



Implementation of Inclusive Education in Some States of North-West Nigeria

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ABSTRACT

This study investigated the implementation of inclusive education in some states of the North West, Nigeria. Five research hypotheses guided the study. A sample size of 180 respondents comprised headteachers/desk officers, teachers and students/pupils in an inclusive educational institution. A structured questionnaire developed and validated was used for data collection in the study with a reliability of 0.74. Analysis of variance (ANOVA) was used in testing the research hypothesis. The results indicated that there was no significant difference among the respondents on the policy issues in the implementation of inclusive education in North-West Nigeria. There was a significant difference among the respondents on the attitudes of teachers towards the implementation of inclusive education in North-West Nigeria. There was no significant difference among the respondents on teachers' training towards the implementation of inclusive education in North-West Nigeria. There was a significant difference among the respondents on adequate support and resources in the implementation of inclusive education in North-West Nigeria. There was a significant difference among the respondents on curriculum issues in the implementation of inclusive education in North-West Nigeria. It was recommended among others that for inclusive education policy to work effectively there should be effective and supportive leadership in all the inclusive educational institutions. Teachers should develop positive rather than negative attitudes and confidence towards the implementation of inclusive education in the zone. There should be training and retraining of teachers towards effective implementation of inclusive education and the teachers should avail themselves of these opportunity provided by the government in this direction. The government and the heads of these institutions should provide adequate support services and make available the necessary resources towards the implementation of inclusive education in the zone. The curriculum should be made flexible to accommodate the different segment of the students/pupils which will also allow for everyday survival skills.

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INTRODUCTION

Education is vital to national and human development in every society and it is the fundamental human right of every individual on the surface of the earth to acquire one form of education or the other. Education also plays a great in the economic development of society, as a result of this, the government, religious organization, non-governmental organization, parents and other

well-meaning individuals give so much attention to education for all. The normal average learners have little or no problem with learning while the disabled in the society has some challenges with learning leading to the establishment of special schools for them. These special schools such as schools for the blind, deaf and dumb, learning disability and other types of schools for special learners have their challenges such as adaptation to the

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general population for the learners after completing their studies thereby leading to the issue of inclusive education.

Inclusive education is relatively a new idea in the discipline of special needs education. Inclusive education emerged as a result of the failure of integration, mainstreaming or normalization that was practised in different approaches. In March 1990 at Jorntiem, Thailand, the arms of the United Nations converged and declared education for all (EFA) where three fundamental problems to basic education were observed.

- i. Educational opportunities were limited with too many people having little or no access to education.
- ii. Basic education was considered narrowly in terms of literacy and numeracy rather than having a foundation for lifetime learning and citizenship, and
- iii. Certain marginalized groups such as disabled members of minority ethnic groups, poor minorities, girls and women were at particular risk of being excluded from education

The disabled learners face multiple barriers to receiving an education including inaccessible schools, inaccessible teaching-learning materials and attitude from teachers and peers (Ukpepi and Opuwari, 2019). Inclusive education is necessary for peaceful co-existence because it brings about the development of the country by bringing learners with and without special needs together indicating that all learners are equal and that they can learn together thereby removing every form of barriers on the part to equal education for all.

Different studies have been conducted in different part of the world on the implementation of inclusive education, for instance, Ireri, King'endo and Thurairia (2020), examined the impact of school strategies in overcoming physical barriers that hinder the implementation of inclusive education in Kenya. The population of the study comprised one hundred and fifty-one (151) respondents. A sample size of one hundred (100) respondents (teachers) teaching learners with disabilities, interviews from 11 learners with disabilities to discuss personal experiences on physical barriers and 5 focus group

discussions with non-disabled learners learning in the same classroom with learners with disabilities. The study was guided by the Social Model of Disability and adopted a mixed-method research design. Quantitative data were analysed using inferential statistics. The ANOVA and t-test were used to test the study hypotheses. The study established that school strategies were not anchored in overcoming physical barriers that hindered the implementation of inclusive education, with various challenges affecting the strategies.

Mokaleng and Mowes (2020) assessed the issues affecting the implementation of inclusive education practices in selected secondary schools in the Omaheke Region of Namibia. A quantitative research approach was followed. The population of the study was made up of secondary school teachers in the Omaheke region. Data was collected using questionnaires which were administered to a stratified sample of 90 secondary school teachers. The data was analysed using descriptive statistics in the form of frequencies and percentages. The results indicated that the implementation of inclusive education was hampered by various issues such as inappropriate policy development issues, teachers' attitudes, lack of teachers' training, inadequate support and resources, as well as curriculum issues.

Alhassan (2014) examined teachers' attitudes in implementing inclusive education in primary and junior high secondary schools in Bole and New Juaben districts. Interviews were conducted and two classroom observations were undertaken in selected primary and junior secondary schools. 108 teachers responded to questionnaire measures of attitude and 10 were interviewed. 20 students were also interviewed. The data were analysed qualitatively and results tabulated with percentages. Results showed differences in teachers' attitudes depending on the type of students' disabilities and disability severity. Negative attitudes of teachers were associated with large class sizes and the presence of a student with a disability in the classroom.

Ngulube (2016) explored the challenges and facilitators of inclusive education policy implementation for pupils with special education needs in regular post-primary schools in Zambia. The respondents were purposively chosen from two schools in

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one of the ten provinces of Zambia. 32 teachers involved in inclusive education responded to a questionnaire which had closed-end questions, and 4 senior school administrators responded to semi-structured interview. Findings suggest that inclusive educators in Zambia face challenges that hinder the full implementation of inclusive education of the pupils with special education needs in regular post-primary schools which among others includes a lack of clear and coordinated school inclusive policy guidelines to guide teachers, inadequate government funding and inadequate provision of teaching equipment.

Akinyi, Nyangia, and Orodho, (2015). Investigated the challenges facing the implementation of inclusive education in public secondary schools in Rong'i Sub-county, Migori County. The study sample comprised 5 students with special educational needs per school from all the types of school, boarding, day, mixed, yielding 170 students, all principals, three teachers per school, and the Sub-County Quality Assurance and Standard Officer. Data was collected using a questionnaire for students and teachers and interview schedules for principals and District Quality Assurance Standard Officer. The main research instruments used were questionnaires, interview guides and observation checklists. The findings of the study show that physical and critical learning resources were either inadequate or quite dilapidated, there were inadequate specialized teachers to handle the special needs education curriculum, and there were several socio-economic and cultural variables that constrained effective teaching and learning in most sampled schools.

Wanjiru, (2017) investigated teachers' knowledge on the implementation of inclusive education in early childhood centres in Mwea East Sub-County, Kirinyaga County, Kenya. The purpose of the study was to determine the knowledge and skills of teachers in implementing inclusive education, the nature of instructional adaptation and the availability of teaching-learning materials in handling learners in an inclusive setting in Early Childhood Education in Mwea East Sub-County, Kirinyaga County. The study used a descriptive survey design where both qualitative and quantitative approaches were

employed to enable the researcher to explain the teachers' knowledge on implementation of inclusive education in ECD in Mwea East Kirinyaga County, Kenya. A target population was all the pre-primary teachers from Mwea East County. The sample of the study was 40 teachers from the sampled school. Descriptive data were analysed with the help of a statistical package for social sciences (SPSS). The data were presented in frequencies, tables, and bar graph. The findings showed that teachers were not well equipped and prepared to handle learners with diverse needs in ECDE classrooms. Teachers lack sufficient knowledge and skills which should have been acquired during training. In terms of the contribution of ECDE teacher training on practising teachers' knowledge and skills of inclusive education in early childhood centres, the study concluded that teachers professed that their professional knowledge and skills were insufficient to successfully teach learners with disabilities in regular early childhood centres. To establish the instructional adaptations such as adapting the curriculum, involving parents in making and collecting learning materials for learners. To find out the learning/teaching environment, the environment may be adapted by building ramps, constructing accessible toilets and enlarging inadequate classroom doors. A study of this nature has not been conducted in North West, Nigeria, this study intends to fill in that gap.

Purpose of the Study

The main purpose of this study was to investigate the implementation of inclusive education in the North West, Nigeria. The specific objectives of the study include;

1. Examine the view of the respondents regarding policy issues in the implementation of inclusive education in the North West, Nigeria.
2. Investigate the view of the respondents regarding attitudes toward the implementation of inclusive education in North-West Nigeria.
3. Examine the view of the respondents regarding teachers' training in the implementation of inclusive education in North-West Nigeria.

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4. Investigate the opinion of the respondents regarding adequate support and resources in the implementation of inclusive education in North-West Nigeria.
5. Examine the opinion of the respondents regarding curriculum issues in the implementation of inclusive education in North-West Nigeria.

Research Hypotheses

The following research hypotheses guided this study;

1. There is no significant difference among the respondents in their opinions on the policy issues in the implementation of inclusive education in North-West Nigeria
2. There is no significant difference among the respondents in their opinions on the attitudes of teachers towards the implementation of inclusive education in North-West Nigeria
3. There is no significant difference among the respondents in their opinions on teachers' training in the implementation of inclusive education in North-West Nigeria
4. There is no significant difference among the respondents in their opinions on adequate support and resources in the implementation of inclusive education in North-West Nigeria
5. There is no significant difference among the respondents in their

opinions on curriculum issues in the implementation of inclusive education in North-West Nigeria

METHODOLOGY

This study made use of a survey research design to investigate the implementation of inclusive education in the North West, Nigeria. The respondents for this study were all the pupils/students, teachers, headteachers/desk officers from inclusive education schools in Kaduna, Kano, Katsina and Sokoto states. A sample size of one hundred and eighty (180) respondents was selected from these states for the study.

The instrument used for data collection was titled Implementation of Inclusive Education Questionnaire (IIEQ) with five subscales as follows; Policy Issues, Attitudes, Teachers' Training, Adequate Support and Resources and Curriculum Issues. Experts from the Department of Educational Psychology, School of General Education, Federal College of Education, Zaria validated the instrument. The respondents were instructed to rate the items on a 3-point scale of agreed, disagreed and not sure with 3, 2 and 1 respectively. Cronbach alpha reliability coefficient of 0.74. Data collected were analysed using analysis of variance (ANOVA) in testing the research hypotheses.

RESULTS

Hypothesis One: There is no significant difference among the respondents in their opinions on the policy issues in the implementation of inclusive education in North-West Nigeria

Table 1: Summary of one-way analysis of variance (ANOVA) on the Policy Issues in the Implementation of Inclusive Education in North-West Nigeria.

Status	Sum of square	Df	Mean square	F Calculated	Prob.	F critical
Between Groups	48.00	2	24.000	1.597	.205	4.95
Within groups	2659.200	177	15.024			
Total	2707.200	179				

The test indicated that there is no significant difference in the opinions of respondents i.e F-ratio value (1.597) at 2df 177 and the level 0.05. The critical value (4.95) is more than the F ratio value (1.597). The probability level of significance P (.205) is more

than 0.05. This means that there is no significant difference in the opinion of the headteachers/desk officers, teachers and students/pupils on policy issues in the implementation of inclusive education in North-West Nigeria. Therefore, the hypothesis is

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retained, meaning that there is no significant difference in the opinion of the respondents on policy issues in the implementation of inclusive education in North-West Nigeria.

Hypothesis Two: There is no significant difference among the respondents in their opinions on the attitudes of teachers towards the implementation of inclusive education in the Northern part of Nigeria

Table 2: Summary of one-way analysis of variance (ANOVA) on the Attitudes of Teachers towards the Implementation of Inclusive Education in North-West Nigeria.

Status	Sum of square	Df	Mean square	F Calculated	Prob.	F critical
Between Groups	557.400	2	278.700	10.878	.000	4.95
Within groups	4534.800	177	25.620			
Total	5092.200	179				

The test indicated that there is a significant difference in the opinions of respondents i.e F-ratio value (10.878) at 2df 177 and the level 0.05. The critical value (4.95) is less than the F ratio value (10.878). The probability level of significance P (.000) is less than 0.05. This means that there is a significant difference in the opinion of the headteachers/desk officers, teachers and students/pupils on the attitudes of teachers towards the implementation of inclusive education in North-West Nigeria. Therefore,

the hypothesis is rejected, meaning that there is a significant difference in the opinion of the respondents on the attitudes of teachers towards the implementation of inclusive education in North-West Nigeria.

Hypothesis Three: There is no significant difference among the respondents in their opinions on teachers' training in the implementation of inclusive education in the Northern part of Nigeria

Table 3: Summary of one-way analysis of variance (ANOVA) on Teachers' Training in the Implementation of Inclusive Education in North-West Nigeria.

Status	Sum of square	Df	Mean square	F Calculated	Prob.	F critical
Between Groups	144.565	2	72.283	3.872	.023	4.95
Within groups	3304.235	177	18.668			
Total	3448.800	179				

The test indicated that there is no significant difference in the opinions of respondents i.e F-ratio value (3.872) at 2df 177 and the level 0.05. The critical value (4.95) is more than the F ratio value (3.872). The probability level of significance P (.023) is more than 0.05. This means that there is no significant difference in the opinion of the headteachers/desk officers, teachers and students/pupils on teachers' training in the implementation of inclusive education in North-

West Nigeria. Therefore, the hypothesis is retained, meaning that there is no significant difference in the opinion of the respondents on teachers' training in the implementation of inclusive education in North-West Nigeria.

Hypothesis Four: There is no significant difference among the respondents in their opinions on adequate support and resources in the implementation of inclusive education in the Northern part of Nigeria

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Table 4: Summary of one-way analysis of variance (ANOVA) on Adequate Support and Resources in the Implementation of Inclusive Education in North-West Nigeria.

Status	Sum of square	Df	Mean square	F Calculated	Prob.	F critical
Between Groups	849.901	2	424.951	10.062	.000	4.95
Within groups	7475.099	177	42.232			
Total	8325.000	179				

The test indicated that there is a significant difference in the opinions of respondents i.e F-ratio value (10.062) at 2df 177 and the level 0.05. The critical value (4.95) is less than the F ratio value (10.062). The probability level of significance P (.000) is less than 0.05. This means that there is a significant difference in the opinion of the headteachers/desk officers, teachers and students/pupils on adequate support and resources in the implementation of inclusive education in North-West Nigeria. Therefore,

the hypothesis is rejected, meaning that there is a significant difference in the opinion of the respondents on adequate support and resources in the implementation of inclusive education in North-West Nigeria.

Hypothesis Five: There is no significant difference among the respondents in their opinions on curriculum issues in the implementation of inclusive education in the Northern part of Nigeria.

Table 5: Summary of one-way analysis of variance (ANOVA) on Curriculum Issues in the Implementation of Inclusive Education in North-West Nigeria.

Status	Sum of square	Df	Mean square	F Calculated	Prob.	F critical
Between Groups	192.00	2	96.000	6.604	.002	4.95
Within groups	2572.800	177	14.536			
Total	2764.800	179				

The test indicated that there is a significant difference in the opinions of respondents i.e F-ratio value (6.604) at 2df 177 and the level 0.05. The critical value (4.95) is less than the F ratio value (6.604). The probability level of significance P (.002) is less than 0.05. This means that there is a significant difference in the opinion of the headteachers/desk officers, teachers and students/pupils on curriculum issues in the implementation of inclusive education in North-West Nigeria. Therefore, the hypothesis is rejected, meaning that there is a significant difference in the opinion of the respondents on curriculum issues in the implementation of inclusive education in North-West Nigeria.

line with the specific objectives and the research questions of the study. Hypothesis one which said that is no significant difference among the respondents in their opinions on the policy issues in the implementation of inclusive education in the Northern part of Nigeria was analysed using analysis of variance (ANOVA) and the results revealed that there was no significant difference among the respondents on the policy issues in the implementation of inclusive education in North-West Nigeria. Therefore, the hypothesis is retained. The finding of this study is in line with that of Mokaleng and Mowes (2020) who find that the implementation of inclusive education was hampered by inappropriate policy development issues.

Hypothesis two which states that there is no significant difference among the respondents in their opinions on the attitudes of teachers towards the implementation of inclusive education in the Northern part of Nigeria was analysed using analysis of

DISCUSSION OF THE FINDINGS

This study investigated the implementation of inclusive education in some states of North-West Nigeria: An appraisal of Kaduna, Kano, Katsina and Sokoto States. A total of five research hypotheses were tested in

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variance (ANOVA) and the results show that there was a significant difference among the respondents on the attitudes of teachers towards the implementation of inclusive education in North-West Nigeria. Therefore, the hypothesis is rejected. The findings of this study are similar to that of Alhassan (2014) which revealed that attitudes of teachers were associated with large class sizes and the presence of a student with a disability in the classroom.

Hypothesis three which states that there is no significant difference among the respondents in their opinions on teachers' training in the implementation of inclusive education in the Northern part of Nigeria was tested using analysis of variance (ANOVA) and the results indicated that there was no significant difference among the respondents on teachers' training towards the implementation of inclusive education in North-West Nigeria. Therefore, the hypothesis is retained. The finding of this study is contrary to that of Wanjiru (2017) who found that teachers lack sufficient knowledge and skills which should have been acquired during training.

Hypothesis four which states that there is no significant difference among the respondents in their opinions on adequate support and resources in the implementation of inclusive education in the Northern part of Nigeria was analysed using analysis of variance (ANOVA) and the results show that there was a significant difference among the respondents on adequate support and resources in the implementation of inclusive education in North-West Nigeria. Therefore, the hypothesis is rejected. The findings of this concurred with that of Akinyi, Nyangia, and Orodho, (2015) who find that physical and critical learning resources were either inadequate or quite dilapidated; there were inadequate specialized teachers to handle the special needs education curriculum.

Finally, hypothesis five which states that there is no significant difference among the respondents in their opinions on curriculum issues in the implementation of inclusive education in the Northern part of Nigeria was analysed using analysis of variance (ANOVA) and the results revealed that there was a significant difference among the respondents on curriculum issues in the implementation of inclusive education in North-West Nigeria.

Therefore, the hypothesis is rejected. The findings of this study agree with that of The finding of this study is in line with that of Mokaleng and Mowes (2020) who find that the implementation of inclusive education was hampered by inappropriate curriculum issues.

CONCLUSION

Based on the findings of this study, it was concluded that there was no significant difference among the respondents on the policy issues in the implementation of inclusive education in North-West Nigeria. There was a significant difference among the respondents on the attitudes of teachers towards the implementation of inclusive education in North-West Nigeria. There was no significant difference among the respondents on teachers' training towards the implementation of inclusive education in North-West Nigeria. There was a significant difference among the respondents on adequate support and resources in the implementation of inclusive education in North-West Nigeria. There was a significant difference among the respondents on curriculum issues in the implementation of inclusive education in North-West Nigeria.

RECOMMENDATIONS

Based on the outcome of this study, it was recommended that;

1. For inclusive education policy to work effectively there should be effective and supportive leadership in all the inclusive educational institutions.
2. Teachers should develop positive rather than negative attitudes and confidence towards the implementation of inclusive education in the zone.
3. There should be training and retraining of teachers towards effective implementation of inclusive education and the teachers should avail themselves of these opportunity provided by the government in this direction.
4. The government and the heads of these institutions should provide adequate support services and make available the necessary resources towards the implementation of inclusive education in the zone.
5. The curriculum should be made flexible to accommodate the different segment of

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the students/pupils which will also allow for everyday survival skills.

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