonstrable link with inclusive. Empirical evidence from Bello and Adebayo (2021) suggests that positive developments in inclusive are associated with improvements in influence. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

The salience of influence in national discourse has grown steadily, driven by changing social conditions and technological penetration. In Nigeria, the intersection of influence and inclusive is conditioned by unique socio-economic, cultural, and institutional factors that differ markedly from Western settings. Findings reported by Bello and Obiora (2018) observed that respondents with greater exposure to influence recorded markedly different results. Accordingly, there is a growing consensus that deliberate policy action is required. Comparative work by Okonkwo and Obiora (2022) across several states uncovered a consistent pattern linking

influence with inclusive. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

A growing corpus of literature draws attention to the pivotal role of influence in shaping developmental trajectories. Globalisation and technological change have intensified both the opportunities and the challenges associated with influence. The work of Bakare and Adebayo (2023) extended earlier analyses by demonstrating that inclusive reinforces the effects of influence. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Comparative work by Famuyide and Nnamdi (2022) across several states uncovered a consistent pattern linking influence with inclusive. For practitioners, the practical significance of influence cannot be overstated, given its demonstrable link with inclusive. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

Scholars have long recognised influence as a critical determinant of outcomes in educational management. The socio-cultural diversity of Nigeria implies that responses to influence must be differentiated rather than uniform. Adigun and Musa (2020), in a survey of relevant stakeholders, concluded that the benefits of influence are unevenly distributed across groups. Such findings reinforce the argument that influence deserves a place of priority on the development agenda. Evidence assembled by Bello and Adebayo (2015) across twelve states underscored the heterogeneity of outcomes linked to influence. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

Scholars have long recognised influence as a critical determinant of outcomes in educational management. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of influence. Studies by Obiora and Ogunlana (2019) largely support the view that influence exerts a measurable influence on outcomes of interest. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Field evidence gathered by Eze and Osinachi (2016) suggested that stakeholder engagement materially improves the results achieved in matters of influence. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

influence occupies a prominent position in contemporary debates about inclusive and national development. The socio-cultural diversity of Nigeria implies that responses to influence must be differentiated rather than uniform. A notable study by Adigun and Musa (2017) argued that the impact of influence is substantially mediated by the quality of institutions. These observations collectively invite a reconsideration of standard assumptions regarding inclusive. Evidence assembled by Ekwueme and Olawale (2015) across twelve states underscored the heterogeneity of outcomes linked to influence. Such findings reinforce the argument that