



Building a Skilled and Inclusive Society through Educational Management in Nigerian Universities.

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Abstract

The work highlights on building a skilled and inclusive society through educational management in Nigerian universities. In the 21st century, the world has fully adopted education. Nigerian universities have to build a multidimensional approach such that technology and innovation will be harnessed. This involves a workforce with the ability needed for personal and national growth. On the other hand, an inclusive society is one where despite differences in background, ability or status everyone has equal opportunities, rights and access to resources. In an inclusive society, diversity is valued and participation is encouraged. As for educational management, educational programs and policies go through the process of planning, organizing, directing and monitoring to achieve effective teaching and learning. The lens and connectivity bridge means making use of technology and innovation to boost access, equity and quality limited digital access and shortage of skilled educators needs to be addressed. There are several deterrents that hamper the success of a skilled and inclusive society in an educational environment or institutions of learning. Factors such as inadequate infrastructure, shortage of skilled educators amongst others brings a negative light and puts educational management on hold in achieving a skilled and inclusive society in Nigerian Universities. Conclusion was made on how a skilled and inclusive society could be possible in university education. Certain areas such as revamping the curriculum for practical inclusive digital teaching and collaborating with government, universities, and industries alike can be a step forward in combatting the challenges.

Keywords: Educational management, Inclusive society, Lens and connectivity Bridge, Nigerian universities, Skilled society

Introduction

Nigerian universities play a key role in shaping the nations' future by building a skilled and inclusive society. Strategic educational management is needed to bridge gaps and empower graduates drive and development. As Nigeria strives for socio-economic growth, its universities face challenges that hinder inclusivity and skill development. These challenges such as inadequate infrastructure, limited digital access and shortage of skilled educators will be discussed down the line. A skilled and inclusive society means empowering citizens, reducing

inequality, fostering diversity. By focusing on updating course content and bridging the digital divide, equitable teaching methods and multi-stakeholder partnerships' education can be transformed. Nigeria boasts a large population with the majority being youths, the university is the grounds for unlocking potential and driving progress through the lens and connectivity bridge. The strength of any nation will be determined by the number of skilled manpower she is able to produce and the quality of entrepreneurs that venture into business in order to increase its gross domestic product (GDP) (Ofor-Douglas, 2023).

Skilled Society

A skill is an ability and capacity which an individual acquires through deliberate, systematic and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas (cognitive skills) things (technical skill) and or people (interpersonal skills). (Ofor-Douglas, 2023). Ogundele (2019) clearly revealed that skill is the ability to do something well, usually gained through training or experience that is needed. Skills are abilities you develop through practice, training and experience. Skills are the ability and capacity to carry out processes and to be able to use one's knowledge in a responsible way to achieve a goal (OECD, 2019). Skills give agency to people to shape their lives, to create new skills and to flourish (Kautz et al 2014). In essence a skill shapes and brings value to one's life. Khan et al.(2019) is of the opinion that globalization and technological advancement in the new millennium of the 21st century have created new demands and challenges for people, organizations, societies and countries to contribute, compete and innovate the global economy. Therefore, it is essential to have substantial and in demand skills to compete. In education, skills are abilities that help students use knowledge effectively. Solga and Van de Werfhorst (2023) posited that that throughout the education system, a major task of schooling is to foster various sorts of skills among students. Going further, they said upper-secondary vocational and post-secondary education, aims to develop more skills toward a work field. A 21st century education is about giving students the skills they need to succeed in this new world, and helping them grow the confidence to practice those skills (Egwu, 2022). In the same vein, Khairi (2021) noted that a 21st century education is one that responds to the economical, technological, and societal skills that are happening at an ever-increasing pace. A skilled society could mean different things. A skilled society refers to a community where individuals possess a relevant skill, knowledge and expertise to contribute effectively to development . In education, a skilled society is a society that priorities learning and development, equipping individuals with relevant skills for personal and professional success.

Oyobah et al. (2024) reported that higher levels of educational attainment and skill raise productivity directly by expanding an individuals' economic capabilities, enabling them to accomplish more difficult tasks and to address more complex problems. They further noted that building a functional human capacity involves education and training designed to provide the individuals with knowledge, skills and attitudes related to occupations in various sectors of economic, social life and productivity. In order to achieved all the aforementioned, the university administrators have to strive extra miles to incorporate entrepreneurial skills to the students for best internal practices to be visible and competitive national and at global stage (Ofor-Douglas, 2023a).

Work preparedness or work readiness means having the skills, knowledge and mindset to thrive in a job ILO (2010). In terms of work preparedness, a skilled society means a population with abilities matching industry needs, driving economic growth. In expressing a skilled society differently, the individual in question are equipped with employability skills and are considered employable. A society that develops skills aligned with industry needs, makes it competitive in the global market. To sum it up, a skilled society is one that values learning and development, equips individuals with relevant skills for economic growth and personal success, promotes inclusion and equality with a drive for competitiveness and progress.

Inclusive Society

An inclusive society is one where everyone regardless of background is given equal opportunities, is valued and contributes fully. UNDESSA (2008) in Chizoba and Chinda (2025) described an inclusive society as one that transcends differences of race, gender, class, generation and geo-differences of race, gender, class, generation and geography to ensure inclusion, equality of opportunity and the capability of all members of the society to determine the social institutions that govern their institution. Ultimately, an inclusive society involves everyone despite their differences. According to the World Summit for Social Development and United Nations (UN) (1995) cited in Lutfiyya and Bartlett (2020) an inclusive society is a society for all in which every individual, each with rights and responsibilities, has an active role to play. Similarly, expert group meeting on promoting social integration , Helsinki (2008), cited in DESA (2009) defined an inclusive society as a society that overrides differences of race, gender, class, generation and geography and ensures inclusion, equality of opportunity as well as capability of all members of the society to determine an agreed set of social institutions that govern social interaction. In education, an inclusive society means access to quality education for all, learning environments are welcome and equitable. The World Bank Group (2025)

explained that an inclusive education means creating systems and environments that enable students to have equal access to education and learning. An environment that is geared towards inclusive education provides an atmosphere of comfortable learning. Inclusive education is a system of education where all learners especially children, despite their individual differences like socio-economic backgrounds, religion and other diversities are allowed to study together, and are welcomed by their community schools in classes that are appropriate to their age groups (Okeke & Wenenda, 2019). An inclusive education does not look at differences but looks at the people and what value of education can be given to them.

Inclusive education is an emerging approach, philosophy and global movement which accepts that all children regardless of their ability, disability, cast, creed and so on can learn and should learn together in a mainstream school (Sarkar, 2017). Understanding of inclusive education according to Ozoji et al. (2016) required the underlying concepts of normalization, zero rejection policy, least restrictive environment and integration

Global Partnership in Education (2018), effective management of inclusive education for national reconciliation, integration and economic recovery demands that:

1. Government should make sure that children with disabilities are not excluded from the general education, they should have access to an inclusive, quality, free primary and secondary education on equal basis with other children.
2. Government should make sure that pupils living with disabilities receive the support they need within the general education system to improve effective education.
3. Government should ensure that reasonable accommodation of the student's requirement is provided.
4. Government should enhance the learning of Braille and sign language, ensuring that the education of students, and in particular those who are blind, deaf or deaf and dumb are given or carried out in the most appropriate language, modes and means of communication for the individual and environments, which maximize academic and social integration.

Inclusive society is a society where everyone has equally rights to basic amenities, health care, education, good infrastructure etc. The Salamanca document features normative principles for inclusion that recognise institutions that include every student, highlight diversity as an asset, support learning and respond to individual needs (UNESCO 1994 cited in Rapp and Corral-Granados, 2021). Bahandri (2017), any inclusive education blueprint without legal backing is equal to mere statements of intent with no legal capacity to litigate for justice. Inclusive education policy in Nigeria lacks legal backing and mechanism with which government or any

individual can be held responsible in the case of any infringement. With the global pursuit of sustainable development goals, the emphasis on sustainable inclusive education has raised the bar of classroom diversity (Lennar & Jilson, 2017).

Educational Management

Management is the assessment, identification, monitoring and solving of issues that are aided by human interaction which can take place via indirect or direct communication (Ratten, 2025). This implies that management involves handling business issues which includes assessing, spotting, tracking and fixing problems through people skills either face to face or not. In any working society, there must be a person or a group of persons to pilot the affairs of the organization through planning, organizing, controlling, and coordinating human activities towards goal attainment (Ofor-Douglas, 2023). Educational management is the process of planning, organizing, leading and controlling resources to deliver quality education, set goals and objectives. Educational management refers to a series of planning, organizing, directing, and controlling processes for resources within the context of an educational institution (Prastyaningtyas et al., 2023). Chakma (2024) in regards to management has the understanding that educational management is a branch of management that applies the theories and principles of management in the field of education. He went on to say that to organise an educational organisation, there are three resources that are very essential which are physical resource (land or school building, equipment), human resource (lecturers, students and non-teaching staff, curriculum and co-curricular activities). He summed it up by saying educational management is the process of managing these resources to achieve desired goals of education organisation. The function of the university administrators is to inculcate planning, organizing, directing, controlling, coordinating, communicating and decision making to achieved efficiency and effectivity.

Connolly et al. (2017) agreed that educational management refers to the administration of the education system in which a group combines human and material resources to supervise, plan, strategize and implement structures to execute an education system. Educational management is not just about administration but also involves the ability to adapt to environmental changes, implement innovative strategies, and create an environment that supports continuous learning. Its goal is to achieve effectiveness and efficiency in the delivery of the education system. Educational management involves strategic decision-making related to the allocation of human, financial, physical, and information resources to achieve predefined educational objectives (Harahap et al., 2023).

University Education

University education is an advanced learning at the tertiary education level that offers professional training typically leading to a degree, boost critical thinking and specialized knowledge in a field of interest. University education is higher education received after an individual has passed through the primary and secondary school levels of education. It provides not only the high-level skills necessary for every labor market but also the training essential for teachers, doctors, nurses, civil servants, engineers, humanities, entrepreneurs, scientists, social scientists, and a myriad of other personnel. It is these trained individuals who develop the capacity and analytical skills that drive local economies, support civil society, teach children, lead effective government, and make important decisions which affect entire societies (Ofor-Douglas, 2023). It is worthy to note that university education can be viewed as an organized higher learning experience that encourages analytical thinking, creativity, civic responsibility, intellectual development, and personal growth (Ofor-Douglas, 2024a). It has been established that university education is education that an individual attains to achieve after completing his/her basic primary and secondary education. It is a higher degree of formal education that offers education in professional courses which an individual would require in his/her goal to contribute to the development of the society (Ofor-Douglas, 2024b). University education is the education of higher learning received after the completion of the upper basic education (Ofor-Douglas, 2024c). This goes to show that post-secondary education is followed by higher education. University Education to a large extent promotes the production of skilled/semi-skilled technical and professional manpower, for the revitalization and sustenance of the national economy (Nwankwo, 2013). The essence of quality university education is to improve resourcefulness as well as provide a working and learning environment for lecturers and students (Ofor-Douglas, 2022a). The concern for quality in university education in Nigeria is most desirable for the economic, political, scientific and technological development and advancement of any nation (Ofor-Douglas, 2024b).

How to build a skilled and inclusive society through educational management in

Nigerian university

Nigerian universities can apply educational management to promote skills development and inclusivity through the following:

Foster equity and diversity

The word “equity” means ensuring fair access, opportunities and resources for all addressing systemic barriers. Diversity on the other hand means acceptance of difference in culture, ethnicity and abilities. The university of Port Harcourt (UNIPORT) policy on diversity,

inclusiveness, equity and gender equality elucidate on these definitions with diversity explained as the presence of differences within the university community, including race, ethnicity, gender, sexual orientation, disability, socio-economic background, age and religious beliefs. Conversely, equity is ensuring fair treatment, access and opportunity for all, while striving to eliminate barriers that may prevent the full participation of marginalized groups. The policy went on to say a diverse academic environment fosters brilliant innovation and creativity. By the recruitment and retention of a diverse community of students, teachers and staff the institutions shall support diversity. Chukwu (2023) reasoned that a critical aspect of fostering inclusivity in Nigeria involves deliberately including marginalized groups, particularly women and minority communities, in all facets of society. Ukpe (2025) is of the opinion that women and minority populations have often faced systemic barriers that limit their access to education, economic opportunities and political presentation. He stated further that by actively working toward their inclusion, Nigeria can tap into a vast reservoir of untapped talent and perspectives. Initiatives that promote gender and minority inclusivity contribute to a more just and equitable society and enhance the nation's overall productivity and dynamism. Managing innovative university education to attain sustainable development is very vital to society and the nation. Change is inevitable in every society as a society has a dynamic nature and university education is inclusive of such dynamism (Ofor-Douglas, 2023).

Curriculum relevance

Curriculum relevance means how well a course of study prepares students for a real-life challenges, jobs or post university competition in the labour market. This involves aligning programs with industry needs and to meet up global trends. Atoyin et al. (2019) further expressed that the relevance of curriculum refers to the usefulness of the school curriculum to the need of the economy. This translates to aligning academic programs with industry and national needs to equip students with relevant skills, including digital literacy and entrepreneurship. Aboluwodi (2017) expressed negatively that the curriculum places little emphasis on technical and vocational training pays little attention to current events in the society, resulting in graduates who are unprepared for the workforce. Unfortunately, it is disheartening to see that the curriculum is not structured to cater to the needs of the ever-evolving society. In addition, Kalmalo (2025) regrettably said that the Nigerian curriculum fails to adequately address the areas of skill development, critical thinking and problem solving which further undermines its capacity to help achieve the SDGs (sustainable development goals). Going further, he said in order to bring Nigeria's curriculum in line with National Development Goals, a number of measures must be considered. Periodic or intermittent

curriculum review and reform, which would give the curriculum the strength, dynamism and vibrancy necessary to achieve Sustainable Development Goals.

Trained Lecturers

Training leaders for a skilled and inclusive society involves equipping them with the right skills which promotes inclusivity. It can be said that for a lecturer to be able to adopt/adapt an approach that uses online resources or create internet driven learning materials, there shall be improvement in the number of skills provided by training institution for lecturers' trainee (Mbaba & Atuzie, 2024). Training and motivating staff to deliver quality education and mentorship is essential in any educational institutions. Adewuyi and Ogunwuyi (2002) cited in Ogunyika et al. (2015) gave the definition of teacher education as the provision of professional education and specialized training within a specified training within a specified period for the preparation of individuals who intend to develop and nurture the young ones into responsible and productive citizens. Gonzalez-Gil et al. (2013) cited in Daniela and Eclaterina (2022) highlighted the fact that many authors have stressed that transforming schools into inclusive settings requires responding according to the needs of their students and developing teaching proposals to stimulate and encourage participation of all students. In light of this statement, an inclusive education can become the standard if and when student needs are met. Sokal and Sharma (2017) clearly stated that the success of inclusion training programs depends on a large extent on teachers attitude towards inclusion and their professional knowledge of special education.

Technology integration

Digital transformation and changing labour market demands have placed a premium on both technical and transferable skills (Chizoba and Chinda, 2025). They collectively recognized the fact that persistent inequalities by socio-economic status, geography, gender and disability continue to shape who benefits from digital learning opportunities. Technology integration can build a skilled and inclusive society through educational management in Nigerian universities by enhancing access to online resources, personalized learning with AI-driven tools, equipping students with industry-relevant skills and streamlining university operations with automation.

Technological integration involves digital integration and digital inclusion means ensuring everyone has access to digital technology and can use it effectively. Chizoba and Chinda (2025) expressly put it that digital inclusion refers to equitable digital tools, affordable connectivity and the competencies required to use them effectively. On the subject of inclusive pedagogical innovation, they said it goes beyond providing access, it transforms the learning experience

through personalization, collaboration and accessibility (Chizoba and Chinda, 2025). Turner Smith and Devlin (2005) cited Kar and Kaur (2021) concluded that information and communication technology (ICT) is very crucial in creating a motivating and adaptable teaching-learning environment for children with special needs in an inclusive classroom. It has the capacity to fulfil varied learners needs and potential to access to general educational curriculum. ICT helps individuals with disabilities by the use of varied assistive concept technologies.

The lens in building a skilled and inclusive society through educational management in Nigerian universities is the focus on equipping students with industry relevant skills and values that meet societal needs. The connectivity bridge refers to the links between the universities, industries, communities, global trends, fostering partnerships that boost employability innovation and societal impact. Thus, technology and relevant curriculum help drive entrepreneurship, diversity and a skilled workforce for Nigeria's growth.

Aucejo et al. (2020) noticed that a concept of immediate employment has been engraved within students after graduating but then unfortunately the lack of skill sets slows them down from doing so (Crittenden et al., 2018). This implied that graduates while actively seeking employments are without employability skills that can make them attractive in the job market.

Dart et al. (2023) regrettably put it that colleges and universities are not aimed at preparing the students with the required capabilities and teaching them the skills that may add value to their lives. The above statement brings to light the focus on theoretical knowledge and a neglect to critical knowledge. McGunagle and Zizka (2020) confirmed that employers in today's global industries would like to consider graduates who acquire appropriate degree qualifications and possess a broader-based set of skills and competencies. Sadly, the high rate of unemployment and other economic hardship have become a matter of great concern. This is because unemployed youths have continued to increase as a result of lack of employable skills, competence based and demand and driven system (Nungse et al., 2020). Okorie (2001) cited in Nungse et al (2020) asserted that as the industries participate in the training of the students, certain deficiencies that existed in the training of student will be reduced if not completely eliminated. Similarly, it can be seen that the rapid pace of technological advancement has fundamentally transformed industries and the nature of work. The traditional educational system, often rooted in role learning and theoretical knowledge, is struggling to keep pace with these changes (Kanthimati and Raja, 2023).

Challenges

The issues enumerated below tends to inhibit the achievement of building a skilled and inclusive society through educational management in Nigerian universities.

1. Inadequate infrastructure

Ogunode (2025) explained infrastructural facilities as all facilities aiding delivery of academic services in educational institutions. Inadequate infrastructure in Nigerian universities refers to insufficient or poor-quality facilities, resources and services that hinder effective teaching, learning and research. The inadequate infrastructure includes outdated equipment, cramped classrooms, unreliable power, limited digital access. Inadequate infrastructure is a cause of concern because it greatly affects student outcomes, research quality and overall university performance. Nigerian universities, particularly those in rural or semi urban areas, struggle with poor digital infrastructure (Ogunlade & Usman, 2022). Balogun (2025) strongly put it that the physical environment of most Nigerian schools is not conducive to inclusive learning. Further revealing that public schools lack ramps for wheel chair users, accessible toilets, well-ventilated classrooms and specialized learning centres for students with sensory or physical impairments. Luck, Uwaezuoke, and Selbai (2018) as cited in Ofor-Douglas (2022b) clearly stated that insufficient funding contributes to poor infrastructure and unsatisfactory performance among university lecturers and students. This shows that the infrastructure in most Nigerian schools does not support inclusive learning. Inadequate infrastructure limits inclusiveness because people who need more direction, accommodation are excluded when there is no organized system to support diverse learning styles and needs. As a result, opportunities become uneven with those who struggle to participate fully or develop their potential.

2. Limited access to digital resources

Nigerian universities students lack internet connectivity, computers or devices, digital libraries, educational software or platform. Olanrewaju (2020); Oluremi (2015) identified that the integration of assistive technology such as screen readers, captioning tools and digital braille is critical to enabling full participation. As said above it is important that inclusive education is accompanied by assistive technology to enable full engagement and input. Lack of sufficient access to technology, such as PCs or tablets, impedes the efficient implementation of AI-powered instructional aids (Aina et al., 2023). Akinyele and Ojo (2023) emphasize that without adequate training, educators may struggle to effectively integrate AI into their classrooms, leading to suboptimal

outcomes for students. The limited access to continuous professional development opportunities worsens the problem, hindering instructors from enhancing their abilities and remaining up-to-date with breakthroughs in AI-driven teaching. To tackle these issues, it is necessary to execute extensive training programmes, cooperate with educational institutions for ongoing professional growth, and create mentoring programmes to allow the exchange of information among educators (Adeyemi, 2020). Balogun (2025) went on to say it is unfortunate that Nigerian schools lack access to these technologies due to poor funding, inadequate electricity supply and limited internet connectivity. The deterring factors to digital resources such as to poor funding, inadequate electricity supply and limited internet connectivity is glaring obvious and discouraging. It was highlighted that the unequal access to technologies represent challenges in inclusive education, especially noticeable in rural areas and among students from different socioeconomic levels (Chizoba & Chinda, 2025). The limited access restricts tools, information and practice platforms people need to build modern skills, which shows learning and keep abilities outdated. In regards to inclusiveness this challenge runs deeper because low income earners, rural communities and people with disabilities who rely on digital formats for access, interactions. In the long run the lack of digital access widens inequality making it harder for affected groups to compete, participate or advance alongside their peers.

3. Shortage of skilled educators

In this instance there's a lack of qualified, trained and competent lecturers/ professors. This results in poor teaching quality and outdated curricular, exacerbates inequalities as some students lack access to expert guidance. Nigerian universities face this shortage of skilled educators due to brain drain, inadequate training and poor incentives which demoralises them to give their best. Present educational programmes frequently fall short of providing adequate training materials, resulting in inadequately equipped lecturers (Guo & Liu, 2022). The necessity for thorough lecturers training and ongoing professional development is an essential component in incorporating AI into University education (Al-Zyoud, 2020). Many academic staff in the various higher institutions in the country are not trained on how to handle the special needs students in their midst. Moreover, many lecturers do not consider the special needs students in their classroom because of lack of knowledge and skills (Ogunode & Belloh, 2025). It is worthy to note that few academic staff with professional qualifications and skills in the teaching of special needs students are leaving the country due to poor motivation and uncondusive

work environment (Ogunode & Atobauka, 2021; Ogunode, 2020). Based on this, it can be perceived that the available educators are not equipped with the knowledge and skills to handle special needs students whereas the professionally skilled educators are leaving the country for greener pastures and favourable working conditions. A shortage of skilled educators reduces the quality of instruction, mentorship and feedback that learners need to develop strong practical skills. Furthermore, with fewer qualified hands, class sizes grow, individual attention drops and complex subjects are often simplified or skipped which slows mastery and understanding.

4. Paucity of funding

This challenge constraints research and development, infrastructural growth and access to resources. The problems include the lack of training for lecturers on how to teach inclusive classrooms, limited resources and the availability of supportive infrastructure (Baltodano, 2023). In Nigeria, there are problems with university education such as lack of funding, politics, including a shortage of money and the abandoning of ongoing initiatives, among others, which has left a void (Ofor-Douglas, 2023b). This hinders building a skilled and inclusive society as it exacerbates inequalities, as only wealthy students can access quality education, stunts, innovation and skill development. Lack of funding is a huge problem that hinders the acceleration of creativity and skill acquisition of university education for poverty eradication in Nigeria (Ofor-Douglas, 2024d). Ogunode and Belloh (2023) posited that inclusive education at the level of tertiary education is capital intensive because more advanced resources are needed to be installed in lecture halls, libraries and hotels to enable special students and lecturers' have access to teaching and learning in the institutions. This can be seen as advanced resources make inclusive education in higher institutions capital intensive. According to Amadi and Nwogu (2023), the Nigerian government's budgetary allocation to education has been consistently low over the years. As confirmed by Uche and Wordi (2015), cited in Amadi and Nwogu (2023) who accentuated on the issue that funding for education downward trend has continued to worsen to date. It is evident that the Nigerian government has persistently underfunded education, with the situation worsening. Inadequate funding has brought about deficient facilities, neglected buildings, dismal state of roads, and delayed the promotion of staff and payment of arrears to staff (Ofor-Douglas, 2024d). Similarly, it can be said that inadequate government funding has emerged as one of the most significant challenges facing the education system. Irrespective of the fact that education plays a vital role in shaping the

future of the nation, the allocation of resources to the education sector remains insufficient and this leads to numerous issues that hinder the sector's progress (Unimna, 2025). One can observe that lack of government funding is a top challenge for education. This challenge greatly limits the purchase of up to date materials, technology, labs and training programs that are essential for effective skill development. The fewer the resources the more likely that institutions often cut practical sessions, extracurriculars and professional development which means learners get less hand on experience and weaker preparation.

5. **Outdated curriculum**

An outdated curriculum is a set of courses, content and teaching materials that no longer reflect current knowledge, industry practices, technologies or society needs. Ebirim and Duruchukwu (2024) maintained that tertiary education (university education inclusive) is the most important means through which a nation has to develop human resource, impart relevant skills for self, national and continental development as well as transit required knowledge. Curriculum includes the sum total of school experiences, what is to be learned, the expected change in behaviour, the process involved and the nature of techniques, approaches (methods) and other relevant equipment and facilities (Igbokwe et al., 2014). This concept in Nigerian universities means course content and teaching methods are not aligned with current industry needs, technological advancements or societal changes and challenges. This affects building a skilled and inclusive society by leaving graduates at a great disadvantage for the job market, limiting motivation and problem-solving skills, hinder adaptability in a rapidly changing world. This means that inclusive education demands curricula that adapt to diversity to provide multiple learning routes. Many traditional curriculum remain outdated focusing heavily on rote learning and subject-specific knowledge rather than subject-specific knowledge rather than fostering the interdisciplinary, adaptive skills sets needed in a fast-changing world (Nwafor et al., 2024). The traditional educational framework, with its relatively slow cycle of curriculum updates, struggles to keep pace with the speed at which the demands of the global workforce evolve (Gleason, 2018). Sadly, the Nigeria curricula is rigid and is disadvantageous to learners with special needs. Alas, the fact the national policy on education (NPE) (2008) contains curricular recommendations for adoption of inclusive education, very little provision has been made to actively involve teachers (Igbokwe et al., 2014). It can be gathered that the NPE's inclusive education plan has not translated to teacher participation. Traditional curricula, which are often static and content heavy,

struggle to remain relevant in an era market by rapid change, leaving students ill-prepared for the skills driven economy of the future (Li et al., 2021). An outdated curriculum is a challenge because it teaches skills, tools that are no longer relevant to today's jobs or real-world problems so learners graduate without the competencies employers actually need. It limits skill development by focusing on theory or obsolete methods instead of hands on practice, critical thinking and new technologies that build mastery.

Conclusion

In building a skilled and inclusive society through educational management in Nigerian universities, this study shows that isolated reforms are not enough . Major insights from the analysis reveal that lasting impact comes from the interplay of four core strategies: modernizing the curriculum to align with industry and emerging technologies, embracing digital connectivity to close access gaps, adopting inclusive pedagogy to meet diverse learning needs and fostering stakeholder collaboration among government, industry and communities. This study contributes to knowledge by demonstrating that educational quality, equity and graduate employability are not separate outcomes but products of single, integrated management approach. When these elements are kept in mind and work in synergy, universities will move producing graduate with future relevance , and skills while ensuring that marginalized groups are not left behind.

Suggestions

By integrating these key elements, Nigerian universities can transform individuals through education to a skilled and inclusive society.

1. Government should allocate dedicated capital budgets and create public-private partnerships incentives to build and retrofit universities with inclusive, sustainable infrastructure that meets universal design and accessibility standards while regulatory agencies like the NUC make compliance a condition for accreditation and funding.
2. In order to bridge access gaps, the government must expand national broadband and subsidize affordable data for universities and university administrators should deploy campus wide Wi-Fi, e- learning platforms so all students can access global resources. Inclusive pedagogy ensures all students thrive promoting equity and critical thinking.
3. Stakeholder collaboration should connect universities with industry, government and communities which provides students with practical experience and funding for the university.

4. There should be budget lines for inclusive education and establishment of donor/alumni funds to supplement government financing by university administrators. The government should treat inclusive education as a priority by ring fencing budgetary allocations, grants and TETFund interventions specifically for disability support, scholarships and assistive services.
5. With regard to curriculum modernization, government should fund tripartite councils with industry and academia to align courses with labour market needs. The university administrators on the other hand should focus on the need to establish industry advisory boards, integrate internships, while regulatory agencies should require periodic evidence-based curriculum reviews as part of accreditation.

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