

**INCLUSIVE EDUCATION AND PROVISION OF QUALITY EDUCATION  
FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS IN PUBLIC  
PRIMARY SCHOOLS IN BAUCHI, NIGERIA**

**BY**

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FOR THE AWARD OF THE DEGREE OF DOCTOR OF PHILOSOPHY IN  
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**NOVEMBER, 2019**

## DECLARATION

I affirm that this thesis is my original work and has not been presented in any other university/institution for consideration. This research thesis has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, they are specifically accredited and references cited in line with anti-plagiarism regulations.

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## **DEDICATION**

This thesis is dedicated to my late father, my mother, my step-father and to my wives and children, who have patiently borne my prolonged absences from home but still encouraged me throughout this study.

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## **ABBREVIATIONS AND ACRONYMS**

<b>CWSENs</b>	Children with Special Educational Needs
<b>CRPD</b>	Convention on the Rights of Person with Disability
<b>CSO</b>	Civil Society Organization
<b>CSIE</b>	Centre for Studies on Inclusive Education
<b>DEBRB</b>	Development of Educational Report of Nigeria
<b>DPO</b>	Disabled People`s Organization
<b>EFA</b>	Education for All
<b>IDDC</b>	International Disability and Development
<b>MOE</b>	Ministry of Education
<b>MOEST</b>	Ministry of Education Science and Technology
<b>NASET</b>	National Association of Special Education Teachers
<b>NPE</b>	National Policy on Education
<b>PL</b>	Public Law
<b>SNE</b>	Special Needs Education
<b>SUBEB</b>	State Universal Basic Education Board
<b>USA</b>	United States of America
<b>UNESCO</b>	United Nation Education Scientific Cultural Organization
<b>UPE</b>	Universal Primary Education
<b>USDE</b>	United State Department of Education
<b>UDHR</b>	Universal Declaration of Human Right
<b>UN</b>	United Nation
<b>UBE</b>	Universal Basic Education

**UNCRC** United Nation Convention on the Rights of Children

**W.H.O** World Health Organization

## ABSTRACT

The purpose of the study was to investigate the status of inclusive education and provision of quality education in public primary schools in Bauchi state. The study was conducted in eight public primary schools in Bauchi. The study was based on the Social Model of Disability Theory as discussed by Mike Oliver (1983). This study adopted the mixed method approach. The study targeted the population of general education teachers in all the 8 public primary schools, children with special educational needs, parents of children with special needs and school heads. 40 teachers, 80 children with special educational needs, 80 parents and 7 head teachers were purposively sampled for the study. Questionnaires, an interview schedule, focus group schedule and an observation checklist were the instruments employed for the study. Content validity was used to gauge the dependability of the instruments, their relevance to the subject matter, appropriateness of language used and clarity of purpose. Test re-test method was used to determine the reliability of the research instruments. Pearson Product Moment Formula was applied to compute the correlation coefficient. The quantitative data obtained was analyzed using the Statistical Package for Social Science (SPSS) programme. Descriptive statistics, that is frequency distribution and percentages, were used to describe and summarize data. Data from interview and FGDs was coded, categorized and analyzed following the themes derived from the research objectives. The findings established that regular schools were not equipped with adequate teaching and learning resources to support an inclusive education programme; classrooms were overcrowded; school buildings were not barrier free; most teachers were not trained in special needs education and the current curriculum is not modified for the benefits of children with special needs. The study also revealed that parents' socio-economic status affect the education of children with special educational needs, making it very difficult for the parents to send all their children to school. Moreover, the study identified the provision of transportation for CWSNs, free education and community involvement as strategies that can bolster and enhance the inclusive education programme. Other strategies identified include the involvement of parents of children with special needs education in school decision making regarding the education of their children and the enlightenment campaign on the benefits if inclusive education. Based on these findings, the study recommends that governments should formulate and implement sound policies and corresponding delivery mechanisms to ensure the effective implementation of the inclusive education programme, guaranteeing compliance with apposite periodic audit following ups.

## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND TO THE STUDY**

#### **1.0 Introduction**

This chapter presents the background, statement of the problem, objectives, research questions, significance, limitation, delimitation, assumptions, theoretical and conceptual framework and the operational definition of the terms of the study.

#### **1.1 Background to the Study**

Education is a fundamental human right. It is an essential tool facilitating the improvement of the quality of life and social and human development. All persons, and especially those that are the most disadvantaged and excluded in the community, should be guaranteed access to basic education. Equally important is the right of children with disabilities to be protected from discrimination and stigmatization as stated in Article 2 of the United Nation's Convention on the Rights of Children which establishes that a child shall not be discriminated against irrespective of race, colour, sex, language, religion, disability, birth or status (UNCRC, 1989). This affirmation is further emphasized by the Children's Act (2001) which enshrines a child's right to live with his/her family and rights to education and integration in law.

All children are entitled to education and children with disabilities are no exception. In practice, however, millions of children with disabilities, throughout the world, are still being denied their fundamental right to a quality education. Although exact figures are difficult to verify, UNESCO estimates that out of the 72 million children

of primary school age who are out of school, one- third are children with disabilities, and that more than 90% of children with disabilities in the world's poorest countries do not go to school at all (UNESCO, 2008).

The education of children with disabilities globally witnessed a shift from the segregated to integrated systems of education which is now moving to an inclusive model. Because of a growing consensus worldwide that all children have the right to be educated together in a regular school system regardless of any differences what so ever, the inclusive education model emphasizes the rights of children with disabilities to participate fully in school life, and the institutions duty to welcome and embrace them as part of the school. Over the past three decades, schools have experienced a movement towards inclusivity in education and a substantial increase in the number of children with disabilities being enrolled in general education classrooms (US Department of education, 2001). There are several national and international statements and declarations affirming the principles of inclusive education and the importance of working towards schools for all irrespective of any differences. Kearney (2009) relates the system of inclusive education to human rights. He states that the 1948 Universal Declaration of Human Rights (UDHR) is at the core of inclusive education. This declaration states that:

"Everyone has the right to education and that education shall be directed to the full development of human personality and the strengthening of respect for human rights and fundamental freedom. It shall promote understanding, tolerance, and friendship among all nations as racial or religious groups and shall further the activities of the United Nations for the maintenance of peace". (Article 26, Universal Declaration of Human Right).

Since the Universal Declaration of Human Rights in 1948, there have been other important human rights declarations with specific bearing to inclusive education. Among these is the 1989 United Nations Convention on the Rights of the Child (UNCRC), which categorically states that all children, including those with disabilities, have the right to receive an education without discrimination on any grounds. Inclusive education was endorsed internationally in the Salamanca Statement of 1994 which reflects the United Nation`s Global Strategy of Education for All (EFA). The Salamanca Statement and Framework for Action on Special Needs Education pointed out the rights of all children, including those with disabilities, to access education in a regular school setting and the responsibility of the school system to accommodate them. It further supports the Human Rights Declaration maintaining that inclusion of children with disabilities and their participation in regular schools is essential to human dignity and the enjoyment and exercises of human rights. All these declarations and statements give international authority to the issue of inclusion as one of human rights (Kearney, 2009). It is, therefore, a globally accepted fundamental responsibility of every nation to provide education to all her citizens regardless of ability.

Inclusive education is regarded as the most relevant approach to address the educational needs of all children (Balami, 2013). This approach says that children with disabilities must attend a general education school programme and be enrolled in age-appropriate classes for 100% of their school life (Idol 2006). Inclusive education is a process intended to respond to children's diversity by increasing their participation and reducing exclusion within and outside education. It is related to attendance, participation, and achievement of all children and especially those who for different reasons are excluded or at risk of being marginalized (UNESCO, 2005). Kamere (2004) regards inclusive education as the practice in which the school system is organized in such a way that it accommodates and educates all its students, both with and without, disabilities. The system provides that children will not be removed from general education classrooms unless they absolutely cannot be educated successfully even after the school has provided all requisite support services and resources. Inclusive education represents a philosophical shift in the practice of education which requires the restructuring of schools to eliminate the separation of regular and special education and to accommodate the needs of the students (Edmunds, 2000). Lere (2012) states that inclusive education is a system that is gaining global attention and has been described as a social movement against school exclusion. The practice focuses on the restructuring of regular schools to respond to the diverse needs of both special needs and able-bodied pupils.

Inclusive education is not concerned with remediating perceived deficits within students, nor is it about the integration or assimilation of diverse students into

regular schools, rather it focuses on overcoming barriers to participation and learning that may be experienced by students, particularly those who have been excluded or marginalized from school (Mittler, 2000, UNESCO,2005). Inclusive education is a system that focuses on the education of children with disabilities to their maximum potential in general education classrooms collectively with their regular peers (Winter and O`Raw, 2010). It involves bringing support services to the child rather than moving the child to the services and requires only that the child benefits from being in the class rather than having to keep up with the other students.

The inclusion of children with special educational needs in general education schools has been an area of serious concern and a subject of debate among scholars. Several studies globally and in Africa have revealed that the inclusion of children with special education needs in general education has been endorsed despite some challenges affecting its full implementation. For instance, in the United States of America, the Individual with Disability Education Act (1989) provided that children with disabilities must be provided with free basic public school education. In its first year, IDEA enrolled 3.7 million students or 8% of the total school enrolment (US Department of Education, 2000). The number of IDEA enrolees reached 6.6 million students or 14% of the total school enrolment in 2003-2004 (USDE 2006). Despite this tremendous achievement, inclusion of children with special needs in the USA is still faced with the dual problems of teacher training and limited school support as barriers to teacher's ability to accommodate children with special needs in inclusive settings (Barbara; Michael and William 1998). The British government has provided

guidelines for the inclusion of children with disabilities in regular schools ensuring that learners with disabilities are guaranteed education in regular public schools. The government provided that every local education authority has the responsibility to ensure that sufficient funds are provided to every school to support the learning of children with disabilities (Mutembei, 2014).

Responding to this global shift to inclusive education, the Danish government adopted a policy framework that would see the enrolment of ten thousand children with behavioural and learning difficulties into primary and lower secondary schools by the year 2015. The Danish Teachers Union while supporting the idea in principle reported that parents of children with special needs believed that the schools were not sufficiently provided with teaching resources and teachers had not been trained to handle inclusive classrooms. In China children with disabilities were integrated into regular schools in 2008. The New York Times (Sept, 2012) reported that Beijing had about 8,700 children with special needs. Of these, approximately 5,700 were enrolled in regular schools with the balance going to special schools.

The status of inclusive education in most developing countries remains in the realm of theory and far from practice; it is still grappling with the problems of policy implementation, unfriendly learning environment, lack of professional teachers in the area of special needs education, inadequate teaching resources, lack of stakeholders' involvement and the use of rigid curriculum (Amalemba, 2013). According to the World Bank Report (2018), there are between 93 and 150 million

children with disabilities in the world under the age of 14. In Africa, about 6.4% of children in this age range have moderate or severe disabilities and less than 10% of all children with disabilities under the age of 14 are attending school. Today, an estimated 65million primary and secondary schools age children in Africa have disabilities and close to half of them are out of school (World Bank, 2018).

According to the World Bank (2015), Kenya had succeeded in increasing the enrolment of primary school pupils from 75% in 2006 to 83% in 2012. Whilst these figures are commendable on paper, it is instructive that only one in six Kenyan children with disabilities attends school. What is even more perturbing is the fact that the majority of those enrolled in schools encounter problems of exclusion, stigmatization, unmodified curriculum, poorly equipped schools, and untrained teachers. According to the Daily Nation of 23<sup>rd</sup> March 2018, the education system in Kenya is still ill-equipped to accommodate children with disabilities and special needs. A joint National Survey on Children with Disabilities and Special Needs conducted between 2016 and 2017 by the Kenya Institute of Special Education (KISE) and Ministry of Education indicates that 11 percent of all learners in Kenya have some form of disability (Daily Nation, 2018). The report highlights the dearth of teachers trained to handle children with special needs in both assessment centres and schools in Kenya and shows that 78.28 percent of head teachers in both the integrated primary and special units lacked training in special needs education. In South Africa, up to 70% of school-age children with disabilities are excluded from schools and most of those who are enrolled go to special schools (Donohue and

Borman, 2014). Cultural attitudes on disability determine whether parents decide to send their children to school or not. Due to financial constraints, most South African parents do not send their special needs children to school, more so if they have other children whose prospects of bringing in some sort of income are better than those of their children with disabilities (Donohue and Bornman, 2014).

The quest for education for children with disabilities in Nigeria started in the early 1970's when the Federal Government determined that public schools would prepare all children to be independent and productive citizens within their communities (Chukuka, 2013). This decision marked the beginning of the push to equalize educational opportunities for all children as stipulated in the National Policy on Education (2004, revised) which requires that all children be given equal education irrespective of differences. Nigeria had joined other world nations in what had become an international response to global declarations and legal framework about the inclusion of children with disabilities in regular schools. These declarations included the Convention on the Elimination of all Forms of Discrimination against Women (1979), the United Nation Disability forum/framework for Action (2010), the 6 goals of the United Nations Millennium Declaration and the 8 goals of the Universal Basic Education Act (2004), the Child Rights Act (2002) and the United Nation Disability Convention (2005). More importantly, Nigerian policy on education appreciated the concerns and different requirements related to the formal education of all potential groups of learners acknowledging their physical, social, and economic status.

Nigeria had signed and ratified the UN Convention on Rights of Person with Disabilities, Article 24 of which provides that all schools must be inclusive and accessible to all children including those with disabilities. Nigeria has equally signed-up to the 17 Sustainable Development Goals (SDGs), Goal 4 of which targets that by 2030, all school-age children including those with disabilities must have access to qualitative, functional and effective basic education. The Universal Basic Education Act of 2004 provides that basic education is free and compulsory for all school-age children. The Federal Government of Nigeria through the Federal Ministry of Education provides policy guidelines for inclusive education targeting children with various disabilities (NPE, 2004).

According to Ibrahim (2013), regular schools in Nigeria do not have adequate manpower to manage inclusive education. Their lack of funding and consequent inability to provide appropriate facilities, materials, and equipment for children with special needs, compounds the problem. Most of these environments are not user-friendly. About 42% of all regular schools were found to be unsuitable for special needs education going by modern standards (FMOE, sector analysis 2003). The design and management of primary and secondary schools in Nigeria are reportedly non-inclusive and inaccessible to children with disabilities. Vanguard news reports that in 2016, about 7 million children in Nigeria were reported to be out of school because of their disability to access primary education due to disability state. The article reported that 7 million children make up more than 50% of over 10 million out of school children in Nigeria.

Despite efforts to make regular schools more responsive to all children, it has been reported that children with disabilities are still being excluded and marginalized from quality education worldwide, a fact that diminishes their chances and ability to enjoy their full potentials and rights to citizenship, gainful employment and responsibilities in society (UNESCO, 2011). The World Bank report (2014) indicates that most developing nations have succeeded in achieving quantitative education goals. The report shows that about 50 million children in the world gained access to basic education and many are accomplishing completion. This is not typically the case of qualitative achievement in education. An estimated 250 million children are unable to read, write and do simple arithmetic calculations even after spending more years in the school (World Bank, 2014). Every child has the indispensable right to quality education-one that helps them acquire simple literacy and numeracy, enjoy learning without fear and feel valued and included, irrespective of the location they come from (UNICEF, 2015). Access to poor quality education is almost equal to no education at all. There is little point in providing the opportunity for children to enrol in school if the education is one that they will not come to be literate or numerate or will fail to acquire necessary existence knowledge (Setren and Gordon, 2017).

According to UNICEF (2015), quality education is viewed from 5 perspectives; the learner`s outside experience, learning environment, the content of education, learning process and outcomes. Quality education is the basic human right and it provides the foundation for a better and productive society (Ndiomu, 2006). Quality

education is constrained by many factors within and outside school setting (Strenand Gordon, 2017). The World Bank (2019) reports that children with disabilities experience socio-economic challenges than children without disabilities. The challenges according to the report are attributed to low levels of education, poorer health outcome, decrease level of employment and higher poverty rates. Impediments to social and monetary inclusion of children with special educational needs encompass inaccessible school environments and transport, the unavailability of assistive facilities and technologies, non-adapted ability of communication, gaps in service delivery, discriminatory and stigma in society (World Bank, 2019).

Poverty also has an adverse effect on children with educational needs by malnutrition, inadequate access to education and health care and lack of education opportunities (Nhlapo, 2019). It is not best to discuss the inclusive education programme without touching on how it receives funding. The truth for many developing nations is that their budgetary allocation is inadequate, official development assistance is lacking and parents often cannot manage to pay for the charges of schooling for their children (Dedman, 2014). To recognize the goals of educating children with disabilities in general education schools, countries require financial assistant. Funding for inclusive education has been recognized as one of the predicaments to the inclusion of children with educational needs in most African countries (Joseph and Gideon, 2013). Although the responsibility for offering inclusive education to children with special educational needs is a responsibility of states. This remains the case for many developing nations that NGOs play a

considerable role in providing governments with financial aid to put into effect tasks that improve inclusive education (UNICEF, 2013). An analysis by UNESCO on the state of inclusive education in developing countries, NGOs have been viewed the integral provider of funding, whilst in a number of others NGOs provided up to forty percent of the costs of exceptional needs education provision (UNESCO, 2009). According to Nthia (2012), inclusive education in many developing countries is not properly funded due to the prevailing national financial and political turbulence.

Bauchi is one of Nigeria's thirty-six states. It acknowledges that education is a human right and has put in place both legislative acts and plausible policies to ensure that basic education is available and free for all irrespective of any differences. It has made a concerted effort to bridge the gap in education of children with disabilities based on the premise that these children were being denied a fundamental human right, their right to education. Efforts have been made to sensitize the local populace in a bid to correct the communal mindset towards persons with disabilities. This has been done through media, workshops and policy frameworks, and the result is a general attitudinal change paving the way for the introduction of inclusive education, a feat that was recorded as a milestone and a great achievement by the state.

## **1.2 Statement of the Problem**

Nigeria's philosophy of education states that every child must be given equal access to educational opportunities at all levels of his/ her learning irrespective of his/her condition. In 2007, the Bauchi State Universal Basic Education Board began concerted efforts to increase educational opportunities for all its citizens. As part of

this move, it formulated and enacted policies and legislation aimed at enabling children with special educational needs access to quality education in regular schools (Abubakar, 2012). However, despite this deliberate effort to improve the education of children with special educational needs in general education schools, a report prepared by the statistics unit of the State Universal Basic Education Board in 2013 indicates that of the total schools population the number of children with disabilities accessing public primary schools is a deplorable 0.42% vis-à-vis children without disabilities. From the foregoing statistics, it's evident that the uptake of inclusive education has been very low and this is perhaps as a result of several challenges such as overcrowded classrooms, inaccessible structures, parental socio-economic status, inadequate teaching resources and inadequate funds which this study sought to investigate. Studies such as Abubakar (2016) and Abubakar (2017) on inclusive education; none of the studies were conducted in primary schools in Bauchi. It is upon this background the study sought to examine the status of inclusive education and the provision of quality education for children with special educational needs in public primary schools in Bauchi.

### **1.2.1 Purpose of the Study**

The purpose of the study was to investigate the status of inclusive education and the provision of quality education in public primary schools and to proffer interceptive strategies to promote the practice of inclusion in Bauchi state, Nigeria.

### **1.2.2 Objectives of the Study**

The study sought:

- (i) To determine the school factors that affect inclusive education in public primary schools in Bauchi.
- (ii) To determine the socio-economic status of parents and their impacts on the inclusion of children with special educational needs in public primary schools in Bauchi.
- (iii) To establish the strategies that can be adopted to promote inclusive education in public primary schools in Bauchi.

### **1.2.3 Research Questions**

This study sought to answer the following questions:

- (i) Do school factors affect inclusive education in public primary schools in Bauchi?
- (ii) Does the socio-economic status of parents have an impact on the inclusion of children with special educational needs in public primary schools in Bauchi?
- (iii) What strategies can be adopted to promote inclusive education in public primary schools in Bauchi?

### **1.3 Significance of the Study**

This study will provide educational policymakers with a framework on which to base policies aimed at improving the quality and scope of the inclusive education

programme in Bauchi state. The curriculum agency will, for example, find this study's data useful as a starting point to review the primary school curriculum. The state's Universal Basic Education Board's finance department, on the other hand, will also find them beneficial when planning funding for the Inclusive Education Programme. If accepted and properly utilized by teachers, these findings have the potential of making life in a regular school a much more rewarding experience for children with special needs. The study will, no doubt, be of great value to the Ministry of Education's Special Needs Education unit where it will prove invaluable in the formulation of new guidelines and improved service delivery. Further to the foregoing, this study contributes to the enrichment of existing knowledge on the educational needs of children with disabilities in Bauchi State by examining the state of inclusive education in the state. Before this investigation, literature on the inclusion of children with special needs in Nigeria in general and Bauchi, in particular, was acutely limited. This study and its findings will help assuage that state of affairs by providing a body of soundly examined and questioned data which will henceforth, no doubt, contribute immensely towards moderating the existing dearth and simultaneously raising issues of interest which may well form the basis for further inquiry by future researchers. The study hopes to present a scholarly treatise with empirical information relating to the status of inclusive education in public primary schools. Its findings will provide sound recommendations which will hopefully pave the way and secure the interests of children with special needs in inclusive schools.

## **1.4 Limitation and Delimitation of the Study**

### **1.4.1 Limitation of the Study**

The study was carried out to investigate the status of inclusive education and provision of quality education in public primary schools in Bauchi state. The study was conducted in public primary schools and private schools were not included. Therefore, the study's findings cannot be generalized to private primary schools. It is hoped that the study will provide valuable information that private schools facing similar challenges can make reference to. A major obstacle faced during the data collection exercise was fear of participation and divulging information by the school management for fear of victimization by the authorities. Many felt that this was a sensitive area as it was bordered on assessing the role played by the state in providing this education and judging its effectiveness. To alleviate this fear the confidentiality clause was reemphasized with the assurance that the information given was only for the study, and that anonymity of the information was safeguarded. The research instrument also did not seek the identity of the respondents. Another challenge experienced during the data collection exercise in the study was the fact that there exists a deficiency of literature on the status of inclusive education and provision of quality education, and because of this drawback, the review was drawn from available documentation on the study subject from within and outside Nigeria. The logistics of getting all parents to participate in the study was another daunting limitation of the study. To mitigate a debacle, the researcher sought the assistance of school heads and request as many parents to participate as was practicable.

#### **1.4.2 Delimitation of the Study**

According to Orodho (2005) delimitation of the study is the boundary limitation. Nthia (2012) contended that the delimitation of a study involves a purposive and conscious action to make the research manageable. The study was conducted in only public primary schools; private primary schools were not included in this study. The study was delimited to the status of inclusive education and provision of quality education in primary schools because according to the National Policy on Education (2004) primary school is the basis and foundation upon which other education systems build. If inclusion in primary school level is not given top priority other levels of education will not succeed and if children with special educational needs at the primary school level denied access to the quality education they will likely be dependent rather than potential active participants in schools and general societal setting. Although inclusive education involves participation of various parties such as school heads, regular and special needs teachers, regular and special needs children, parents of regular and special needs children, among others, this study confined itself solely to school heads, regular teachers and parents of and children with special needs because.

#### **1.5 Assumptions of the Study**

The following were the basic research assumptions of the study:

1. That inclusive education has been implemented in public primary schools in the state

2. The socio-economic factors affect the education of children with special educational needs in general education schools.
3. The respondents would be honest and provide reliable answers to questions asked by the respondents.

## **1.6 Theoretical Framework**

The study was guided by the social model of disability theory as discussed by Oliver (1983). According to Oliver (1983), the social model of disability theory gives a clear difference between impairment and disability. The specific term, social model of disability, emerged in the United Kingdom at that time. This theory was formed by the person with disabilities and the model identifies barriers, such as negative attitude and the exclusion of people with disabilities by the public and regards society as the major contributing factor in disabling people. Oliver coined the social model of disability theory because the traditional medical model fails to recognize the personal experience of disability or help to develop more inclusive ways of living.

The social model of disability theory devises some ways to address issues to enable people with disabilities to achieve their potentials, by looking at ways to adapt to the environment so that children can feel included. This theory is relevant to this study because the philosophy of inclusive education is geared towards ensuring schools address the needs of children with special educational needs by adapting the environment to enable them to feel included. According to Oliver (1983), the social

model demonstrates that the problems people with disabilities encountered are the result of societal oppression and exclusion, not individual deficits. They are denied the right to participate in society because of physical, organizational and attitudinal barriers. These barriers prevent persons with disabilities from accessing important activities in society. The theory regards disability as something imposed on the disabled/impaired whereby they are unnecessarily isolated and excluded from full participation in the society. People with disabilities are therefore an oppressed group in society. They are devaluated, viewed as objects of pity and excluded and thus, unwittingly denied almost all rights they deserve as social equals. This negative societal attitude towards people with disabilities has been a major contributing factor to the devaluation of people with disabilities in most society's purview.

The philosophy of inclusive education calls for the removal of such barriers and this could be done by trying certain intervention measures which will lead to the removal of barriers. This study adopted social model theory of disability because it supports the idea of inclusive education and encourages the removal of barriers that affect effective inclusion of children with special educational needs in general education schools in the study area and unless these constraints are removed, the inclusion of children with special educational needs could not be achieved

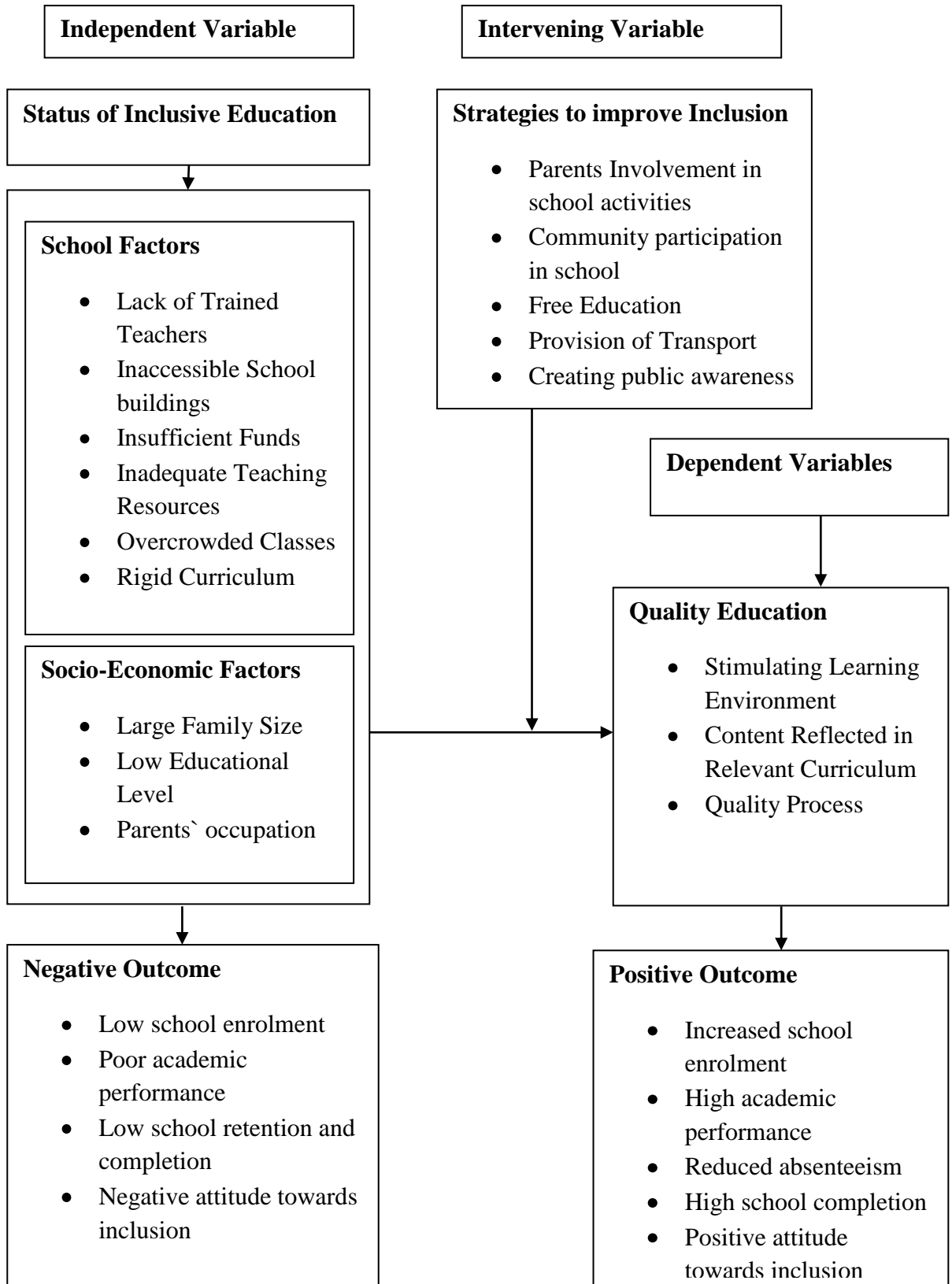
### **1.6.1 Conceptual Framework**

**Figure 1.1** The conceptual framework indicated the relationship between dependent and independent variables. The independent variable is the status of inclusive

education while the dependent variable is quality education. The study was guided by the assumption that the status of inclusive education affects the quality of education for children with special educational needs. Children with special needs find it very difficult to fit in and benefit from, enrolment in regular schools due to various factors and circumstances. Schoolyard constraints have a serious impact on the non-inclusion of children with special needs in regular schools too. They include untrained teachers, the lack of resources, an unfriendly learning environment, overcrowded classrooms, lack of adequate funding of the programme, and the use of a rigid curriculum in regular schools. These negative factors have a profound impact on children with special education needs, and will, without a doubt, result in detrimental fallout such as poor school enrolment, withdrawal from school or very poor academic performance at the very least. The problem was compounded by the socio-economic challenges such as their parents low or totally lacking levels of education, poverty, and large family sizes result in lateness, truancy, and eventually, dropping out of school altogether because parents don't know any better, are preoccupied with trying to make ends meet or are resigned to the attitude that these children are doomed and destined to live a life of helplessness because of their challenges. In many places where school fees are paid by parents and guardians, children with special needs are simply not sent to school. This is especially true in low-level socioeconomic settings, and the tragic consequence is that these children's education and any hope that they may have harboured of a life of self-reliance is simply dashed. The conceptual framework indicates that if strategies such as the involvement of parents in school activities, participation of community in school

affairs, introduction of free education, provision of transport for CWSENs and public enlightenment are put in place, then there will be increased of school enrolment, high performance, reduce absenteeism, high completion of school and positive attitude towards the inclusion.

**Figure 1.1: Conceptual Framework**



**Source:** Researcher

## **1.7 Operational Definition of Terms**

**Children with Disabilities:** These are categories of children referred to as children with impairment or handicaps. They are children who for a variety of reasons - physical, mental or social are unable to take part in normal activities without difficulty. They suffer one or more restrictions or lack of ability resulting from impairment or loss of function to perform an activity in the manner or within the range considered normal for human beings.

**Exclusion:** In inclusive education is the process that occurs when a student is denied access to all the things that happen at school, such as access to curriculum, access to friendship groups, access to teacher time and so forth.

**Inclusive Education:** A system of education in which all children and young people, with or without disabilities or difficulties, study together in ordinary pre-schools, schools, colleges, universities and other learning institutions with an appropriate network of support.

**Special schools:** These are educational setups where learners with special needs are educated or trained by skilled personnel.

**Regular schools:** These are institutions also referred to as mainstream schools which normally admit learners without disabilities.

**Public Primary Schools:** Are schools maintained at public expense for the education of the children of a community or district and which constitute part of a system of free public education.

**Quality Education:** A good quality education is one that provides all learners with a safe, healthy and stimulating learning environment, quality process, well-arranged classrooms, appropriate content reflected in relevant curricula and achieving quality outcomes.

**Special Educational Needs:** This is education that provides appropriate modification in curricula, teaching methods, educational resources, a medium of communication or the learning environment to meet the special educational needs.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 Introduction**

This chapter presents the reviewed literature relevant to the research problem under analysis. The review was thematically done based on the research objectives and questions. The chapter is divided into five segments. The first section is a review of the state of inclusive education programme. The second segment also presents a review of socio-economic factors affecting the education of children. The third part reviewed literature on strategies that could be adopted to enhance the inclusion of children with special educational needs in general education schools. Lastly, the summary and research gaps are presented.

#### **2.1 School Factors affecting Inclusive Education Programme**

A study was carried out by Fonyu (2018) on the state of inclusive education programme in Cameroon. The objectives of the study were to establish the perceived benefits of inclusive education, challenges of the implementation and strategies to overcome the challenges. A case study research design was employed to guide the study. Purposive sampling was utilized to sample four (4) pre-service teachers to participate in the study. Data in the study was collected using an interview schedule and thematically analyzed. The finding established that lack of specific policy of inclusive education, scarcity of human and materials resources affect inclusive education programme in Cameroon. Besides, the study recommends that the government should enact laws on inclusive education, training of general education

teachers in special needs education, creating more community awareness concerning the importance of inclusive education, employment of itinerant specialist teachers, sufficient funds and providing more teaching resources for children with special educational needs in general education schools. According to the study, such strategies will provide excellent support and promote a culture of quality service delivery. However, this study was a small scale study with a small sample of only 4 pre-school teachers and may therefore not be generalized to a large area as Bauchi state that represents a cross-section of different socio-economic status. Also, this study did not look at key players in the provision and implementation of inclusive education. The current study, therefore, addressed this gap by expanding its sample to include general education teachers, parents of children with special education needs, children with special education needs and school heads to get different views and perceptions on the provision of inclusive education and seek solution to these problems as well as suggestions for its development.

The findings of research by Mukhopadhyah (2012), revealed that inadequate teacher training, lack of teaching resources, and high teacher/student ratios were the state of the inclusion of children with special needs in regular schools. The study also pointed out that because the majority of general education teachers did not have the expert training vital for effective implementation of the inclusive education model, they were just not in support of the practice. Mukhopadhyah also identified the wide-ranging inadequacy of support services as another serious issue slowing down the inclusion of children with special needs in general education schools.

Despite all this, the Mukhopadhyay study had a difference in focus as all his respondents were teachers, a fact bound to produce a subjective outcome. This study is much broader in scope, involving parents, teachers, school heads, and children with special needs in a bid to acquire, both, a broader perspective and in-depth information from personal experience.

A study on the state of teaching of children with special educational needs in inclusive primary schools in Iganga district of Uganda was carried out by Samson (2018) and found several challenges hindering the effective take up of inclusive education in the study area. According to the study lack of trained teachers, inadequate teaching resources, and lack of parental support of inclusive education are the major predicaments to successful inclusion of children with special needs in general education schools. The study further established that children with visual impairment found it difficult to cope with learning in general education classrooms. A possible explanation for this phenomenon is that the problem was attributed to the lack of assistive devices that could be used by the children to facilitate their learning. The study goes further to establish that provision of national housing policy for people with disabilities, partnering with donor communities, promoting special needs education, establishing study centres for blind and deaf, sensitizing communities and promoting universal education will promote inclusive education.

A study by Jonathan and Uchechi (2017) on the state of inclusive education for children with visual impairment in Port Harcourt, Rivers state Nigeria showed that

negative attitude of the society towards the students, unfriendly school learning environment, language and communication barrier, inadequate funding of the programme, lack of enough personal, lack of awareness of the special needs children and isolation were the present major constraints to effective inclusion of the children in regular schools.

A study by Odebisi (2016) on introduction to inclusive early childhood education curriculum in Nigeria revealed lack of teachers' knowledge of inclusive education, absence of support services, lack of adequate teaching resources, inadequate personal training programme, inadequate funding of the programme as present state of inclusive education in Nigeria. The study concludes with the observation that inclusive education can only be achieved if the state of inclusive education is properly addressed. This study fails to identify such significant factors as the obvious lack of infrastructure to support the unhindered mobility of children with special needs within the regular school environment.

In a comparable inquiry, Khoaeane (2012) sought to establish the state of inclusive education and the obstacles hampering the effective inclusion of children with hearing impairment in regular schools. The resultant report affirmed that two of the main barriers to this noble goal were the acute shortage of trained tutors and lack of competence in sign language among the available personnel. The Khoaeane (2012) study further revealed that in some cases teachers in ordinary schools harbour negative attitudes towards the education of hearing-impaired children. Sadly this is

not limited to teachers alone, as some parents were also found to share this mindset too. The study also established that there was a general shortage of teaching materials in most regular schools, and even where the resources and equipment were provided; many teachers were unable to utilize them due to a lack of aptitude and proficiency in their operation. It went on to say that the physical environment of the schools was not suitable for the effective inclusion of children with special needs. While the Khoaeane (2012) study was thorough in its inquiry, it focused entirely on hearing-impaired children rather than on children with special needs in general. This study seeks to mitigate this lapse by widening its scope to embrace the general factors affecting all special needs children.

A study on the extent of success in the implementation of inclusion of children with special educational needs access and participation in pre-schools in Kericho County, Kenya was conducted by Joyce (2016). The study was guided by Vygotsky`s socio-cultural theory. It was established in the study that there was a general shortage of teaching resources and where the resources were adequately provided, most teachers were not able to utilize them due to lack of proficiency in their operation. The study went on to recommend the provision of relevant and adequate teaching resources, training of the existing general education teachers in special needs education, sensitizing communities and allocating special allowances for teachers teaching in such schools as best strategies that could enhance the quality of teaching and learning in the general education schools.

Chimwaza (2015) conducted a study on the state of the implementation of inclusive education in Malawi. The study used exploratory quantitative case study design. Purposive sampling was used to sample the study's respondents. The main instruments used in the study to collect data for the study were semi-interview and focus group discussion. The finding of the study reveals that lack of teacher training; cultural beliefs and lack of political goodwill are the state of inclusive education practice in Malawi. Similarly, another study was carried out by Ofori (2018) on inclusive education in Ghana. The purpose of the study was to explore the state of the implementation of inclusive education practice in Ghana. The findings of the study reveal that the negative attitude of families and people towards children with disabilities, lack of trained teachers and lack of teaching facilities were the major hindrance of inclusive education practice.

Another study was carried out on inclusive education for children with special educational needs in Nigeria by Adetoun et al (2016). The scope of the study comprises Oyo, Osun, Ogun, Lagos and Kwara states in Nigeria. A descriptive survey design was employed for the study and the populations of the study were all teachers and officials from the ministry of education. Twenty (20) teachers and Twenty (20) ministries of education officials were purposively sampled to participate in the study. Questionnaires and interview schedules were used as data collection instruments and the data collected in the study was analyzed both quantitatively and qualitatively. The study concluded that children with special educational needs are still being excluded from general education schools. The

finding further indicated that the majority of the participants lack the knowledge, goals, and practice of inclusive education. The analyzed data reveals that negative attitudes towards inclusive education, overcrowded classes, non-disability school buildings, unmodified curriculum, and inadequate teaching resources seriously affect the inclusion practice. The result of this unfortunate state of affairs is that children with special educational needs will find it next to impossible to stay in general education schools. These problems and their consequential tribulations result in poor academic performance of the children.

Sood and Agnihotri (2015) examined the status of inclusive education for effective teaching in an inclusive classroom in Indore, India. Ten teachers who had the experience of at least 3 years from different schools were sampled to participate in the study. Data were both quantitatively and qualitatively collected. The finding reveals that only 20% of teachers knew inclusive education. The study advocates for a change of attitude towards the teaching profession, recruiting trained teachers and training of teachers currently posted to schools as best strategies that when taken into cognizance, promote the quality of teaching and learning.

The Shuhui (2015) study was an exercise whose focal objective was to investigate the state of the inclusion of children with special needs in Singaporean schools. Employing a quantitative research design, the study used purposive sampling in the selection of participants, and a qualitative semi-structured interview format as the only instrument for data collection. Data thus derived was analyzed using a

hermeneutic approach. The findings indicated that the lack of collaboration, awareness, and knowledge, tension among authority figures and large class sizes posed serious challenges to the current state of inclusive education practice. The Shuhui (2015) study is very general in its scope, however, and fails to identify or address these dynamics in either or both primary or secondary schools. However, the study fails to employ multiple instruments for data collection which would have obtained dependable and comprehensive data. Another limitation of the study was the verity that the only respondents were teachers - a fact that meant that the outcome would be skewed to their thinking and viewpoint. This study sought to address and bridge this gap by using multiple data collection instruments and incorporate the views of other stakeholders besides the teachers; head teachers, CWD and parents of CWD were brought in, interviewed, and their responses documented in the study.

Oluremi (2015) carried out a study on the state of inclusive education setting in South-west Nigeria and the results indicated that the essential teaching resources are seriously lacking, most schools building are not barrier-free to enable children especially visually and those on a wheelchair to have ease of access. According to the study modifying the present curriculum and training of teaching staff on inclusive education, pedagogy is the basic essential strategies to the practice of inclusive education.

A study by Najjindo (2009) revealed that most inclusive schools in Uganda were disability unfriendly environments, lacking basic facilities necessary for the support and facilitation of ease of movement and learning by students with special needs. The study catalogued these facilities as including; latrines, suitable walkways, ramps, spacious corridors, and wide doors. According to the study, most special needs students, and especially those using wheelchairs were uncomfortable accessing some of these facilities in school.

## **2.2 Effects of Socio-Economic factors on Education of Children**

According to Kainuwa and Yusuf (2013), familial status variables such as their socio-economic circumstances and the parent's level of educational attainment, are often regarded as predictors of their offspring's academic achievement. Brogan (2009) lists factors usually considered when establishing socioeconomic status as income, occupation, level of education attained, a neighbourhood of domicile and political power. Parents of children with special needs come from different socio-economic backgrounds and cultures. Studies on parental socioeconomic circumstances have been carried out internationally with results showing significant differences. These studies are important because they show how a family's socio-economic situation affects its children's academic achievement in different countries.

A study by Sibanda (2004) demonstrated that conditions resulting from parents' low socio-economic circumstances prompted a high drop-out rate of primary and secondary school students. The study further indicated that ethnicity, household

size, gender of household headship and patriarch/matriarchs level of education are reliable predictors of the rate of school withdrawal. According to the study, children from large families with low incomes are more likely to withdraw from school because their parents experience greater challenges in sponsoring them to school.

Kainuwa and Yusuf (2013), asked parents and guardians about the challenges surrounding children's school enrolment in Tanzania and found the most common answer to be parents' inability to pay school fees and other charges. This was directly tied to the parents' low incomes. This study, however, was limited to the examination of the effect of parents' socio-economic standing on children without disabilities. This study goes further and examines the influence of parents' socio-economic status on the inclusion of children with special needs in regular primary schools.

Azhar et.al (2013) carried out a study on the impact of parental socio-economic and educational status on the academic achievement of university students. The study attempted to establish the relationship between a student's academic performance and his/her parents' socio-economic and educational standing. About 250 students from different departments were randomly selected and data collected by asking them to fill out questionnaires. Upon analysis, the study results suggested that students from affluent families perform better than their poorer counterparts. It would appear that parents' educational achievement buoyed their children's performance in school. A possible explanation for this phenomenon is that parents from higher socioeconomic backgrounds are more apt to provide the requisite school

requirements for their children because they appreciate the necessity and can afford to purchase them than can parents from lower socio-economic echelons who are often forced to pass over their children's education due to financial constraints brought on by their low income. This study examined the effect of parents' socio-economic ranking on university students rather than on the effects of socioeconomics on the parents and education of children with special needs. This study centred on the parents' socio-economic challenges affecting the inclusion of children with special needs in regular primary schools in the study area.

A study by Onzima (2010) on the socio-economic determinants of primary school drop-out rates and causes cited in Kainuwa and Yusuf (2013) reported that higher parental academic achievement resulted in a reduction in rural and urban primary school drop-out rates for both genders. The study further revealed that children from educated families stood better chances in life, a direct benefit of their parent's education. The study reported that erudite parents are more likely to exhibit interest and monitor the academic progress of their children's education than their less-educated counterparts. According to the study, parents' low levels of education coupled with ignorance on the importance of education were the lead cause of children dropping out of school. The main limitation of this research is that it was fixated on the influence of parent's socio-economic status on the dropout rate of children without disabilities rather than focusing on those same factors effect on the education of children with special needs. The current study concerns itself with

parents` socio-economic challenges affecting the inclusion of children with special needs in regular primary schools.

In his study Najjindo (2009) finds that general access to education in Uganda is hindered by high costs and familial poverty. The study revealed that parents` wanting incomes impinged on the ability of children with visual impairment to access education even after the introduction of UPE. The study further reports that house-hold poverty constrained the inclusion of students with special needs in regular schools as parents were unable to buy the basic teaching/learning materials for their children. This study`s limitation is that it concentrated on parents of visually impaired children rather than addressing children with special needs in general. The present study, on the other hand, focused on parental socio-economic challenges affecting the inclusion of special needs children in regular primary schools.

Kaseem, Jensen, and Strokes (2010) reported that parents` low socio-economic status contributed to the poor academic performance of students in schools. According to the study, this happened because basic learning materials were not available and the students could not, therefore, perform well. Students from low-income families face numerous challenges in accessing quality education. Their financial problems distract them from their studies and not surprisingly, scoring high grades becomes a very tall order. The result of this unfortunate state of affairs is that these children will find it next to impossible to find good jobs. These low socio-economic factors and their consequential tribulations result in student low self-

esteem. The abovementioned researches are limited in their scope in that they all focus on the influence of parents' socio-economic standing on the education of regular children rather than on their effect on special needs children. With this in mind, the current study focused on parents' socio-economic challenges affecting the inclusion of children with special needs in regular primary schools.

A study by Osonwa, et.al (2013) showed that three main factors, namely, parents' low socioeconomic status, corruption, and maladministration have negatively impacted children's education. According to the study, many students from poor families drop out of school and are engaged in child labour and other deviant activities such as commercial sex to earn a livelihood. This study too has a limitation in that it only examined the influence of parental socioeconomic standing on the average Nigerian child without focusing on a specific category, and a specific level of education. This study seeks to remedy this oversight by examining the socio-economic challenges of parents of children with special needs upon their children's inclusion in public primary schools in one particular area of study.

Samal (2012) is a two-pronged examination of the roles of socioeconomic and cultural factors, and the characteristics of educational infrastructure on primary school enrolment. The study sample comprised 70, 000 children living in 439 districts of 26 states of India and revealed that most of the challenges, (70%), in school enrolment were caused by an assortment of household-level factors among which the socio-economic aspect is notably significant. It was also noted that the

three major determinants of educational enrolment, namely, familial socio-economic status, educational infrastructure, and culture have an essential bearing on enrolment in primary schools in the country. Samal's (2012) study further revealed that parents' income, level of educational accomplishment, occupation and family size were important predictors of a household's children's education expectation in both developed and developing countries. This indicates that children from better-off families stand a greater chance of accessing a quality education than those from lower socio-economic echelons.

According to Breen & Goldthorpe (1997), household wealth and the parent's educational level and social position are major determinants of their children's educational prospects. A study carried out by Muola (2010) reported that the size of a family affects its children's progress in school. It further revealed that in large families where living quarters are cramped and overcrowded, children are inadvertently deprived of their right to education.

According to the European Union Monitoring Report (2013), students whose parents have tertiary education perform better in science subjects, reading and mathematics than students with uneducated parents. A study carried out by David (2007) reported that students with illiterate parents cannot expect assistance with their homework because of their parents' illiteracy and ignorance. Such parents fail to reinforce, motivate, reward or chastise their children when they perform poorly academically, a confrontation that might have spurred them to seriousness in school matters. On the

other hand, well-educated parents take an interest in their children`s academic performance and struggle to provide them with all the requisite material and moral support. The limitation of these studies was that they examined the influence of parental socio-economic status on the enrolment of able-bodied children in primary schools rather than focusing on the inclusion of children with special needs in regular primary schools. For this reason, this study examined the parental socio-economic challenges affecting the inclusion of children with special needs in public primary schools in the study locale.

### **2.3 Strategies to Enhance the Inclusion of Children with Special Educational Needs in Regular Schools**

Vogel (2016) carried out a study at the international level in 2016 on strategies that could improve the inclusion of children with special educational needs. According to the study, developing a strong behaviour management plan and knowing students by name are some of the basic essential strategies for the practice of inclusive education. The study`s major limitation was its superficiality. It failed to identify other strategies that could ease the implementation of the programme to include children with disabilities in regular schools such as the involvement of parents of children in school matters affecting their children, involvement of community in school activities and public enlightenment.

Isa`ac and Tongel (2013) reasoned that since politicians are often charged with the responsibility of assessing and prioritizing projects to be funded within their

jurisdictions, involving them in the policy and strategy formulation process of programmes that make inclusive education easier would elevate the plight of children with special needs in importance in their budgetary allotment. Another argument for the inclusion of politicians in the process was because it is they that approve the training and retraining of teaching staff, promote relationships with and coordinate the distribution of assistance extended by donor agencies; and oversee the procurement and distribution of learning materials for schools and rehabilitation of dilapidated classrooms.

The study also revealed that inclusive education can be improved if professional bodies such as the National Centre for Exceptional Children and the Nigerian Association for Special Needs Education Teachers are brought on board. According to the study, such bodies provide excellent support and promote a culture of quality service delivery and discipline among its members. However, this study had gaping gaps that need to be filled. It failed to look at other strategies such as the involvement of parents of children with disabilities in matters affecting their children in regular schools, the provision of basic and compulsory education and encouraging community participation in matters relating to the inclusion practice.

In their study, Joseph and Gideon (2013) contend that the success of an inclusion programme for children with disabilities depends to a large extent on the adaptation of the curriculum. According to them, regular school curricula should be modified

in line with inclusive education practice. The study advocates for a flexible curriculum designed to respond to the needs of the children. The study further identified the importance of the provision of a barrier-free learning environment as an important consideration. When school infrastructure and other public buildings are designed in cognizance of the nature and restrictions of pupils' disabilities, it eases accessibility which, in turn, promotes a sense of welcome and belonging, hence easing the teething problems expected when introducing children with disabilities to regular school environments.

Other strategies identified by Joseph and Gideon (2013) were adequate funding, adequate training of personnel and relevant legislation. Joseph and Gideon (2013) had a glaring limitation, however, in that it failed to identify the participation of parents of children with special needs children in school matters of their children. A study by Winter and O'raw (2010), revealed that an accessible and flexible curriculum can help create a conducive learning environment that meets the requirements of children with special needs. The curriculum must take into consideration the different abilities and needs of all students. The curriculum of an inclusive setting must be such that it accommodates the different abilities of both regular and special needs children. It must also be capable of adaptability to meet the diversity of students.

According to WHO (1992), for effective and successful inclusion of children with special needs to be realized in regular schools, the curriculum must be modified such

that it meets the diverse needs of all children. WHO (1992), states that children with visual impairment require a modified curriculum to support the implementation of inclusive education in regular schools. Thus, a modified curriculum is one of the major factors in the implementation of effective inclusive education. The limitation of WHO's study was that it specifically addressed visually impaired students and ignored other categories of special needs. This study addresses itself generally to special needs children in public primary schools in the study locale.

According to Joseph and Gideon (2013), successful special needs inclusion is dependent on the appropriate adaptation and modification of the curriculum. Regular school curriculum must be customized in line with the principles of inclusive education. The curriculum designer must, therefore, plan in such a way that the learning experiences of all children are adequately addressed. The writers further stressed that the curriculum of inclusive schools must be flexible and adaptable to respond to the inimitable needs of every student and community. Flexible curricula and the use of individualized instruction and plans are important elements of a successful inclusive programme. The limitation of this study is that it was very general and did not focus on public primary schools in one study locale.

Winter and O'Raw, (2010), revealed that the acceptance and involvement of parents of children with special needs in school activities is an important element in the effective inclusion of children with special needs in general education classrooms. The family must be regarded as an integral part of the collaborative successful

inclusion team. According to Glengreco (1997), the following assumptions are crucial when working with families of children with special needs in the interest of inclusive education:

- (i) Families are familiar with certain aspects of their children better than anyone else.
- (ii) Families have the greatest vested interest in seeing their children learn and succeed.
- (iii) Families are likely to be continuously involved with the child's education programs throughout his/her entire school career and beyond.
- (iv) Families can positively influence the quality of educational service provided in the community
- (v) Families must live with the outcomes of decisions made by educational teams all day, every day. (Glengreco, 1997)

The involvement of families and community members is essential in achieving education for all (Francis 2013). A successful partnership with families and community members can develop if the stakeholders understand and respect each other's roles. Families and communities need to respond to issues affecting the special needs children in their midst to ensure that they participate and contribute their appropriate share. Parents should be supported to work in partnership with organizations of persons with disabilities and other groups so that they can advocate for the rights of their children. This will ensure effective inclusion. According to Shaddock (2006), the parent's role and participation in the development of education

for all children is essential. Vandeh (2013) pointed out that the importance of involving parents in the education of their children with special needs is related to their child's adjustment and their academic achievements. Mba (1991) stated that children with special needs are encouraged by their parents. They need to know that their parents appreciate them. Parents should approach their challenged children with calmness and understanding. They should encourage them to gain stability in their immediate environment and the academic world.

The involvement of the family is an important and essential element in the success of inclusive education. True home-school collaboration is an important pillar for the successful inclusion of children with special needs in regular schools. As a united group, parents of special needs children discover a cooperative spirit and fight a common course for their children. Their involvement in the inclusion process is, therefore, one of the key factors that promote the practice.

A study by Lere and Unegbu (2013) revealed that among all caregivers, professionals, and specialists who work with children with special needs in inclusive education, none has a more influential, lasting and significant effect on the children than their parents and family members. This is because these children spend most of their time/day with them. Their input and active participation is, therefore, a very significant cog in the process of implementation of the inclusive education model. One of the reasons for the involvement of parents of children with special needs in the process is that the children recognize, trust and rely on their parents and other

family members. Parents also tend to know their children's strengths, weaknesses, likes and dislikes better than the professionals. The time spent by parents in the provision of care and pedagogic instruction to their children in their lifetime is much more than that given by service providers who work with these children for a while and move on. Parents are also more inclined to extend their children's school learning when they are at home. It is, therefore, very clear that the parent's involvement in the inclusive education practice is a major facet of its success. The limitation of the aforementioned studies on the involvement of the family and community is that they were too broad and did not specifically address the plight of special needs children in public primary schools. The present study seeks to cure this oversight.

In some countries, the community adopts schools that enrol their special needs children, upgrading their physical facilities and participating in all manner of health promotion. The South Africa Education Department's (SAED 2005) position is that the community is responsible for the provision of security and maintenance services to these schools, enabling the institutions to run smoothly. The community also incorporates its members into the school board of governors to ensure that problems are addressed rapidly and adequately through workshops, seminars, conferences e.tc.

The Agada (2011) study reported that the community can supply the school with local/indigenous staff where possible, teaching equipment and materials and ensure that government policies or decisions on education are implemented fully and to the

benefit of all children in schools within their sphere of influence. Ogot (2005) encouraged schools to sensitize communities to help eliminate negative attitudes by creating awareness of the nature, causes, prevention and any intervention that may be possible regarding the conditions that create special needs. When a community's attitude is positive, it will be involved in a school's inclusive activities such as the training and support of the families of children with special needs. The involvement of the community is essential in achieving qualitative education for all. The community plays an important role in promoting inclusive education. Some of these roles are;

- (i) Participation in the structuring and organization of the programme
- (ii) Policy implementation and monitoring, inspection and evaluation of the progress of the program.

At this juncture, it is prudent to point out that although numerous research papers have been written formulating strategies and policies designed at facilitating the smooth integration of children with disabilities into regular schools, as proven above, they must all be viewed as literature forming a crucial but very general guideline. It is imperative to bear in mind that strategies deemed appropriate for adoption in one country or location may not necessarily work in another and, as such, stratagem studies should be local and idiosyncratic to the area of implementation. This study sought to meet this need.

## **2.5 Research Gaps**

Studies reviewed in this chapter presented numerous gaps which the present study filled. Studies reviewed regarding school factors affecting inclusive education were not done in this region under study. Other studies reviewed in this chapter in Nigeria were conducted in the southwest geo-political zone of Nigeria which is different from where the current study was carried out. Despite having been carried out in other study areas; most of the studies presented gaps of not been conducted in public primary schools. This study filled this gap by carrying out the study in public primary schools in Bauchi, one of the 6 states in the North-East geo-political zone of Nigeria. Studies relating to the effects of socio-economic factors on children's education largely concentrated on children without disability instead of focusing specifically on children with special educational needs. These studies missed out very important stakeholders in an inclusive education setting who could contribute greatly to the practice of inclusion. This is a gap that the present study bridged by considering the effects of socio-economic factors on the education of children with special educational needs in public primary schools. There was a gap in the kind of strategies enhancing the inclusion of children with special educational needs in general education schools. Studies such as Vogel (2016), Isa`ac and Tonge (2013), Vandeh (2013) Wintow and O`Raw (2010) and Shaddock (2006), all generalized the strategies to the practice of inclusive education instead of focusing on one level of education. Studies reviewed on strategies enhancing the inclusion practice in Nigeria presented a gap of not been conducted in Bauchi state and most of them are too general in their approach. This study bridges this gap by considering strategies like

involvement of parents in school activities, participation of society in school affairs, provision of free and compulsory education, provision of transportation and public enlightenment to enhance inclusion practice in public primary schools in the study area.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.0 Introduction**

This chapter is an interpretation of the research design blueprint, presenting and expounding on the location of the study, target population, sampling procedures, sample size, research instruments, pre-testing, pilot study, validity, reliability, data collection procedures, data analysis, and the logistics and ethical considerations of the study.

#### **3.1 Research Design**

The study adopted a mixed-method research approach. According to Schoonenboom and Johnson (2017), mixed-method research is the kind of research in which a study mixed elements of qualitative and quantitative approaches. This entails the use of qualitative and quantitative viewpoints, records collection, analysis, inference methods for the wide purpose of breadth and depth of corroborating. The technique was found applicable to this study to enhance the strength and overcome the weakness of a single approach. The method, by Johnson and Christensen (2017) ought to be of adequate quality to attain more than one outcome in a study. The mixed-method strategy improves and enhances the integrity of a study's findings. This study adopted mixed-method research because according to Creswell et al, (2010), the approach allows the study to acquire insight into the problem from different views and in a position to get an answer to a complicated problem as well as from a wider viewpoint.

Accordingly, this study utilized a mixed-method because a better appreciation of a result can be acquired by triangulating one set of result with another and thereby improves the validity of the findings (Molina-Azorin, 2016)

### **3.2 Study Location**

Bauchi state is one of the 36 states of the Nigerian federation and is to be found in the northern part of the country. The state which lies between latitudes  $9^{\circ} 31'$  and  $12^{\circ} 3'$  North and longitudes  $8^{\circ} 50'$  and  $11^{\circ}$  East has a population of 4,653,006 (Census 2006) and occupies a total land area of 49,119 square kilometres representing about 5.3 % of Nigeria's total landmass. It was created in 1976 during the military regime of the late Murtala Ramat Mohammed and is bordered by seven states, Kano and Jigawa to the North, Taraba, and Plateau to the South, Gombe, and Yobe to the East and Kaduna to the West. Bauchi is one of the northern Nigerian states that span two distinctive vegetation zones, namely the Sudan and Sahel Savannahs. The Sudan Savannah covers the southern half of the state, while the northern semi-desert region has vegetation cover termed Sahel savannah. Topographically, south-western Bauchi is mountainous whilst the northern sector is generally flat and sandy. The state is home to some 55 tribal groups. Bauchi state is one of the 36 states in Nigeria.

This study was conducted in Bauchi state because there is a dearth of knowledge on inclusive education as most studies done on education in the state focused on children without disabilities in public primary schools. This is even though inclusive education which is what the government champions for the provision for children

with special educational needs is expected to play a significant role in improving access and retention of children with special educational needs in general education schools. The study was conducted in the state because there were no good records of children with special needs in general education schools. The choice of Bauchi state was also very imperative because it recorded the highest enrolment rate of primary school children in 2008, 2009 and 2010 in the entire North Eastern Region of Nigeria (FMOE, 2011) Despite this great achievement, the education of children with disabilities in the state has been persistently low and this could be attributed to several factors which this study sought to find out. Eweniyi (2018) reported that due to the activities of insurgency in the North-East region of Nigeria, many children including those with disabilities could not access primary education. This according to the writer was as results of many schools were burned down, or closed due to the fear of attack and several teachers were killed. Hence, Bauchi state was selected over the five states in the North East region because it is safer in terms of security.

### **3.3 Target Population**

According to Kombo and Tromp, (2006) the term "target population" refers to the public from which a sample is taken. Bauchi has numerous public primary schools spread out over the State but only eight have learners with special needs enrolled. Hence not all the public primary schools in the state have children with special education needs. These eight schools were identified after scrutinizing a list of schools that have children with special needs on a roll from the State Universal Basic Education Board. The study targeted 400 teachers teaching in the eight target

schools, 90 children with special needs, 90 parents and 8 school heads, giving a total of 588 respondents.

Because of their administrative responsibilities and first-hand knowledge of the state of inclusive education and challenges encountered by children with special needs in general education schools, all head teachers needed to be targeted as key respondents in this study. They knew from the outset that their expertise and suggested strategies could eventually promote the inclusion of the children with special needs in general education schools. Feedback from the teachers is crucial because they interact with the special needs children in their respective classes on a daily basis in their teaching and learning encounter and are best placed to comment and advice on what goes on there including what they did to encourage children with special needs to participate actively in classroom activities, and provide true and detailed responses as regards the impediments these children with special needs encounter in this environment.

Accordingly, parents of children with special needs were included in this study because they knew their children more than any individual in the nurturing chain and were best placed to provide dependable information on the importance of the successful implementation of the inclusion of their children in general education schools and the pros and cons of the programme. It was imperative to target the children with special educational needs because the inclusive education programme is designed for them and they are, therefore, best placed to enumerate their experiences. The feedback they provided was not only real and personal, but was

also very important because it provided important insights into what needed to be done to facilitate they're adapting to, and benefiting from their experiences and learning in general education schools.

### **3.3.1 Sampling Procedures and Sample Size**

This section explicates the procedures employed to sample the respondents of the study. According to Orodho (2005) sampling is the process of selecting and studying a subset of cases to conclude the entirety. To avoid any form of bias in the selection of schools, a comprehensive list of schools that enrolled children with special needs was obtained from the Bauchi State Universal Basic Education Board. The study noted that there were eight (8) such public primary schools. With such a small number, it was then possible to purposively sampled 7 institutions thereby eliminating any probability of partiality or prejudice. The other school was used for testing the research tools. The study utilized total purposive sampling to engage head teachers, parents, teachers, and children with special educational needs in the study. Ashley (2018) posits that total purposive sampling is a sampling technique where the researcher examines the entire population that has a particular specific experience, knowledge, skills, and exposure to an even. The choice of this sampling procedure was considered appropriate because it incorporates subjects of interest and excludes those that do not fulfil set conditions.

The 7 head teachers were purposively sampled for the simple reason that they were the school heads of the only schools that enrolled CWSENs. As head teachers` they

oversee and are the final decision-makers in their various institutions. Their participation in the study was, therefore, a very vital one. Their input and assessment of the state of inclusive education in their respective schools was invaluable. Forty teachers (40) teaching children with special educational needs in their respective classes were selected based on a purposive sampling technique to participate in the study because it was they who only taught and interacted with the children making their participation in the study fundamental to its success. With their hands-on experience, these teachers can easily highlight the state of inclusive education in general education schools and identify the challenges affecting the inclusion of the children and are best placed to suggest appropriate strategies to support the practice in the state.

Purposive sampling was also adopted in sampling the population of children with special educational needs in the sampled schools. The study sampled 80 pupils because they could give consequential responses relating to their experiences in regular primary schools. Finally, 80 parents of children with special needs in participating schools were selected using total purposive sampling to take part in this study, regardless of whether or not their biological children had been selected in the sample. According to Kombo and Tromp (2006), purposive sampling is used if the population contains a few relevant cases. Thus, the sample of respondents was deemed a satisfactory and a representative population for the nature of the research and the finances available. This indicates that the sample size of this study was chosen based on the nature and purpose of the study. Cohen et al (2000) posit that

sample size depends on the purpose of the study and the nature of the population under scrutiny. For the determination of the sample size, this study was guided by the suggestions made by Mugenda and Mugenda (2003) that 10-20% of the target population will be sufficient enough as sample size in descriptive studies. The Table below shows the sample size of the study:

**Table 3.1 Sample Size**

<b>Respondents</b>	<b>Target Population</b>		<b>Sample Size</b>	
	Number	No	Percentage	
Head Teachers	8	7	87%	
Teachers	400	40	10%	
Parents of Children with Special Needs	90	80	89%	
Children with Special Educational Needs	90	80	89%	

### **3.4 Data Collection Instruments**

Data collection instruments are tools the researchers use to gather information from the respondents of their study. This study employed a multi-technique data collection approach utilizing both quantitative and qualitative approaches of data collection to acquire a holistic picture of the true status of the inclusion of children with special needs in public primary schools in Bauchi state, Nigeria, in the process developing a cogent perception of the research problem at hand. The rationale for using a multi-technique approach in this study was to minimize the weakness of a single instrument and to have a triangulation of data. This is supported by the assertion of

Johnson and Onwuegbuzie (2004) who posit that a multi-technique approach of data collection reduces the weakness of using a single instrument.

A multi-technique approach involves the use of two or more instruments for data collection in a single issue (Kamere, 2004). This study adopted a multi-technique approach principally to reduce the possibility of biases and an inadvertent limitation of data. This prospect is not improbable where only one instrument is utilized. Another reason for the use of a multi-technique approach was to provide in-depth information on the problem thereby validating the data obtained and this is in line with the view of Schoonenboom(2016). This study used four methods of data collection; namely, an interview schedule, questionnaires, focus group discussions schedule and an observation checklist.

#### **3.4.1 An interview schedule for CWSENs**

An interview involves asking questions in a face-to-face manner and avail respondents the ability to express their opinion in their own words and greater depth (Sherri, 2012). According to Assefa (2016), the purpose of the interview is to collect more supplementary opinions to support the questionnaire response. This allows the study to explore in-depth opinions and experiences of children with special educational needs regarding the status of inclusive education. Akuezuilo and Agu (2007) Awotunde and Ugodulunwa (2004) advocate the use of the interview method when dealing with children because some of them may not be proficient in reading

and writing. The interview method in this study enabled the study to transcend to the level of the children in terms of their understanding and interest. Hence, this study opted to interview some children who are matured and could not fit in the FGDs to give them a freer environment and to maintain confidentiality. This is in line with the view of Ewa (2015) who posits that children are the best source of information about themselves. According to Opdenakker (2006) Interview allows respondents to ask questions and enable the study gets a high response and records respondents' own words. The interview in this study provides sufficient information from the children with special educational needs and this is by Wellington (2000) who says interview method is used because of its importance in allowing the researcher to investigate and obtain detailed information from the respondents. The study obtained verbal responses from children with special educational needs who participated in an interview. According to (Kisaka 2012) Interview method provides the opportunity to elicit verbal responses from the respondents

### **3.4.2 Questionnaires for Head Teachers, Teachers, and Parents**

A questionnaire is an instrument for data collection which requires the participants in a study to respond to a set of questions without personal interaction between the researcher and the respondents. Most respondents preferred it because it accords them the opportunity to respond to the questions at their own pace and convenience. The questionnaire was preferred in this study because it allows easy analysis of results. The instrument was also used due to its anonymity of respondents thereby making it more private communication (Picincu, 2018). The questionnaires were

used in this study because it is free from the bias of interview answers and does not have time constraints compared with interview (Ackroyd and Hughes, 1981). This is because the respondents can fill them at their own time.

The questionnaire for head teachers and teachers answered a three-part questionnaire. Section A addressed personal demographic information including gender, level of education and training. Section B elicited responses on state of inclusive education, while section C captured responses on suggested adaptable strategies to advance programmes for the inclusion of children with special needs in regular schools. The parent's questionnaire had addressed socio-economic factors and how these affected the inclusion of their children in regular schools. The mood of the questionnaires in this study was deliberately set to assure respondents and give them a sense of freedom. This, in turn, encouraged them to express their views without fear as in the case of the interview method.

### **3.4.3 Observation Checklist**

The observation checklist is one of the most extensively used methods in social sciences (Mumbi 2011). The observation method attempts to derive data directly rather than relying on the report of the respondents, as is done in the case of an interview (Kombo and Tromp, 2006). According to Peil (1995), observation involves more than just looking at what is going on in a study, it also includes listening, asking questions and often participating in the activities of the group to get

first-hand information from the respondents. The observation method was used in this study to establish the nature and state of physical facilities, equipment, and other resources and their effect on the inclusion of children with special needs in the study locale. The instrument guided the study to inspect the available teaching resources and their adequacy concerning the inclusion of children with special needs.

#### **3.4.4 FGDs Schedule**

According to Akuezulo and Agu (2007) UNESCO (2005), FGDs comprise a group of between 6 and 12 persons who are facilitated by the researcher to reflect and discuss specific issues of interest to a study. FGDs' schedule is an instrument that gathers information from respondents through interviews. FGDs were used in this study to probe pertinent aspects of inclusion and strategies to be adopted to enhance the inclusion of children with special educational needs. FGDs were used with children with special educational needs and teachers teaching in their classrooms. FGDs were used on children with special educational needs to enable them to interact freely and share views and opinions during the discussion. According to Orodho (2005) for this interaction to be successful, it should be composed of a homogeneous group of people. The study achieved this homogeneity in the discussion by composing children with special needs in this group from the same school. Being from the same school, children with special educational needs developed interest and felt free to participate actively in the focus group discussion. The study ensures that the group composition and the discussion were carefully planned, well arranged and creates an enabling environment free from any threat or

intimidation so that the participants felt free to talk and give reliable and honest information. Children with special educational needs were assembled in a separate classroom in their respective schools where the discussions took place. The classroom was accessible, safe and confidential.

Teachers also participated in the FGDs separately from the children. They were informed about the purpose and amount of time required for completing the discussion. Teachers also converged in a separate staff room free from distraction where discussion took place. The study also ensures that teachers composed in this group were from the same school to enable them to feel free and dare to share honest and reliable views. The FGDs were audio-taped by the research assistants while the researcher was taken notes in a notebook. Audio recording was carried out to support notes taken by the researcher. Participants in the FGDs discussed, argued and even supported their points with relevance life experience. According to Ochieng (2010), FGDs participants may argue points, correct one another, give exceptions and support their points with examples from their experiences. FGDs allow respondents to agree or disagree with each other so that it provides an insight into how a group thinks about an issue (Steward and Shamdosani, 1990).

FGD's, provide valuable insights that cannot be addressed by other tools in research since respondents who, under normal circumstances would be reluctant to be interviewed or fill questionnaires are more likely to participate in group discussion (Kisaka, 2012). Their prevalent benefit is the opportunity to collect live data

stemming from a group's discourse and interaction. Data collected in this study from the FGDs complement data from other instruments. This study adopted this instrument because it facilitates quicker data collection than interviews.

### **3.5 Piloting**

Piloting is very vital in ensuring the reliability of research instruments. It is imperative to conduct a pilot study before embarking on the main study because it provides an opportunity for the researcher to test his/her confidence in identifying difficulties and obstacles that could affect the actual collection of useful data. Pilot studies involved the administration of instruments to respondents to determine whether changes to them are necessary. The pilot study was carried out in one of the target primary schools. It was selected because the school had some features of the selected schools. The purposes and modalities of the exercise were explained to the respondents who were then requested to contribute to the study by answering the questions posed as comprehensively as possible. For ethical reasons, the researcher informed the respondents in the pilot school about the purpose of the pilot-testing. By piloting the researcher was able to evaluate the instruments and acquired a sense of how effective they were in data collection and achieving the anticipated research objectives.

The pilot study provided insights that helped the researcher modified some questions thus enhancing the reliability of the instrument. The responses from teachers, parents, and school head questionnaires were analyzed to check if the methods of

data analysis were appropriate and suitable. Generally, piloting in this study enhances the validity and reliability of the research tools where the unclear instructions, insufficient writing, vague questions were identified and corrected, thus improving the tools.

The interview scheduled for children with special needs was piloted in the test school. The interviews were carried out during the class break so as not to interfere with the pupils' learning activities. The pilot-testing revealed that the children needed time to reflect on and compose their responses necessitating repetition and clarification of questions before they answered. This predicament informed the study on the needs to record the interviews to reduce on time taken writing down the responses and decipher them later. Piloting according to Awotunde and Ugonduluwa (2004) grants the researcher an opportunity to avoid costly mistakes by fine-tuning and developing the study blueprint, revise study instruments and review or drop some questions totally before embarking on the actual research.

### **3.5.1 Validity**

The study adopted multi-technique data collection approaches to enhance the validity and reliability of the research tools (Johnson and Christensen, 2017) Validity is the degree to which results obtained from analysis of the data represent the phenomenon under study (Mugenda and Mugenda 1999). It further refers to the extent to which instrument measures what it is intended to measure (Kombo and Tromp, 2006). To validate the instruments for this study content validity was

applied. According to Gay (1992), content validity is a matter of judgment by the researcher and professionals. There is no formula by which it can be computed or expressed quantitatively (Gay 1992). To test the validity of the instruments of data collection, pre-testing was also done to detect any weakness with the tools to allow for necessary corrective measures. From the responses obtained, ambiguities, inadequacies, and superfluity were adjusted and improved to enhance the validity of the instruments.

### **3.5.2 Reliability**

Reliability refers to the ability of an instrument to produce consistent results. According to Awotunde and Ugonduluwa (2004), reliability is an indication of the extent to which a measure contains variable errors, that is, errors that differed from observation to observation during any one measuring instance and varied from time to time for a given unit of analysis measured twice or more by the same instrument. Reliability is the extent to which a questionnaire, test observation or any other measurement produces the same results on repeated trials (Kothari 2004). In this case, test-retest reliability was adopted to ascertain the reliability of the instruments. According to Gay, (1992), test-retest reliability, also referred to as the coefficient of stability, is the degree to which scores are consistent over time. This is established by determining the relationship between scores resulting from administering the same test to the same subject in different periods or occasions. (Gay 1992). The procedures followed to conduct the test-retest was as follows; first selecting of an appropriate sample group of subject and administered the questionnaires to them.

The same questions were re-administered to the same groups of subjects after two weeks. Then the questionnaire responses were scored manually. A comparison between the scores of the two different results was made using Spearman's product-moment formula. The correlation coefficient was computed to show the level of relationship between the two results. The calculated Spearman's correlation coefficient was 0.74 for school heads, 0.829 for teachers and 0.801 for parents. The instruments were therefore found to be reliable for data collection for this study.

### **3.6 Data Collection Process**

In order to commence on this research, the researcher applied for and was granted authority in the form of a research permit from the Bauchi State Universal Basic Education Board (See appendix 8). Consequent to this, the researcher visited the sampled schools as a familiarization exercise and used the opportunity to formally introduce and explain the purpose of the study to the sampled respondents. The respondents were requested to freely and honestly give the information sought by the study and assured that any information they gave would be treated with strict confidence and used only for the study. Their choice to participate in the study or not would have no consequences on them. The visit to schools helped the researcher become privy to school schedules, a fact that enabled him to seek and arrange appropriate appointments with the school heads for the most opportune times for conducting the exercise. Data were directly collected with the help of 3 well-trained research assistants who assisted in data collection which took about 4 months. Because the study utilized several data collection instruments contemporaneously, it

becomes necessary to employ and train three research assistants to aid in the assemblage and collating of the assorted data. The researcher then held meetings with the head teachers, teachers, and parents in the seven sampled primary schools and to expound on the reason for and scope of the study. This was necessary to establish a good rapport and their support. Following the meeting, the respondents were sampled, and instruments administered to the respondents. The researcher and respondents then agreed on the date for the return of the filled-out questionnaires. The assistant school heads were charged with the responsibility of collecting the filled questionnaires which were then analyzed and processed.

### **3.7 Data Analysis**

Cohen, Manion, and Marrison (2000) surmised that the data collected in a research exercise is raw information and not knowledge by itself. To be considered as facts or data, it must be processed and organized in various stages. This study adopted multi-technique data analysis approaches using both qualitative and quantitative means. Various data collection instruments were used in this study to enhance the triangulation of data given by various respondents. This enables the researcher to compare responses to similar themes or objectives to find out how they concur or differ. To effectively analyze qualitative data from interview and focus group discussion the researcher sorted the data into various themes guided by the objectives and according to the codes used for each school. The researcher produced reports where some important extracts were quoted verbatim to elucidate critical points of discussion of the research problem.

Quantitative data were computer analyzed, using Statistical Package for Social Science (SPSS) computer programme which allowed for use of descriptive analysis in the form of frequency counts and percentages to describe sample sizes and quantifiable factors. According to Gall; Borg and Gall (1996) the SPSS programme is a comprehensive statistical programme that is used to analyze and describe data. Descriptive statistics, that is, frequency distributions and percentages were used to describe and summarize the data obtained.

### **3.8 Logistical and Ethical Considerations**

Ethical consideration is paramount in any type of research. With this in mind, the researcher applied for authority to carry out research from the State Universal Basic Education Board, through consultations with the graduate school, Kenyatta University. After obtaining the permit, the researcher proceeded to the target schools, informed the management of his intention to carry out a study in their respective schools and obtained their authority and blessings to do so. As an exercise in human relations, the researcher ensured that he created rapport with the participants, knowing fully that they would later assist him in the exercise. The researcher also assured the respondents and fully informed of the reasons for the intended study. The participants were told and ensured that all the information they provided would be confidentially treated. Asking the respondents not to write their identity on the questionnaire enhanced anonymity. According to Maithya (2009) who noted that a participant could be regarded anonymous when the researcher or any other person cannot identify particular data with a particular participant.

Therefore, the researcher requested the participant not to write their identity on the questionnaires. The researcher also informed the participants that in case he identified someone's identity, he would not expose it publically. Where statements were confidentially written on questionnaire and verbal communication during interview or focus group discussion are mainly for research and would be treated with the highest confidentiality.

This study involves children with special educational needs who in addition to having their rights being protected had to have other considerations made to ensure their comfort and enhance their full participation in the study. The study, therefore, used the school and their classrooms areas they were familiar with and could navigate their way with ease. Permission was sought from the children to respect and recognize them and active participants in the study, not passive objects and from the school as their adult caregivers. Interviews were done in a separate room away from the rest of the school children. The study ensured that the classroom was not only safe but the right to privacy of the pupils was also guaranteed. The researcher reminded the participants of their rights to withdraw from the study any time should they not feel comfortable to continue.

## **CHAPTER FOUR**

### **PRESENTATION OF FINDINGS, INTERPRETATION, AND DISCUSSION**

#### **4.0 Introduction**

This chapter presents the results, analysis, and discussion of the study as they correspond with its objectives, research questions, and assumptions. From the outset, the purpose of this study was to identify the state of inclusion of children with special needs in regular schools in Bauchi State, Nigeria, and it was guided by three broad objectives as follows:

- (i) To determine the school factors that affect inclusive education in public primary schools in Bauchi.
- (ii) To determine the socio-economic status of parents and their impacts on the inclusion of children with special educational needs in public primary schools in Bauchi.
- (iii) To establish the strategies that can be adopted to promote inclusive education in public primary schools in Bauchi.

To facilitate this arrangement, the chapter is presented in four distinct segments. The first of these focuses on the demographic data obtained in respect of school heads, teachers, parents and their CWSENs. The second part deals with objective number one above, which seeks to highlight the state of inclusive education in regular public primary schools in Bauchi state.

The third division addresses the socio-economic challenges affecting the inclusion of CWSEN in regular schools, and finally, the fourth part presents what the study considered strategies to promote the practice of inclusive education in general education schools. The results of the study are presented in tables for ease of visual appreciation, interpretation, and discussion.

#### **4.1 Demographic Information**

In this section, the demographic data collected from the respondents were analyzed and classified under age, gender, level of training, number of children per household, parents` level of education and job, and class captions of CWSENs. Each variable was analyzed and presented separately. Table 4.1 presents the demographic data of the school head and class teachers.

##### **4.1.1 Gender of Head Teachers and Teachers**

Head teachers and teachers were asked to identify their gender. Table 4.1 presents the results

**Table 4.1: Gender of Head teachers and Teachers in the Sample Schools**

Gender	Head Teachers		Class Teachers	
	Number	Percentage	Number	Percentage
Male	6	86	26	84
Female	1	14	5	16
Total	7	100	31	100

Table 4.1 shows that there are more male than female head teachers in inclusive education schools in the study area. Out of the seven study schools, there were 6 males, (86%) and 1 female head teacher, (14%). This clearly illustrates that leadership positions are dominated by males. This confirms the finding of Nthia (2009) who reported that there were more male than female head teachers in Embu East District. This gender disparity which, in part, due to traditional beliefs and practices that considered men more educated than women and consequently rising to higher decision making positions than women who settled for lower cadre jobs. This is an important fact to note because it means that since women do not occupy administrative positions in same ratio as their male counterparts, one must surmise that women, by and large, play a nominal role in the promotion of inclusive education, decision making, and the implementation of the programme. Thus, for the most part, decisions are made from a male point of view.

A further analysis of study results reveals that even among the general teaching staff in the target schools, the majority 26 (84%), were males as compared to only 5 (16.0%) females, which implies that gender inequality exists even at this level. The disparity according to Kumedzro (2016) could be attributed to inherent traditional beliefs and superstition which aver that if a woman interacts frequently with a child with a disability, she will give birth to one herself. This study confirms that the population of general education teachers in the study area was mainly composed of male teachers. This is even though female teachers are more tolerant in implementing inclusive education programme (Odongo, 2012). These results deviate

from the findings of studies in other countries. Kumedzro (2016) reported that there were more female than male teachers in the entire basic school system in southern Ghana. A similar situation was documented by Nthia (2012), who established that the teaching profession was dominated by more females than by males in primary schools in Embu East District, Embu County in the Republic of Kenya.

#### 4.1.2 Special Needs Education Training

This section analyses the training in special needs education of school head and class teachers. Table 4.2 presents the results.

**Table 4.2: Head Teachers and Teachers` Special Needs Education Training**

Responses	Head Teachers		Teachers	
	Number	Percentage	Number	Percentage
Trained	1	15.0	3	10.0
Not trained	6	85.0	28	90.0
Total	7	100	31	100

Table 4.2 shows that 6 out of the 7 school head teachers in the study, or 85.0% of the total, were not trained in SNE. This study established that the trained one among the seven head teachers was male. The implications of these results are both profound and appalling. It means that a huge majority of head teachers of general education schools in the study area - which is representative of the state at large - do not have the skills essential for the effective handling of CWSEN in their schools. An analysis of the data relating to the general teaching staff provides an even more dismal result. Only 3, or 10% of the 31 teachers in the exercise, had SNE training. This finding

confirms the result of Merrab (2008) who reported that very few teachers in Kisumu were trained to handle children with special educational needs in primary schools. Since children with special educational needs require specialist handling by skilled teachers with SNE familiarity, the majority of teachers currently posted to general education schools are incapable and unprepared for adapting teaching and learning resources to meet the individual needs of the CWSEN in their classrooms.

#### 4.1.4.1 Gender of CWENS

CWSENs were asked to indicate their gender. Table 4.6 reveals the gender of the children

**Table 4.6: CWSENs` Gender**

<b>Gender</b>	<b>Number</b>	<b>Percentage</b>
Boys	36	60%
Girls	24	40%
Total	60	100%

The responses from CWSEN as summarized in Table 4.6 reveal that more than half, or (60%) pupils who participated in the study were boys and (40%), were girls. Once again, these percentages indicated that gender representation was skewed even among the pupils, despite an aggressive and incessant sensitization effort to drum up the importance of girl-child education with particular reference to those with disabilities. This unfortunate gender imbalance may be attributable to traditional cultural prejudices concerning the education of the girl-child. Many misguided parents consider the education of their daughters a waste of resources, preferring to marry them off at very tender ages because of the traditional beliefs. Their

perception is that education will not benefit their birth families, but enrich their husbands instead. This contention is supported by Obiageli, et al (2015) writing on parental attitudes and girl child education in Edo State, Nigeria. That research contends that girls are marginalized in matters of education because parents regard their education to be a waste of time, effort and money. This study indicates that traditional hang-ups are responsible for the ignorant and retrogressive attitudinal positions taken by some parents towards the education of the daughters, and this, sadly, has denied many girls with special educational needs their fundamental human right to inclusion and learning in regular schools. Since the education of children with disabilities is regarded by some parents as a waste of resources, the question to ask is how one would expect these children to contribute to the development of the society despite their potentialities. It is most unfortunate that society seldom recognizes the potentialities of children with disabilities, a faux pas that leads to extremely casual reflection or, more often, total neglect of their education. The knock-on effect of this oversight could turn out to be very costly and have far-reaching implications; we may never know what their abilities and success might have benefitted society.

#### **4.1.4.2 Age of Children with Special Educational Needs**

**Table 4.7: Pupils` Age and Class**

Age	Class	Number	%
15 years	5	25	41.7
16	6	35	58.3

Table 4.7 shows that 25 CWSENs in the study or 41.7 were aged 15 whilst the majority, 35 in number or 58.3%, were 16 years old. National policy on education stipulates that primary school age pupils are to be enrolled in school at the age of either 6 or 7 to complete the course at age of 13 or 14. The inference of this age analysis is that the majorities of children with special educational needs do not enrol and complete their primary schooling within the specified age time-frame. At that age, 15-16, most pupils would be enrolled in secondary schools; yet, CWSENs are still in primary school. This study found that the late completion of primary education and enrolment of CWSEN into secondary schools was attributed to delay in primary school enrolment. This delay and poor participation of children with disabilities in matters education could be attributable to the diagnosis of disability stigma and negativity of parental attitude towards their education. Another possible explanation could be the fact that these children often present poor health and need medical attention or bed rest, all of which will most certainly hinder their timely attendance at school.

## **4.2 Findings on School Factors that affect Inclusive Education in Public**

### **Primary Schools.**

Objective one sought to determine the School Factors that affect inclusive education in public primary schools in Bauchi.

## 4.2.1 Head Teachers' Views on the School Factors that affect Inclusive

### Education in Public Primary Schools

**Table 4.8:** Heads teachers' views on school factors that affect inclusive education in public primary schools.

Statement	Head Teachers					
	A		U		D	
	N	%	N	%	N	%
Teaching and learning resources are not adequately provided in general education schools	7	100	-	-	-	-
Most school buildings are inaccessible for children with special needs	7	100	-	-	-	-
Most teachers currently teaching in general education schools had no Special Needs Education training	7	100	-	-	-	-
Inclusive Education programme is not sufficiently funded by the government	5	71.4	-	-	2	28.6

**Key: A=Agree, U=Undecided, D=Disagree, N=Number**

#### 4.2.1.1 Lack of Adequate Teaching and learning Resources

The result of the study in Table 4.8 indicated that all 7 head teachers in the study, (100%) agreed that adequate teaching and learning resources were lacking in general education schools in Bauchi. This finding corroborates with that of Simon et.al (2010) who reported that most regular schools lack adequate and appropriate teaching and learning resources to enable students with special educational needs especially those with visual impairment or short-sighted to learn in an inclusive setting. The data obtained from this study confirmed that teaching resources such as hearing aids, talking books, large print course books, bold line papers, Braille machines, among others were not adequately provided for the CWSENs, especially

those with hearing and visually impaired, leaving the schools little alternative but to share the few that were available. The inadequacy of learning and teaching resources is an important dynamic and a major cause of despondency. To make it worse, these children are not in the same class meaning that the already meagre resources must be shared out even thinner. This state of affairs will, no doubt, seriously discourage and affect the academic performance of many CWSENs who, through no fault of their own, find themselves unable to participate fully in class work. This finding supports MOE (2009) that the effective inclusion of children with special needs in public schools in Kenya is seriously constrained by the shortage of teaching resources. According to the Republic of Kenya (2010), the success of inclusive education programme largely depends on the availability of physical structures and adequate teaching resources in regular schools that practice inclusion.

Observation data supported the head teacher's assertions. For instance, in the seven schools that participated in the study, none had a Braille machine. This is obviously, a very serious challenge with the potential to hamper the scholastic efforts of visually impaired children. According to Ozoji, et al (1993), visually impaired children would require the following teaching resources; a typewriter, talking book, Braille machine, regular textbook in Braille, Braille dictionary, tape recorder, Arithmetic device, and Braille paper. Without these teaching resources in regular schools, visually impaired pupils will find it extremely difficult to keep pace with pupils without disability, as their notes will not be up to date. This finding agreed with Baraka (2013) who reported that visually impaired pupils experienced

challenges in copying lecture notes in inclusive classrooms due to lack of Braille. Sadly, this study noted that even if Braille is adequately provided in regular schools in Bauchi state, most teachers that are currently posted to schools do not know how to operate the machine and neither do all their pupils. According to teachers, problems like this will demoralize CWSENs and curtail their efforts and zest for learning. Teachers sentiments aptly depict the circumstances on the ground, and plainly point out that the inadequacy of teaching and learning resources poses a serious challenge to the inclusion of CWSENs in general education schools in Bauchi, causing many of them to suffer isolation in classes, be discouraged from attending school and end up feeling confused and frustrated, a fact that ultimately affects their learning. Scenarios like the above could stifle and curtail the education of children with disabilities in many ways. In the first place, it will affect their ability to participate fully in classroom activities and, secondly, it hinders and limits the teachers` effort to deliver in the classroom. The effectiveness of teaching and learning depends largely on the relevant teaching resources available in school. A teacher in one of the schools affirms that lack of adequate and relevant teaching and learning resources in general education schools in Bauchi made some of them resorted to improvisation which may not yield the desired goal. Ivowi (2000) in his study stressed that "a well-trained teacher without the teaching resources to demonstrate his/her ability may soon become frustrated and consequently lose the zeal of teaching and this tends to hamper the learning of children with special needs greatly.

In her study on academic impediments students with visual impairment encounter in the colleges of University of Rwanda, Nasiforo (2011) reports that University of Rwanda did not have adequate or appropriate teaching and learning resources such as Braille, large print course books in the library, tactile maps, victor readers and screen readers for all students, causing many students to be discouraged from attending school. The author further added that if these facilities were made available they would appreciably aid effective teaching and facilitate learning in inclusive schools.

#### **4.2.1.2 Inaccessible School Buildings**

An analysis of the study data in table 4.8 reveals that all 7(100%) head teachers revealed that a majority of the school buildings, (classes, offices, libraries, toilets, etc), in general, education schools in Bauchi are not accessible and lack disability-friendly structures such as modified toilets with support handles, wide doors, and wide corridors and doors to allow children in wheelchairs to have ease of access. Duguza (2015) also agrees with these findings, observing that most structures in both regular and special schools in Nigeria were not barrier-free. He reports that most classrooms, offices, libraries, and toilets had steps instead of ramps, narrow doors instead of wide or doubled doors and outward opening windows and not sliding windows all of which make it both very difficult and dangerous for pupils with visual impairment and to some extent, those with mobility challenge to access the structures expediently. This study reveals that general education schools' structures in Bauchi do not have elevation ramps and accessible entries in buildings with higher floors. The sentiment agreed with the finding of Abubakar (2016) who

reported that most public schools that practice inclusive education in Nigeria do not have a barrier-free environment to enable children with special needs access to the buildings conveniently. This presents a question that how are already disadvantaged pupils in wheelchairs, crutches, and tricycles expected to comfortably access facilities in such an unfriendly environment? Nasiforo (2015) investigated the impediments to the attainment of academic excellence amongst students with visual impairment in the colleges of the University of Rwanda and supports these findings. Nasiforo`s study concluded that the physical environments of the inclusive institutions in the study were not adapted to the needs of students with visual impairment. The inaccessibility of buildings in general education schools in Bauchi affect the free movement of the children within the school compound and beyond. This is a serious concern that the government and all stakeholders in education must address urgently and erect structures that allow ease of access to these vulnerable children and accord them the opportunity to enjoy enrolment in general education schools in the state.

#### **4.2.1.3 Lack of Trained Teachers in Special Needs Education**

Table 4.8 reveals that (100%) or all the seven head teachers believed that the majority of general education teachers in the state could not implement inclusive education because they lack the basic training in handling the CWSENs. Teachers have great potential to act as an agent of change most especially in the implementation of programmes in the life of a child. They are crucial players in any endeavour to create a more enlightened population. This study found that there was an urgent need to train general education teachers in SNE and impart them the

teaching skills necessary to address the diverse needs of children with special educational needs. Danohue and Bornman (2014) supported this finding. Their study reveals that teachers must be professionally trained in areas they are lacking. According to them, teachers should be trained by well specialists on how to handle children with special needs in general education schools. For the teaching of hearing impaired pupils to be successful in general education schools, for instance, general education teachers must be trained in sign language or need the services of an interpreter. This study reveals that most of the teachers currently teaching in regular schools in the state do not know how to use sign language and the schools did not employ the services of an interpreter. The finding of this study was in agreement with that of KHOAENE (2012) who found that two of the main obstacles affecting the inclusion of children with special needs in regular schools were an acute shortage of trained teachers and lack of competence in sign language among the available personals. The following is a summary of what a teacher during FGDs had to say:

"Most of us do not know sign language. School authorities put several requests to have us sponsored through a sign language course to be able to teach the same to the pupils and forwarded complaints and requests to the relevant authorities requesting the provision of adequate teaching facilities but all efforts have been in vain. We, therefore, teach pupils using whatever signs we felt best explain what we want to teach. We get frustrated trying to improvise to include these children while grappling with the stress of large classes".

Lack of training in SNE and proficiency in handling CWSENs led many general education teachers in Bauchi to lose their confidence in inclusive classroom

situations leading to poor participation of children with special needs in classroom activities which subsequently affect their learning. The finding of this study corroborates with that of Mugambi (2012) who reported that general education teachers are not confident enough with the level of their training to enable them comfortably teach children with visual impairment in their respective classes. This study noticed that a teacher who cannot operate Braille or use sign language will feel compelled to use any other approach possible to instruct these children. While this well-intentioned decision might well bear fruit, it could also demoralize the children, negatively impacting their learning or cause others to discontinue their schooling. This suggests for in-service training of teachers in the state to improve their knowledge and enable them to get confidence to discharge their roles as teachers effectively. According to UNESCO (2005) upgrading teachers' knowledge and skills is a continuous process that goes beyond workshops and other in-service training. This also concurs with the finding of Eunice and Ododho (2014) who reported that teachers of secondary schools should be exposed to consistent training to be able to handle children with special needs education in their respective classrooms. Teachers without SNE training are thus likely to get frustrated and even loathe the prospect of teaching CWSENs because they regarded teaching in inclusive classrooms as stressful. The finding of this study supports Sharon, et al (2007) whose study found that general education teachers may resist inclusive education based on inadequate training in the subject. Scenario like this could no doubt lead to the poor academic performance of the children in regular classrooms.

One of the teachers during FGDs revealed the urgent need for the current teachers teaching in general education schools in the state to have further training to be able to confidently handle CWSENs in their respective classes. He had this to say:

"General education teachers need training in the area of inclusive education pedagogy. They need to be trained in collaboration with special needs education teachers and other supporting staff. They also need to be trained on the way teaching resources and other assistive technology devices are to be handled for the teaching of pupils with special needs."

This study noticed that many general education teachers in Bauchi regarded themselves as being unprepared and complained that teaching in inclusive classrooms creates more stress and an additional workload that affect their ability to teach effectively, and, subsequently, the performance of some CWSENs. Agran, Alper, and Wehmeyer (2002), Stroler, (1992), Van Reusen et al (2001) all reported that teachers in regular schools regarded teaching in inclusive classrooms as burden and stressful to them. Similarly, Farooq and Shahzadi (2006) writing on factors affecting the inclusion of students with disabilities, argued that students taught by trained teachers performed better than those whose tutors were untrained.

A trained teacher uses the skills thus acquired to ensure that lessons are delivered effectively, an ability that is beyond the untrained teacher. Moodley (2002) reported that trained teachers have boldness and skill when handling pupils with special needs, unlike their untrained counterparts. Thus, children taught by untrained teachers may not perform as well because of their teachers' lack of requisite skills.

This study also reveals that due to the lack of training in SNE, most of the teachers in general education schools in the state harboured a very negative attitude towards the inclusion of CWSENs in their classes. This finding concurs with the finding of Florian (2012) who reported that teachers in Scotland showed a negative attitude towards CWSENs because they said including the children interferes with effective teaching delivery. This means that teachers who find instruction in regular school stressful due to lack of training in SNE tend to shun or ignore the needs of these children which will, in turn, affect learning. Well trained, committed and hardworking teachers are assets. According to Kamere (2004) teachers are not just equipped to handle the academic needs of children with disabilities but are also equal to the task of meeting their physical, social, spiritual and medical requirements. Such a teacher will encourage CWSENs to join school clubs and other social activities, ensuring the full inclusion of these children into the school system. Unfortunately, the situation on the ground is such that many schools in the state lack trained teachers in SNE. This coupled with a cataclysmic insufficiency of teaching resources; overcrowded classrooms and unmodified curriculum compounds the problem to epic proportions, gravely affecting the implementation and success of the programme.

#### **4.2.1.4 Insufficient Funding of Inclusive Education Programme**

Table 4.8 shows that the majority of school head teachers, (5 out of 7 or 71.4%) were of the view that regular schools in Bauchi were not adequately funded to accommodate children with special needs. This agreed with the finding of Ada (2013) who reported that the existing schools operating inclusive education in

Nigeria are not adequately funded. Ada maintained that most regular schools that included children with special needs in Nigeria are poorly funded to the extent that children with special needs became an object of ridicule when they lack the basic requirement for schooling. She further said that funds allocated for running of inclusive education are not sufficient to meet the divergent needs of the children in regular schools. The author affirms that due to the poor funding of the inclusive education programme, the services provided are substandard. Jerry (2013) suggests that the cost estimate of supportive services to children with special needs in regular schools setting should be 2.3 times greater than the cost of their normal counterparts. Adding his voice to this argument, a teacher during FGDs reveals that:

"There is no available data on the sufficient funding of inclusive education programme from the State Universal Basic Education Board, therefore schools very often utilizes internally generated revenue from school registration fees, payment of parent-teachers association levy and other charges when the need be to purchase the materials necessary for the effective teaching of CWSENs."

This is painfully true since, in most of these schools, head teachers often converted the funds so generated into their finances. The following is a summary of another teacher who explained the extent to which lack of funding created doubt in the minds of some parents of children with special needs as to whether the needs of their children can be addressed:

"Inadequate funding of general education schools remains an obstacle to the successful inclusion of children with special educational needs. Schools cannot meet all the needs of the children without ample government sufficient funding for the inclusive education programme. We often resort to internally generated revenue but that is not enough to enable us to provide sufficient resources, renovate school facilities or retain quality teachers. This situation has created misgivings in the minds of some parents who are sceptical as to whether the needs of their CWSENs can be met in general education schools".

The fact that regular schools in the state resorted to using internally generated revenue, is a clear indication of their efforts and commitments in the quest for full inclusion of the children in regular schools, and it is unfortunate that despite this effort, teaching resources remain inadequate because according to a teacher in one of the schools, the money generated was diverted to a personal account instead of the school's acknowledged bank account where its utilization could be judiciously monitored. The foregoing also sheds more light on the reason why the inclusion of CWSENs in regular schools in Bauchi remains wanting.

Teaching CWSENs in general education schools requires the services of specialists coupled with an adequate supply of the requisite teaching resources. This situation can only be possible if adequate funding is availed to schools. The study established that the dearth of funding for the programme means that the government cannot attract, employ and retain qualified teachers, provide teaching resources and erect custom-built, accessible school buildings. This study admitted that a lack of sufficient funding of inclusive education programmes cannot in any way guarantee a

sustainable inclusion of CWSENs in regular schools. This predicament according to a teacher during FGDs dampens the morale of some teachers who often relent on their desire to teach in inclusive schools in the state and impacts the pupils directly because many of them feel compelled to keep away from school. This is a serious concern that needs urgent government intervention to ensure the success of the programme and its goal - the effective inclusion of CWSENs in regular schools in the state. UNESCO (1993) re-stated that a well-structured funding arrangement is desirable to meet the cost of providing adequate educational services to children with special needs in general education schools. In support of this sentiment one of the teachers in a discussion suggested that:

“There is the need for adequate planning especially in the area of funding and take into cognizance the nature of the special needs education in our society. I believe that a strong adequate funding is required for the procurement of facilities, buildings, and remunerations for the personal including other activities involved in the implementation process of inclusive education.”

The success of inclusive education largely depends on the sufficient funding of the programme because schools cannot operate without the availability of teaching resources and recruitment of trained teachers and other specialists hence, all these could not be successful without sufficient funding of the programme. This premise is supported by Ndhlovu (2008) who stated that inadequate funding of inclusive education programme remains a major constraint to the inclusion of children with special educational needs in public schools in Zambia. Similarly, Eunice; et al (2015) stressed that insufficient funding is a major constraint to the practice of

inclusive education. Eunice et al went further to state that coordinating services and offering individual support to CWSENs requires additional money which, unfortunately, many schools do not have particularly in a tight economy. Adima (1989) asserted that the problem of funding seems to be a predominant barrier in the field of special needs education development in Nigeria. He further said that those who control funds and resources content that the economic problem of the country is responsible for the poor funding of education in general and special education in particular. The findings were supported by Nthia (2012) who said that in many developing countries special education services are not adequately funded due to the prevailing national economic and political turbulence. This study argues that the problem is larger than just underfunding. While sufficient funding of the inclusive education programme would, indeed, facilitate the purchase of adequate teaching resources, renovate school structures, employ, retain and provide for the welfare of qualified teachers, the programme would still need to modify the present curriculum to suit the needs of CWSENs, end classroom overcrowding and put measures in place to ensure that funds allocated to schools are not misappropriated or mismanaged and diverted to projects other than inclusive education.

According to Joseph and Gideon (2013), sufficient funding of inclusive education programme would service infrastructure, capacity building, employment, public awareness, provision of teaching resources and research. From the foregoing discussion, it can be deduced that financial support is an important determinant of successful inclusion, and Bauchi state government must, therefore, provide sufficient

funds allocation to special education units for effective inclusion of children with special needs in general education classrooms in the state

#### 4.2.2 Teachers Responses on School Factors that Affect Inclusive Education in Public Primary Schools

**Table 4.9: Teachers` Responses on School Factors that Affect Inclusive Education in Public Primary Schools**

Statement	Teachers					
	Agree		Undecided		Disagree	
	N	%	N	%	N	%
Children with disabilities find it difficult to learn in regular schools because of overcrowding in classes	28	90.4	-	-	3	9.6
Most teachers teaching in general education classes are lacking training in Special Needs Education	30	96.8	1	3.2	-	-
Teaching and learning resources are not adequately provided in general education schools	30	96.8	-	-	1	3.2
The current curriculum offered for pupils with special needs is unmodified	25	80.6	6	19.4	-	-
School buildings are not accessible to children with special needs	30	96.8	-	-	1	3.2

##### 4.2.2.1 Overcrowded Classrooms in Regular Primary Schools

Table 4.9 shows that out of the thirty-one teachers who participated in the study, a majority of 28 (90.4%), were in agreement that classrooms in almost all the regular schools in Bauchi were overcrowded. This finding corroborates that of Keller (2005) who reported that one of the major predicaments affecting the inclusion of children with special needs in most African countries is overcrowding in classes. It is instructive that only 3 teachers, or (9.6%), did not view the throng in class as a problem. It is, therefore, safe to conclude that overcrowded classrooms in Bauchi

State public primary schools would have a profound effect on the inclusion of children with disabilities in regular schools. This finding concurs with the finding of Van Reusen et al (2001) and Stoler (1992) who identified overcrowding as an impediment to the effective inclusion of children with special needs in regular schools. According to Carment (2014), the role of the classroom teacher is to ensure he/she manages the classroom in a way that addresses the diverse needs of each child with special needs in the classroom. It is also the responsibility of the classroom teacher to promote learning activities, coordinating and collaborating with support staff, adopting different teaching approaches to create conducive learning atmosphere for effective teaching and learning to take place. This could only be possible if the classroom is not overcrowded.

Overcrowded classrooms are not easily controllable. The teacher cannot see or be everywhere at the same time which creates room for acts of indiscipline, forcing teachers to spend more time enforcing classroom organization and behaviour instead of teaching. This unnecessary diversion of effort ultimately affects the pupil's performance. This finding agreed with the finding of Ahmed (2017) who asserted that teaching in an overcrowded classroom is very challenging because of the poor management, disciplinary problems and lack of active participation of students in classroom activities. Teachers in the study noted that children with learning disabilities found it difficult to keep up with their able-bodied peers in noisy and crowded classrooms. They asserted that smaller classes provided better quality, richer environments for learning and making teaching enjoyable. This finding is

supported by a study carried out by Lere (2012) in which he reported that teachers can find it easy to manage and implement the instructional plan in smaller classrooms. The consensus was that this problem was attributed to the high rate of school enrolment because of frequent sensitization exercises on the importance of primary education to all children. Picture number 1, below, shows the overcrowded nature of classrooms in one of the schools in the study area:



**Picture4.1: Overcrowded Classes in the Study Area.**

From the picture above, it is evident that the number of pupils in this classroom was greater than the acceptable limit and hence the teacher/pupil ration was not maintained in most public primary schools in Bauchi. The acceptable teacher/pupil ration in Nigeria is 1 teacher/35 pupils at the minimum and a maximum of 1/45 per class as stipulated in the national policy on education (NPE, 2004). In most cases, the acceptable teacher`s pupils ration in developing countries is 1:30 and developed countries are as low as 1:4 pupils (Balami, 2013). According to Agran, et al (2002) a classroom size cannot exceed 20 pupils if there is one pupil with a disability.

The picture above shows many of the pupils seated on the floor due to overcrowding and a scarcity of desks in the classroom. This agreed with the finding of Michell (2017) who reported that most general education schools experienced a shortage of desks, seats and basic teaching resources. This according to the author could create classroom disorder. This study noticed that noisy and overcrowded classrooms have many disadvantages even for able-bodied pupils. This agreed with Tassew et al (2005) who reported that large classroom size could discourage pupils with disabilities from remaining in school. A class in which teachers have no room for free movement means that they cannot assert themselves and ensure discipline, give individual attention or even monitor their students' progress. Pupils who suffer attention deficit disorder are understandably totally lost in such raucous environments and cannot possibly keep up with their peers. Scenarios like this will no doubt impinge on learning for CWSENs. The study noted that most of the children including those with learning disabilities sat uncomfortably and could not write properly in that posture. Their books became dirty and unsightly, and they were reliant on the other pupils for assistance. It became clear that the needs of CWSENs were not a priority in planning for their education in general education schools in the state, and these already marginalized children are being denied the benefits that should be accruing from an inclusive setting because they are disadvantaged by their environment.

The study observed that overcrowded classrooms could make it difficult for a teacher to control and manage pupils' behaviours. Ahmed (2017) reports that it will

be very difficult for a teacher to effectively manage pupils' behaviours in a noisy and crowded classroom because of the time wasted in controlling the class. A classroom that is crowded and noisy in which teachers had no room for free movement or give individual attention to pupils, especially those with special educational needs will not guarantee practical work. This is supported by Akinsolu and Fadokun (2015) who asserted that teachers experienced serious predicament to involve students in practical activities in overcrowded classes. This also agreed with Duguza (2015) who reported that teachers found it difficult to have sufficient time to pay individual attention to each student and give them the opportunities to communicate and participate actively in a classroom due to a large population. This study noticed that the more students are packed into a classroom, the more noise level increases and this could affect the teaching/learning process. This suggests decongesting the classes to enable teachers to control their classes thereby improving pupils' academic performance as a consequence. US State Department of Education (2000) reports that decongesting classrooms tends to improve students' academic achievements and reduce discipline issues. The current study maintains that even if classes in regular schools in Bauchi state are decongested but lack sufficient teaching resources, trained teachers in SNE and modified curriculum, proper teaching of pupils with special needs will remain questionable.

#### **4.2.2.2 Lack of Trained Teachers in Regular Schools**

A majority, 30 (96.8%), of the general education teachers expressed their dismay at what they regarded as the inability to handle CWSENs in regular schools due to a lack of training in SNE. An analysis of teachers' views in this study seems to concur

with this premise that since most teachers in regular schools in the state are not trained in SNE it would be fallacious to expect them to create a classroom situation where all children, including those with SNE, can participate actively in-class activities. This finding agrees with that of Sharon, et al (2007) whose study found that lack of training relating to inclusive education tends to affect teachers` ability and readiness to teach in inclusive schools. The study found that most teachers in regular schools in Bauchi were not trained in SNE. This study, therefore, establishes that general education teachers without specialized training in SNE would not have the confidence to respond to the diverse needs of CWSENs, adapt the rigid curriculum and be expected to teach effectively and implement the policies and content of inclusive education. Chikuka (2013), and Duguza (2015) writing on factors affecting the inclusion of students with disabilities in secondary schools in Nigeria, state that teachers lacking in SNE training lack the confidence required to handle and respond to the needs of CWSENs in general education classrooms.

The training of general education teachers in SNE is, therefore, a critical cog in the process of implementing the inclusive education programme. UNESCO (2003) advocate that the training of general education teachers at pre-service and in-service levels must address issues of education of children with special needs to prepare these teachers for work in an inclusive setting. A teacher's role is to translate and decode lesson content to the learners to actualize the learning process. If a teacher cannot creatively manipulate a regular school syllabus to accommodate CWSENs, then the needs of the children are not being met. To these children the class will not

just be boring; it will also not hold anything to entice them to remain in school. Anyango (2017) stated that most general education teachers were not familiar with different teaching techniques that could best be utilized for school children with special needs because of a lack of SNE training. The study found that the acute shortage of trained special needs education personnel in regular schools in the study area left the few trained teachers overworked and demoralized which subsequently affects their readiness and efforts to teach well. This finding agreed with the finding of Abubakar (2016) who asserted that teachers expressed serious concern that the shortage of trained teachers in regular schools could result in overloading the few trained teachers which would subsequently affect their ability to teach. The logical conclusion, therefore, is that the scarcity of teachers with the requisite SNE training is one of the most probable reasons for the poor rate of inclusion, retention, and success of CWSENs in general education schools in the study area. The lack of competence of such a large proportion of teachers in matters of SNE means that the teaching fraternity cannot fully support the system nor improve the welfare and education of the CWSENs in their schools. These findings corroborate those proffered by Nthia (2012) who reported that the majority of regular school teachers did not have the relevant knowledge, skills, attitude or values essential for the promotion of inclusive education. This study suggest that teachers must be professionally trained in special needs education to attain the pedagogical capacity necessary to facilitate the effective teaching of children with special educational needs in general education schools. Dodge-Quick, (2011) affirmed that the success of inclusive education is thus largely dependent on the training of general education

teachers on the various strategies available to optimally handle children with special needs in their respective classes. This study then advances the further argument that even where teachers are trained in Special Needs Education, they will find it very challenging to work in an inclusive setting unless the twin nuisances of shortages of teaching resources and overcrowded classes are addressed. The shortage or outright lack of teaching resources does not only affect teachers' effort to teach the children; it also affects pupils' interest and desire to participate and give a meaningful contribution to the classroom. It, therefore, takes the combination of a well trained and motivated teacher coupled with the availability of teaching resources in a school to promote CWSENs learning. According to Wanjohi (2019), most general education teachers currently teaching in regular schools are lacking training to handle both children with disabilities and those without disabilities. The author further said that a lack of trained teachers in general education schools led to poor academic performance of not only children with disabilities but also children without disabilities. He also reports that continued poor performance among children with disabilities due to the poor teaching skills and teachers' abilities trigger their poor enrolment in general education schools.

#### **4.2.2.3 Inadequate Teaching and Learning Resources in Regular Schools**

Table 4.9 indicates that the majority of teachers, 30 in all or 96.8% affirmed that teaching resources in regular schools in the study area are lacking and only 1 teacher, representing 3.2%, rejected the statement. This finding supported the finding of Simon (2010) who found that most regular schools did not provide adequate and appropriate teaching and learning resources to enable children with disabilities to

participate in inclusive schools. Nyaigoti, (2013) reported that the inclusion of children with special needs in Kenya public primary schools that practice inclusion is constrained by a lack of adequate teaching resources. One of the teachers in the study admitted that the inadequacy of teaching resources in regular schools tends to discourage CWSENs from active participation in classroom activities leading to loss of interest in learning because teaching and learning became boring. The teachers concurred that for the effective teaching of pupils with visual and hearing impairments, adequate supplies of Braille machines, books and typewriters, communication displays, language interpreters/ hearing aids, and speech-generating devices have to be availed in schools. The absence of these resources would lead to poor inclusion of children with visual and hearing impairment in regular schools. This agreed with the finding of Ngundo (2012) who reported that lack of sign language interpreter and hearing aids has led to the minimal admission of students with hearing impairment in Kenyatta University. Balami (2013) reported that 85% of regular schools that practice inclusive education in Nigeria do not have adequate teaching resources thereby affecting the inclusion of children with special needs. The absence and/or inadequacy of these materials only serves to demoralize the pupils damping their efforts to study and forcing them to rely very heavily on their peers rather than doing the work themselves. This agreed with the finding of Abubakar (2016) who reported that teachers expressed fear that insufficient teaching resources in regular schools could affect the full inclusion, retention, and completion of children with special needs. This scenario would not only cause teachers unable to teach effectively but also discourage pupils` participation in classroom activities and

affecting their academic progress as a consequence. This finding was supported by Marias (2014) who held that teaching and learning in general education classrooms could become boring for these very reasons. Marias further noted that inadequate teaching resources discouraged and affects children with special educational needs learning. The author cited an example saying that lack of hearing aids in regular schools could hinder the effective learning of pupils with hard of hearing.

Teachers were categorical in attesting to the fact that most regular schools in the study locale were not adequately endowed with teaching resources. The finding of this study supports Charema and Peresuh (1996) who held that adequate and appropriate teaching resources are lacking in regular schools that practice inclusive education in developing countries. Teachers reported that some parents opted to transfer their children especially those with visual and hearing impairment to special education schools with adequate and affordable teaching resources, due to the perennial chronic shortages in government-run inclusive regular schools. The study argues that as long as parents of CWSNs continue to withdraw their children from these schools, the success of the governments' programme to include CWSNs in regular schools would continue to be eroded, and the goals of inclusive education could not be achieved, a fact that would affect the progress of CWSNs in schools. This contention is consistent with the findings of Adebayo et al (2015) who reported that the shortage of teaching and learning materials in regular schools hampers learning and especially affects those with special needs in most classrooms in most regular schools. The authors further showed that the insufficiency of teaching

resources to meet the educational needs of CWSENs led most parents to doubt as to whether the needs of their children were adequately addressed in general education schools.

It is worth noting that the insufficiency of teaching resources in regular schools is neither a new nor a unique phenomenon in any one country. Prior findings have indicated that in many developing nations' teachers and their pupils encounter similar tribulations due to the dearth of teaching and learning resources. Kisanji (1995), Charema and Peresuh (1996), and Duguza (2015) researching in various developing nations all reported that these vital resources were inadequately provided in most inclusive schools where CWSENs were included, noting that in some places they were not provided at all. The lack of sufficient or absence of teaching and learning resources is not only peculiar to regular schools as studies such as Amaka and Abayomi (2016), reported that teaching resources were not adequately provided in many special schools in Nigeria. This, therefore, presents the question that if CWSENs are already disadvantaged in special schools settings specifically designed to cater for the needs of the children, how much more disadvantaged will they be in regular schools which are built and set up specifically for children without disabilities. It is, therefore, a serious concern that the government should look into to ensure adequate provision of teaching resources if the children would truly be included. This study, therefore, finds that the shortage of teaching resources in the state coupled with lack of training and overcrowded classes in regular schools affects the teachers' performance, their ability to teach effectively and consequently leads to

their losing the zeal to work in inclusive schools. The losers in all this, are the CWSENs who end up performing below expectations in class work and this compounds their already marginalization because they lack assistive aids to minimize their handicapping situation in regular schools. This study argues that as long as regular schools in Bauchi continued to receive inadequate resources, untrained teachers and overcrowded classes the education of children with special educational needs will not be succeeded. The study therefore, suggests that if teaching resources would be adequately provided in regular schools, classrooms would be decongested and employment of trained teachers in SNE, CWSENs would be better placed to compete with their peers without disabilities, emphasizing that the provision of adequate teaching resources coupled with employment of trained teachers who will be innovative to these institutions is the mainstay to the successful inclusion of CWSENs in general education schools. This agreed with the view of Nasiforo (2015) who reported that if these facilities would be made available they would appreciably aid effective teaching and facilitate learning in inclusive schools.

#### **4.2.2.4 Inflexible Curriculum**

Table 4.9 revealed that the majority of the teachers 25, (80.6%) agreed that the curriculum uses in public primary schools in Bauchi state are rigid and not modified. This entails that the present curriculum in general education schools was not adapted to suit the needs of the CWSENs. A study by Mosia and Phasha (2017) supported this finding. Their study revealed that the challenges affecting the education of students with disabilities in higher education institutions include the use of rigid curriculum, inaccessible school buildings and negative attitudes of staff and lecturers

who lack the knowledge of inclusive education. From these findings, it is, therefore, very clear that the use of an un-modified curriculum in regular schools is a barrier to the education of CWSENs. The study identified some curriculum challenges which affected CWSENs in general and the visually impaired in particular in the study area. These included concerns such as the lack of adapted mathematical symbols which made it difficult for the children to benefit maximally in arithmetic. This finding is supported by a study done by Nasiforo (2011) which established that the majority of school administrators identified the curriculum barrier as a major constraint to the education of visually impaired pupils. They singled out matters such as the need for adapted mathematical equipment to calculate mathematical problems and adapted mathematical symbols.

Teachers in Bauchi expressed concern that most of them did not make any effort to adapt to the existing general education curriculum because they perceived that to be the responsibility of the Ministry of Education. In a discussion with teachers on the adaptation of the existing curriculum, most participants admitted that they did not adopt the curriculum and blamed this failure on their lack of training in SNE. Others assertively held that it was not their duty to modify the curriculum saying that responsibility fell on curriculum planners. In FGDs teachers attributed their inability to modify the curriculum to the fear of being time consuming and also slow down them in covering the syllabus. This study finds this view misguided because disability is not homogenous and every case presents different challenges that must be dealt with idiosyncratically.

According to Duguza (2015), the curriculum in regular schools may be the same system, but where the need arises, modifications to cater for the learning needs of those with disabilities must be made. He qualifies his assertion by explaining that the delivery and content of the curriculum and the process of evaluating children with special educational needs required being overhauled to meet the individual needs of CWSENs. A visually impaired pupil, for instance, would require books and examination questions prepared in an accessible format and would need to use a typewriter or word processor to do class work and assignments. Similarly, the hearing impaired children would need to have the content of the curriculum delivered in sign language, and the physically impaired pupils who cannot write may require training in the use of an adaptive writing device or may be taught to write using a customized computer.

This study argues that it is not up to the government to modify the curriculum. The study postulates that because disability is not homogeneous, no single curriculum can work for all children. The general unwritten assumption is that all children, those with special needs included, can benefit from quality education through the same curriculum. This view is both irrational and fallacious because it does not take into account the intricacies and individual handicaps of CWSENs. This is a challenge that the government should make an allowance for a flexible and modifiable curriculum that any creative teacher can adjust to suit all situations. School curricula should be designed with built-in flexibilities to make it adaptable to suit the needs

and abilities of individual CWSENs. If this is not done, it will lead to segregation and isolation of the children when placed in an inclusive setting.

The curriculum implementation at an inclusive classroom level is the responsibility of the teacher. It is the teacher who translates the objectives, concepts, and topics in the curriculum into activities that are meaningful to the diverse needs of the learner. This suggests that the teacher must have a good knowledge of the curriculum and able to decide the depth to which a subject should be studied in an inclusive classroom. To succeed, this exercise will require a higher level of teacher training because it is clear that the inability of teachers to adapt or modify the curriculum is directly attributable to their lack of training in SNE. This omission has had a very negative effect on the education of CWSENs in regular schools. An earlier study by Joseph and Gideon (2013) agrees with this assertion. These two researchers reported that the successful inclusion of CWSENs in regular school depends on the special adaptation and modification of curriculum for the benefit of each child with special educational needs. UNESCO (2005) opined that the use of a flexible curriculum is an important pillar in creating inclusive school.

#### **4.2.2.5 Inaccessible School Buildings**

Table 4.9 revealed that the majority of 30 (96.8%) teachers indicate that regular school buildings in the state were not accessible to children with disabilities more especially those with physically and visually disabilities. They also identified this as a major challenge to the inclusion of children with special needs in general education schools. UNESCO (2011) pointed out that one of the biggest challenges faced by

children with special needs in regular schools is that the majority of schools were inaccessible to the children. This also agrees with the finding of Najjingo (2009) who revealed that most inclusive schools in Uganda were disability unfriendly environments, lacking basic facilities for the support and facilitation of ease of movement and learning by pupils with special needs. Ibrahim (2013) reveals that most regular school buildings in Nigeria are not disability friendly. Supporting these findings, a visually impaired pupil in one of the schools complained bitterly of how he hits open windows while going to class. This study noticed that the situation made worse by the large pillars on the corridors that eat into the already constrained space (as seen on picture 4.2 below) and posing a serious safety hazard not only to pupils with visual impairment but to all children. Picture 4.2 below shows one of the classrooms in regular school where windows opened outwards reducing the size of the corridor. It is imperative to bear in mind that temperatures in Bauchi are very high and windows must remain open to facilitate airflow and cross ventilation hence danger to these pupils.



**Picture 4.2: Primary School Corridor**

The Picture clearly illustrates that the corridors outside this classroom are narrow and are made even narrower by windows outwards at a ninety-degree angle and the pillars. Even if this school only hosted able-bodied children, this situation is not tenable. It is simply an accident waiting to happen. Najjingo (2012) supported this finding. Najjingo reported that most regular schools lack a wide corridor to enable children with visual impairment to access their classrooms with fewer difficulties. During the pupils' interview, one of the pupils with visual impairment complained about windows that opened onto the corridors and the danger they posed. Calling them a serious safety challenge, he said that he often inadvertently walked into these windows whilst making his way to the classrooms. This was a common problem in virtually all the sampled schools in the state because they were not specifically planned, designed, built and set up to accommodate children with special needs. The finding was supported by Jonathan and Uchechi (2017) who conducted a study in Port Harcourt, Rivers State, Nigeria to establish the factors that constrained the inclusion of children with special needs in regular school classrooms and found that most schools experienced a shortage of special needs accessible classrooms. This also agrees with the findings of Chukuka (2013) who postulated that an inappropriate school building is a threat to effective implementation of inclusive education in Nigeria because the buildings were not designed for children with special needs. In support of this sentiment, one of the teachers in FGDs had this to say.

"Effective implementation of inclusive education has a lot to do with the barrier-free environment, resources and instructional strategies. The schools' infrastructures such as classrooms, offices, toilets, and libraries are not barrier-free. There are no pavements along the roads, flat terrains, broad corridors for wheelchairs, ramps and this will not give children with special needs opportunities to improve their worth."

One of the teachers during FGDs argues that the general lack of school buildings adapted to use by CWSENs in the study locale has harmed the pupils' inclusion, so adverse that many of them resolved to abandon school altogether to avoid accidents and embarrassment. The picture below also shows the situation outside a class in one of the regular primary schools in Bauchi where the classroom is not accessible to enable children with physical disabilities conveniently access the classroom.



**Picture 4.3: A Classroom with Steps instead of Ramps**

The classroom above is representative of many schools in Bauchi. As can be seen, it has steps and no ramps which made it extremely inconvenient for pupils with physical disabilities especially those in wheelchairs, tricycles or crutches to get into and out of classrooms.

In most of the schools visited the physical structures such as classrooms, offices, libraries, and toilets were not accessible because ramps were not built across the schools to facilitate free movement of pupils with physical disabilities. There are institutions that have adapted themselves to the needs of learners with disabilities. A study by Ngundo (2012) reveals that there were ramps to the main library in Kenyatta University. This entails that learners with physical disabilities in Kenyatta University were comfortable because of their ability to cope with their studies. This can be contrasted to the situation where these considerations are not made. Lack of ramps leading to classrooms and other buildings in regular schools in the study area tends to limit the movement of the children within the school premises which could affect the level of their participation in some school activities. Giving their input during interviews children with physical disabilities expressed dismay on the situation indicating that they had to crawl especially if not assisted by classmates to access their classrooms, offices and even toilets. This situation could cause them to fall and get injured or fracture and this may cause them to decide to miss school. Similarly, a pupil with low vision explained that he experienced the same tribulation saying that he feared moving on steps without the assistance of peers because he might hurt himself. Pupils with physical and visual impairment in an interview said that they had to look for classmates to help them access their classrooms and other important buildings within the school. This study recommends that pupils with visual impairment should use support gadgets such as hand-held ultrasound travel aids. These devices use high-frequency sound waves to detect objects in the paths of the children and emit low or high pitched beeps and warnings to enable them to

move freely. However, they are not cheap, leaving the pupils in a quagmire and hence the learners cannot afford them. They are therefore out of reach of these children.

It is evident that the study school environments are not friendly to CWSENs, a fact that will most certainly hamper the school experience and education of the children who observed that their inability to access classrooms and ablution facilities often placed them in awkward and embarrassing situations and they were sometimes ridiculed for incessantly asking for assistance from their classmates. This according to a teacher caused many of the children to drop out of school altogether. These already marginalized children are thus further shunted aside and denied their rights to access school facilities comfortably in what should be an inclusive setting by their disabilities. Teachers further explained that the inaccessibility of the school structures led many CWSENs to have misgiving and question whether they could handle life in regular schools. This according to the teachers made it difficult for these children to use the school structures comfortably, thus denying them the right to accessibility. The study reveals that doors in all the sampled schools in the state are not wide enough to facilitate ease of access into and out of classrooms for children in wheelchairs or tricycles. The situation is not just a predicament for the pupil in the wheelchair, but also an unnecessary disruption to the concentration of the other pupils in the class who either had to help out or wait until their colleague has settled down before they could continue with their learning.

This can be seen in picture 4 below



**Picture 4.4: Pupil on a Wheelchair being assisted by Classmates into the Classroom**

Picture 4 above shows a pupil with physical disability being assisted into a classroom through a very narrow door without a ramp by his classmates. The study argued that though the planners and the government did not make any provision for the modification of the buildings in regular schools; the managers of the schools also overlooked the needs of these children since they could use their repairs and maintenance float to make the school environment a little friendly for children with special educational needs. This finding agrees with Najingo (2009) who reported that most regular schools operating inclusive education lack wide walkways; wide corridors and wide doors to enable children in wheelchairs to have ease of access in to and out of their classes.

#### **4.3.2.6 The Toilet Facility in one of the Study Schools**

This study observed that most toilets in the study schools were not adapted to cater to children with mobility problems in design and construction and failed to conform

to international standards and National Policy on Education guidelines. These guiding principles stipulate that all structures in regular schools should be barrier-free to facilitate ease of access for CWSENs. Thus the violation of policy might in part be due to the assertion made by Ozoji (2009) that the Nigerian government has failed to make it a punishable offense for schools that flout the law. It was observed that most toilets in regular schools in Bauchi are in sorry state because the facilities had no support bars that children with physical disabilities could use to support their movement from the wheelchair to the toilet and back. This scenario caused them great distress to even attend to the calls of nature which would mean them seeking further assistance from their classmates. Further, the toilets had doors that open outwards onto very narrow corridors making them even narrower. The dilapidated walkways make locomotion a nightmare and pose serious safety challenges to the pupils as they were characterized by uneven earth or scruffy grass. This was in contrast with the recommendations by Stone (2001) who expressed the need to adapt all school structures to enable children with special needs especially visually impaired to access the structures conveniently.



**Picture 4.5: A Toilet in one of the Schools**

The above picture portrays that the pathway leading to this toilet is rough and strewn with long unkempt grass making access a major problem for pupils with mobility challenges. Such impediments could compound their existing challenges adding further frustration as well as exposing them to harm with the possibility of falling or getting injury. Scenario like this could no doubt; inhibit pupils learning because it made them dependant on peers to access the toilets. This dependency according to the teachers in the study led some of the children to opt to drop out of school to avoid being ridiculed. Besides, the toilets in the sampled schools in Bauchi were ordinary pit latrines with wide holes and filthy surroundings, posing serious safety and health concerns for all, but especially so to CWSENs, some of whom often stepped into solid human waste and even urine with their bare feet, or worse still some children with physical disabilities who used their hands to move around and handled the same with their hands and other body parts as they struggled to manoeuvre in the grimy environment. This dilemma of inapt latrines was a common challenge in virtually all regular schools in the state. This deviated from the findings of Niyisabwa (2016) who reported that latrines in all the integrated schools in the South Western Uganda Region which according to the writer are designed purposely for visually impaired children and the latrines were clean and regularly maintained.

Another setback in some of these schools is the fact that ablution blocks were built some distance away from classrooms. While this might have been done deliberately for hygiene purposes, it presented a further predicament for these children whose movements are quite slow. Especially affected in this manner are those with bladder

or bowel control issues and who sometimes, inadvertently, soil themselves, leading to embarrassment and further isolation. None of the school toilets in the study sample were built close or attached to classrooms. This problem according to the children is bound to impact very negatively on their ability to survive and learn in such an unfriendly environment. Some of these children, especially the girls who cannot use the open places, are forced to shuttle back to their homes or nearby houses to ease themselves. This scenario was vividly presented in the following sentiments during an interview with some pupils in one of the schools as follows:

"Most of the toilets in our schools are not adapted and many times are too dirty to the extent that we cannot use these facilities the way other children without disabilities do. This problem compelled some of us to keep off schools especially if we realized we may need to use the toilet facilities more times than usual and this also caused some of us resolved to use open-air which is an embarrassment especially to female pupils because it is against our culture and religious practices".

Lack of adapted toilets in general education schools can cause great discomfort to children with special needs and especially if they are not able to access the toilet for several hours and sometimes for the whole day. This may keep such a child out of school and consequently affects his/her academic performance. Maria and Bwoi (2015) noted that even if toilets in general education schools are barrier-free, they must be maintained to enable physically and visually challenged children to access the facilities conveniently. They further said that in a case where schools did not have adapted toilets, this could be neither a reason for sending children with special needs back homes saying that no support staff can take children to the washroom. This study established that most of the sampled schools did not have

sufficient nor adapted toilets for their pupils with disabilities. This fact made it difficult for these children to use the toilets comfortably, thus, denying them their right to privacy and comfort. This finding was in tandem with a study carried out by Vreede (2003) which reveals that lack of sufficient toilet facilities in inclusive schools affects the effective inclusion of CWSENs in public schools.

Many authors who looked at these facilities in an inclusive setting such as Keaney (2009), noted with dismay that these facilities were not sufficient and the few existing ones were not adapted to the needs of CWSEs. Even studies on special schools such as Kamere (2004) noted that only a few schools had improved or adapted facilities but these were few and far apart. This scenario as per the findings of this study presents the same situation as Kamere (2004) where the author pondered if children with special needs are already disadvantaged in special schools specifically planned, designed, built and set up for their needs, how much more disadvantaged will they be in regular schools? It is, therefore, a concern that the government should look into to ensure that the basic needs of CWSENs are met and provided by schools if these children can fully be included in the schools. Inclusion is not just limited to academic needs but socio-physiological needs.

#### **4. 3: Views of Children with Special Educational Needs on School factors that affect Inclusive Education in Public Primary Schools**

The pupils unanimously agreed that overcrowded classrooms in regular schools were, indeed, a major impediment to their learning. They noted that most classrooms in general education schools were grossly overcrowded making teaching and

learning difficult since the teachers could not manoeuvre around the classroom with ease to assist and control the class which naturally, affects not only their performance but also their counterpart without disabilities. The root of this crisis according to a teacher in one of the schools was an increase in pupils` enrolment due to continuous sensitization exercise on the importance of primary education to all children including those with disabilities which, unfortunately, was not complemented by an analogous boost in the number of classrooms to comfortably accommodate all the pupils. The pupils explained that almost all the classrooms in regular schools were overcrowded, leaving little or no space for the teachers to go round the classroom conveniently as well as affect the free movement of children in wheelchairs. This did not only affects teachers` ability to give each pupil the one-on-one attention he/she needed but also affected pupils` interest hindering their ability to effectively participate in classroom activities.

Learning in overcrowded classrooms in which teachers cannot effectively manage and assert their control is a chaotic and noisy affair. According to Anyango (2017) classes in regular schools should be spacious and well ventilated to enable children in wheelchairs ease of movement. The responses from the children revealed that they did not enjoy the class experience but remained in the school to associate with their able-bodied peers. This finding was supported by Ardo,(2016) who reported that teaching in overcrowded classroom tends to be frustrating, overwhelming and stressful and affect learning. The author noted that as long as teachers cannot cover and control their classes or give individual attention to those children that need it

because of the inordinately large number of pupils enrolled; education of CWSENs in regular schools cannot be assured. This study argues that overcrowding tends to make the classrooms noisy and not controllable which inhibits teacher`s mobility and ability to interact with, and assist weaker pupils whilst maintaining control and order over the rest of the class. Ardo (2016) writing on the evaluation of the study environment in effective teaching and learning in secondary schools in Bauchi State, Nigeria reported that overcrowding in classrooms makes it difficult for some children to perform the required classroom assignments because their teachers` could not reach them to provide the guidance they required. The author stated that crowded classroom conditions affect the pupils` concentration and influences the amount of time teachers can spend on innovative teaching methods. She further noted that teachers in overcrowded classrooms are forced by circumstances to attend to only those children that they are familiar with and ignore the rest or even able to keep up with the teacher.

One of the children with learning disabilities noted that the overcrowded nature of most classrooms in general education schools was a serious issue that was bound to negatively impact their academic performance. Giving his input, a pupil with partial hearing complained that, he found it very difficult to listen to what teachers were teaching in a noisy and overcrowded classroom. He reiterated that such large classroom sizes negated their teachers` ability to effectively control and guide class sessions as they cannot manoeuvre around the classroom to ensure effective teaching and learning. Nasiforo (2015) reported that overcrowded classrooms in regular

schools could be regarded as an impediment to the successful implementation of the inclusive education programme. The author further points out that effective teaching and learning can only be guaranteed in inclusive schools if adequate classrooms are provided to decongest the existing ones. Nasiforo noted that this could not be done unless all stakeholders in education come together to provide additional classrooms to employ well-trained teachers and provide adequate teaching resources in regular schools.

From the pupils' responses it was also noted that there were inadequate of teaching and learning resources in regular schools. CWSENs revealed that the inadequacy of teaching resources was another major factor affecting their inclusion in general education schools. They admitted that some resources did exist but not adequate. They further explained that regular schools lack access to adequate teaching and learning resources that could be helpful for them to access quality instructions. This study paints a disturbingly picture showing that CWSENs attending regular schools in Bauchi are disenfranchised from their right to quality education and every benefit of the inclusive education programme due to the inadequacy of teaching resources.

A pupil during FGDs had this to say:

“The teaching and learning resources provided in this school are not sufficient for us. We are often forced to share one talking book which becomes problematic when two or more pupils are using it at a time. Some schools make an effort to provide sufficient teaching resources but are hampered by a serious lack of funding. The government has to step in and provide these necessities”.

It is glaring evidence that there are shortages of teaching resources in all the schools visited in Bauchi despite efforts made by some school heads to ensure the provision of the resources. According to the Republic of Kenya (2010), the successful inclusion of children with disabilities in regular schools is determined by the quality and adequacy of physical facilities and sufficient teaching resources. The findings of this study concur with the assertion of Mwendwa (2014). The Mwendwa research quoted teachers in Mutitu Sub-County of Kitui County who stated that their schools were grossly under-equipped. These teachers were categorical that the full inclusion of CWSENs was dependent upon the sufficient provision of teaching resources in inclusive schools. During the current study, teachers speaking candidly in their FGDs affirmed their pupils' assertion that there was a huge shortage of teaching/learning resources in inclusive schools, a situation that forced CWSENs to depend on their able-bodied classmates to copy their notes and do their class work and assignments. The finding agreed with the finding by Simon et al (2010) who reported that regular schools lack sufficient learning resources to help students with visual impairment.

In a disturbing turn of events, CWSENs revealed that some teachers openly displayed their disapproval of these children's inclusion in regular schools complaining that they found handling CWSENs stressful. In his study on the attitude of secondary school teachers towards the inclusion of students with disabilities in secondary schools in Bauchi state, Nigeria, Abubakar (2016) reports that some teachers of secondary schools in Nigeria showed a negative attitude

towards the inclusion of the students with disabilities in their classes. Teachers' negative attitude towards children with special needs is a serious factor that affects the education of children with disabilities in regular schools. Odongo (2012) is of the view that general education teachers without training in inclusive education may display a negative attitude towards the inclusion of CWSENs in regular schools, not because they find these children repulsive, but out of frustration, because they lack the know-how to handle CWSENs in general education schools. One of the pupils with partial hearing had this to say:

“My class teacher doesn't like my presence in class because of my disability and the frequent questions I ask whenever I do not hear or understand what he is saying. He complains saying that he does not like my persistent interruptions”.

A majority of the children said that although some teachers display a very negative attitude towards their presence, some are very kind, supportive and encouraging. On this vein, one of the teachers expressed his readiness to accept more children with special needs into his class.

"I appreciate having children with special needs in my class. They too need to be part of the general education system to acquire a sense of belonging. Most of these children just want to learn despite their disabilities and I see no reason to accommodate them in my class, after all, they are human-like any other person".

This sentiment agreed with the finding of Ngundo (2012) who was of the view that teachers accepted that children with special needs have a right to education in any

school. Ngundo further says that children with special needs required more attention in any instruction. Children with special needs said that the negative mindset adopted by some of their teachers towards their inclusion in regular classes both hurt and discouraged them. They said that as a consequence, they shied away from participation in almost all aspects of the school experience, both curricular and extra-curricular. This fits in with Anyango (2017) who went a step further arguing that untrained teachers were displaying anxiety in the face of special needs children - whom they had no idea how to handle - in their classes. This unease, the Anyango report went on to say, often led to the display of a very negative attitude towards these children. Odongo, (2012) came to a similar conclusion. This study reports that most cases of teachers found to be aggressive toward children with special needs education in their classes stem from a feeling of helplessness brought about by the lack of training in SNE and how to handle these vulnerable children. According to the pupils sampled, this state of affairs does not just affect their academic activities in regular schools but also frustrates their social interactions causing some of them to abandon school altogether. This study concurs with both Odongo, (2012) and Anyango (2017) and finds that the negative attitude displayed by some teachers towards the inclusion of CWSENs in regular school could be attributed to unease brought on by their lack of training in SNE.

#### 4.4 Observation Checklist

**Table 4.10 Observation Checklist**

Teaching resources	Adequate		Inadequate	
	N	%	N	%
Braille machine	-	-	7	100
Large print course book	2	28.6%	5	71.4
Tape recorder	7	100%	-	-
Hearing Aids	-	-	7	100
Taking books	2	28.6	5	71.4
Bold line paper	4	57.1	3	42.9

As shown in Table 4.10 none of the schools visited had a Braille machine 7 (100%). This is because it was assumed that the provision of Braille equipment was a government responsibility. According to a teacher in one of the schools, the school had indeed owned a Braille machine a while ago, but even that had been insufficient for the pupils. Another teacher confirmed that the school did not have any Braille machines at the time of conducting this research, and confessed that the parents of some of the visually impaired pupils had withdrawn their children from the school because they felt they were better off going back to special schools where their needs would be met. One of the physically challenged pupils confirmed this assertion and reported that the lack of a Braille machine meant that their visually impaired counterparts depended solely on them for note-taking. This unacceptable state of affairs does not only affect visually impaired pupils but also impinges on the concentration of the children whom they constantly request for assistance.

Of the 7 schools sampled, only 2, (28.6%) had large print course books. Another teacher in one school said that though there was a Victor reader in the school, it was in dire need of repairs. Supporting this claim, the only visually impaired pupil in the school complained that he faced a lot of tribulations. He had no access to a Braille machine or Victor reader, both of which had been available when he was in a special school. The results of this study show that if it were possible to provide these facilities, effective teaching, learning, and good results could be attained. This finding is supported by Nafisoro (2011) who reported that the timely provision of sufficient teaching resources in regular schools facilitates effective teaching and learning.

As is in Table 4.10, all 7 schools, (100%), reported that tape recorders had been provided. Whilst this could be a coincidence, it could also be attributable to the fact that they are inexpensive, compared to other teaching resources, and the school authorities could afford to buy utilizing their local collections. As shown in Table 4.10, none of the schools visited (100%) had hearing aids. One of the hearing impaired pupils complained bitterly saying that he was compelled to use friends lecture notes to cope with regular school. When asked whether the school had an interpreter to assist him, he said the only interpreter in the school had been transferred to an institution several years before whilst he was still in primary four. It must be stressed that the provision of an interpreter and hearing aids in these schools is unconditional. They are an absolute necessity that enables pupils with hearing impairment to attend and benefit from the lessons taught in class.

Table 4.10 also reveals that only two of all the seven schools visited, or (28.6%), had talking books. It also indicates that only 4, (51.1%), had bold line papers.

#### **4.5 Findings on Impacts of Parent`s Socio-Economic Status on the Inclusion of CWSENs in Public Primary Schools.**

##### **4.5.1 Parents` Educational Status**

Parents were asked to indicate their level of education they attained. Table 4.11 indicates the findings on parents` educational background.

**Table 4.11 Parents Educational Background**

Level of Education	Number	Percentage
Degree	4	5.1
Secondary Education	57	73.1
Primary Education	13	16.7
Below Primary Education	4	5.1
Total	78	100

Going by the four levels of education analyzed in **Table 4.11** table above, 13 of the parents (16.7%) had attended primary schools, 57 or (73.1%) had secondary education 4 others, (5.1%) had University while the balance of 4 or 5.1% had not completed their primary school education. It is glaring evidence that the analysis shows that the general educational levels attained by a large majority of parents of CWSENs were still low and this tends to make most of them unable to send their children to school and offer support for them to enhance their learning. This verdict

was upheld by one of the pupils who opined that he had not been provided with the support and essentials to facilitate his learning. The lack of basic needs and support to CWSENs will most certainly discourage them and lead to their withdrawal from active participation in classroom activities which, in turn, affects their overall learning. This finding concurs with the finding of David (2007) who reported that students whose parents are illiterate or those with low levels of education cannot expect assistance with their assignments because of their parents' low level of education. Such parents fail to reinforce, motivate, reward or chastise their children when they poorly perform. In support of this finding also, a recent study carried out by Spencer, et al (2019) in the University of East Anglia's revealed that children from poor families coupled with low education level of parents, religion and large family tend to experience a lot of difficulties in attending schools because of lack of support and encouragement which subsequently leads to poor performance of the children in school. This study argued that one of the reasons for the poor enrolment and inclusion of CWSEN in regular schools in Bauchi could be because most parents saw no need to educate children with disabilities because of their low level of education. This observation was voiced by one of the teachers during an FGD:

"Most lowly educated parents of children with special needs tend to pay little heed to the education of their children because they have been misguided to believe that formal education is for children without disabilities. I have observed in my class that children whose parents have higher educational qualifications and financially able show more interest and concern in their children's education than their less-educated counterparts who regard the education of their children meaningless. Educated and economically able parents provide their children with the materials necessary for the facilitation of effective learning".

Teachers view further confirmed that as a result of parent's ignorance, lack of encouragement and ability to provide learning and support materials, many children with special needs whose parents have low educational qualifications lose interest in school work and attain lower educational qualifications than children with educated parents. This assertion seems to concur with UNESCO's finding (2010), which indicates that children from higher socio-economic backgrounds are more likely to enrol in school and register a lower drop-out rate than children from poorer families. The findings of this study are in accord with David (2007) who opined that children of parents with low education background or those whose parents only received very basic schooling lack support, motivation and reinforcement hence, negatively affect their education.

A child whose parents have a low educational background and who is taken to ill-equipped schools staffed by teachers who are not professionally trained to handle CWSENs, cannot possibly hope to receive a germane education. The study was supported by Michubu (2013) who reported that a low level of parents' education is a major barrier that hinders the education of pupils in school. This also agreed with the finding of Chukwudi et al (2017) who asserted that parents' low level of education has direct effects on students' school performance in Nigeria. Farooq et al (2014), Saila and Chamudeswari (2014) reported that children who came from well to do and educated families tend to get support from the parents more than children whose parents had low education status. This seems to concur with the finding of Ibrahim et al (2013) who found out that the causes of pupils dropping out of school

in Uganda in both rural and urban areas are related to parents' low level of education. According to Saila and Chamundeswari (2014), a child who has educated parents would tend to work hard in school to follow the steps of his/her parents, unlike children whose parents have a low level of education.

#### 4.5.2 Parents Family Status

**Table 4.12 Parents Number of Children per household**

Children per household	Number	Percentage
1-3	19	24.4
4-6	13	16.7
7-10	39	50.0
11-above	7	8.9
Total	78	100

Parents were asked to indicate the number of children they have per household. Table 4.5 presents the views of parents about the number of their children per household. Table 4.5 below shows that 39 or 50% of parents of CWSENs have between seven and ten children, 19 parents (24.4%) have between one and three children, 13 parents or 16.7% have between four and six children, while 7 parents or 8.9% have eleven or more children. These findings show that a large majority or 50% of these parents have large families. This fact, coupled with low incomes points to the reason why parents cannot send all their children to school. Large households are expensive to sustain, a fact that is bound to constrain family resources and in many instances parents are forced to make difficult choices such which children to send to school and which will remain at home. Very often, the girl child and children

with disabilities are the victims. This sentiment was supported by a pupil who shared that her father often grumbled about paying her school fees arguing that he had many children and her education would never benefit the family. Moula (2010) reported that large family size tends to affect children`s progress in school. It further revealed that in large families where living quarters are cramped and overcrowded, children are inadvertently deprived of their right to education. This fact, coupled with low incomes points to the reason why parents cannot send all their children to school in Bauchi. This study established that due to the large numbers of children in many families, lack of sufficient earning coupled with low education background, many parents in the state found it difficult to feed, leave alone send their children to school. Under these circumstances, the only ones with a sliver of hope of getting an education are children without disabilities. It transpires that most families in the study area are polygamous units. Such entities are bound to have large numbers of children; forcing parents to make painful decisions regarding which of their children will attend school and which ones will remain at home. Sadly, the axe falls often on children with disabilities because, in the opinion of these parents, CWSEN's are less intelligent and cannot possibly gain much or succeed in school. The findings of this study uphold the premise that the larger the family is, the lower the chances of all the children going to school. The finding corroborates a study carried out by Spencer et al (2019) in East Aghia`s University, USA and revealed that large family size, poverty, parents' low level of education, and financial background affect the education of children in school.

In many African cultures having a child with a disability is considered an abomination, and such children are culturally relegated to the background and hidden. This redundant conviction, large and struggling families and the issues affecting both children with special needs and their able-bodied siblings came up during the teachers' FGDs. The group was told of a child who had confided in the teacher saying "we are ten in our household and my father is a poor labourer. We are so poor that he often goes out to work without having breakfast in the morning". These familial circumstances affect the child with special needs and all the other children in the household and often lead to their termination of school attendance. Moula (2010) agrees that the size of a family affects the education of its children. His rationale was that large family sizes coupled with poverty and low parental education levels are the reason why many children fail to attend or end up dropping out of school.

In the children's FGDs, one of the pupils said that he is from a large family and this fact had forced his mother to step up and take the responsibility of paying his school fees because his father could not afford to do so. Matrilineal accountability is unusual in Northern Nigerian culture, and the scenario narrated above is an unparalleled digression from custom brought about by need. This is a lucid demonstration of the pressure piled on the father which can only impact the family negatively.

### 4.5.3 Parents Occupational Status

Parents were asked to indicate the type of their occupations. Table 4.13 indicates parents' different occupations.

**Table 4.13 Parents Occupational Status**

Occupation	Number	Percentage
Un-employed	47	60.3
Salaried	14	17.9
Self-employed	7	9.0
Casual	10	12.8
Total	78	100

The findings as presented in table 4.4, above show that a large majority of parents of CWSEN (60.3%) were unemployed workers, 17.9% were salaried, 12.8% were casual and the rest, 9.0% were self-employed. This result pointed out that because most of the parents of CWSENs (60.3) were unemployed with unreliable earning that was why they could not afford to send all their children to school even though they love, care for and have good intention for them. This is supported by another pupil in school D who said that his parents had repeatedly informed him that because of his disabilities his education was not as important as that of his able-bodied brothers. The parent according to the child consequently paid school fees for his brothers and sisters neglecting him. This study reveals that the inability to meet financial obligations by most parents of children with special needs affects the education of these children in regular schools. This finding was supported by Najingo (2009) who held that general access to education in Uganda is hindered by high costs and familiar poverty.

Najjingo further revealed that house-hold poverty constrained the inclusion of students with disabilities in regular schools as the parents were unable to buy the basic teaching/learning materials for the children.

In an FGD with CWSENs, another pupil narrated how his father had refused to pay his registration fees and other educational costs such as buying books, uniforms and school bags claiming that he was too poor to do so. He went on to say that his father showed a distinct preference for his able-bodied brother, paying his registration fees and given him all the support he needed. Kaseem et al (2010) reported that children from poor households were not sent to school if the direct cost of their education is high. They asserted that in developing countries the cost of education includes school uniforms, books, and parents-teachers' association levy. The authors further revealed that poor families cannot afford to act on the calculations of future returns to education if doing so jeopardize immediate family welfare. They said that such problems were so common that they forced most pupils to stay away from school. The financial problems distract them from their studies not surprisingly; scoring high grades becomes a very tall order. This agreed with the finding of Abeshi (2013) who reported that parents due to poverty were not able to provide for the education of their children without disabilities even under the Universal Basic Education (UBE) in Nassarawa state, Nigeria which eventually led most of the children stay away from schools.

Poverty decreases a child's chances of attending schools. Children from lower-income families do not score high grades in vocabulary and communication lessons unlike children from high-income families. This is in line with the finding of Saila and Chamundeswari (2014) who reported that children from poor families tend to face numerous problems in schools which could result in poor academic performance. Adding his voice to this argument one of the teachers had this to say:

“Many children whose parents are poor do not perform well in school, and their behaviour and outlook on life is singular because they experience challenges that their counterparts from families with higher incomes do not. Children from low-income families are more likely to drop out of school than children from rich families”.

This study argues that children who received appropriate intercession services are more likely to complete their schools and have better jobs. Children from well to do families tend to succeed in life than children whose parents are battling with daily struggles to survive (Peters, 2004). This study reveals that due to poverty some parents marginalize their children with disabilities in favour of their able-bodied progeny. A pupil in school D during the interview had this to say:

“My parents cannot buy me books and other writing materials that are required. I feel discouraged and have contemplated discontinuing schooling because my parents are poor and cannot afford my school requirements and to give me the attention of other children whose parents are well to do get”.

Another pupil said that his father had categorically told him that because of his disability he could never do well in school, and it would be futile to spend the meagre family resources on him especially given the fact that there were other more capable children to look after. The effect of rejection, neglect, and isolation leads children with disabilities to feel irrelevant and unimportant in society.

The tendency of these parents to close their eyes to their children's education is a reflex reaction to their inability to provide the basic needs to the children due to poverty. Unfortunately, this has a lifelong effect on the entire family as most children especially those with disabilities would not access regular schools and, this may cause, CWSENs to grow up to become jobless and therefore become liabilities to other relatives. This problem could be attributable to parents` inability to pay for their education and this has a direct bearing on their participation and hence their inclusion. Najingo (2009) writing on the influence of parents' socio-economic status on the education of their children states that general access to education in Uganda was seriously affected by high costs and household poverty. He further explains that the high incidence of poverty impact on CWSENs lives by preventing them from accessing services despite the timely introduction of UPE.

Another study by Eunice and Orodho (2014) established that family income determines who attends school and who does not. Because a parent's income is determined by their job, parents in well paying, steady, salaried employment tend to be more acutely aware of the importance of learning and as a consequence, invest

heavily in their children's education. Conversely, when parents do not have reliable incomes, they cannot spare the money to spend on children's education.

#### 4.6 Findings on Strategies that can be adopted to promote Inclusive Education in Public Primary Schools

**Table: 4.14 Head Teachers and Teachers Responses on Strategies**

Statement	Head Teachers						Teachers					
	A		U		D		A		U		D	
	N	%	N	%	N	%	N	%	N	%	N	%
Community participation in school activities	6	85.7	-	-	1	14.3	30	98.8	1	3.2	-	-
Public enlightenment on the benefits of Inclusive Education	7	100	-	-	-	-	27	87.1	4	12.9	-	-
Involvement of parents of CWSEN in school affairs	4	57.1	-	-	3	42.9	22	71.0	8	25.8	1	3.2
Provision of school transportation	6	85.7	1	14.3	-	-	19	61.3	9	29.0	3	9.6
Provision of free education to CWSENs	5	71.4	1	14.3	1	14.3	18	58.0	10	32.3	3	9.6

##### 4.6.1 Community Participation

Table 4.12 summarizes head teacher's and teacher's responses indicating that six of them, or 85.7%, and thirty or 96.8%, respectively, agreed that community participation is one of the main strategies that could promote the inclusion of CWSENs in regular schools in the state. Only 1 teacher said that he was undecided on the matter and 1 school head rejected the suggestion outright. However, as the overall results indicate, the study concluded that the participation of the general community in matters touching on the inclusion of children with special needs in regular schools was identified and confirmed as a major strategy utilizable in the programme to promote the inclusion of CWSENs in general education schools. The

findings were consistent with the study done by Agada (2011) who found that the community can supply the school with local/indigenous staff where possible, teaching resources and ensure the government policies or decisions on education are implemented fully to the benefit of all children in schools within their sphere of influence. In support of this finding one of the teachers during FGDs says:

“The involvement of communities is fundamental in achieving quality education for children with special educational needs in general education schools because they will take part actively in the structuring and organization of the programme, ensure full policy implementation, supervision and assessment of the programme.”

It is clear from the foregoing that community participation in planning, execution, and administration of the programme is an overriding factor for the effective inclusion of pupils with disabilities in regular schools and it is a collective responsibility. This agreed with the finding of Ibrahim (2013) who reported that the success of inclusive education programme in Nigeria is a collective responsibility of all stakeholders in education. The study suggests that when the community is involved, it boosts teachers' moral and confidence and creates an enabling learning environment that attracts and holds the interest of both able-bodied and CWSNs.

A teacher in one of the schools affirms that it became apparent that many schools had not appreciated that the success of any educational programme is dependent upon the collaboration of teachers, parents and the community at large. The responsibility of producing a well-educated generation of children is not the

responsibility of the school alone, but a collaboration of the entire community. Community involvement enlightens parents on the benefits of educating all children indiscriminately. The findings were supported by Ogot (2005) who held that schools should sensitize communities to help eliminate negative attitudes by creating awareness of the nature, causes, prevention and any intervention that may be possible regarding the conditions that create special needs. When a community's attitude is positive, it will be involved in a school's inclusive activities such as the training and support of the families of children with special needs. To fully involve the community, the school should invite local leaders and individuals in the community to visit schools and speak about the benefits of inclusive education. Key stakeholders in inclusive education include the leaders of areas of local civil society, community, religious and local government representatives (Maria and Bwoi, 2015). Involving these community leaders and representatives will not just strengthen the relationship between the school and its neighbours, but will also promote the programme of inclusion by debunking and demystifying its intricacies to the public. Families and community members need to respond to issues affecting the special needs children in their midst to ensure that they participate and contribute their quota significantly. They should create a hospitable environment for other stakeholders to operate smoothly. Where there is no favourable atmosphere, the system cannot operate well hence the need to collaborate with family members in the various communities the school exists (Soliu 2013). Winter and O`Raw (2010) established that a school's community must be regarded as part of the collaborative team for the success of inclusive education. Community participation is central to the success of

the inclusive education practice and should be viewed as an important stakeholder in any inclusive education setting. According to Maria and Bwoi (2015), more parents would send their children to general education schools as a result of a partnership with local communities.

#### **4.6.2 Public Enlightenment**

Head teachers and teachers were asked whether public enlightenment would contribute to the effective inclusion of CWSENs in regular schools and their responses were telling. Table 4.12 reveals that all 7 school head teachers in the study, (100%), 27 class teachers or 87.1%, agreed that public enlightenment would promote the inclusion of children with special needs in general education schools in the study area. Public enlightenment will create awareness in the minds of parents of children with special needs on the importance of sending their children to school. This finding agrees with Nafisoro (2011) who was of the view that creating awareness on the importance of inclusive education would promote the inclusion of students with visual impairment in the University College of Rwanda.

A teacher in one of the schools visited noted that "periodic sensitization workshops and enlightenment campaigns should be carried out by the mass media stressing reasons why children with special needs are included in regular schools. From the results thus adduced, this study can confidently surmise that inclusive education can become a viable practice when there is a continuous sensitization exercise within the community. This finding concurs with the finding of Eunice and Orodho (2014) who reported that community sensitization is one of the strategies to promote inclusive

education programme. This will give parents the interest to send their children to regular schools, pay the requisite fees, follow up on their children's learning and buy their books. Teachers noted that sensitization could be achieved through the organization of short seminars during which parents; teachers and head teachers would be enlightened on the benefits of inclusive education and given reports on the progress they were making at the various stages. Adding their voice to this debate, teachers during FGDs said that; "Sensitizing public on the importance of sending children with special educational needs to general education schools on television, radio, and newspapers should be used to enlighten the general public, government and all other stakeholders." This sentiment was supported by Nkinga (2009) who reported that sensitization is one of the best strategies for the effective inclusion of children with special needs education in special and integrated schools in Kenya. This study establishes that strong sensitization on the importance of inclusive education in the society could not only create awareness in the mind of the parents but also enhances the inclusion of children with special needs in general education schools. Iwuamadi and Obasi (nd) supported this finding. Their study recommends the need to create awareness and enlighten parents of children with special needs on the benefits of sending their children with special needs to regular schools. When awareness is created, it helps to develop a societal positive attitude towards the education of children with special needs in general education schools and also helps to create more strategies that could be used to promote the inclusion of the children in regular schools.

#### **4.6.3 Parents Involvement in School Decision Making Regarding Children with Special Educational Needs**

The involvement of parents of CWSENs in school decision making regarding the education of their children is critical to the implementation of a successful inclusive education programme, and the findings of this study testify to that effect. Table 4.12 reveals that four out of seven school head teachers taking part in the study, 71.0% of teachers were of the view that involving parents of CWSENs in school decision making is vital to the promotion of inclusive education. This study establishes that the involvement of parents in school affairs is most welcome to actively participate in all school resolutions regarding the education of their wards. During teachers FGDs, one of the teachers had this to say:

"To ensure the success of inclusive education programme, parents' involvement in all school decision-making processes regarding the education of their children is paramount because they know their children more than anyone else. Parents should be regarded as important stakeholders in inclusive education programme and their involvement in school decision making should encourage the inclusion and participation of their children in school programmes."

The study, therefore, argues that parents/teachers' collaboration is important and relevance in the implementation of inclusive education programme. Ajibode (2010) states that among professionals' specialists that work with children with special needs under inclusive education, none have a more influential, lasting significant effects than parents of children with special needs and family members where the children spent most of their time. He says that the successful implementation of inclusive education requires the involvement and support of the parents.

The voice of the parents of children with special needs serves as an important pillar in the success of the inclusion of the children in regular schools. In support of this finding, one of the teachers during FGDs comments on the importance of parents' involvement. The teacher had this to say:

"Parents of children with special needs are among the important stakeholders in the education of children with special educational needs because without their support the programme could not be easily achieved. It is, therefore, essential that effort should be made to ensure effective communication and partnership is established and maintained with the parents."

Their involvement would build strong rapport between them and the schools, which in turn would lead to the initiation and organization of sensitization campaigns to get rid of the festering negative societal attitude towards the education of CWSENs. Winter and O'raw (2010) said that the participation of parents of CWSENs in school decision making is central to the successful implementation of the inclusive education programme. These two researchers further said that parents should be regarded as part and parcel of an inclusive education decision-making team in general education schools. This study establishes that parents' involvement in school decision making would no doubt promote the inclusive education programme, because as both interested parties and key players, they would make and implement useful proposals to improve the education of CWSENs in regular schools. This finding corroborates with the finding of Ibrahim (2013) who asserts that parents when involved in school affairs regarding the education of children with special needs will ensure they provide first-hand information regarding the history of their

children, participate in planning of the education of the children, give moral support in terms of enrolling/sending their children to school and participate in the monitoring, assessment and evaluation of the programme. This study, therefore, argues that parent/teacher collaboration is crucial to the successful implementation of the inclusive education programme. When parents are involved in school decision-making they play a useful watchdog role, ensuring that things are done properly and at the right time to the benefit of the children. CWSENs further confirmed that they firmly subscribed to this view saying that involvement of their parents in all school matters regarding their education could ease their learning in regular school noting that their parents would ensure things are done appropriately and in order of priority. In support of this sentiment, one of the teachers during FGDs had this to say:

"As a classroom teacher, I must confess that parents of children with special needs are extremely important stakeholders in the inclusive education programme and their involvement in school decision making concerning the education of their children is very important and necessary. Involving them will help change their negative attitude towards the education of the children. Their participation will, therefore, no doubt promote the education of the children in regular schools because they can monitor the programme, ensure proper delivery of the services and propose appropriate strategies to improve the whole programme"

These study findings concur with Winter and O`raw (2010) who said that parents' involvement in school decision-making regarding their children's education is essential to the inclusive education practice because the connection and engagement sparks an interest and consequently, a positive attitude towards the education of their

children in regular schools. Parents of children with disabilities should be supported to work in partnership with the organization of persons with disabilities and other groups so that they can advocate for the rights of their children (Ozaji 2003). Parents should, therefore, be regarded as a pivotal pillar in the process of implementing the inclusive education programme. Parents have important roles to play in ensuring that their children have access to quality education.

#### **4.6.4 Provision of Transportation for Children with Special Needs Education**

Head teachers and teachers were asked whether the provision of transportation for CWSENs to and from school promote their inclusion, Table 4.7 indicates that 6 out of the 7 school head teachers in the study, or 85.7%, 19 teachers, (61.3%) felt strongly that the inclusion of children with mobility challenges would be greatly enhanced if the government or communities provided school buses in all the inclusive education schools for the conveyance of these children to school and back home. This finding concurs with the finding of Ngundo (2012) who reported that Kenyatta University provided means of transportation to students with special needs to ease their movement within the university. He says that the University provided the “Tuk-tuks to enhance accessibility to lecture rooms and hostels.

Children with disabilities indicate that they were too in favour of the proposed provision of transportation to regular schools and saw it as wonderful measure meriting consideration, and one that would, no doubt, contribute greatly to their decisive inclusion in general education schools. From the foregoing, it is evident that the provision of a shuttle bus to ferry children with mobility challenges to and from

general education schools is an item worth consideration. It must be remembered that many of these children trek long distances to get to school which did not only cause them to be late for class but can also prove embarrassing and uncomfortable for those with bowel or bladder incontinence. This agrees with the finding of Maria and Bwoi (2015) who reported that many children with special needs in Nigeria work long distance to attend schools which make many of such schools inaccessible to children with special needs.

In an FGD, a pupil with physical disability on crutches points out that it was very frustrating and embarrassing for one to struggle to get to school on time but arrive late to find they have missed important school activities. These already marginalized children are further held back by the lack of transportation and cannot attend school regularly and on time like their able-bodied peers, dampening their enjoyment of what should be an exciting inclusive, and therefore equal, education experience. This study, therefore, finds out that the provision of school buses in all the regular schools would ease mobility challenges, eliminate tardiness and lateness. This, it could be argued, is because most of the pupils came from homes distant from school, and need transportation. This is a fact that would enable the children to participate in all class and school activities promoting their learning as a consequence.

#### **4.6.5 Provision of Free Education to Children with Special Educational Needs**

This study sought to find out whether enforcement of free education policy would encourage the inclusion of CWSENs in general education schools. Table 4.12 reveals that a total of 5 school head teachers, 71.4%, 18 teachers, 58.0% agreed that

the provision of free and compulsory education will facilitate the education of children with special needs in general education schools. An analysis of the responses of school heads indicates that free education would facilitate an effective and sustainable inclusive education programme because parents who, due to poverty, cannot afford to pay school fees for their children would have no reason not to send their CWSENs to schools.

Teachers were also in agreement that the success of inclusive education largely depends on the efforts of the government to ensure the full implementation of free and compulsory education in primary schools. Teachers noted that only free education would promote inclusive education practice. They felt that should the government make education free and compulsory, the enrolment and inclusion in regular schools, and consequently the hope for a better life of CWSENs would be enhanced. Teachers came up with the conclusion that the inclusion of CWSENs depended entirely on the government's will to fully implement the policy of free and compulsory education for all children irrespective of their gender or disability. Although the policy of inclusion in regular schools had been in existence for some time, it was in name only. In practice, there were too many impediments curtailing its full implementation one of which was the fact that children were required to pay school fees, PTA dues and other levies - a tall order for many parents of CWSENs, and one that the government needs to tackle urgently if the programme is to succeed.

#### **4.7 Conclusion**

The study identified numerous limitations to the inclusion of CWSEN in regular schools and this chapter assesses these results, their interpretation and the discussions they evoked. These constraints included the insufficiency of teaching resources, unsuitable school buildings; shortage of teachers trained in SNE, use of unmodified curriculum and overcrowded classrooms. It was also established that parents` regarded low educational backgrounds as a factor that affects the enrolment of CWSEN in regular schools. Chances were very low that if a child`s parents had low educational qualifications, he or she would very likely not attend school as most of these parents held the misguided view that educating CWSENs was an exercise in futility as their lot in life was doomed and dismal. This study also established that due to large family sizes, schooling was the reserve of children without disabilities who were deemed most likely to benefit the household in the future. Naturally, this warped mentality had a very negative impact, leading to extremely poor enrolment rates and inclusion of CWSENs in general education schools. The study argues that many of these children were not enrolled in regular schools because most of their parents had a very large family.

On the flip-side, the study also identified numerous thought-provoking strategies that if put into practice could invigorate the inclusive education programme making it an exceptionally viable endeavour. These strategies include community participation in school activities and creating awareness in the minds of people on the value of sending their wards to school. Other notable lines of attack include the full involvement of parents of CWSEN in the school decision-making process, and

especially so in matters touching on the education of their children, the provision of transportation to and from school and the realization of free education for CWSENs at all levels of education.

As discussed in the literature review, most previous studies on the school factors affecting inclusive education reveal that the inclusion of children with special educational needs is still wanting. Most of those studies did not focus on status of inclusive education and provision of quality education for children with special educational needs in primary schools. This study, therefore, contributes to the existing literature by concentrating on status of inclusive education and provision of quality education at primary school level.

Further to the foregoing, most previous studies on the effects of parental socio-economic status on pupils' education concentrated on parents of children without disabilities. These studies did not consider the views of parents of children with special educational needs who make up one of the most important stakeholders within the inclusive setting and whose participation contributes to the success of the programme. Hence this study contributes to the existing literature by addressing the effects of parental socio-economic status of children with special educational needs. The current study also contributed to the existing literature by investigating more strategies that could enhance the inclusion of CWSENs in regular primary schools.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter presents the findings of the study on the state of inclusive education in Bauchi State, Nigeria. It covers the summary of the key findings and conclusions drawn from the study and concludes by presenting a catalogue of recommendations, suggestions, and areas of interest for possible further study.

#### **5.1 Summary of the Study**

This study gives a summary based on the research objectives that the study set out to investigate. These objectives sought to:

- i. To determine the school factors that affect inclusive education in public primary schools in Bauchi.
- ii To determine the socio-economic status of parents and their impact on the inclusion of children with special educational needs in public primary schools in Bauchi state.
- iii. Establish the strategies that can be adopted to promote inclusive education in public primary schools in Bauchi state.

##### **5.1.1 Summary of Findings on the School factors that affect Inclusive Education**

The first objective of this research was to determine the school factors that affect inclusive education in public primary schools in Bauchi state. These challenges included the insufficient provision of teaching/learning resources, inaccessibility of

school buildings, large classroom population sizes, inadequate numbers of teachers trained in SNE, insufficient funding for the inclusive education programme, and the use of a rigid curriculum. Below is a summary of each of these apparent impediments:

The insufficient provision of teaching/learning resources was documented as one of the major impediments to the successful inclusion of CWSENs in general education schools. All participating school head teachers were of the view that the poor state of inclusion rate of children with special educational needs in general education schools was attributable to the lack of adequate teaching and learning facilities that would enhance the teaching and learning effectiveness to reach out to all children including those with special educational needs. Such facilities include typewriter, talking books, Braille machine, and tape recorder, among others. The head teachers noted that this deficiency greatly frustrated and demoralized the teachers as they were not able to meet the individual needs of all the children. This compounded the problems of CWSENs who due to their impairments were already facing difficulties coping with their school programmes and were now further disadvantaged by teachers' inability to cater to their special educational needs. This consequently led to the segregation of the CWSENs in this supposedly inclusive education programme as they could not participate effectively in general education schools. Although the head teachers placed this problem squarely on the governments' failure to prioritize and give due attention to the education of CWSENs in regular education schools, this study argues that though the school heads blame the government for failure to provide adequate

teaching and learning resources, they can use some of the little resources generated in the school to provide some teaching and learning resources. It would also be expected that they would be in the forefront encouraging teachers to creatively address the learning needs of all children including those with special educational needs. Their failure to do so is indicative of their views on disability that their needs are secondary importance and therefore not of immediate concern. Analyses of teacher's responses indicated that they concurred with their head teachers that poor inclusion of CWSNs in regular schools was because their schools had inadequate teaching/learning facilities. The teachers further admitted that they were demoralized by these shortages, a fact that unfortunately also negatively impacted their interest and ability to work as teachers of CWSNs.

The second perceived impediment to the successful inclusion of CWSNs in general education schools was listed as the inaccessibility of school buildings. The majority of school heads and class teachers agreed that most buildings in regular schools were not barrier-free, noting that their planners and builders did not have CWSNs in mind when designing them. This oversight made free movement within the institutions very difficult for the children especially those in wheelchairs and visually impaired. They further said that classrooms in these schools had not been adapted to suit CWSNs, a fact that posed serious safety challenges. Once again, they pinned this predicament on the failure of the government to make school buildings disability-friendly. The study however noted that where the school management could directly take the responsibility and action to alleviate some of

these challenges faced by CWSENs they were nonchalant and made no effort to mitigate some of the challenges by providing ramps or modifying the pathways and doors steps nor did they even attempt to level the rough terrain leading to facilities like toilet. This compounded the problems leading to further segregation of the children in general education schools, a fact that greatly affects their education.

Large classroom population sizes and overcrowding were listed as the third major hindrance to the successful inclusion of CWSENs and contributor to their poor academic performance in general education schools. The analysis of class teachers` responses on this point produced a consensus. They were generally in agreement that their schools had been compelled to enrol more students than they were designed for, creating a huge problem. There was little spacing between the rows of students to allow for free movement, and this state of affairs made the classroom experience very restrictive and did not allow for the active participation of the children in the classroom. Contributing teachers expressed their frustration when dealing with such huge class sizes, and lamented that large classroom populations had a serious and detrimental effect on the inclusion of CWSENs in regular schools. They said that although they were willing and prepared to teach effectively and selflessly, the sheer numbers in a classroom made their best efforts an exercise in futility. In their submissions on the same, CWSENs indicated that large classroom sizes were a grave impediment to their ability to settle in and be taught in regular schools, and lamented that their overpopulation in class meant that teachers could not pay attention to

individual children to the detriment of slower learners, children with low vision and those with attention deficit disorder among others.

According to the study's findings, the fourth stumbling block to the successful implementation of the programme to include CWSENs in regular schools was the inadequacy of teachers trained in SNE. The study found that most general education teachers in regular schools were not trained in SNE and as per their admission, did not have adequate knowledge and skills to handle children with special educational needs and that was probably why the assimilation of CWSENs into regular schools was so poor. To remedy this deficiency they relied heavily on sporadic workshops organized by the State Universal Education Board to glean whatever instruction they could garner. Once again, the teachers attributed this dilemma on the failure of the government to prioritize the education of CWSENs. Despite the governments' failure to give teachers training priority, the school management could have used the little revenue to organize in-house training for teachers to upgrade their skills to handle children with special educational needs but haven't. This had greatly affected the education of children with special educational needs.

The fifth factor affecting the effective implementation of the inclusion of CWSENs in regular schools as listed under the first objective of this study was the insufficient funding of the inclusive education programme. The respondents were in agreement that a programme meant to enable schools to accommodate all categories of CWSENs could never become a reality without adequate funding. This study noted

that there is the need to engage specialist such as resource teachers who could provide direct services and intervention programme to the children, physiotherapist to improve motor skills to ease movement, counselling psychologist who can counsel the children on ways of interaction and responding to the environment, audiologist who ensures all children access to auditory information and recommends hearing aids and speech reading development, technicians to maintain the equipment such as wheelchair, Braille machine, etc., social worker to provide support to children in developing positive behavioural intervention among others. This can only be realized if the schools have adequate funds to engage these specialists. This study noted that the school management did not make any effort to engage specialists to cater for the children because they viewed this responsibility lay on the government alone hence had to leave the task on the state.

The final factor affecting the effective implementation of the inclusion of CWSN in regular schools under this study's first objective was the use of a rigid curriculum. In expressing their views, teachers were categorical that the use of a rigid curriculum in regular schools can only frustrate the learning efforts of CWSNs, and the study revealed that the curriculum used in schools was very inflexible and that schools did not make any effort to modify it for the benefit of CWSNs. Interestingly, the reason for this failure lay in the false assumption that the responsibility for ensuring that the curriculum was appropriately modified and distributed to all schools lay with the Ministry of Education. Disability is not homogenous and every case presents a singular challenge which must be addressed uniquely. It would be virtually

impossible for the government to provide a curriculum that caters for all children and relies on the teachers' interest, commitment, creativity and ingenuity to manipulate the curriculum to the advantage of each and every child in the classroom. The school authorities did not encourage the teachers nor do they make any adjustments in the school or give any additional materials/resources that could be used by teachers to aid this. Teachers perceived that since they have no training, they can do nothing. They also noted that the overcrowded classrooms, overload and low remuneration discouraged them from taking up any additional work to meet the needs of these children. This study observed that each teacher should modify the curriculum according to individual child and the government can only step in to reduce heavy emphasis on exams, and also review examination rules and conditions for CWSENs on needs based.

### **5.1.2 Summary of Findings on the Effects of Parental Socio-Economic Status on their children's learning**

The second objective of this study was to establish the parental socio-economic status affecting the inclusion of children with special needs in regular schools. The analysis of the data derived indicates that most of the children whose inclusion rates were low were from families whose parents had low educational qualifications and who had little or no interest in school. The study attributes this to two main frustrations; namely, a regrettable lack of parental encouragement and interest in the children's academic endeavours, and the inability of parents to support their CWSENs by supplying the requisite learning materials due to irrepressible financial

constraints. The results, therefore, seem to suggest that children of parents with low educational levels tend to benefit less from school compared to children of more educated parents.

Further analysis displays that a majority of the parents in the study were low-income earners meaning that they faced greater difficulties in their effort to provide their families basic needs. It is therefore prudent to conclude that the apparent propensity of these overburdened parents to ignore the education of their CWSENs is a reaction to their inability to provide for their children. A large majority of parents in this study also had inordinately large families, many of them polygamous. Due to family poverty levels, traditional beliefs, and misplaced priorities, the chances of a child from such households going to school were only guaranteed to children without disabilities. In the minds of many of these parents, CWSENs cannot handle education and thus, taking them to school is both torturing to the child and a pointless waste of scarce resources. Parents were on agreement that the large size of their families coupled with their low incomes determined who attended school.

### **5.1.3 Summary of Findings on Strategies to Enhance Inclusive Education**

This study's third objective was to identify strategies that could be implemented to boost the programme of inclusion of CWSENs in regular schools. Most respondents thought that the involvement of community in the school programme was a fundamental requirement for the effective inclusion of CWSENs in regular schools, arguing that the community will boost the teachers' efforts and determination to handle CWSENs, which in turn, enhanced learning. They argued that a motivated

teacher was more likely to encourage CWSENs to participate actively in class. The second proposal presented by respondents was an increase in the sensitization exercise of the importance of inclusive education programme to the public. They were of the view that sensitization will create awareness in the minds of people about the importance of sending children with special educational needs to schools. This will give to parents the interest to send their children to schools, pay school fees and follow up on their children's learning. This study argues that sensitizing parents on their role in supporting their children's education could promote the inclusive education programme. It is worth noting that almost all respondents were of the view that sensitization is key to the successful implementation of an inclusive education programme. This study noted that neither the government nor the school saw sensitization as an important strategy to promote inclusive education. This could be because they saw sensitization as expensive to accomplish it especially when it involves media outlets.

Another proposal under the third objective of this study was the involvement of parents of CWSENs in the school decision-making process, and especially in arriving at those decisions that touched directly on the education of their children. Head teachers recognized the importance of their CWSEN's parents input and welcomed their involvement, saying that parents were at liberty to participate actively in school decisions regarding the affairs of their CWSENs as it was the parents who ensured their children attended school regularly and supervised their take-home assignments as given by their teachers. The head teachers further felt that

involving parents of CWSENs in school decision making would rope the parents in and involve them in programmes to initiate and organize sensitization campaigns to purge society of its negativity towards CWSENs. Bearing all these factors in mind, it was very clear that parents` participation in the school decision-making process regarding their children was fundamental to the success of the inclusive education programme. Interestingly, however, the study established that many parents were not aware that their contributions were important or welcome. This study concludes that the schools do not engage the parents in the school programmes nor sensitize them on the role of supporting their children with their school work. This could be because the school managers did not know that involving parents in the affairs of their children is a key to the successful inclusion of the children in general education schools.

The final two proposals that came out of this objective were addressed to the government. The respondents believed that if CWSENs enrolled in regular schools and were provided with transportation to and from school, they would report to school on time and not have to struggle trekking long distances or pushing and squeezing in handicap unfriendly public transportation. It was felt that if their transportation woes were removed, CWSENs would relish the prospect of going to school and this eagerness if tapped, would greatly promote the effective participation of these children in school activities. The respondents were also of the opinion that the provision of free and compulsory education in regular schools as a strategy would buttress the inclusion of CWSENs in regular schools. They agreed that free

education would relieve parents of the burden of paying school fees and encourage them to send their CWSENs to school, thus accelerating the speed of inclusion of these children in regular schools. It is intrusive to note that almost all the respondents in this study thought that it was the role of the government to provide all the needs of this education. This study argues that both the school managements, teachers and parents did not see their role in improving the education of children with special educational needs. This could be because these stakeholders saw these children as different from other children and needing help and therefore should be a state responsibility and not theirs. They look at them as people who will always be dependent and therefore it was incumbent on the state to look after its dependent population. This study also noted that these stakeholders viewed children with special educational needs as expensive to provide for materially, time and resources and yet not a viable investment, hence had to conserve the scarce resources and leave the state to provide for them.

## **5.2 Conclusion**

Inclusive education is a phenomenon that is gaining global attention, Nigeria was one of the countries that endorsed the policy of inclusive education to accommodate children with special educational needs in general education schools. The National Policy on Education (2004) spelled out that children with special educational needs should be educated in general education schools. Despite the policy supporting inclusive education, this study found that there was no planning and preparation for the effective inclusion of children with special educational needs in general

education schools in Bauchi state and that though the policy exists, it remains very passive and largely only at policy and not implementation and enforcement level. The study also found that the concept of inclusive education has not been fully understood even among planners and professionals. The study also found that the education of children with special educational needs in general education schools in Bauchi had not been given any priority, it is grappling with numerous impediments which seriously affect the full inclusion of the children in general education schools. The study found that the provision of an appropriate teaching and learning environment for children with special educational needs is still far from ideal. This study believes that failure to address the needs of these children has a serious implication on the learning achievements and outcomes of these children. This will, in the long run, inadvertently affect national development. Evidence from the sample schools that participated in this study revealed that the attempt at the inclusion of children with special educational needs in general schools faced by numerous challenges key among them being:

- i. That most of the school buildings such as classrooms, offices, libraries, and toilets are inaccessible to CWSENs thereby affecting their full participation in school activities, be they social, academic or extracurricular activities.
- ii. That most of the teachers currently teaching in the schools lack training in special needs education a situation that affects teachers` readiness and ability to perform their duties effectively.

- iii. That teaching/ learning resources such as talking books, Braille machines, typewriters, etc are not adequately provided in general education schools a fact that hinders teaching/learning.
- iv. That the classrooms in general education schools are overcrowded with almost all spaces occupied by desks or children sitting on the floor, leaving no space for teachers to move around the class assisting and assessing the pupils learning. These overcrowded classrooms are also difficult to manage, control and teach effectively.
- v. That inclusive education in Bauchi state is not adequately funded. This is a finding shared by Ada (2013) who noted that schools operating inclusive education in Nigeria are not adequately funded. This is an indication that this is not only a problem in Bauchi but the whole of Nigeria. Without adequate funding school expansion and modification of the school facilities and provision of adequate teaching and learning materials cannot be achieved.
- vi. The socio-economic factors such as large family size, occupation, and low income and low educational levels affect the education of children with special educational needs in general education schools. This is because these factors limit their ability to support, provide and encourage children, especially those with SENs, and those whose return on investment is viewed as low.

### **5.3. Recommendations**

This study gives the following recommendations:

- i. The government should develop sound policies and appropriate delivery mechanisms and procedures to ensure the effective implementation of the inclusive education programmes with periodic monitoring and audits.
- ii. That a special directorate of inclusive education should be created at the Federal and State ministries of education to be charged with the responsibility of planning, strategizing, implementation and monitoring of inclusive education programmes.
- iii. That provision of sufficient and appropriate teaching resources should be given top priority by all stakeholders and the schools sensitized on the need to make necessary modifications and adaptations to cater to CWSSENS. More funds should be allocated for regular schools to enable them to purchase adequate teaching resources, renovate school structures, retain professional teachers, remunerate teachers, etc
- iv. That architects, designers, and school authorities scrutinize and re-evaluate blueprints before construction of institutions commences taking into consideration the varied limitations of CWSSENS. This should be enforced by strengthening, passing and enforcement of a law that schools and other buildings should be renovated and designed to accommodate CWSSENS and all new buildings must conform to this demand.
- v. That MOE should embark on the recruitment of professionally trained teachers and institute the prompt training of current general education teachers in SNE.

Further, the Ministry should ensure all teacher training institutions incorporate SNE in their curriculum as a compulsory unit for teachers and in-service all already practicing teachers.

- vi. The Federal Government should re-introduce a literacy education programme to enable parents to attain to higher educational level.
- vii. The government should ensure the modification of curriculum to meet the needs of children with special needs in general education schools.
- viii. The government should ensure the decongestion of classes to maintain the standard teacher/pupil ration to enable not only children with special needs but also children without disabilities to benefit from the general education classroom. This would mean the creation of more, or expansion of existing schools and the provision of adequate teachers.
- ix. Special committee at the community`s level to be set up in collaboration with organizations of persons with disabilities to ensure full inclusion of children with special educational needs in general education schools. Parents of children with special educational needs should be involved in all matters related to inclusive education. Enlightenment campaigns should be carried out by the mass media stressing the importance of inclusion of children with special educational needs in general education schools.

#### **5.4 Further Research**

- i. The current study focused on all children with special education needs. It, therefore, forms a basis for more in-depth need specific study on specific disability.
- ii. This study covered only one state of the country, Bauchi. A similar study should be carried out in the entire North-East sub-region of Nigeria or replicate in other states.
- iii. A study on the impact of the Universal Basic Education (UBE) programme and its promotion of inclusive education in regular schools should be carried out to show what it entails, how effective it has been and its adequacy or failings. This study would give highlight areas of need in inclusive education.

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**SECTION C: Select the strategies that you feel to promote the inclusion of CWSENs in general education schools**

Please indicate your level of agreement on the following statement as follows:

Agree (A), Undecided (U)and Disagree (SD)

Statement	A	U	D
<b>1</b> Community participation in regular schools			
<b>2</b> Public enlightenment on benefits of inclusive education program			
<b>3</b> Family/ parental participation/concern in school activities/progress of their children			
<b>4</b> Provision of school transport to CWSENs			
<b>5</b> Strengthening the policy of free and compulsory education			



**SECTION C: Strategies to promote the inclusion of CWSENs in general education schools**

Statement	A	U	D
1 Community participation in school affairs will improve the performance of CWSENs in the general education classroom			
2 Sensitization exercise will promote the inclusion of children with special needs in regular schools			
3 Family participation in school decision making promotes the inclusion of CWSENs in regular schools			
4 Provision of school transport can enhance pupils` inclusion in regular schools			
5 Provision of free and compulsory education to CWSENs can promote inclusion			

**SECTION D: Focus Group Discussion Guidelines for General Education Teachers**

Welcome, Focus Group Discussion members. I am YunusaAbubakar. Thank you for being here to participate in this research activity. While we are here, we need to adhere to a few guidelines to protect your integrity. You should not refer to anyone by name or mention your school. The discussion will be audiotape to transcribe the discussion to look for topical themes. When my thesis is completed, I will destroy the audio recording. You have been invited here because you have valuable input on the topic of discussion. I hope each of you will have the opportunity to contribute to the discussion.

**Focus Group Questions**

1 What other factors do you considered as impediments to the inclusion of children with special educational needs? Probe for effects/how/why.....  
 .....

2 What curriculum do you use for teaching inclusive classrooms? Probe for flexibility/suitability.....  
 .....  
 .....

3What is your view on inclusive education? Probe for pros and  
cons.....

.....

**Appendix 3: Questionnaire for Parents of CWSENs**

**Parents` response form**

**Dear Sir/Madam,**

My name is YunusaAbubakar, a Ph.D. student of Kenyatta University Nairobi, Kenya, researching the Status of Inclusive Education and Provision of Quality Education for Children with Special Educational Needs in Primary Schools in Bauchi State, as partial requirement for the award of Doctor of Philosophy (Ph.D.) in Sociology of Education. It is expected that the finding of this study will guide policy formulators and service providers to improve the delivery of educational services.

**SECTION A: Parents` socio-economic status**

**1 Parents` Educational Background**

**Instruction:** please tick the most appropriate response for each item

- a) Below primary education ( )
- b) Primary education ( )
- c) Secondary education ( )
- d) University education ( )

**2) Parents` Occupation**

- i) Self-employed ( )
- ii) Un-employed ( )
- iii) Casual ( )
- iv) Salaried ( )

**3) Number of Children per Household**

- i) 1-3 ( )
- ii- 4-6 ( )
- iii- 7-10 ( )
- Iv-11-above ( )

**4) In your view what do you think are the effects of large family size on the education of your children with special educational needs in regular schools.....**

.....

.....

.....  
.....  
.....

5) In your view describe how low educational level can affect the education of your children with special educational needs.....

.....  
.....  
.....  
.....  
.....

6) In your opinion state how your occupation affects the education of children with special needs in general education schools.....

.....  
.....  
.....  
.....  
.....

## **Appendix 4: Interview structure for CWSENs**

### **Pupils` response form**

**Hi,**

My name is Yunusa Abubakar, a Ph.D. student of Kenyatta University Nairobi, Kenya, researching the Status of Inclusive Education and Provision of Quality Education for Children with Special Educational Needs in Primary Schools in Bauchi State, as partial requirement for the award of Doctor of Philosophy (Ph.D.) in Sociology of Education. It is expected that the finding of this study will guide policy formulators and service providers to improve the delivery of educational services.

#### **SECTION A: Demographic data of CWSENs**

1) Gender            Male ( )    Female ( )

2) Age 13 ( ) 14 ( ) 15 ( ) 16 ( )

3) Class 3 ( ) 4 ( ) 5 ( ) 6 ( )

#### **SECTION B: School Factors that affect Inclusive Education in regular schools**

4) Does your school have sufficient teaching resources?

5) Are your school buildings accessible to your needs?

6) What will you wish the government to do to improve your inclusion in general education schools?

7) What is the attitude of your teachers towards your inclusion in their classes?

8) What other factors do you consider as an impediment to your inclusion in general education classrooms?

#### **Focus Group Discussion Guidelines for Children with Special Educational Needs**

Welcome, Focus Group Discussion members. I am YunusaAbubakar. Thank you for being here to participate in this research activity. While we are here, we need to adhere to a few guidelines to protect your integrity. You should not refer to anyone by name or mention your school. The discussion will be audiotape to transcribe the discussion to look for topical themes. When my thesis is completed, I will destroy the audio recording. You have been invited here because you have valuable input on the topic of discussion. I hope each of you will have the opportunity to contribute to the discussion.

**Focus Group Questions**

- 1) Briefly describe some of the challenges regarding your inclusion in regular school
- 2) Do you think your teachers in regular school could effectively teach you, compare to your teachers in a special school? If no why do you think so?
- 3) Do you enjoy staying in regular schools?
- 4) Could you suggest how your inclusion in regular schools will be enhanced?

**APPENDIX 5: Observation checklist- Teaching resources/aids**

S/n	Items	Adequate	Inadequate
1	Braille		
2	Vector reader		
3	Hearing aids		
4	Large prints coursebook		
5	Tape recorder		

## **APPENDIX 6: Letter Requesting for Research Permit**

Department of Educational Foundation

Kenyatta University

Post Office Box 43844-00100

Nairobi-Kenya

November 2014

The Executive Chairman,

Bauchi State Universal Education Board

Post-Office Box

Bauchi.

Dear Sir, Madam

### **RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH**

I humbly request permission to research with school heads, teachers, pupils and parents of children with special educational needs at selected inclusive schools in Bauchi city. I am a lecturer at Bauchi State University, Gadau and currently pursuing a Ph.D. in Sociology of Education at Kenyatta University Kenya. My thesis topic is *"The Status of Inclusive Education and Provision of Quality Education for Children with Special Educational Needs in Primary schools in Bauchi State Nigeria.*

Please note that all the information collected will serve no other purpose than of academic research and all names will be kept confidential. I will ensure that the research the collection of data will be done at a convenient time as negotiated with the schools' management. Further, I will make sure the data collection will not interfere with normal school activities. Please find attached an introductory letter from the Graduate School, Kenyatta University.

Your favourable consideration in this regard would be appreciated.

Yours faithfully,

YunusaAbubakar (Ph.D. fellow)

Adm. No: E83f/23856/2012

Gsm No: 07037900328/07056222730

**APPENDIX 7: State Universal Basic Education Board Research Permit**



☎: 077-543564

Our Ref: **GEN/275/V1**

Your Ref: \_\_\_\_\_

**SECRET**

**BAUCHI STATE OF NIGERIA  
STATE UNIVERSAL BASIC EDUCATION BOARD, BAUCHI**



**OFFICE:**  
Ran Road  
Near Awalah Round-About  
P.M.B. 0109, Bauchi  
E-mail: basubeb2007@yahoo.com  
Website: www.basubeb.com

Date: **8/02/2015**

TO WHOM IT MAY CONCERN

**RESEARCH PERMIT**

The bearer (Yunusa Abubakar) is a Student of Kenyatta University Nairobi, Kenya. He is a Staff of Bauchi State University and is here for a PhD research on a topic – “Inclusion of Children with Special Needs” to some selected inclusive primary schools in Bauchi State LGEAs. The schools are as follows:

1. CYDI Primary School Bauchi.
2. Gemzo Primary School Toro
3. Waziri Mazadu Primary School Dass
4. CPC Darazo
5. Bayan Banki Primary School
6. Dumi Primary Bauchi
7. Fada Primary School

You may wish to assist him get the required information, please.

**Larai A. Bishams**  
**For: Executive Chairman**

**SECRET**

**APPENDIX 8: Graduate School Research Permit**



**KENYATTA UNIVERSITY  
GRADUATE SCHOOL**

E-mail: [dean-graduate@ku.ac.ke](mailto:dean-graduate@ku.ac.ke)

P.O. Box 43844, 00100  
NAIROBI, KENYA  
Tel. 810901 Ext. 57530

Website: [www.ku.ac.ke](http://www.ku.ac.ke)

**Internal Memo**

**FROM:** Dean, Graduate School **DATE:** 16<sup>th</sup> November, 2014  
**TO:** Yunusa Abubakar **REF:** E83F/23856/12  
C/o Educational Foundations Dept.  
KENYATTA UNIVERSITY

**SUBJECT: APPROVAL OF RESEARCH PROPOSAL**  
=====

This is to inform you that Graduate School Board, at its meeting of 12<sup>th</sup> November, 2014, approved your Research Proposal for the Ph.D. Degree **Subject to “Rephrasing the title”**.

Thank you.

A handwritten signature in blue ink, appearing to be 'RM', is written over a horizontal line.

**REUBEN MURIUKI  
FOR: DEAN, GRADUATE SCHOOL**

c.c. Chairman, Department of Educational Foundations

Supervisors:

1. Dr. Isabella Musyoka-Kamere  
C/o Department of Educational Foundations  
Kenyatta University
2. Dr. Salome Nyambura  
C/o Department of Educational Foundations  
Kenyatta University

RM/cno

**APPENDIX 9: Map of Bauchi State, Nigeria**



**APPENDIX 10: Budget:**

The study was funded by Bauchi State University, Gadau in Collaboration with Tertiary Education Funds.

**Budget for the study**

<b>S/N</b>	<b>Item</b>	<b>Cost(#Naira</b>
1	Proposal development	700,000
2	Stationery and recording items for research	600,000
3	Pilot study	250,000
4	Transport (researcher and two assistants)	250,000
5	Thesis writing (typing, editing, proofreading,)	250,000
6	Thesis production	250,000
7	<b>TOTAL</b>	<b>#2,300000</b>