

IMPACT OF SERVICE PROVISION ON EFFECTIVE INCLUSION OF PUPILS WITH INTELLECTUAL DISABILITY IN BASIC SCHOOL FOR SPECIAL NEEDS, DURBAR, OYO

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Abstract

The study investigated the impact of service provision on effective inclusion of pupils with intellectual disability in Basic School for Special Needs, Durbar, Oyo. The researcher adopted the survey research design where 43 participants were randomly selected (23 academic staff, 10 non-academic staffs and 10 caregivers). Three hypotheses were tested at 0.05 significant while the questionnaire was used to get the response of the participants while t-test was used to test the significant of differences. Results showed that there was a significant difference between the response of academic staff about existing provisions and services and the response of caregivers because the t-calculated value was greater than t-critical values ($t\text{-Cal}=3.826 > t\text{-Crit}=1.960$), ($P<0.05$) and mean difference shows that teachers have higher mean value of 48.64 than caregivers mean value of 46.21. It was observed that teachers have higher mean value of 31.05 than caregivers mean value of 28.34 as t-calculated value was greater than t-critical values ($t\text{-Cal}=5.930 > t\text{-Crit}=1.960$), ($P<0.05$). It is recommended that Government at all levels should ensure full implementation of the earlier passed Disability Bill through adequate funding for service delivery to the special needs persons in Nigeria.

Key words: Service delivery, Inclusion of persons with special needs, pupils with intellectual disability

Introduction

Placement of the child in a regular classroom is synonymous with inclusive practice. This means the child is a bona fide member of the regular school system and has all his education in an ordinary classroom (Moore, 2009). For children with special needs, inclusion denotes full time attendance in an ordinary school with the necessary support and special services that the

child may require. For children with Intellectual Disability (ID), inclusion would mean that they be educated within the same system as their regular peers. Much of the philosophical rationale for inclusion comes from the principles of normalisation. Normalisation dictates that both the means and the ends of education for people with disabilities should be as normal as possible (Hallahan and Kauffman, 2014).

Meeting the special needs of pupils with ID at the basic schools remains a formidable task to both regular and special education teachers. At the elementary /primary level, teachers are faced with the task of helping the youngsters with ID acquire basic tool/skills in language, explore careers and develop independent work skills and numerous other skills. While at the secondary and tertiary levels, teachers are faced with the task of helping the educable learners acquire academic contents, vocational skills and life management skills (Ojile, 2006). Therefore to meet the educational needs of the pupils with ID in the inclusive school setting, teachers must develop strategies and techniques that will enable them alter the type and amount of instruction offered.

In order to succeed in the regular school setting, Liu and Hong (2007) posited that pupils with ID have a wide range of needs and school varying demands concerning the types of resources available. Hence, the needs and the resources must be examined, taking into consideration individual differences of the pupils, broader aim of education, the purpose of schools, the nature of the curriculum, and approaches to assessment as well as schools' accommodation to diversity. The United Nations Universal Declaration on Education for All and the Jomtien Conference (2010) declared that all children with special needs should be exposed to or should have access to national curriculum of each State.

UNESCO (2008) spells out that education of learners with disabilities should be recognized as a primary means of gaining independence, citizenship rights, appropriate economic power and self-employment. The other concern is that all educational needs and necessary provisions and services should be provided through the national curriculum and it should include set of method, and activities or experiences to be covered at a given period (Ewa, 2006). UNESCO (2008) also emphasizes on curriculum that provides learning throughout life and stoutly frowns at those which reflects age and gender. It is believed that the right to education and the right to learn throughout life is a necessity since every child is afforded the right to read and write. In addition, every child has the right to have access to appropriate resources for developing and practicing individual competency. They believe in a curriculum that enables one to become an independent educated and contributing citizen of one's community (UNESCO, 2008).

Recent developments in literature have shown how education is taking shape in increasingly complex environments, which affects the way modern education systems is governed (Obi 2013, Najjingo 2009 and Eleweke, 2008). Complex systems are characterized by new structures and new behaviours that emerge, thanks to the interactions between "multiple actors. The number and type of actors that get involved with education policy have grown. Regional and local administrators, school representatives, principals, teachers, parents and other actors are keen to defend their own vision of education, based on deeply-rooted and largely personal belief systems. These actors engage in heated political debates about what priorities to give to education, and take initiatives to bring new policies into schools. It is against this background information that the researcher intends to investigate impact of service provision on

effective inclusion of pupils with Intellectual Disability in school for Special Needs, Durbar, Oyo State, Nigeria.

Statement of the problem

Meeting the needs of the students with Intellectual Disability (ID) in inclusive settings continue to be a formidable task to regular, special education teachers and watchers. At the elementary /primary level, teachers are faced with the task of helping the youngsters with ID acquire basic tool/skills in language, explore careers and develop independent work skills and numerous other skills. While at the secondary and tertiary levels, teachers are faced with the task of guiding students acquire academic contents, vocational skills and life management skills. The rationale for inclusive practices and educating the students with ID is that, each child irrespective of his/her uniqueness or disability status, ought to be given appropriate opportunity to be educated in order to earn a living and contribute to the development of self in particular and the society in general. But presently in Nigeria, inclusive practices still remain in the realm of theory as interactions within social groups that differentiate inclusion from integration mostly being practiced at almost all citadels of learning who all claim to be practicing inclusion but still have their educational activities revolving around integration approach. One of the greatest challenges facing individuals with ID in the society throughout the world is exclusion from participation in economic, social, political and cultural life of the community. Furthermore, basic necessities require to successfully included students with ID for inclusive practices are non existence in many schools. Hence the researcher is challenged to carry out this study seeking answer to myriad of problems and investigate the different models of service provisions for the students with ID necessary for inclusion.

Purpose of the study

The main purpose was to investigate the impact of service provision on effective inclusion of pupils with ID in School for Special Needs, Durbar, Oyo State, Nigeria.

. The study was also poised at ascertaining:

1. The extent on-the-job/in-service teacher training influences effective inclusion of the pupils with ID in School for Special Needs, Durbar, Oyo State, Nigeria.
2. The extent government commitment to the course of inclusion significantly influences effective inclusion of pupils with ID in School for Special Needs, Durbar, Oyo State, Nigeria.
3. The extent availability of the supportive staffs to enhances the effective inclusion of pupils with ID in School for Special Needs, Durbar, Oyo State, Nigeria.

Research Hypotheses:

For the research work to serve the purpose for which it was conceived, the researcher formulated three null research hypotheses to guide the study:

HO 1: There is no significant relationship between on-the-job/in-service teacher training and effective inclusion of the pupils with ID in School for Special Needs, Durbar, Oyo State, Nigeria.

HO 2: There is no significant relationship between government commitment to the course of inclusion and effective inclusion of pupils with ID in School for Special Needs, Durbar, Oyo State, Nigeria.

HO 3: There is no significant relationship between availability of the supportive staffs and effective inclusion of pupils with ID in School for Special Needs, Durbar, Oyo State, Nigeria.

Procedures

For the purpose of this study/work, the researcher adopted the survey research design which is an aspect of the non experimental quantitative research, where the researcher has no direct influence or able to manipulate or control any factor or phenomenon that may influence the subject behaviour or performance. The population of the study comprised school academic, non academic staffs and caregivers. The sample comprised 23 academic staff, 10 non-academic staffs and 10 caregivers making it a total 43 participants. A purposive sampling technique was employed to select the school while simple random sampling was used to select the participants. The questionnaire was used to get the response of the participants while t-test was used to test the significant of difference.

HO1: There is no significant relationship between special and regular on-the-job/in-service teacher training and effective inclusion of the pupils with ID in School for Special Needs, Durbar, Oyo State, Nigeria.

Table 1

Variable	Group	N	Mean	SD	df.	t-Cal	t-Crit	P
In-service training	Special Teacher	23	48.64	9.20	41	3.826	1.960	0.000(p<0.05)
	Regular Teacher	10	26.21	5.71				
	Total	33						

Table 1 reveals significant no relationship between the response of on the job/in-service special and regular teachers on the effective inclusion of pupils with ID. It was observed that the t-Calculated value was greater than t-Critical values ($t\text{-Cal}=3.826 > t\text{-Crit}=1.960$), ($P<0.05$).

There was a significant difference. Also the mean difference shows that special teachers have

higher mean value of 48.64 than regular teachers mean value of 26.21. Therefore, it could be concluded that there is a significant relationship. The hypothesis is hereby **accepted**.

HO2: There is no significant relationship between government commitment to the course of inclusion and effective inclusion of pupils with ID in School for Special Needs, Durbar, Oyo State, Nigeria.

Table 2

Variable	Group	N	Mean	SD	df.	t-Cal	t-Crit	P
Government commitment to the course of inclusion	Academic staffs	23	31.05	4.75	41	5.930	1.960	0.000(p<0.05)
	Non-academic staffs	10	14.34	4.67				
	Total	33						

Table 2 reveals significant no relationship between the response of academic staff and non-academic staff on the commitment of government to effective inclusion of pupils with ID. It was observed that the t-Calculated value was greater than t-Critical values ($t\text{-Cal}=5.930 > t\text{-Crit}=1.960$), ($P<0.05$). There was a significant difference because the mean difference shows that academic staff has higher mean value of 31.05 than non-academic staff mean value of 14.34. Therefore, it could be concluded that the hypothesis is accepted.

HO3: There is no significant relationship between availability of the supportive staff and effective inclusion of pupils with ID in School for Special Needs, Durbar, Oyo state, Nigeria.

Table 3

Variable	Group	N	Mean	SD	df.	t-Cal	t-Crit	P
Availability of supportive staffs	Special and Regular Teachers	23	40.21	6.35	41	5.406	1.960	0.000(p<0.05)
	Caregivers		13.84	7.03				
	Total	33						

Table 3 reveals significant no relationship between the response special/ regular teachers and caregivers on the presence or otherwise of enough supporting staff towards effective inclusion of pupils with ID. It was observed that the t-calculated value was greater than t-critical values (t-Cal=5.406 > t-Crit =1.960), (P<0.05). There was no significant relationship because the mean difference shows that special and regular teachers have higher mean value of 40.21 than caregivers mean value of 13.84. Therefore, it could be concluded that there is no significant relationship

Discussion of Findings

Hypothesis 1 revealed no significant relationship between on-the-job/in-service teacher training and inclusion of the pupils with ID in School for Special Needs, Durbar, Oyo state, Nigeria. In-service training is a relevant courses and activities in which a serving teacher participates to upgrade his professional knowledge, skills, and competence in the teaching profession. The finding above is in line with the study of Hallahan and Kauffmann (2014), Ewa (2013) and Moore (2009) on encompasses nature of in-service training and a kind of staff development which is a deliberate and continuous process involving the identification and

discussion of present and anticipated needs of individual staff for furthering their job satisfaction and career prospects and of the institution for supporting its academic work and plans, as well as implementation of programmes of staff activities designed for the harmonious satisfaction of these needs. The work carried out by Meijer (2003) also agreed with the finding above on the primary purpose of exposing teachers to In-service training; to enable them acquire new understanding and instructional skills. He concluded that the focus is on creating learning environments which enable teachers to develop their effectiveness in the classroom.

Hypothesis 2 revealed no significant relationship between government commitment to the course of inclusion and inclusion of pupils with ID in School for Special Needs, Durbar, Oyo state, Nigeria. Nkiru and Bella (2009) agreed with the finding above in their study on legislation, law and justice used to protect the interest of the citizenry especially in this instances those with disabilities. They noted with dismay that available evidence shows that all the lofty promises as contained in the National Policy on Education (2004) with regards to the provision of essential services for special needs individuals in Nigeria however, remained theoretical. Olagunju and Aranmolate (2012) in a study revealed that the implementation of inclusive education of students with ID in Nigeria is largely viewed by school administrators as a privilege or a charity service: Hence there is a prevalent noncompliance in the country due to the absence of obligatory laws.

Obani (2006), Ozoji (2006) and Adelowo (2006) carried out a survey research in two different countries that is Nigeria and the USA. The result revealed that students with disability in the USA outperformed their counterparts in Nigeria. This is consequent upon the variations in the two countries and principally due to the absence of laws in Nigeria that guide the operation of special education as is the case of USA. They finally advocated for enactment of appropriate legislation(s) to cater for adequate provision of special educational services for persons with

disabilities (PWDs) in the country to enhance the quality of services rendered in an inclusive education setting in Nigeria.

Thus, Obi (2013) observe that policies, declarations, treaties and statements for the provision of educational services for children with special needs in general and and the individuals with hearing impairment in particular in the inclusive education setting in Nigeria is mere rhetoric and not practicable except there are enabling legislation backings. This is because Nigeria as a nation is yet to have a Disability Law put in place to give children with disabilities legal backing for service provisions.

Hypothesis 3 revealed that there is significant relationship between availability of the supportive staffs in the regular schools and inclusion of pupils with ID in School for Special Needs, Durbar, Oyo state, Nigeria. Aiyaleso (2007) agreed with the above finding when he observes that multidisciplinary approach is very essential in the provision of comprehensive services to any group of the special needs children in general and ID in particular in the inclusive education environments. The supportive staffs provide ancillary services and work with the teachers and other stakeholders in inclusive education to ensure effective implementation effective inclusion of pupils with ID.

Ewa (2013) agreed with the result above when he concluded in his study on appropriate preparation of educational personnel especially teachers and stated that teachers stand out as a key factor in promoting progress towards inclusive education of the students. Good and effective teaching is the key to effective learning in the inclusive classroom learning environment. No doubt good teaching normally emanate from good teachers who are trained and equipped with appropriate skills. Tungaraza (2012) noted in agreement with the above result and opined that central to successful inclusion of the children with special needs is the role of the supportive

individuals like itinerant and mainstreamed teachers who take the ownership of inclusion and belief in their own competence to educate students with special educational needs. This may present a challenge since the underlying assumption has been that students identified as having special needs belong to a different place as well as different pedagogical category, and thus could not be taught successfully by ordinary teachers.

Conclusion

Inclusive education of children with Intellectual Disability helps their academic and social needs. Despite the federal government regulation, assistance and propaganda on the importance of sound special education for persons with special needs, the reverse has often been the case. Pupils with ID therefore require systematic instructional materials that are planned according to their individual needs. This individualized approach does not mean that each pupil must be taught in a one to one or small group instructional method. It does imply that the pupils with ID receive daily instruction tailored to meet their educational needs. It is pertinent to note that inclusive education affects not just the conceptualization of special educational needs and the nature of education provision for the special needs children, but it calls into question the broader aim of education, the purpose of schools, the nature of the curriculum, and approaches to assessment as well as schools' accommodation to diversity.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Inclusive education programme should be reviewed regularly to ensure that it continues to meet the needs of the students with ID in particular and other category of special needs persons in general.

2. Government at all levels should ensure full implementation of the earlier passed Disability law backing the delivery of services to the special needs persons in Nigeria.
3. Government should show commitment to inclusive education through adequate legislation, budget and funding of the programme.

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