



Cross-Cultural Management Education of Special Schools in Nigeria: An Appraisal

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Abstract

Special education is a discipline in the field of education which caters for the training of students with disabilities for them to benefit maximally from education. For learning to be effective for this group of students there is need for proper school management. However, the field of special education is increasingly encountering a multicultural landscape, with students from diverse backgrounds entering special school programmes which can affect the management of special schools in Nigeria. This necessitates a reevaluation of management practices in special schools to ensure they are culturally responsive and effective. This research therefore, examines the extent cross-culture affect management of special schools in Nigeria and explores the benefits of incorporating cross-cultural perspectives into the management education of special schools. The mode of deriving information and arriving at meaningful conclusion is through primary source (observed experience), secondary source (journals, and books) and analysis of teachers' response to administered questionnaire through simple percentage from teachers in special schools in Delta State, Nigeria, selected through cluster sampling. The research found out amongst others that multiculturalism in special education presents a complex challenge and traditional approaches to special education may not translate well across cultures, as there can be significant variations in disability perception, family involvement and communication styles in Nigeria; due to cultural and religious differences in Nigeria it is difficult to control students' participation in morning devotion and enforce accepted mode of grooming in special schools in Nigeria; and differences in cultural beliefs and practices have negative effect on the behaviour of students which affect effective school management of special schools in Nigeria. Finally, the study amongst others recommended that special school administrators should be equipped with cross-cultural management skills to overcome cross-cultural challenges in special schools in Nigeria and enable students with disabilities learn under conducive environment and benefit maximally from education.

Key words: *Cross-Cultural Management, Appraisal, Students with Disabilities, Special Schools*

1.0 Introduction

The World Health Organization defines disability as an umbrella term encompassing impairments, activity limitations and participation restrictions (WHO, 2021). However, it is seen as a medical condition in which an individual has a defect which is structural and bio-chemical abnormality. "It

is a physical pathology or aberration and interference with the normal growth or development or capacity to learn, caused by continuing disability to the body, intellect or personality to such a degree to need extra care or treatment from medical, nursing, social and educational services” (Oppe, 1972). Moreover, persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation on equal basis with others” (Article 11) (United Nations, 2006). Nevertheless, disability is a worldwide phenomenon that has no boundary and cuts across countries, sex, religion, race, social status, economic and political positions. It’s prevalence and then incidence in the contemporary world are high and worrisome. The World Health Organization (WHO) and the World Bank's World Disability Report 2021 provides a comprehensive overview of global disability. It highlights that over 1 billion people, or about 15% of the global population, experience some form of disability (WHO, 2021).

However, World Bank and United Nations estimate slightly different figures but agree on the general trend of rapid population growth. The World Bank's estimate for 2023 is around 222 million, while the United Nations Population Division projects it to reach 230 million by 2025, emphasizing the significant growth trajectory (World Bank, 2023; United Nations, 2023). Moreover, the figure of persons with disabilities in Nigeria has also been identified. “Nigeria's National Disability Survey, conducted by the National Bureau of Statistics (NBS) in collaboration with various stakeholders, provides detailed data on the state of disability in the country. The survey estimates that approximately 27 million Nigerians (13% of the population) live with disabilities.” (National Bureau of Statistics, 2019).

Nevertheless, the Government of Nigeria is determined that all its citizens are educated by the establishment of educational institutions, special needs education and the introduction of inclusive education to cater for all categories of learners including students with disabilities. Special schools are built across the countries to cater for students with severe cases of disabilities while those with mild cases are educated in regular schools in inclusive settings. The Federal Ministry of Education (2013) in its National Policy on Education 6th edition Section 7 on special needs education categorizes students with disabilities as those with “visual impairment (blind and the partially sighted), hearing (deaf and partially hearing) physical and health impairment, intellectual disability (mild, moderate, severe and profound), emotional and behavioural disorders (hyperactive, hypoactive/the socially maladjusted), speech and language impairment, learning disabilities (psychological/neurological phobia or challenges) multiple disabilities, the gifted and talented and albinos”. Similarly, the Nigerian Government introduced National Policy on Inclusive Education (NPIE) in 2017. “The NPIE focuses on promoting inclusive education and ensuring that children with disabilities have access to quality education. The policy emphasizes the need for special education programmes and supports to facilitate the integration of children with disabilities into mainstream schools” (Federal Ministry of Education, 2017). Nonetheless, for effective implementation of these educational policies special schools are built across the countries to cater for students with severe cases of disabilities while those with mild cases are educated in regular schools in inclusive settings.

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1.1 Research Objective

The objective of the study was to examine the effect of culture and religious practices in cross-cultural management of education in Special Schools.

1.2 Theoretical framework

Students can learn and adapt to local customs and culture more effectively (SHI, Prabakusuma & Manystighosa, 2020). However, the following theoretical perspectives provide the underpinnings for appreciating how cross-cultural management can improve the quality of students' management and establish reputable educational institutions:

1.3.1 Theory of multiculturalism

Special schools play a vital role in providing specialized instruction and support to students with disabilities and in today's interconnected world. These schools are increasingly serving student populations with diverse cultural backgrounds. The growing diversity of student populations in special schools necessitates a shift towards culturally responsive leadership and multiculturalism in special education. The theory of multiculturalism in special education advocates for culturally responsive teaching, which leverages students' cultural strengths to enhance learning. Special school leaders who understand this concept can foster an environment where cultural backgrounds are celebrated and viewed as assets. A diverse student body can bring a wider range of perspectives and experiences into the classroom, promoting richer learning experiences for all. Culturally diverse staff can contribute new approaches and insights to supporting students with special needs.

1.3.2 Cross-cultural management theory

Cross-cultural management theory seeks to explore the connotation of cross-cultural management of students in special schools, understand the cross-cultural barriers of other students and analyse the cultural differences. Moreover "cross-cultural management is an interdisciplinary field that combines elements from communication studies, cultural anthropology and management theories with the main task of solving issues in communication and team management that result from cross cultural interactions in organizations" (Sokolova, 2022).

2.0 Literature Review

2.1 Culture

Culture is defined as a set of shared symbols and practices that are both dynamic and context-dependent (Eriksen, 2015). It is fundamentally about values and beliefs that evolve over time, influenced by socioeconomic development and existential security (Inglehart & Welzel, 2018). Culture is "a set of shared attitudes, beliefs, values, goals, and practices that characterize an institution, an organization or a group" (Uwagie-ero, Iseye & Omiegbe, 1998) shared and passed

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from parents to children or from one generation to another (Eboh & Ukpong, 1995). It is also seen as shared knowledge, norms, and practices that arise from social interactions and shape individuals' thoughts, feelings, and behaviours (Chiu & Hong, 2015). Simply put, culture is the way of life of people in a given society which involves grooming, feeding, occupation, governance, artistic expression, communication, social activities and form of worship handed to them by their parents from generation to generation. It is expressed through beliefs, knowledge, language, rituals, dances, mode of dress, and vocations (Makinde, 2005). People in a given society are identified with particular culture distinct from others. Therefore, "cultural identity is a peculiar case of social identity" (Padilla & Perez, 2003).

In West Africa, religion is seen as way of life likewise culture which consist of beliefs and practices and as such they are interwoven. Religion can also be said to be part of culture and may be defined as a belief in the existence of a deity or a supernatural power, a being that created and controls the universe and who is worshipped on the basis of such belief (Etieyibo & Omiegbe, 2016) passed on from parents to offspring. It is therefore difficult to separate religion from culture. However, for the sake of this research paper they would be discussed together.

Nigeria is a country in the western part of African continent. According to the National Population Commission (NPC) of Nigeria, the estimated population as at 2023 is approximately 223 million people. This figure is derived from various demographic surveys and census data, reflecting an annual growth rate of about 2.6% (NPC, 2023). It has a total land area of 923, 763 km² (356,376 Square miles); the landmass entails the total land area less the water mass which is 910,768 Km² (565,587 Square miles) (CIA World fact book, 2019). Nigeria is characterized by its vast ethnic and cultural diversity, with over 250 ethnic groups. The largest groups include the Hausa-Fulani, Yoruba, and Igbo, each contributing to the complex social and cultural fabric of the country (National Bureau of Statistics, 2022). Christianity, Islamic and Indigenous (African Traditional) Religion are the three major religions practiced by the citizens. In the northern part of the country majority of the inhabitants practice Islamic religion, in the southern part majority of the inhabitants practice Christian religion while across the country fairly large citizens practice Indigenous (African) Traditional Religion.

2.2 Cross-Cultural Management

Cross-cultural management is defined as the practice of managing and facilitating individuals from different cultural backgrounds to work together effectively which includes understanding cultural differences and leveraging them to enhance organizational and educational outcomes. It could also be seen as the study of the behaviour of people in organizations around the world. It involves understanding the influence of culture on management practices and developing strategies to manage cultural diversity effectively (Adler & Gundersen, 2020). Cross-cultural management refers to reshaping the unique culture of a company by overcoming the differences between different heterogeneous cultures, ultimately creating performance-based management (SHI, Prabakusuma & Manystighosa, 2020). Cross-cultural management focuses on the development of cultural intelligence (CQ) among individuals to navigate and manage cross-cultural interactions

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successfully. Cultural intelligence (CQ) includes cognitive, motivational, and behavioural components that enable individuals to function effectively in culturally diverse settings (Earley & Ang, 2021). However, in the educational system it is the integration of cultural awareness, sensitivity, and competence into educational practices to effectively address the needs of diverse student populations. Nevertheless, “in a cross-cultural context, understanding disability involves recognizing how cultural norms, values, and practices influence perceptions and experiences of disability” (WHO, 2021).

Cross-cultural management education in the context of special schools in Nigeria is critical for addressing the diverse cultural backgrounds and needs of students with disabilities. Nigeria's approach to special education is guided by various policies and frameworks, including the National Policy on Education, which emphasizes inclusive education and the integration of children with disabilities into mainstream schools where possible (Federal Ministry of Education, 2013). Additionally, the National Policy on Inclusive Education (2017) aims to ensure that all children, regardless of their disabilities or cultural background, have access to quality education (Federal Ministry of Education, 2017). Moreover, Nigeria's diverse cultural landscape significantly impacts special education. With over 250 ethnic groups, each with unique languages, traditions, and social norms, educators must navigate these differences to provide effective and inclusive education for students with disabilities (UNESCO, 2023) for them to benefit maximally from education.

2.3 Cross-Cultural Management of Students

From the perspective of cross-cultural management, cross-cultural management of students refers to the identification and analysis of different cultures in the management of students, applying the principles of management to the adjustment and influence of people's concepts and behaviours, and overcoming students from different cultural backgrounds (Hofstede, Hofstede, & Minkov, 2010), such as cultural conflicts between students and managers to achieve the school's educational goals. Simply put, Cross-cultural management of students refers to the identification and analysis of different cultures in the management of foreign students, as well as the application of management principles to adjust and influence human concepts and behaviors. It also involves overcoming cultural conflicts between students and administrators from diverse cultural backgrounds, with the ultimate goal of achieving the educational objectives of the school (SHI, Prabakusuma, & Manystighosa, 2020). Nevertheless, the goal of cross-cultural management is to improve the cross-cultural adaptability of students and promote the harmonious coexistence among students of heterogeneous ethnic group and the external environment by coordinating the communication and integration of multiculturalism based on the understanding of cultural differences (Bochner, 2003). It can coordinate cultural differences in the management of students, resolve cultural conflicts, and improve the management efficiency of international students. In the long run, cross-cultural management of students improve the quality of students' management and establish a good reputation educational institution (SHI, Prabakusuma & Manystighosa, 2020).

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2.4 Benefits and Opportunities of Cross-Cultural Management Education in Special Schools

Research suggests numerous benefits associated with cross-cultural management education in special schools. These institutions often serve students from various ethnic, linguistic, and religious backgrounds, which requires educators to adopt culturally responsive teaching approaches to achieve maximum results (Kalyva & Agaliotis, 2017). Cross-cultural management education recognizes and appreciates the cultural diversity among students and assists in understanding their cultural backgrounds and values to create inclusive learning environments (Hutt, 2015). By embracing this diversity, students develop enhanced social-emotional skills, empathy, and respect for others' perspectives (Ladson-Billings, 2014). Additionally, cross-cultural interactions contribute to improved academic performance and engagement among students from diverse backgrounds (Banks, 2015).

Culturally responsive practices can significantly enhance student engagement, motivation, and ultimately, learning outcomes (Obiazor & Rotatori, 2014). Cross-cultural competence also fosters better communication and collaboration with families from diverse backgrounds, allowing for the creation of more inclusive school environments that cater to the specific needs of all students (Obiazor & Rotatori, 2014). Effective cross-cultural management practices have been linked to improved academic outcomes for students with disabilities. When students feel understood and supported, they are more likely to engage and succeed academically (Liasidou, 2020).

Cross-cultural management practices that promote inclusivity and respect for diversity contribute to better social integration, including forming friendships, participating in extracurricular activities, and feeling a sense of belonging (Kvalsund & Bele, 2021). Addressing the cultural and disability-related needs of students can also positively impact their psychological well-being by reducing stress and anxiety, as feeling valued and included in the educational environment plays a crucial role in their overall mental health (Brown & Takahashi, 2022).

2.5 Challenges in Cross-Cultural Management Education in Special Schools

Cultural differences may come from many factors, such as different understandings of communication and language, different religious beliefs and customs, and rigid corporate culture (Peng, 2011) which could pose challenge to management of special schools. However, traditional approaches to special education often overlook cultural contexts, potentially hindering progress and as such this diversity presents both challenges and opportunities for special school leaders and administrators which need attention to enable students with disabilities learn under conducive well managed school environment. Nevertheless, managing cultural diversity in special schools presents several challenges that can impact the effectiveness of education and collaboration. One significant challenge is the presence of language barriers, which can impede communication between educators, students, and parents. According to Banks (2015), these language differences can create difficulties in understanding, leading to misunderstandings about student needs and progress, and hindering effective collaboration.

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Additionally, differing cultural norms and values may influence teaching approaches and student expectations. As Kiyama (2016) notes, these differences can significantly affect classroom dynamics and instructional strategies, making it difficult for educators to address the diverse needs of their students.

Understanding and accommodating various cultural practices also require a high level of cultural competence among educators. However, Sleeter and Bernal (2018) point out that many educators may lack the necessary training and resources to navigate these challenges successfully, which can further complicate the teaching process in culturally diverse settings. Cultural attitudes toward disability present another challenge, as these attitudes can vary significantly across different cultural groups. Shakespeare et al. (2020) explain that some cultures may stigmatize disabilities, while others may adopt more inclusive attitudes, influencing how students with disabilities are perceived and treated in educational settings.

Effective communication is crucial in managing students with disabilities, but cultural differences can exacerbate communication challenges. Thompson (2021) emphasizes that these challenges are particularly pronounced when students and educators do not share a common language or understanding of disability, making it harder to meet students' needs. Finally, implementing inclusive practices that address both cultural diversity and disability can be particularly challenging. Sullivan et al. (2022) highlight the difficulty educators face in balancing cultural sensitivity with the need to provide appropriate accommodations and support. Achieving this balance is essential for effective school management, but it is often difficult to accomplish.

2.6 Traditional Approaches to Special Education

Traditional approaches to special education may not translate effectively across different cultures due to significant variations in several key areas. One of these areas is the perception of disability. According to Obiazor and Rotatori (2014), cultures may have varying understandings of what constitutes a disability and how best to support individuals with special needs. This difference in perception can lead to diverse approaches to education and care, making it challenging to apply a one-size-fits-all model of special education.

Another important area of variation is family involvement. Family dynamics and expectations regarding education can differ greatly across cultures, influencing how families engage with the educational process and the level of support they provide to students with special needs (Obiazor & Rotatori, 2014). These differences can affect the collaboration between educators and families, potentially impacting the effectiveness of special education programs.

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Communication styles also play a crucial role in the success of special education across cultures. Communication preferences and cultural norms can shape interactions between educators, families, and students, sometimes leading to misunderstandings or misinterpretations. These variations in communication styles must be carefully considered to ensure that all parties can effectively collaborate and support the educational needs of students with disabilities.

This research paper has identified the benefits of cross-cultural management in special and its challenges. Therefore, it is pertinent to examine these challenges in the management of special schools in Nigeria and make some suggestions where necessary to enable students with disabilities benefit maximally from education.

3.0 Methodology

An empirical survey was undertaken to examine the effect of culture and religious practices in cross-cultural management education in Special Schools. Also, to guide the study to arrive at meaningful findings and conclusion a questionnaire with four point Likert-scale consisting of fifteen statements was used to elicit response from fifty respondents which consist of teachers in special schools in Delta State, Nigeria selected through cluster random sampling technique. Data was analysed with simple percentages and findings were identified as follows.

4.0 Results and Discussion

4.1 Results on observation

The response to the questionnaire indicates the challenges and opportunities of multiculturalism in the management of special schools in Nigeria as follows:

Table 1 Response to Statements 1-5 on the Questionnaire

S/N	Statements	Percentage of Agree	Percentage of Disagree
1	Multiculturalism in special education presents a complex challenge and traditional approaches to special education may not translate well across cultures, as there can be significant variations in disability perception, family involvement and communication styles in Nigeria.	80%	20%
2	Culture and religious practices have influence on administration of special schools in Nigeria.	100%	-
3	It is difficult to control students' participation in morning devotion due to cultural and religious differences in Nigeria.	60%	40%
4	School management usually find it difficult to enforce accepted mode of grooming due to cultural and religious differences in Nigeria.	70%	30%
5	Differences in cultural beliefs and practices have negative effect on students' behaviour which affect effective school management in Nigeria.	80%	20%

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The findings show that multiculturalism in special education presents a complex challenge and traditional approaches to special education may not translate well across cultures, as there can be significant variations in disability perception, family involvement and communication styles in Nigeria. Culture and religious practices were reported to have significant influence on administration of special schools in Nigeria and the variations pose a challenge to control students’ participation in morning devotion and mode of grooming

Table 2 Response to Statements 6-9 on the Questionnaire

S/N	Statements	Percentage Agree	of Percentage of Disagree
6	Alms begging encouraged by religious and cultural practices make students with disabilities to engage in truancy in Nigeria.	100%	-
7	Patriarchal nature of the Nigerian society due to cultural practices make girls with disabilities to be bullied in schools.	60%	40%
8	Language differences can create difficulties in communication between educators, students, and families from diverse backgrounds, hinder collaboration and lead to misunderstandings on students’ needs and progress in Nigeria.	80%	20%
9	Cultures have different views on disability and appropriate educational approaches which can have negative effect on school management in Nigeria.	70%	30%

Respondents affirmed that alms begging encouraged by religious and cultural practices make students with disabilities to engage in truancy. Most respondents agreed that patriarchy encourage bullying of girls with disability while diversity of language results to communication breakdown between educators, students, and families from diverse backgrounds which consequently create misunderstanding of students’ needs and progress. The findings also indicate that majority of the respondents say that cultures have different views on disability and appropriate educational approaches which can have negative effect on school management.

Table 3 Response to Statements 10-15 on the Questionnaire

S/N	Statements	Percentage of Agree	Percentage of Disagree
10	Cultural understandings of disability differ significantly as some cultures view disabilities as a source of shame or misfortune, while others have a more accepting perspective. These variations create communication barriers between educators and families in Nigeria.	90%	10%
11	Cultural norms around disability and education vary significantly. Leadership practices and expectations set by the school may not align with the expectations of families from diverse backgrounds in Nigeria.	90%	10%
12	Unconscious cultural bias lead to the use of teaching methods or assessments that are insensitive or ineffective for students from diverse backgrounds in special schools in Nigeria.	90%	10%
13	There is the need for special school leaders and managers to develop cross-cultural competence, and acquire the ability to understand and navigate diverse cultural contexts effectively to overcome cross-cultural challenges in special schools in Nigeria.	90%	10%
14	Cross-cultural management education should be used to check the challenges in special schools due to cultural and religious practices in Nigeria.	60%	40%
15	Equipping special school leaders with cross-cultural management skills can lead to several benefits: improved student outcomes—culturally responsive practices can enhance student engagement, motivation, and ultimately improve learning outcomes and effective collaboration; cross-cultural competence fosters better communication and collaboration with families from diverse backgrounds and; inclusive school environments and understanding cultural differences allows for the creation of more inclusive school environments that cater for the specific needs of all students in Nigeria.	70%	30%

Most respondents agreed that cultural norms around disability and education vary significantly. Leadership practices and expectations set by the school may not align with the expectations of families from diverse backgrounds. Cultural biases were identified to determine the use of teaching methods or assessments that are insensitive or ineffective for students from diverse backgrounds which calls for school leaders and managers to develop cross-cultural competence, and acquire the ability to understand and navigate diverse cultural contexts. The findings indicate that cross-cultural management education should be used to check the challenges in special schools due to cultural and religious practices in Nigeria.

4.2 Discussion

The analysis of the results reveals that multiculturalism in special education presents a complex challenge in Nigeria, as traditional approaches to special education may not be effective across different cultures. Significant variations in disability perception, family involvement, and communication styles create barriers to implementing these approaches effectively. Additionally, cultural and religious practices heavily influence the administration of special schools in Nigeria, making it difficult to enforce uniform practices such as students' participation in morning devotion and accepted modes of grooming.

These cultural and religious differences also negatively impact student behavior, which in turn affects the effective management of special schools. For instance, students with disabilities may engage in truancy due to cultural and religious practices that encourage alms begging. Moreover, the patriarchal nature of Nigerian society, rooted in cultural practices, leads to girls with disabilities being bullied in schools. Language differences further complicate communication between educators, students, and families from diverse backgrounds, hindering collaboration and leading to misunderstandings about student needs and progress.

The analysis also highlights that cultural views on disability and appropriate educational approaches can negatively affect school management. Cultural understandings of disability vary significantly, with some cultures viewing disabilities as a source of shame or misfortune, while others are more accepting. These differences create communication barriers between educators and families, complicating efforts to align leadership practices and expectations set by the school with those of families from diverse backgrounds. Unconscious cultural biases may also result in the use of teaching methods or assessments that are insensitive or ineffective for students from diverse backgrounds.

To address these challenges, it is essential for special school leaders and managers in Nigeria to develop cross-cultural competence. This includes the ability to understand and navigate diverse cultural contexts effectively. Cross-cultural management education should be utilized to mitigate the challenges posed by cultural and religious practices in special schools. Equipping special school leaders with cross-cultural management skills can lead to several benefits, including improved student outcomes through culturally responsive practices that enhance engagement, motivation, and learning. Additionally, cross-cultural competence fosters better communication and collaboration with families from diverse backgrounds and contributes to the creation of more inclusive school environments that cater to the specific needs of all students.

Through field investigations, using questionnaire, and literature review, this research paper analysed the current situation of cross-cultural management of students in special schools in Nigeria and the result indicates there are some challenges. However, some researchers have earlier identified such problems too in different settings and made some suggestions in addressing them. Adler, 1972, a scholar, puts forward the methods and suggestions on coordinating cultural differences in cross-cultural management. He believes that the common management culture of

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intercultural organizations is to reconstruct a beneficial and effective common management model for the development of the organization based on mutual understanding between the two cultures. According to the cultural model of individual organization members, managers produce a new form of management organization based on cultural coordination and cooperation (Adler, 1972). Similarly, multicultural education in special education highlights the need of considering students' cultural backgrounds when designing interventions and fostering inclusive learning environments; and research suggests that effective special education practices should leverage students' cultural knowledge and experiences to enhance learning (Obiazor, & Rotatori, 2014). Moreover, Adewuyi and Afolabi (2022) remark that “one of the primary themes in cross-cultural management education is the need for cultural sensitivity and inclusivity. Educators and administrators in special schools must be aware of and respect the cultural backgrounds of their students which include understanding cultural attitudes towards disability and ensuring that educational practices and policies are inclusive and respectful of all cultures”. Nevertheless, (Bamgbose, 2022) posits that “engaging with the local community is crucial for the success of cross-cultural management in special schools. Community involvement can help bridge cultural gaps, support inclusive education practices, and foster a better understanding of the needs and potential of students with disabilities”. This alignment with culturally responsive teaching approaches holds promise for improving educational outcomes for students with disabilities from diverse backgrounds.

However, effective communication is crucial in managing students with disabilities. Cultural differences can exacerbate communication challenges, especially when students and educators do not share a common language or understanding of disability (Thompson, 2021). Implementing inclusive practices that cater to both cultural diversity and disability can be challenging. Educators must balance cultural sensitivity with the need to provide appropriate accommodations and support (Sullivan et al., 2022). Effective cross-cultural management needs Individualized Education Plans (IEPs). Developing IEPs that consider both cultural background and specific disability-related needs can ensure that students receive personalized support. IEPs should involve collaboration between educators, families, and students (Hehir et al., 2021). Equally important is inclusive pedagogy which involves designing and delivering instruction that accommodates the diverse learning needs of all students which includes using varied teaching methods, providing accessible materials, and fostering an inclusive classroom environment (Florian & Beaton, 2021).

5.0 Conclusions and Recommendations

The conflict of any heterogeneous culture is overcome under the cross-cultural conditions, and the unique culture of the enterprise is created accordingly, thereby forming an effective management process (SHI, Prabakusuma & Manystighosa, 2020). Only through successful cross-cultural management can a globally operated enterprise enable its business to operate smoothly, its competitiveness can be enhanced, and its market share can be expanded. The so-called cross-cultural management includes cultural management that transcends national borders and crosses

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national boundaries. Eliminating cultural differences is a core issue where cross-cultural management is focused on (Peng, 2011). In conclusion, cross-cultural perspectives play a crucial role in management education within special schools. By acknowledging and embracing cultural diversity, educators can create inclusive learning environments that benefit all students. Effective cross-cultural management education requires continuous efforts in enhancing cultural competence, implementing inclusive strategies, and fostering cultural awareness. Incorporating cross-cultural management education equips special school administrators with the skills necessary to navigate the complexities of a diverse student population. By fostering cultural awareness and responsiveness, school administrators can create inclusive environments that empower all students with disabilities to reach their full potential and benefit maximally from education.

This study recommends several strategies to address the challenges faced by special schools in Nigeria due to cultural and religious practices. First, it advocates for the implementation of cross-cultural management education as a key tool to mitigate these challenges. By equipping school leaders and managers with the skills necessary to understand and navigate diverse cultural contexts, schools can better manage the complexities of multicultural environments.

There is also a pressing need for special school leaders and managers to develop cross-cultural competence. This involves acquiring the ability to understand, respect, and effectively engage with the cultural backgrounds of both students and their families. In doing so, educators can create more inclusive and supportive learning environments. When designing interventions and fostering inclusive learning environments, it is crucial to consider the cultural backgrounds of students. Tailoring educational approaches to reflect the diverse cultural contexts within the school population can enhance student engagement and learning outcomes. The development of management education programs for special schools with a cross-cultural focus is another important recommendation. These programs should include training on cultural values, beliefs, and communication styles relevant to the school population. Additionally, they should provide strategies for adapting teaching methods, assessments, and interventions to be culturally inclusive. Techniques for effective communication and collaboration with families from diverse backgrounds should also be a core component of these programs.

The study further recommends the introduction of guidance and counseling services in schools and integration of cross-cultural management education in the school programme to help students improve cross-cultural adaptability. Through admission guidance, academic support, and psychological counseling, these services can assist students in integrating more smoothly into the school environment, similar to the support provided to international students adjusting to new

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Conflict of interests

The authors declare that there is no conflict of interest in the conduct of this study