ASSESSMENT OF THE EDUCATIONAL FACILITIES FOR THE PHYSICALLY CHALLENGED IN KADUNA STATE, NIGERIA

BY

Mohammed Dahiru, SULAIMAN

B.Ed (ABU)

P13EDFC8117

SUPERVISORS:

PROF. (MRS) H. O. YUSUF

DR. A. A. DADA

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM, AHMADU BELLO UNIVERSITY,

ZARIA, NIGERIA

MARCH, 2019

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A DISSERTATION SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM, CURRICULUM AND INSTRUCTIONS SECTION, AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA
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CURRICULUM AND INSTRUCTION

SUPERVISORS:

PROF. (MRS) H. O. YUSUF

DR. A. A. DADA

MARCH, 2019

DECLARATION

I hereby declare that this dissertation titled: Assessment of the Educational Facilities for the Physically Challenged in Kaduna State, Nigeria, has been written by me in the Department of Educational Foundations and Curriculum (Curriculum and Instruction Section) under the supervision of Prof. (Mrs) H. O. Yusuf and Dr. A. A. Dada. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another Degree or Diploma in any other University.

Name of Student	Signature	Date

CERTIFICATION

This dissertation titled: Assessment of the Educational Facilities for the Physically Challenged in Kaduna State, Nigeria, by Mohammed Dahiru Sulaiman, P13EDFC8117 meets the regulations governing the award of Master of Education Degree (Curriculum and Instructions) of the Ahmadu Bello University, Zaria, and is approved for its contributions to knowledge and literary presentation.

_____ _____

Prof. (Mrs) H. O. Yusuf **Date**
Chairman, Supervisory Committee

_____ _____

Dr. A. A. Dada **Date**
Member, Supervisory Committee

_____ _____

Dr. M. I. Harbau **Date**
Head, Department of Educational
Foundations and Curriculum

_____ _____

Prof. S. Z. Abubakar **Date**
Dean, School of Postgraduate Studies

DEDICATION

I dedicate this work to my beloved family and entire students of Ahmadu Bello University, Zaria.

ACKNOWLEDGEMENTS

In the name of Allah, the Beneficent the most Merciful. All praises are due to Him, the Creator, the Sustainer and the Lord of the universe. I thank Him for sparing my life to see the completion of this remarkable work.

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Special regards to my beloved parents and my entire family for their patience and tireless support toward my success. Also, to my colleagues, my friends, my respondents and all unlisted people who in one way or the other contributed to the success of this remarkable study. May the blessings of Almighty Allah be upon all of them. Amen.

ABSTRACT

This study focused on the Assessment of the Educational Facilities for the Physically Challenged in Kaduna State, Nigeria. Five research objectives were formulated. The objectives include: assessing government commitment on enrolling disabled persons into inclusive education, provision of infrastructural facilities, provision of instructional facilities, quality and commitments of teachers and supervisors and welfare services for teachers and students in the rehabilitation centres in Kaduna State. Also, research questions and research hypotheses were formulated in line with the objectives of the study. Descriptive survey research design was used for the study and data were collected using constructed questionnaire which was prepared and validated by expert in curriculum and instruction. The population of the study involved 142 teachers, 93 supervisors and 73 physically challenged rehabilitation centre officials. However, a total of 90 teachers, 60 supervisors and 45 DRC officials were served as a sample of study. The reliability coefficient was obtained at 0.79 using Cronbach's Alpha statistical technique. The data collected were analyzed using frequency counts, descriptive mean and standard deviation. The formulated hypotheses of the research were tested using non-parametric Kruskal-Wallis statistical (Chi-Square X^2) at 0.05 level of significance. The findings of the study among others revealed that There is a significant difference in the opinions of respondents on the government commitment in enrolment of physically challenged persons at rehabilitation centres in Kaduna State (p-value of .002< 0.05 sig. level; and X^2 cal.-value of 7.516 > X^2 crit.-value of 1.7749 at 191 codefendants). There is no significant difference in the opinions of stakeholders on the provision of infrastructural facilities for physically challenged education programme in Kaduna State (p-value of .389> 0.05 sig. level; and X^2 cal-value of 1.416 < X^2 crit.-value of 1.7749 at 191 codefendants). In respect of the findings, it was recommended that government in collaboration with NGOs and parents should intensify effort and commitments toward enrolling physically challenged persons into inclusive education through regular sensitization and mentoring. Not only provision of adequate infrastructural and instructional facilities, rather ensuring effective utilization of the facilities by training teachers and learners how to appropriately use the facilities for effective teaching and learning process. Also the available qualified and committed teachers and supervisors should be regularly re-trained through workshops, seminars, in-service training and so forth to improve their skills and competency for the realization of well sound physically challenged education programme in the state. More efforts should be intensified in motivating both teachers and students through incentive welfare services such as free-interest loan and hazard allowances for teachers as well as provision of capital to start small scale business for physically challenged students in Kaduna State.

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ABBREVIATIONS

B.Ed:	Bachelor of Education
FRN:	Federal Republic of Nigeria
M.Ed:	Master of Education
NCE:	Nigeria Certificate in Education
NPE:	National Policy on Education
NTI:	National Teachers Institute
PGDE:	Post Graduate Diploma in Education
PhD:	Doctor of Philosophy
SSCE:	Senior Secondary School Certificate Examination
DRC:	District Rehabilitation Centres
UBEC:	Universal Basic Education Commission
NUC:	National University Commission
NCCE:	National Commission for Colleges f Education
NBTE:	National Board for Technical Education
TRCN:	Teachers Registration Council of Nigeria
DRC:	District Rehabilitation Centres

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Exceptionality refers to as significant deviation from the presumed average in some defined areas, such as intellectual ability, physical functioning and social characteristics. The departure of this normal trend must be substantial for it to be regarded as exceptional. Also, Exceptionality is an inclusive term that refers to some categories of mental or social disability, ranging from mental retardation to psychoses and personality disorder. Nevertheless, Exceptionality is used to describe individuals groups that include neuroses and psychotics. It is clearly differentiating mental illness, from actual illness, but an underdevelopment of intelligence. It is therefore refers to the overall psychological and intellectual deficiencies These ideas were supported by Bagudu (2001) who stated that, the term special need is used to refer to individual malfunctioning including physical, sensory, cognitive and intellectual impeccant. However it is important to note that is not all impairment that leads to disability. This connotes that Exceptionality is a significant deviation of an individual from the presumed average in some biological areas such as intellectual ability, physical functioning or social characteristics. The departure from this normal trend must be substantially regarded as exceptional.

Historically, Exceptionality is as old as man, and the affected individuals have always been treated as inferior, but the fact still remains that such people were not excluded from the society nor made outcast. Goma (2008) observed that many years ago, people of Kaduna state have neither health services nor formal educational institutions but only

resorted to traditional doctors, they also believe that ego spirit and angry gods, sometimes caused illness and diseases to them, they believed in their traditional powers to get rid of their ego, spirit or illness.

Apart from that, the society tends to react in different ways, if there is any deviation from the norms sometimes it may be ridicule, curiosity or sympathy. In the case of the parent, the reaction may be one of the indulgence or over protectiveness because of the inability to participate normally in the activities of the contemporary. The special need individual may be set aside if the disability has been present since infancy, the child may be left in a fairly normal environment, even before the child begins to feel isolated from his peers. Over-protective and solicitous parents may promote an awareness of being different. If the disability is one, with illicit shocks or piety, the child may wonder about himself. As he grows older, he may become more aware of the reaction of others to him. His capability to compete successfully in the play activities may set him increasingly apart. His drive for recognition and approval may be throated. A satisfactory adjustment may become difficult it the development of the child involves negative self concept.

Accumulating the special need at a good centre will enhance and foster the development of programmes. And more people will enroll their children in schools. Issue of enrolment is very important in educating those with special needs, as without enrolment of students, no school will prosper. In order to facilitate educational development, some scholars advocated that partnership between government and communities is very important so as to enhance good support to those with special needs, Ezeanni (2006) stated that parents

partnership in special education and communal participations will bring good development in schools and can result in harmonious living among the community.

Inclusive education is now advocated world wide that is why the American Association of Mental Deficiency (AAMD) in 1959, in its manual on technology and classification of those with special need, put emphasis on inclusive education. The National Policy on Education (2014) advocated that only qualified and trained qualitative teachers will teach in order to ascertain the successful desired objectives in the policy implementation. As supported by Kasim (2010) that only preferable teachers are to teach in the programmes of special need educational facilities in Nigeria in order to enhance rapid progress and government at all level must ensure that only qualified, qualitative and trained personnel are to monitor the programmes. Adeleye (2004) stated that the roles of supervisors of disabled persons and exceptional ones can not be over-emphasized, in the sense that, supervisors help to achieve the desired goals of mainstreaming the disable and exceptional people, instead of them to go on begging on the streets. This can also be seen as how the Kaduna State government has resettled the physically challenged and provide for effective development of the programme.

There is also the need for good instructional and infrastructural facilities necessary for disabled education. As stated by Oladele (2008), availability of infrastructural facilities is very crucial in order to achieve desired outcomes in teaching and learning of disabled persons. He also stated that management of instructional and infrastructural materials is necessary for the development of education programme, communities, parents and non-governmental organizations should also join hands with government to ensure that those with special needs are assisted and sent to school and rehabilitation centres.

In order to have good special needs education in Kaduna State, the state government established a Board known as Rehabilitation Board in 1980 under the Education Law No. 6 of 1987, it has two residential centres at Kaduna and Kafancan and five Community Based Vocational Rehabilitation (CBVR) workshops at Kaduna North, Kajuru Chikun, Igabi, and Birnin Gwari local government areas. Kafanchan and Kaduna centres accommodate both males and female. in order to cater for the life of those with special need in the state. Adeleye (2004) is of the view that home in schooling is compulsory in order to achieve physically challenged education at all levels. That is why integration is necessary for realistic achievement in special need education. Integration is the most realistic form of special education since people with disabilities have to live in the society. It therefore, implies that ones' ability, social or physical condition should not be a hindrance for availing one self the opportunity of education. The onus is therefore on the society to provide the enabling environment that will make her citizens benefit from education. By the use of these centres, communities, Non-Governmental Organization (NGOs) and government will foster the special needs educational programme speedily. Also, parental participation will bring good developmental activities within the schools.

The basis of this is to make people and the parents in the community to be aware on how to take care of those with special needs and not to have prejudice over them. Government and non-governmental agencies should contribute positively towards assisting the programme. The study will serve as a guide to students, parents, schools, and policy makers towards those with exceptionality.

1.2 Statement of the Problem

The importance of education has been adequately documented in the literature review. Education serves as the spring board for social and economic changes. Authorities believes that learning is the only primary means of upbringing the socio-economic condition of the rural and urban people. It is assumed that financial allocation helps in smooth running of any organization being it educational programme or otherwise, because it helps in running the important component that will bring about success. As stated by Obi (2004), finance is the backbone of every organization. To achieve the desired objectives, fund has to be adequately allocated to disabled education programme.

However, inadequate provision of infrastructural facilities affects disabled education programmes in most of the training centres. It is common to find schools with collapsed buildings, students sitting on the windows and some sitting on the floor and their number is beyond control, it was observed that beautiful buildings motivates students to learn and encourage teacher to teach effectively. Poor provision of chairs, desks, may affect students' academic performance in school organization. Thus, in villages where there were no disabled schools or training centres, rampant begging and other activities are commonly found within the society. Nevertheless, poor performance of teachers has been related to their level of education and training. It was assumed that irregular teacher training and development results in in-competency that affects their performance in special need education programmes, Umar (2002) asserted that teachers who are not professionally trained will make any system fail, because no nation can rise above the

standard of their teachers. It was additionally observed that supervision is a key to the successful implementation of instructions in teaching and learning in all institutions of learning. In-effective conduct of school supervision has been related to poor qualification and quality of supervisors of special need education programmes. It is assumed that poor supervision make the environment very difficult for teaching and learning where teachers and learners are exposed to serious hazards. Likewise, special need education programmes overtaken by inadequate provision of instructional facilities such as projected and non-projected facilities, e-books, and so on. It was also observed that school facilities below standard could also lead to reduction in quality of teaching and learning process. In view of the aforementioned problems, the study embarked on assessing the nature and level of physically challenged education programmes in Kaduna State.

1.3 Objectives of the Study

The study focuses on the assessment of special need education programmes in Kaduna State. In view of this, the following specific objectives were formulated to guide the study; to:

1. find out government's commitment in enrolling individuals with special need at rehabilitation centres in Kaduna State;
2. examine the provision of infrastructural facilities for physically challenged education programme in Kaduna State;
3. assess the provision of instructional facilities for physically challenged education programme in Kaduna State;

4. ascertain the quality of teachers and supervisors in the physically challenged Education programme in Kaduna state; and
5. assess the welfare services for teachers and students in the rehabilitation centres in Kaduna State.

1.4 Research Questions

Based on the set objectives of the study, the following research questions were asked to guide the study:

1. What is the government commitment in enrolling special need individuals in rehabilitation centres in Kaduna State?
2. What are the infrastructural facilities provided by government for physically challenged education programme in Kaduna State?
3. What are the instructional facilities provided by government for physically challenged education programme in Kaduna State?
4. What are the quality of teachers and supervisors in physically challenged Education programme in Kaduna state?
5. What are the welfare services for teachers and students in the rehabilitation centres in Kaduna State?

1.5 Hypotheses

Based upon the research questions of the study, the following hypotheses were formulated:

1. There is no significant difference in the government commitment on enrolling individuals with special needs at rehabilitation centres in Kaduna State.

2. There is no significant difference in the provision of infrastructural facilities for physically challenged education programme in Kaduna State.
3. There is no significant difference in the provision of instructional facilities for physically challenged education programme in Kaduna State.
4. There is no significant difference in the quality of teachers and supervisors on physically challenged Education programme in Kaduna state.
5. There is no significant difference in the welfare services for teachers and students in the rehabilitation centres in Kaduna State.

1.6 Basic Assumptions

The study is based the following assumptions:

1. Increased enrolment in special need education programme will lead to awareness for those with special need in CKaduna State.
2. Adequate provision of infrastructural facilities determines the achievement of special need education programme in Kaduna State.
3. Adequate provision of instructional facilities, will facilitates service delivery in special need education programme in Kaduna State.
4. Provision of well qualified teachers and supervisors are the keys to successful implementation of special need education programme in Kaduna State.
5. Staff and students' welfare services enhance teaching and learning processes for special need education programme in Kaduna State.

1.7 Significance of the Study

The study assesses special need education programmes in Kaduna State. The study of this nature is of great importance to the extent that, the outcome of the research will be of benefit to the parents, of physically challenged, teachers, as well as guiding the government towards the development and implementation of this education programme in Kaduna State. The findings of the study will help in solving problems associated with this important programme.

The study will help government in planning and organizing curriculum for sspecial needs education. Also, it will also assist the authorities in regards to budget and planning in rural and urban areas for special schools. NGOs, will be provided with adequate information about the level, nature and the problem of exclusive education in Kaduna State. This will help to improve the programme through adequate support gained from national and international organizations.

Additionally, it will be of benefit to the community to cope with challenges facing people with special needs in the society. Nevertheless, it will serve as blue print to students who are to carry researches in similar fields of endeavor. The study will also be of great relevant to stakeholders and academics pinpointing the potentials of special need peoples, that is, in disability, there is ability. The findings of the study will serve as additional document for further researches and academic references in Nigerian institutions, government functionaries and non-governmental organizations (NGOs) among others.

1.8 Scope of the Study

The study is aimed at assessing special need education programme in Kaduna State. The scope of the study will cover only 5 special need training centres located at kaduna,

kajuru, chikun, Birnin Gwari and kafanchan. Teachers, supervisors and rehabilitation centres' administrators constituted the population of the study in Kaduna State. These were selected due to the fact that human, material and financial resources are centrally managed by the State Rehabilitation Board in Kaduna State.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter discussed the review of literature related to the assessment of special need education programmes in Kaduna State. Consultation of relevant materials was made in books, journals, thesis, projects, dissertations, reports etc. The chapter comprises the followings; conceptual framework, theoretical framework, concept of management, funds allocation, teachers' quality, supervision, instructional and infrastructural facilities, pupils' enrolment, and school achievement, the need for disable education, nature, types and factors on disability, empirical studies and summary.

2.2 Conceptual Framework

The study embarked on the assessment of special need education programmes in Kaduna State. Thus, it presents conceptual review related to the variables raised in the objectives of the study. It also centres on the concept of assessment, concept of special need, nature of special need education, aspiration, types of exceptionality, causes of exceptionality and concept of special need education, to guide the study:

2.3 Concept of Assessment

Assessment has a wider meaning, it implies the meaning of measurement. Sometime, it connotes evaluation or judgment about something. Example, in school system, the teacher may evaluate the student work in a particular taught subject, such as mathematics, English, biology and so forth so as to determine the level of their academic performance in the study. Assessment is used for quantitative data measurement (measurable information). The teacher might also make an assessment based on qualitative data, such as his observations that the works hard, an enthusiastic attitude, towards mathematics and finishes his assignments quickly. Lere (2003) stated that; "assessment is an integral part of teaching and learning process". According to him, assessment consists of a science of providing information for decision making, it includes measurement and testing, it is a process that involves data finding, information gathering, information processing and judgment forming. Assessment is a concept that has emerged as a prominent process of assessing, testing and measuring. Its main objective is qualitative improvement. Assessment is a process of making value judgments over a level of performance or achievement. Making value judgments in assessment process presupposes the set of objectives. Assessment implies a critical assessment of educative process and its outcome in the light of the objectives. According to Lere (2003) some of the purposes of assessment are:

i. determine the extent to which the objectives are achieved;
ii. It is concerned not only with the appraisal of achievement, but also with its improvement; and

iii. Is a continuous and a dynamic process. Assessment helps in forming decisions.

2.4 Concept of Special Need Education

The term special need, by World Health Organization (WHO, 2014) is the complete state of physical, mental and social well being of an individual. Also, disability is classified into three (3) categories (a) physically deformed (b) the mentally related or disordered (c) the socially deprived, these 3 groups could be further divided into so many other sub groups, such as emotionally disturbed, naturally disadvantage and the poorly co-ordinate. Kanu (2006), stressed that persons with venues forms of handicapping situations are no exception to adjustment needs and its related problems. For them to be fully integrated cope with their various deformities adjustment needs, may vary and these could include economic psychological and special health needs. Adjustments of people with one form of handicap or the other could be influenced by the management and highlighted of the entire rehabilitation programme, and resources been managed. He further said that mental disorder or retardation is concerned with the sickness or the mind. It involves a mental break down, so serious that the patient must have a special care. This he class field it into two the first one is called organic, while the second is called the functional. The organic mental illness results from defeats that occur in the brain before tire. This is called birth brain because it causes damage to the brain.

The functional mental illness involves no appearance change in the brain, yet the mind does not work properly. Most of the mental illness is functional. Thus above the mental disabilities, which makes an individual who suffers from any of the above mental

disorder always have hidden ideas which we referred to as personality disorder, because he does not enjoy the usual activities of life. Dare (2004) agreed that management of resources is the intellectual utilization of the scarce resources to achieve the goal of an organization, and trying as much as possible to avoid wastage while Kalat (2006) sees management of resources as an art of tactfully of controlling or bringing various elements to work together for common goal.

Mba (2002) sees disability as enhanced negative self worth of people with one form of handicapping or the other, depends on situation on the rehabilitative and personal efforts of all personnel involved to assist them in meeting the various identified needs and assist them through intervention and programmes which would be geared towards making them happy. Accepted and function like every other person as well as the effectiveness of their own personal copying strategies.

Individuals with special needs have proved to the world that there is ability in disability, despites the challenges posed to them socially or naturally and to those who believe in taboos, or mores. That evil spirit has impact or power to their disability or sickness. Lere (2003) stressed that all over the world people have reacted to such differences in variety of ways, ranging from the cruel to the humane. He further stated that, those who were different were destroyed, tortured, exercise is sterilized, ignored, exiled exploited and consider Devine. Their problems were cruelly explained in terms of superstitions. They were, however, later pitied and cared for and finally accepted, accommodated, educated,

sieved and employed. Before then, they had to cope with survival in the world where the harshness of both nature and those around them threaten their very existence.

Nature of Special Need Education

Basically, special needs are classified into three (3) major groups, these were derived from the definition of the World Health Organization WHO (2014) as they defined health as, it is not a mere presence of disease or infinity, but the complete state of physical, mental and social well-being of an individual. This means that the nature of special need can be divided into three categories,

a- The physically deformed

b- The mentally retarded or disordered

c- The socially deprived.

These three groups could be further divided into so many other sub-groups, such as the emotionally distorted, culturally disadvantaged the poorly coordinate etc. At this juncture The UNESCO (2008), comprised them for inclusive education all at their decimal classification. The physically deformed mostly is caused by accident deformity in legs arms or any part of the body, been it sickness of blindness poor sight or deafness. The mental disorder deals with brain or mind disorder depending on the organ affected. UNESCO (2008), Salamanca declaration further clarified that, the last form of special need, is socially depending, on the human emotion with others.

This means that exceptionality deals with the appearance of an individual such as limb damaged as a result of accident paralysis, dislocation, poor eye sight, blurred vision,

deafness, blindness, epilepsy, leprosy, and so forth. Lere (2003) asserted that mental disorder or retardation is concerned with the sickness of the mind. It involves a mental break down, so serious that the patient must have a special care, this he classified into two, the first is called organic and the second is called the functional. The organic mental illness results from defects that occur in the brain before birth. This is called birth brain accident because it causes damages to the brain. While the functional mental illness involves no appearance change in the brain, yet the mind does not work properly. Most of the mental illness is functional. Thus above are mental disabilities, which make an individual who suffers from any of the above mental disorder always have hidden ideas which we referred to as personality disorder, because he does not enjoy the usual activities of life.

Types of Exceptionality

The American Disability Discrimination Act (DDA, 2006) defines exceptionality under the following categories.

a. Physical disability
b. Intellectual or learning disability
c. Psychiatric disability
d. Sensory disability
e. Physical disfigurement disability
f. Presence in the body of organism causing or capable of causing diseases.

a. Physical Need: This also consists of other types as follows:

Paraplegia: This is where a person is paralyzed from the waist down as a result of spinal cord damage. A person with paraplegia wire usually be a wheel chair user but not always varying degree of loss of limb and other mobility may result, the common cause is motor vehicle or other accident.

Quadriplegia: Is where a person's paralysis includes legs and arms, as well as affecting shoulder, head and neck movement is dependent limp and other mobility may result. The most common cause is motor vehicle or other accident.

Hamiplegia*:* Is where an individual paralysis affecting one side of the body. A form of hamiplegia may result after a person suffers a stroke.

Stroke: This is caused by the interruption of blood supply of the central nervous system a hemorrhage inside the brains. Affected person experience a sudden impairment of the sensory motor functioning on one side of the body. This condition may associate with other disorders such as loss of vision, hearing and speech. The affected person may require a walking stick or a wheel chair.

Spina-Bifida: This is due to the defective development of spiral canal, characterized by incomplete closure of the bony encasement of spinal cord. It may cause damage to the lower part of the body depending on the level and extent of the vision. The person my lose bowel and bladder control and may have sensory loss in the brain area. The person may require a pair of crutches or a wheel chair to more round.

***Cerebral Palsy*:** This is a disorder of muscle control, which results from damage to part of the brain, the name, cerebral palsy is used when the problem has occurred to

the developing brain either before birth, around birth or in early life. Cerebral palsy affects peoples in some may have problem of intellectual ability.

***Polio*:** This is a disease cause by three viruses that enter the mouth, grow in the intestines and pass along the nerves in the brain and spinal cord and take over the metabolic factor, causing the nerves to stop working normally and instead to produce polio virus. During this invasion, the infected nerves cannot function and muscles in the arms, legs, chest, diaphragm and throats become weak or paralyzed.

Absent Limb/Reduce Limb Function: This may result from an accident from injury at birth, as a result of another disability and from, damage in uterus (such as thalidomide damage).

b. Intellectual or Learning Needs: Peoples with an intellectual, learning or cognitive disability have a reduced capacity to learn tasks or process information. A learning disability may make it difficult for a person to take in information and communicate what they know learning difficulties can cause difficulties in reaching writing mathematics the disabilities comes in varying degrees and may be found in people who have been classified in school as learning disabled. Mentally retarded, autistic, handicapped or who have suffered a head injury or down's syndrome. Intellectual or learning disabilities may be caused by physical damage lead poisoning or as a result of medical conditions such as encephalitic, disorders of metabolism brain turnovers or difficulties experience during pregnancy (such as German measles). According to Booth (2000), learning disability is a manifestation of significant difficulties in the acquisition and use of listening, speaking, writing, reasoning or mathematical

counting abilities. The disorders are intrinsic to the individual and presumed to be due to central nervous system.

c. **Psychiatric Disorder**: A psychiatric disorder (or mental illness) can develop at any stage often apparent to another people psychiatric disabilities are often the most misunderstood disabilities in the community and peoples attitude are often based on prejudice and myth segmental illness can include stress related conditions, major depression, bipolar disorder (formally called manic-depressive illness) anxiety, and schizophrenia. Depression is the most common non-psychotic mental illness (psychosis being a disorder which features the lost of contact with reality) the causes of different mental illness are not clearly understood, but they are often linked with genetic environmental factors.

d. **Sensory Disorder**: This term refers commonly to a visual or hearing impairment (often referred to as blindness or deafness) people can be born with reduced sight or hearing, or none at all someone may lose all or part someone may lose or part of their sense of sight or sound due to an accident, illness or the natural aging process.

e. **Neurological Disorder:** This is associated with damage to the nervous system that result in the loss of some physical or mental functions. A neurological disability may affect a person's capacity to move or manipulate things or the way they act or express their feelings the way they think and process information may also be significantly influenced. The brain and the spine are the areas of the body most closely associated with neurology. Heart attacks, serious infections and lack of oxygen to the brain may also result in a neurological disability.

f. **Physical Disfigurement Disease**: This is causing organism and other medical condition, a physical disfigurement is something that affects how someone appears such as a birth mark. Disease causing organisms can include a wide range of medical conditions that fit within the disability spectrum HIV is one that has had extensive media coverage other medical condition include deteriorative condition such as those of the heart and conditions affecting brain functioning such as epilepsy.

Causes of Exceptionality

There are several factors resulting exceptionality, some of which according to United Nation Education Scientific and Cultural Organization (UNESCO, 2008) are:

1) **Physiological Factor:** The physiological factor is called the hereditary factor, while the sociological factor is called the environmental factor. The physiological factor is the internal happening this means that one may be born with deformity.
2) **Hereditary Factor:** The hereditary factor which causes disabilities are those qualities which children inherit from their parents that determine their personalities and the characteristic are transmitted by the male sperm and female ovum. Bucher (2006) stated that the ovum is designated by xx while the male is designated by 'xy'. They went ahead to explain that, if xx from the mother meet either an x from the father, resulting to 'xxx' or "xx". From the same mother meet a 'y' from the father resulting to 'xxy' this produces an abnormal child. This child will be born with mental defect in meiosis defect a chromosome(s) drop(s) during the process or mitosis (cell division or formation). The child to be born may likely come out with some missing parts, for example, one eye instead of the two normal eyes, or one leg

instead of the two normal legs. In fact, there are so many other genetic disorders, which are too common, while some are rare. All of them are inherited to a lesser or greater degree. These defects may continue to be transmitted from generation to generation.

3) **Sociological Factor:** this is the sociological factor resulting from marriage customs among the Hausa speaking group in Nigeria sometimes contributes to deformity with this customs a young female child is given to marriage to an elderly man at very tender age as a potential wife and the girl is forced to assume child bearing role before is mature enough. The consequences of this according to UNESCO (2008) is explained that a girl who is not fully grown up, has a narrow pelvic girdle with insufficient space for the baby's head to pass through during birth, which sometimes leads to child's death or born with mental defect.

2.5 Concept of Special Need Education

Disabled referred to as special education (also known as special needs education, aided education, vocational education, and limb care authority education) is the practice of educating students with special educational needs in a way that addresses their individual differences and needs. According to Bucher (2006), this process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, and accessible settings. These interventions are designed to help learners with special needs achieve a higher level of personal self-sufficiency and success in school and their community, than may be available if the student were only given access to a typical classroom education. Common special needs include learning

disabilities, communication disorders, emotional and behavioral disorders, physical needs, and developmental social needs.

Students with these kinds of special needs are likely to benefit from additional educational services such as different approaches to teaching, the use of technology, a specifically adapted teaching area, or a resource room. Intellectual giftedness is a difference in learning and can also benefit from specialized teaching techniques or different educational programs, but the term "disabled education" is generally used to specifically indicate instruction of students with disabilities. While, gifted education is handled separately. Whereas special education is designed specifically for students with special needs, remedial education can be designed for any students, with or without special needs; the defining trait is simply that they have reached a point of under preparedness, regardless of why. For example, even people of high intelligence can be under prepared if their education was disrupted, for example, by internal displacement during civil disorder or a war. In most developed countries, educators modify teaching methods and environments so that the maximum number of students is served in general education environments. Therefore, disabled education in developed countries is often regarded as a service rather than a place of kindness (Kalat, 2006).

2.6 Theoretical Framework

The research work is based on motivation theory. Motivation refers to the emotional force that energizes and arouses behaviour, gives direction to behaviour and underlies the tendency to persist its admiration. Meanwhile, ‘Motivation Theory’ was developed by the most popular theorist of human psychology known as Abraham H. Maslow in 1943. In

the early experiment, Maslow examined the effects of workplace lighting on the human *Hierarchy of Needs Theory*. The theory produced the wonderful findings on human psychological changes by highlighting some effects in social conditions that seem to explain significant increases in group productivity and students' performance. For a simple experiment, Bagudu (2001) remarked that an individual member from students who lacks psychological needs, safety, love and esteem would probably fail to perform better in the school.

In a school setting, adequate provision of infrastructural and instructional facilities influence students' attitude by boosting their morale and commitments to learning. The confirmation of this will be found in Maslow's theory of motivation which argues that staff and student's needs are based on a five-level hierarchy that are directly connected with his psychological satisfaction and emotional responses ranging from the lowest need (physiological) to safety, love (social), to esteem (ego) and self-actualization. Kanu (2006) has further experimented that:

1. **Self Actualization**: This refers to the desire of every individual to self-fulfil or actualize himself, his potentials, optimum development, initiative and creativeness. The physically challenged students are actually desirous of well-equipped learning environment to exhibit what they are and the innate capabilities of them.
2. **Esteem Needs**: These are needs desired to have a positive self-image and to have human value that appreciated by others. These needs do not become motivators until the lower-level needs have been reasonably satisfied. Well-equipped school environment influence physically challenged students' esteem needs through self-confidence, self respect, competence, achievement, independence, and freedom.

3. **Love and Social Needs**: Social needs include the needs to establish friendship, sense of belonging, acceptance and acquaintances. Adequate provision and allocation of school resources attract the attention of physically challenged students from different backgrounds to school which on turn establishes friendship and love of one another in schools.
4. **Safety and Security Needs**: Provision of wondrous school environment satisfies the psychological need of physically challenged students pertain to the desire to feel safe, secured and free from threats of existence. These are the needs expressed as desire for belonging, association, acceptance for peers, as well as security measure in the school.
5. **Physiological Needs**: These are the welfare needs that are required for survival, of individual such as food, water, shelter, and sex that needs to be satisfied in order to sustain life. For instance, provision of shelter (hostel) with adequate welfare services such as water and foods play vital role on satisfying basic needs of physically challenged students in schools.

2.6.1 Educational Provision for Special Need Education

In the ancient times, the disabled children were often killed or abandoned. Paralyzed and deformed children were stone to death as stated by Kalat (2006). The western type of education was introduced and the idea of equality was also introduced during these periods, advance, in medicine and surgery brought ways to strengthen the physically challenged to prevent some of the disease, which might cause disabilities. Tahir (2009) stated that public and private organizations or agencies train and employ the special need individual and provide recreation and other social activities for them. Mba (2002),

reported that even the most serious disability does not necessarily result in a distorted personality. According to him, although there are often factors in the environment of a disabled child that tend to produce psychological distortion other factors tend to lesson its possibility. This to him may require that the child be reassured at an early age that his parents are not blamed for his disability. He went on that the superficial development of the child may be prevented by providing opportunities for play. The provision of motor outlet for both physically, mentally and socially abnormal individual is very important, that the special need child can often be helped to set realistic goals, to ensure satisfaction, the goals are set too low apathy may result, and if the goals are set too high, frustration and loss of self- esteem results.

Kanu (2006) believe in his contribution to the welfare of the psychically disabled that an organic impairment becomes abnormal and is conscious of the disability as reflected by his environment if frequently happens that a young disabled child is not conscious of his impairment, until he/she reaches the age at which he is left out of games and not invited to social activities, and then his impairment is thrown back to him. These experiences may result in a variety of responses ranging from determination to overcome his impairment, attitude of defect and insecurity posed on him; Kasim (2010) stated that expensive and extensive experiences provide the basic for some strongly stated observations regarding the problem of the physically disabled children have problems to meet as they seek to adjust to the demands. He further said that the individual and collective reaction of hostility towards the crippled, deformed and disabled who are condemned as unproductive and burdensome are the favourable attitudes that the impaired person has to face in essence, the physically disabled individual bears

burdensome. In his opinion, the favourable attitudes that the impaired person has to face in essence, the physically disabled individual bears the double burden of his actual impairment and the social restriction it occurs. Social prejudice often leads to economic prejudice.

According to Kasim (2010), in Nigeria, there are ten out of thousands of blind and deaf children and an equal number of children different degree of physical disabilities involving the arms, legs and spines. They continued that it is often left that with the vast problems of education generally these disabled individuals do not come high up in priority. Actually, they need education more than anybody else. The physically challenged ones if not educated person can find life as meaningless and could become frustrated to thinking of death. The truth has been accepted by all developed and civilized countries that elaborate organization should made available to help all categories of the disabled children, indeed these organizations are possibly the most worthwhile human charity. He also stated that a start would be made with those with limbs deformities as earlier suggested by Collins, Halligan and a team of others of the Ahmadu Bello University in 1970. She further agreed that children with limb deformities at a start would be given education that present less difficulties and they can be absorbed into employment with proper arrangement with industries. It was proposed to set up school for those limb cases in the first instance and brings them up to about two years past primary school level, later to fit them placement in suitable occupation.

As stated by Kaduna Rehabilitation Board (2014), in Kaduna State, the scheme should be regarded as a pilot project for a wider application in future years in the other state of the

federation. Thus, what ever forms of education, academically or vocational a mean of achieving self- independence, social, security, to the disabled individual. The United Nations, General Assembly claimation scheme by the international care for the disabled, they said one thing should be remembered that Nigeria as a member should pay the registration fees of two hundred thousand naira (N200, 000) to set up a scheme. Among the aims of the scheme were to promote the realization of the right of disabled person, to participate fully in the social life and deferment of the societies in which they live in to promote the enjoyment of living conditions equal to those of other citizens as well as equal shape in the improvement of living condition, mentally and economically.

The general theme therefore is fully and effect participation and equality of the disabled children. In pursuance of the International Year of the Disabled ((IYD) in Nigeria, both federal, state and local government set-up committees from the rehabilitation sectors of the federal ministry of social welfare development, youth, sports and culture and state chief welfare officers at the federal level. The social needs of the disabled child may be met by a team approach. The officials have to try to organize to identify the clinic who needs particular care to known what kind of care to be given to each child, to apply this care in the best way so as to help the disabled child. The government should give money to the ministries of education, for the purchase of facilities, equipment, building more schools and for the training of special education teachers and specialists (Kaduna Rehabilitation Board, 2014).

In fact, when we look at the resources in terms of specialists, skills, we have seen little growth in the range of schools and services for the deaf, blind, mentally retarded and the

socially maladjusted learners (individuals). Much remains to be done since the total school population increases and with the disable children too increase with their needs also when vast resources are required to modernize and expand educational facilities for all children themselves, but the challenges are from the appropriate ministries to identify the disabled children and find ways of assisting them. If a child is adulated to school before his disability has been notified to the specialist, it will be the study of the teacher to start the process by enlisting the help of social workers and others.

The family especially the parents is a major department which can be called out to bring its strength, expertise and focus their attention towards, or directed to the total needs of the disabled children. It is also believed by the researcher that the responsibility of the ministry of education to coordinate and plan for the treatment and rehabilitation of the health and voluntary organization or missionary bodies who have for many years accepted the responsibilities for a wide of functions to be general improvement and good up keeping of the disabled children.

2.6.2 Government' Commitment toward Special Need Students' Enrolment

Individuals are now aware that there are relatively children whose needs cannot be adequately met in the regular classroom or by regular classroom teachers. Therefore is not easy to gather them in one place for a regular school system. General education caters for normal children whole special education caters for those children not adequately catered by general education. Enrolment of disabled students on educational programs is a methodology for remedying those with disability. The National Policy on Education

(2004), defines special education as the education of children and adults who have learning difficulties because of different sport of handicaps; blindness, partial sightedness deafness, hardness of hearing, mental retardation, social maladjusted physical handicap etc.

Consultation with parents is necessary in mainstreaming/integration/open education parents should be consulted in determining educational policy. As it was stated in section 56 (5) of the National Policy on Education (2004); the aims of education how can it be best achieve Government has decided that integration is the most realistic. From of special education, since handicapped children are eventually expected to live in the society. Therefore, it has already been accepted that special classes our units will be provided in the ordinary schools under the Universal Primary Education scheme (FRN, 2004). And can only be done through consultation with parents of handicapped children, mainstreaming does not mean dumping the handicapped children in the regular classroom and forgetting all about them.

Students enrolments in Nigerian schools have some categorizations it may be easy to speculate about how schools may be more effectively organized to promote cognitive and social development, we must bear in mind that schools are found in a real world. They are inhabitant by real people with desires and expectations. They are subject to contains imposed by society generally and government of the day in particular.

Unegbu (2005) stressed that the school itself constitutes the largest unit into which children are classified for instructional purposes with age commonly determine the type of schools they attend in Nigeria. It is optional and provided mainly by private bodies

primary schools provide elementary education for children, aged between six and eleven or twelve and secondary schools are for more mature ages between eleven and sixteen or between twelve and seventeen years in the case of classification and grouping of children usually primary pupils are assigned to classes or grades, corresponding to the number of years taken to complete the entire course while it is convenient that children of the same age group should stay together for instruction it has discovered through various tests that they can differ in interest intelligence, social development and emotional development and that these difference have a tremendous impact on their learning redress and speed.

2.6.3 Institutions Offering Special Education in Kaduna State

From the literature review it is discovered that special education is offered by many Nigerian institutions of learning. For instance, many Nigerian universities are offering special education and all colleges of education are offering this study in Nigeria. Thus, according to Kasim (2010), the institutions offering special education in Kaduna State are based on following categories:

Tertiary Institutions

- Federal College of Education Zaria;
- Federal Polytechnic Kaduna;
- College of Education Gidan-Waya; and
- Nuhu Bamalli Polytechnic Zaria.

Secondary Schools Education

- Alhudahuda College, Zaria;
- Government Technical College Malali, Kaduna;

- Government College Kaduna; and
- Government College Fadan Kaje.

Special Rehabilitation Centres

- Kaduna North Center;
- Kajuru Center;
- Chiku Center;
- Birnin Gwari Center; and
- Headquater Kigo Road Kaduna.

Private Special Education Centres

- Kaduna State Special Education School (KSSES);
- Congental Babies Center, Sabon Tasha;
- Demonstration School for Deaf (Kawo);
- Jafaru Ishaq Special School, Babban Dodo Zaria City;
- Insight School for the Exceptional Kaduna;
- Hope for the Blind School Wusasa; ,and
- Bath Tory Home for Mentally Retarded Kofan Kibo Zaria

In the statement of Oniade (2008) the commission has five rehabilitation centres and four inclusive education schools. The centres are:

a. **Kaduna North:** Welding, knitting they produce items such as tricycles, iron doors and windows.

b. **Kajuru Centres:** Leather work they produce bags, shoes and leather covers.

c. **Chikun Centres:** Knitting and sewing making mats, caps, singlet, timbers.

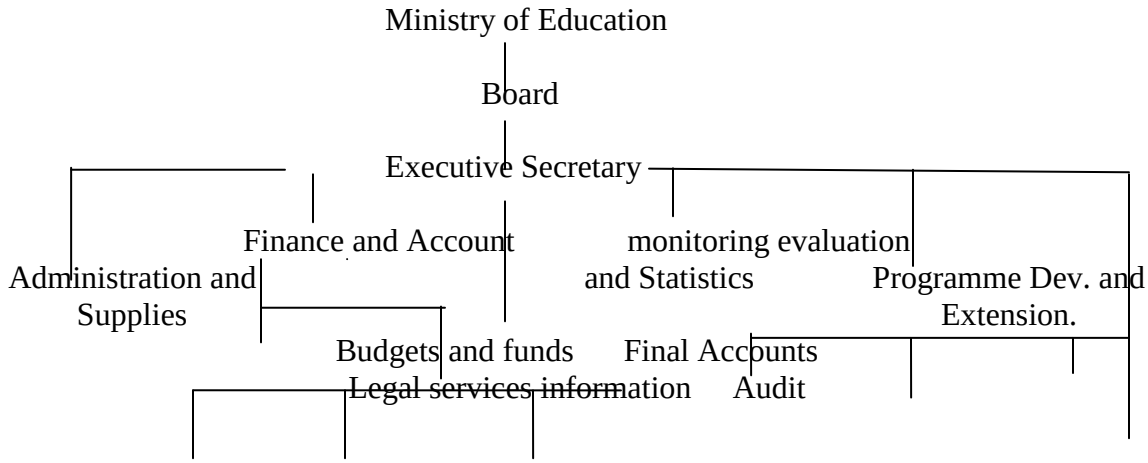
d. **Birnin Gwari centres:** Sewing and knitting making mats, covers, shades or roofs.

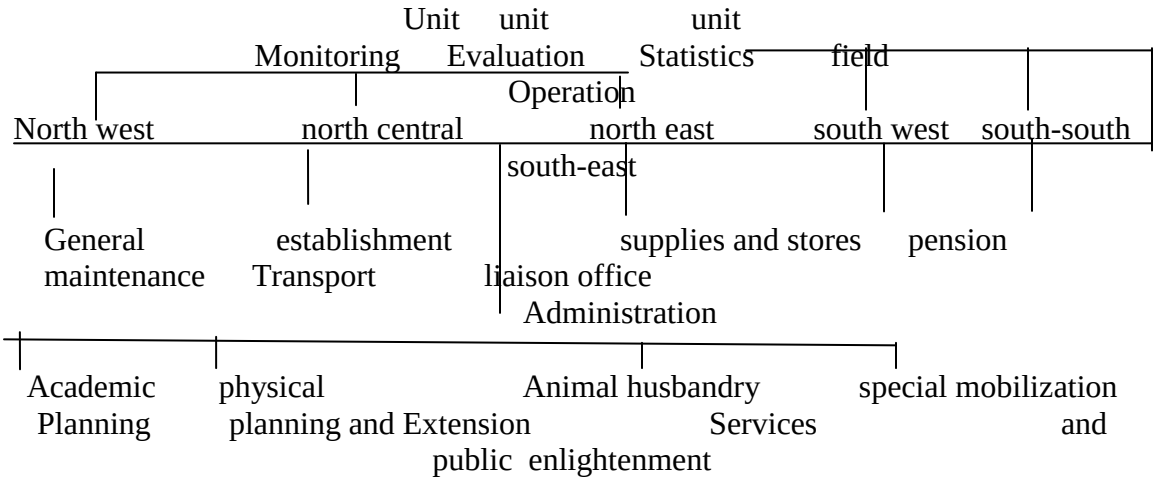
e. **Headquarters Kigo road-** Making Garden chairs, rubber stamps, Aso oke weaving tailoring deaf in poultry training animal husbandry

2.6.4 Structure of Special Need Rehabilitation Centres

The recognition of special need education as inclusive education according to UNDP/UNESCO (2008) is a step in the right direction what needs to be done is to match policy statement with concrete action another justification for education the disables is that they have an important role to play in national development. The point is educating the disables by setting them in a settlement is one way of improving computer literacy, animal rearing like poultry practices will enhance their quality of life and national development. On that, Kaduna State government Ministry of Education under the department of women affairs have set this as a poscal point of resettling the disabled at the rehabilitation centres and divided their function and affairs, like training and waving, carpentry, literary equipments, poultry knitting and so many entrepreneur appliances. Figure 1. presents the administrative chart of State Ministry of Women Affairs Kaduna:

***Fig. 1*: Organization Chart of State Ministry of Women Affairs Kaduna**





***Sources*: Ministry for Women Affairs Annual Report (2014)**

Hence, Eskay, Michael and Angie (2013), highlighted that the Ministry has four departments namely:

1. Programme Development and Extension

i. Mobilization and public enlighten.

ii. Animal health and husbandry

iii. Special services (women specific)

iv. Graphic

v. Documentation

2. Monitoring Evaluation and Statistics

i. Monitoring

ii. Evaluation

iii. Statistics

iv. Field operation (5 centres)

3. Finance and Account

i. Budgets and funds

ii. Final accounts

4. Administration

i. Executive secretary office

ii. Information and protocol unit

iii. Legal and audit Procurement

Therefore, disabled education witness allot of improvement in the area of pupils enrolment due to this guidelines and principles followed by Federal Ministry of Education and state rehabilitation boards under ministry for women affairs. In the previous years the disable school's enrolment rate witness a great achievement due to the rapid increment of pupils in disables schools rehabilitation centres. Federal Ministry of Education Annual Report (2005) carried out in north central zone in 20 inclusive disabled education centres the enrolment of schools visited was put at one thousand and seventy three pupils (1073) out of these six hundred and fifty five (655) were male, while four hundred and fifty five were female (Table 1).

Table 1: Showing Special Need Peoples' Enrolment by Kaduna State Government

Class	Male	Female	Total
1	225	151	356
2	198	113	311
3	151	98	249
4	47	35	82
5	11	7	18
6	43	14	5
Total	**665**	**418**	**1073**

Source: Federal Ministry of Education Report (2015)

Welberg (1984) in David (2003), argued that achievement in the school organization is generally rooted in the ways individuals and group perceive themselves and their environment. He further explained that the extent to which schools actually perform their basic functions as an educational organization can be determined in a number of ways, these would include.

a. Survival by procuring sufficient resources and basic materials
b. A measure of cohesion and motivation among person and
c. Stability and continuity of administrative and teaching process

Welberg (2003) also explained that the achievement in the school organization is generally rooted in the ways individual and group perceive themselves and their environment. He postulates nine factors which critical to effective, behavioural and cognitive learning these are:

i. ability innate endowment as indicated by prior achievement

ii. development, level of physical and psychological maturation

iii. motivation of self concept as indicated by student or learners willingness to preserve intensively on learning task

iv. learning tie, amount of time students devoted to learning

v. instructional quality of instructional experiences

vi. the home parents social and economic characteristics

vii. the peer group outside the school and

viii. leisure, use of school time

Physically challenged education programme right from its inception in 1980 Kaduna state recorded allot of achievement from different types of its programme. In case of enrolment, the details are as follows:

a. Total number of disables trained (385) in the centres in Kaduna state.
b. Total of 250 students disabled have so far graduated and transited to various institutions of life within the state.
c. Training and retaining of teachers on how to approach special need teaching and use of textual materials, multi grade teaching, record keeping and a special training on the interactive radio instruction (IRI) by FRCN Kaduna, on the programmes in Hausa(Nakasa Ba Kasawa Bane) ie disability is not in ability.
d. Training the students on vocational skills acquisition training like in tailoring knitting weaving with rubber straps, carpentry tie and dye and welding.
e. Eight local governments have benefited from the Kaduna State Government Assisted rehabilitation materials through the community based vocational rehabilitation materials through the community based vocational rehabilitation (CBUR).

f. There is also community integrated rehabilitation of the blind initiated by sight savers international at Kajuru, it is design to screen and train 250 blind persons, it started in 2002 and would end in December 2008. The 1st set of 80 students are weaned.

g. Construction of four rehabilitation centres at Kaduna, which they are doing welding and knitting Kajuru centre, leather work shoe production Chikun centre, knitting and sewing, and then Birnin Gwari centre- knitting and sewing.

h. Provision of mobility 10 motor cars, and 35 motor cycles bicycles to teachers administrators and supervisor.

i. Recruitment and posting of 16 extension agents in the state which serve as a link between the disables and various intervention bodies at various local centres.

j. Establishment of rehabilitation board in 1980 by governor Abdulkadir Balarabe Musa.

k. Creation of Kaduna gender working group in (2010) by education sector planning survey with donors like, Adult mass literacy ministry of education, SUPEB, NCWS Work Bank and Others

l. Strengthening the P.T.A and community based vocational rehabilitation meeting at the end of each three month at various location fixed.

These notable achievements mentioned above are a way forward regard to the physically challenged education in Kaduna state the achievement and break through recorded in the implementation of disabled education programme in the state is attributed to the virile and hospitable working environment as well as tremendous support the rehabilitation board has continued to receive from the government and the good people of Kaduna

State. Many aspire with a strong desire to hold position or be recognized with, based on capabilities. So also is a disabled child who does not want to see his ability as static one. He tries to give more interest to his abilities. He wants to see himself as a person with other abilities than those of the non disabled, but he is not without abilities like every normal child, a disabled individual's aspiration fuels the life-wire of their existence. They aspire for security and position, confidence and respect of those around them they also aspire to exercise ability and self- expression, exploiting their abilities to work towards the progress of their society.

Indeed, a great number of them set out to meet aspiration. He does so with ability or twice the effort of a normal child. He becomes more sensitive of what is left him as his ability and tries to use to the fullest. Their base is on aspiration; accomplishment so as to give themselves a real chance of living a social life. This can be done when the community is sensed to be prepared to accept them as persons with the same requirement and demands as other people. In fact, an independent existence person full of confidence and self-expression with a focus of finding his own way in life, he must also be given a psychological support. The basic social services afforded him by the society must be organized in such a way they/ he can make his decisions and be responsible for his own life (UNESCO, 2008).

2.7 Funding of Special Need Education

As Education is a right of ever citizens, and it should be made available to all in irrespective of social and physical conditions. The National policy on Education (2004) examined that:

> "education is a right of Nigerian both adults and children, normal and those who have learning difficulties because of different sorts of handicaps; blindness, partial sightedness, deafness, hardness of learning, mental retardation, social mental and physical handicaps and so forth, do to circumstances of mental and physical health patterns or accident in later life. As a result, a few children and adults are unable to cope with the normal class organization and methods. There are also the specially gifted who are intellectually precocious and find themselves insufficiently challenged by the programme of the normal school and who may take to stubbornness and apathy in resistance to it".

Thus, there is need of any real of imagined disabilities, each according to his or her ability being recognized integration or mainstreaming is prescribed in policy by the mandate the various exceptional categories that exist in the society. Disability is something universal as stated by Dare (2004) that disability is a universal problem that occurs in all languages, cultures and nations in the world. The problems is not confirmed to the United States or all cultures, there are children who seen to have normal intelligence but have severe difficulty in their limbs or body part.

With emphasis on literacy and introduction of the Universal Basic Education some children of adults with disability will be enroll to school. Some are likely to be learning disabled, what services are available to them or will be able to them one cay say nothing. Teachers trained to tackle the complexity of learning disabilities are in very short supply. Teachers presented in the school system are not well grounded on the condition they are more ready to "label" any adult who manifest the features of disabilities as lazy or dull. This is withstanding the society has moral duty to provide quantitative and qualitative education to its citizens. Traditional special education services have been provided to

Nigerians in a variety of settings according to Kaduna Rehabilitation Board (2014), that regular classes with or without supportive services, regular class attendance plus supplementary instructional services, part-time special class, full time special class, special day schools, special residential schools, instruction in hospital or treatment centres, total care etc.

Volume of Funds Allocation

It has not been easy to have reliable and comprehensive statistic of fund amounts common from government to education sector. Nevertheless available statistic in expenditure for education by federal and state government some insight into realistic of education are:

Table 2: Federal Government Allocation on Education 1997-2002

Year	1997	1998	1999	2000	2001	2002
Recurrent Fed Exp.	12.3	12.0	11.7	9.4	9.5	9.1
Capital Fed. Exp.	6.1	7.5	5.0	8.5	6.0	6.0
Total Fed. Exp.	**9.9**	**9.6**	**9.0**	**9.0**	**7.6**	**8.0**

Source: Federal Government of Nigeria Annual Budget Report (2002)

Table 3: Federal Government Expenditure share by level of education 1996-2002

Year	1996	1997	1998	1999	2000	2001	2002
Tertiary	79.9	78.9	68.4	69.0	75.8	68.1	76.9
Universities	52.5	44.6	39.4	39.9	49.2	39.6	51.2
Polytechnics	16.2	23.2	17.0	18.5	17.0	16.6	16.0
Colleges of Education	11.2	11.1	12.0	10.6	9.6	11.9	9.7
Secondary Schools	10.4	11.3	14.6	18.7	15.3	15.5	15.6
Primary Schools	9.7	9.8	16.9	12.2	16.4	16.4	.5

Source: Federal Government of Nigeria Annual Budget Report (2002)

The Federal and State Ministries of Education have departments of education planning. It is the function of the department to collect and analyze relevant demographic information and data necessary for the effective and efficient organization and management of educational system. Including its funding and development of facilities for teaching and learning. New projects and programmes are evaluated by the department of educational planning in terms of cost benefit analysis for their cost effectiveness. The joint consultative committee on education popularly referred to as J.C.C brings together experts from the federal and state ministries of education. The Universities, polytechnics, colleges of education, various parastatals of education and the Nigerian Union of teachers (NUT) it meets regularly to deliberate on all important plans, proposals changes projects and programmes in education if the J.C.C consider that an education plan proposal or innovation is good for the country or any part thereof, it accepts and recommends it to the National Council on Education (N.C.E) for approval and implementation.

The National Council on Education comprises all the state commissioners of education with the federal ministries of education as chairman whatever plan or programmes the council approves is automatically adopted by federal and state government for implementation. However unless there is a law or decree to back up the approval some states that have difficulty in implementing a particular policy plan or programmes have sometimes ignored or modified it in a way suitable to their local situation or budgets in addition to the JCC and N.C.E there are parastatals set up to enhance the planning organization and management of difficult types of education in the country like National Universities Commission (NUC) National Board for Technical Education (NBTE)

National Commission for Colleges of Education (N.C.C.E) National Teachers Institute (NTI).

Educating a physically challenged one involved a lot of professionals, ranging from education, psychology, medicine, languages, who will provide expertise to mitigate the problem Nigeria is a growing economy with a lot of contending needs. Resources may not be available to provide for all who may need specialized attention centralization of resources and facilities to meet the need of the growing population is the best options in the present dispensation. Accepted that mainstreaming is the ideal, this writer would settle for resource room approach for educational delivery for the learning of disabled.

Resource room is an educational setting that provides assessment services and remedial instruction to students with disabilities schedule basis for a portion of the school day. In this approach, the disabled with receive education in a regular class room with non-disabled person but with draws to a specially designated center to receive remedial instructions from a specialist, Burton and Bruckners (2004) identified the following advantages of special need store room.

a- Those with special need do not lose their identity with their peer group, so there is a smaller chance they will be stigmatized as “special”;
b- The special need can receive the intense, individualized instruction they need everyday which might be impossible for regular teachers to provide; and
c- Flexible scheduling allows the resource room to serve a fairly large number of students.

With these advantages in mind, a resource room can be created in every local government of Nigeria to cater for the needs of the learning disabled transportation from various schools to avenue near the local government headquarter where location of facilities suggested to be sited may be a problem. Most local government have vehicles which and be used without much unconvinced. Majority of special need children may not have a physical challenge that would warrant special arrangement traveling therefore will not be a "burden" for special need for exceptional category it is the most neglected in research and educational provision in Nigeria. special need pervades almost every aspects of a human development although the consequences of exceptionality vary from disability to disability and from individual to individual. Thus a serious special need often excludes one from essential life experiences, subject him to isolation, make him susceptible to parental over concern and expose him to social milieus which consistent in its assessment of the educational provision for the disable persons.

2.8 Infrastructural Provision for Special Need Education

Main streaming is the first infrastructure in regards to settling the special need people at rehabilitation centre as stated by national policy on education (2004 FRN). The creation of Kaduna State Rehabilitation Board. The first infrastructural facility build was training workshop and show room another building has been build and equipped with knitting material and sewing machine. Building of class room has been completed with there toilets, assembly hall and dining hall has too been build as part of infrastructure. Another beautiful building has been completed as a show room for the purpose of finished goods or products, for the purpose of visitors who will buy the good made by the disabled such

goods are rubber mat garden chairs, rubber stamp, grass mat, local carpet this shows that there is ability in disability as stated Igbokwe and Eze (2009). Infrastructural facility was first provided by missionaries in early 1950s which has now taking over by federal government, state government and non governmental organization in running the special education school each state of the federation has taken over the running of special education schools Federal Republic of Nigeria (FRN) 2004.

The implementation of special need education which was launched in the state 1980 is making an impression stride by governor Abdulkadir Balarabe Musa according to the state director of special education Ministry of Education, Mr Ayuba O. in a situation report on special need education programme in Kaduna state. He indicate that presently Kaduna state has 5 inclusive education secondary schools, they are Government Technical College Malali, Government College Kaduna, Government College Fadan Kaje, Al-Huda-Huda College Zaria, most of deaf, blind and some cripple with total of 217 students separated in the 5 secondary schools the schools were administered through collective efforts of the Ministry of Education collaboration with state rehabilitation board and committees on inclusive education at the state and local government levels.

The rehabilitation board with headquarters at Kigo road, Kaduna North Local Government has rehabilitation centre at Makera Kakuri Kaduna. And five community base vocational rehabilitation centres workshops at Kaduna, Kajuru, Chikun, Igabi and Birnin Gwari Local Government areas. Kafanchan and Kaduna centre it accommodates both males and females. The aim of the board is training the trainable persons with special need s that is visually, physically, hearing handicapped and mildly mentally

retarded persons in different vocational skills to foster their re-adoption and re-integration into the mainstream of the society. The rehabilitation board which collaboration with each local government council of Kaduna state and each of the local government of the state were asked to open rehabilitation centres in each of their local government council.

The aim of the board is training the trainable persons with disability in visually physically hearing handicapped and mildly mentally retarded persons in different vocational skills to foster their re-adoption and re integration into the mainstream of the society one of the main objectives of the board is to enable persons with disabled to recover and re-discover themselves and prepare them for productive livelihood and self reliance within their community through effective health care and training useful trades. In 1999 by the coming of civilian administration under the leadership of Ahmad Mohammed Makarfi as the governor of Kaduna state. He made rehabilitating services as his focal point, by finding in various vocational skills, such as carpentry, welding knotting weaving shoe making tailoring animal husbandry poultry and special education, these have greatly contribute in awareness and intensive training which continuously gave rise to increase in students population from 35 in 1997 to 385 to date.

A scheme was introduced by the state government in conjunction with UNDP in the year 2001 with four local government areas as its pilot centres. These are:

a. Kaduna North – In Kaduna North Local Government Kaduna State Rehabilitation Board trains persons with disabilities as tricycles, iron doors and windows, burglar proof safes etc

b. Kajuru centre- in Kajuru centre they are being trained to specialized in leather work, were they specialized in show making which will enable them to have some thing doing before the end of their training is to be specialized show and skilled acquisition.

c. Chikun Centre- At Chikun centre with special need are trained in knitting and sewing which at the day end they can be able to depend on them serves through self empowerment.

d. Birnin Gwari centre- At Birning Gwari centre two they are trained to knotting and sewing as like its counterpart centre in Chikun.

There is also community intergraded rehabilitation of the blind initiated by sight savers international at Kajuru, it is designed to screen and train 250 blind persons. This project began in 2002 and ended in December 2008. The 1st set of 80 students are weaned percentage of the students were rehabilitation at the centre been cited and few are coming from their homes. Those who are admitted by the state government at various secondary schools were doing boarding where they are included in inclusive education at various schools in Kaduna State like in Al-huda-huda College Zaria, Government Technical College Malali Kaduna, Government College Kaduna, Government College Fadan Kaje, which most of them are crippled, deaf and blind, and they were being trained various skills, like typewriting, shorthand and other academic activities of normal school system, with various teachers at their own disposal.

Provision of Instructional Facilities

Instructional and in fractural facilities are those things which facilitate learning activities in an organized classroom. Learning is defined by Oniade (2008) as a suitable ways of importing knowledge or information to learners at all levels which will be the change of behaviour or attitude of an individual. And this learning outcome should be defined in the term of knowledge attitudes and skills suitable way to asses them at classroom national and international levels, he is in view that the learning out come of what have been learnt at a given period should be such that it is comparable with other else. Where in terms of the quality of certification, diploma, degrees and should be such that are recognized, respected and valued everywhere. Learning can only be done with the support of good instructional and infrastructural materials.

However, Smith and Nelson (2007) advocated that government through collaborative effort can tactile the existing menace of unqualified teachers by consulting the National or standard bodies through the country. Through programmes of activities, like retraining, workshops, in-services training and many effective teachers training consult programmes. The goal of establishing all the vocational or rehabilitation schools is no more but to assisting solving the problems facing disabled education in order for them to become to the extent possible, self sufficient individuals in our society (Abang, 2005). special need, were given training it includes, skills of daily living, self-care, communication and socialization aware of the importance of vocational training for those who cannot cope with the religious of academic programme, the Federal Government established six vocational rehabilitation centres located in Enene in Anambra, Kaduna, Kano, Maiduguri, Ogun and Lagos states.

Instructional and infrastructural materials are the necessary compound part in learning at all levels not only on disabled education or special needs education, UNESCO (2000), stressed that service delivery system required substantial human and materials resources with adequate and sustainable quality assurance measures in order to meet up the expectations. The expansion and upgrading of facilities and equipment to be in line with modern assistive technologies need to be put in place. The morale and incentive for special doctors need to be boasted in the system through adequate remunerations. In order create a favourable mind set and attitude towards quality of learning.

To actualize that dream, Ozoji (2003) is of the view that instructional and infrastructural materials should be adequately provided, under standard accrediting exercises of institutional bodies like N.T.I, B.T.E, NUC, N.C.C.E.T and so on. This will support and enable them to be responsible to their assignment. Teachers show not be ignored, not over loaded as they are, these issue when address will bring about quality in proper use of instructional and infrastructural materials provided, for standard and effective learning. A special education unit which established to solely be in change of qualitative use of instructional and infrastructural facilities in special needs education. Some of instructional facilities according to Ozoji (2003) are:

a. **Print Materials:** The last decade witnessed a considerable change both in the nature of school textbooks and in their place in the classroom. The textbooks are used rather as instructional tool, it is intended to be often supplemented by films, recordings and other audio visual media.

b. **Film and Motion Picture:** These provide intensively realistic experiences they can extend human perception by revealing the remote of inaccessible, the invisible or the inaudible or enable viewers to relieve the historical past. This is in regards to those who can see and hear. Also, motion pictures could contribute significantly to visual methods of instruction that film alone could be as effective as good instructors and for dynamic content films may be superior to print motion pictures like televisions can record live demonstrations, lectures, interview and discussions in which predominately verbal materials is presented they also provide continuity at action they could be used effectively to present visual information involving change of motion.

c. **Audio Recording:** There is no single aspect of the school curriculum in which recordings primarily in the form of cassettes tapes, cannot and new dimension of versatility to the learning process. Audio recording are most appropriate when inflections drama to the communication of the context.

d. **Video Recording:** The use of video recording has advantages such as complex demonstration can be prepared set up and recorded before hand. This release the lecture to concentrate on his video tape record/play back equipment allows for the recording and immediate play back of locally produced programmes and for delay play back of commercial available programmes.

Individualize Instruction

Opportunity should be provided for special need person who cannot access the regular school curriculum to proceed at their own face. The level of difficulty of task assigned

the students is adjusted to fit the level of development of the child. Lewis as cited by Ross (2002) advocated for differentiated from instruction which provide choice of learning for the learners the differentiation could be in term of context interest, face curricular sequence, structure, learning style, level and grouping. Infrastructural facilities are refers to facilitate provided at schools which can brings about smoothness of learning activities. This can also be resources for special education in Nigeria and these main resources can be grouped into four:

1. **Human Resources:** this refers to professional in special education and in related field, e.g. Special teachers regular teach psychologist rehabilitation officer, social workers, volunteers guidance counseling they manage the other resources for the benefits of exceptional children (UNICEF, 2000).
2. **Infrastructural Facilities:** These refer to institutions for centres for rendering services for exceptional persons or children. e.g. resources room, special schools, rehabilitation centres assessment and guidance centres, clinic (Aclinch, 2005).
3. **Instructional Materials:** According to Abang (2005), this refers to materials or equipment made specially for the learning exceptionally or normal children e.g duplicating machine, Bank machines, adapted ruler for the blind, assessment test materials for the learning disabled, identification materials and Jamus firms of teaching materials for the those with physical disabilities according to be included in the Salend, Dahaney, Anderson and Gott (2004), many require as pelts of motor skills, mobility, self care skills social and emotional adjustments to be included in the school curriculum. They around be taught how to perform motor task as standing, sitting, writing, positioning of paper, pencils pens and the use of wheel

chair. Mobility and orientation programs will be included in the programmes for the visually impaired so that they can asses all the facilities in the school. To accommodate children with physical disabilities, the school building may need ramps instead of stair case and elevators where there are those with low vision and those with hearing impairment need to be seated in the front of the class.

2.9 Teachers Quality and Qualification

Teachers have been regarded as role models to their students in view of this, John (2003) defined teachers as "an individual who is friendly, impacting knowledge and helps him to developed healthy attitude for learning" for instance a child holds firm whatever a teacher tells him in the class". Also a teacher in a professional usage is a person trained and recognized and employed to help learning in a classroom situation in order to achieve a set of educational goals. In ordinary usage, the term is often used to refer to any body who impacts information or knowledge or merely instructs another. Adeneyi (2002), cited in Bara'u (2008) opined that the quality of any education is on the teachers quality they received from any educational institution, thus no nation can rise above its researchers quality. Quality education is indeed not merely means to the end of development but as it gives an individual a deep sense of fulfillment, it is also can end itself. Quality education is the means by which an education system ensures that the education it deliver serve the purpose for which it intended.

A teacher is a person who has been specially trained to teach at any level of education. It is seen that a teacher is generally expected to have received some professional training after his secondary education (Kauffman, 2005). Therefore a teacher is a measuring yard-stick for his students in terms of his social, academic and moral standing in Nigeria, the teacher is regarded as an all round model for students to emulate education to teacher is that which strengthens the power and mind of a person to develop his vehicle, lifts one above the conditions unacceptable to him, a key to positive change and foundation for development and prosperity. Jeffery (2002) described education to a good teacher as a nature of personal growth and an organized process concerned not only even chiefly with the communication of knowledge and the acquisition of skills but also with formation of right attitudes towards life in general.

Teachers quality in view of the above it totally dependent on the education they receive. Teachers who have been prescribed as the soul mind of transforming the future of the young ones by impacting the right type of values, information, knowledge and skills for better living as member of community or society at large. Teachers quality described by National Policy on Education (2004), provided that no education system can rise above the quality of its teachers, Manson (1981) in Bara'u (2009) linked the success of an educational system to the teachers. He argued that teachers' quality is an important input in effective learning's since high quality output requires input of high quality. Teachers' quality can also be viewed as those professional characteristics or properties they possess which necessitate their success on the teaching job. Teachers are held responsible for the quality of student work, the quality of the students note books and assignment shows that

whether there has been improvement or not to evaluate the teachers quality. Goldhaber and Brewer (2002) are of the view that teacher knowledge of specific subject matter, particularly at the secondary level is a good prediction of students achievements. However, there are certain criteria to look upon in order to measure teachers' quality this can range from:

1) Mastery of a body of knowledge it is a general and logical assumption that once a person is a teacher he/she gained mastery of a body of knowledge it is a general and logical assumption that one a person is a teacher he/she has gained mastery of a body of knowledge in the (field) he/she teachers students. A claim by the teacher to posses a body of knowledge can only be a valid claim according to Hamlyn (1970), cited in Bvenyen (2000) if it satisfies the criteria concerning grounds, truth, meaning and so on.
2) Relevant methods for impacting knowledge to the learners. To support this, UNESCO (2000) states that there is no teaching without methods there are many methods of teaching at the disposal of teachers, example inquiry method and field trip method. It is the responsibility of the teacher to make wise choice of method for his teaching the wise choice be made will serve certainly the criteria to his quality.
3) Students' performance: Two schools of thought are of the view that, teachers quality must be assessed in the performance of their students and the other is what the teachers quality need not be assesses through the performance of their students. The first school of thought assesses teachers quality through examination as a condition of promotion of teachers. During the colonial government 1882 education ordinance established an education board which set criteria, for government

approval of grants for payment of teacher's salaries. The criteria according to UNESCO (2000) covered among other areas, percentage of passes in examination and the general level of academic standards in the school. This view tend to forget that there are other factors or conditions which will militate against students performance during exams example phobia, anxiety environmental condition, fear of invigilator etc. a child can fail but not that he is not intelligent so to measure students performance as the criteria for teachers quality is not strong.

4) Self Sufficiency; a teacher of high quality has less degree of dependency. He works in terms of materials requirements for his physical up keep so that he does not get himself engulfed in the wave of debts or beggarly behaviour.
5) Patriotism and Human Relations: it simply refers to the love a person has for his country to an extent that i.e or she is ready to defend it organizes attack by enemies within or outside a country. A teacher is the best person to fight against it and to eradicate it and promote knowledge teacher should be friendly.

He added that quality in education, there is need for quality teaching, quality learning environment and quality not comes the Advanced Learners Dictionary (2009) defined quality as the standard of something when compared to other thing like it" the same dictionary stated that quality is the practice of managing the way good are produce or services are provided to make sure they are kept at a high standard", meanwhile quality assurance is the management of good services and activities from the input stage, through processes to the output stage of production. Quality recognizes the outcome of organizations and seeks to enhance their capacity to operate in a responsible way.

Quality of a teacher is the ability for him to deliver or impacting knowledge to the pupils appropriately, with the use of learning methods and appropriate teaching materials for better understanding. It also entails the ability of the teacher to carry out his teaching activities towards effectiveness. Disabled education programmes are like any other education programmes that have to do with teaching and learning processes. It needs a careful and systematic arrangement because of the nature of disable peoples in terms of their nature. A teacher in this service need to be a person who well trained capable of accommodating by showing positive attitudes others or learners (Igbokwe & Eze, 2004). Such teacher should be a person who is logical, resourceful determines and have good appropriate to profession. put forward that teaching is a very complex job even under normal settings. It requires certain skills to be able to teach. Teaching therefore has to do with getting someone to learn something. He added, if teaching is such a complex job, even in the normal circumstance, the situation is worse under disabled education setting where learners are not just of mixed abilities, but of wide ranges particularly in ages. In the course of operation of disabled education teachers who are highly qualified with minimum standard of teaching in school. This will enable the disabled education obtain achieve the desired objective. This is due to the nature of disable which include.

a. Learner who has in the course of movement with their parents from one medical centre to local helps centre for mechanization of health left off considerate, genuine and empathetic towards his students. He should understand who they are and accept them the way they are.
b. Discipline, justice and leadership discipline refers to conduct or behavior that is acceptable or reasonable while justice has to do with our moral power which

enables us to adjudge what is right or wrong in a given situation and to take the right or appropriate action. A good teacher must have a high sense of justice in order to be effective in the education, and discipline of students learning under him, leadership considered being as act of directing, guiding and motivating students to learn. A good teacher must present students with worthwhile behaviour (honesty, tolerance, exercise of intelligence, courage, endurance and perseverance and so forth.

c. Physical appearance; teachers appearance refers to his physique neatness, mode of dressing and so forth, there are certain things about the teachers appearance which will attracts students attentions to him and lead them to learn what he teaches.

Quality in education drew its bearing theoretically from the essentialist school of thought, essentialism is an electric theory which emphasized basic education, intellectual training and superiority of human being. It follows that education should transmit the basic elements of our cultural heritage. Hence, the curriculum out to prepare students or pupils for future roles through systematic training in reading, writing history and English. Essentialism advocates functional literary and monetary for the primary schools. Essentialism advocates for standard curricula for every level of education. It equally emphasizes the importance of teachers authority, moral discipline and cultural knowledge for effective citizenship. However, presently the goal of education is to achieve the purpose to which is needed for quality assessment. Onocha (2002) argued that quality in teacher education is to establish set of quality. Indicators or measuring instrument

and time frame for measurement of education with their parents after a brief exposure to the school at some point.

d. Those with special need who are physically mature and experience without any exposure to western education.
e. Special need who may be young and immature and yet need exposure in school to enable them learn.
f. Special need who are physically mature but intellectually dull.
g. Special need who see style and rate of learning are fast or slow.

And special need leaner who are within each of the five points above are in various stages and levels of intelligence, cognition, motivation, interest, prior knowledge and are affected by difference in their homes and environmental conditions. It is only when qualified teachers are employed they will be able to handle those things mentioned. Because disabled education peoples are unique in terms of culture and tradition, with this peculiarity they need a competent teacher who is qualified and well experienced. Therefore, quality education is to be achieved through the approved bodies or agencies which are their responsibilities to see that Nigeria higher institution of learning are operating within the required standard so as to produce quality teachers. These bodies include:

a. Teachers Registration Council (TRCN), it empowers to accredit monitor and supervise courses and programmes of all teachers training institution in Nigeria. In section 7 of the act titled approval of qualification etc.

b. TRCN and collaborating agencies in quality assurance expected that the National University Commission (NUC), National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE) will work hard in ensure the quality of the programmes of teacher training institutions under their respective controls such institutions include:

- College of education;
- School of education in polytechnics; and
- The national teachers institute.

Hence, the NUC, NBTE and NCCE are all in the governing board of TRCN and are actually meant to work jointly. Each of these has given directive to the vice chancellors, provost to get their teachers to comply with the provision of TRCN act. In line with the above, Tahir (2015) observed that this problem can be tackled by seeking the cooperation of teacher education institution like the Universities, College of Education and National Teachers Institutes if there institutions are to produce sufficient teachers for the disables education programmes, they should endeavour to introduce innovative and effective teacher training programmes, which should be in accordance with the realities and needs for disables education.

Quality is a critical issue in the production of teachers, which in turn set the boundaries for educational attainment in society. Therefore, for disables education to attain this position, government needs to release more funds. In order to train more teachers motivate them, give them incentive, provide structures and instructional materials, when such things are provided quality will be ensured. To support this, Butorn (2004) asseted

that the task teacher has to face include rendering direct assistance to individual learner and has to develop the class through group assignments and discussion.

Supervision and Inspection

Supervision in schools in Nigeria is an old phenomena, is not a new activity, it was stated by the missionaries in 1882 by chief inspector of that time Mr. Henry Car. Over the years before it was introduce to state ministries. The chief inspector was the in charge and responsible of all professional affairs. In the view of Kauffman (2005), supervision is a key part in evaluating qualitative affairs or activities in schools. The responsibility of ascertain success of failure of quality of schools or colleges lies in the hand of chief inspector. In another view, Burton (2004) assert that task teacher has to face include rendering direct assistance to individual students by helping the students to better understands the lesson the teacher has develop the class through the decision and assignments.

He further stated that, the concept of inspection has in effect been replaced with that of supervision. Even if the term "inspection" still exists in practice, the activity is more in the category of supervision, he then sees the activities of inspector as:

1) Meeting with the teacher
2) Visiting the schools, classroom visitation and giving lesson
3) Individual conference
4) Practical use of instructional material
5) Organizing teachers quiz and students

6) Arranging schools visit by teaches.

All these activities are to improve teachers qualities and to have standard education to maintain quality assurance (UNESCO, 2000). Supervision assisted in the development of better learning and teaching. It was done in order make improvement or adjustment to learners development while to assist the deliver well in teaching. To their accordance, supervision or inspections, signifies for education to have good product needs the work of expert these include:

2) Formation of various activities in school series requires the direct coordination of experts.
3) The supervision ensures continue growth or brought good evaluation were possible.

Also, Rock-Off (2004) mentioned five major processes through which supervision can be used to improve instructional delivery. These include prerequisites, function, tasks, unification and products. Prerequisites are the basic requirements a teacher must have before he/she can improve the learning skills of the students. This signifies that, for education to have good products it needs the work of an expert, who is highly qualified to monitor and evaluate the activities of the teachers in school. So supervision and inspection are best done with a number of needs that are to be felt.

a. Supervision as an expert service on the consulting is an accepted principle in all difficult and complex human undertakings.

b. Supervision helps to ensure continues growth, and brought about evaluation which is necessary.
c. Supervision is necessary for effective coordination of the total programme as a result of the created demand for education at all levels.
d. Introduction of various programmes and services in the school requires the services of a team to coordinate and direct.
e. Dispersal of good practices to improve the intellectual one of the school of pupils, teachers and parents.
f. To provide an opportunity for self critic, self-analysis and self development Model of supervision.

Smith and Nelson (2007**)** has identified the following models of supervision:

1. The skill training model this is a diagnostic and perspective approach to supervision. To apply this model the supervision determines the elements of effective teaching. This could be developed if the teacher attends conferences, seminars, workshops, incentive/on the job training;

2. Counselling model the supervisor deals with teacher out side the classroom it concerns about the teacher awareness:

   i. Teaching is an expression brings about changes in teaching behaviour.
   ii. Psychological changes bring about changes in teaching behaviour
   iii. If one can build a sense of personal security and confidence it will have positive result in the classroom and

iv. The solution to teaching problems lies with the teachers and supervision can help to improve teacher self concept.

3. Clinical model clinical supervision tries to take account of teacher behaviours and feelings in eight phases:

ii. Establishing the teacher supervisor clinical relationship

iii. Planning the lesson with the teacher

iv. Planning the strategy of observation

v. Observation of instruction by collecting the "performance data" and "effect data".

vi. Analyze the teaching learning process

vii. Planning the strategy of the conference

viii. The conference and

ix. Renewed planning

4. Group model: This strategy requires skills in group process the model are useful for two goals.

a. To promote learning experiences

b. To accomplish a particular task

The participants explore their own assumption, become aware of the variety of approaches to an issue, explore alternative points of view and learn to respect others, while affirming their own individuality.

5. Intra- mural model: Under this circumstance a teacher supervises, the qualified one to do the task for self improvement.

He further identified types of supervisions as follows:

1. Full supervision this is usually carried out by a teacher or an inspector from the ministry of education;
2. Routine supervision and inspection it is an official visit to school by the ministry of education it is a periodic visit;
3. Emergency inspection this is usually necessities by some crises in the school this comprises supervision from different areas of specialization;
4. Casual visits it is an informal visit un-announced to visit the school to find out the staff and students activities;
5. Inspection for operational development this involves taking a random sample of schools and then observing closely their styles, techniques programmes modes of operation, facilities and others;
6. Special supervision this type of supervision is done for particular purpose example, accreditation to some programmes, approval to offer science, autonomy to put in for the African school certification examination; and
7. Follow up visits this is to ascertain to what extent the school is implementing the recommendations and suggestions made by a team of supervisors and inspectors during a full supervision.

Hence, Kochar (2005) identifies areas of supervision in order to strengthen teaching and learning processes areas are quite varied.

i. Supervision of instructional work

ii. Supervision of co-curricular activities programmes

iii. Supervision of school environment

iv. Supervision of school records

v. Supervision of developmental aspects

vi. Supervision of pupils growth

vii. Supervision and its worth – whiteness it aims at improving and attaining the desired objectives.

Special need education is very complex and unique due to the nature of pupils it needs to have supervisor with experience well qualified to monitor and evaluated the teachers effectiveness and pupils performance. Therefore, many researchers and report have shown that the commission suffered from inspection due to so many reasons. UNESCO (2010), viewed supervision of disabled school for inclusion, or inclusion education which they define inclusion as a "dynamic approach of responding positively to pupils diversity and of seeing individual differences not as problems but as opportunities for enriching disabled learner. They advocate the need for inclusive education committee as the supervision of disabled inclusion education. Their functions as supervisors are:

1) To conduct regular campaign to encourage parents to enroll their children ones that emphasized that all children should be enrolled are welcome.
2) The supervisors should have copies of documents of resources at national or regional level that address inclusive education for children with diverse backgrounds and abilities.
3) The supervisors should know which professional organizations advocacy groups and community organization offer resources for inclusive education

4) The supervisors should show in specific way that school administrators and teachers understand the nature and importance of inclusive education
5) The supervisors should have the list of barrier that prevent the schools from fully developing and a list of ways to overcome these barriers.
6) Supervisors must be aware of and changing school policies and particulars such as cost and daily schedule that prevent some girls and boys from receiving a quality education.
7) Supervisors should be flexible to teachers so as to pursue innovative teaching methods for helping all disabled person to learn
8) Supervisors should have link with the community and needs of the community so as to provide opportunities for exchanging ideas to bring about positive changes in inclusive practices.
9) Supervisors should respond to the needs of the teachers not be exploitative
10) Supervisor should have effective support of supervision and monitoring mechanism inclusive practices as well as in making future decisions.

Personal Qualities of a Good Inspector

Apart from possessing the willingness and eagerness to go on learning as a teacher, he should have additional knowledge upon which he can draw and he should keep up to date with current education development. Sincerity, tactfulness and a positive approach to critics, a good inspector does not simply praise everything he sees in the school because he wants popularity, other wise he will lose respect from teachers and in fact harm the education of the pupils. According to Kochar (2005), the following are qualities of supervisors especially in disabled education programme:

1) Important critics must never be glossed over in an attempt to be friendly.
2) Sociability to function effectively he must interest with many individuals and with groups
3) Zeal and enthusiasm zeal and enthusiasms are commendable qualities in any occupation and
4) Patience supervisor who expects immediate improvement on who take it for granted that his advice will transform so he need to be patience.

Thus, a good supervisor who possess these qualities has the ability to manage affairs of teachers and able to bring development in education sector. Hence, disabled education programme should have supervisors or inspectors with above qualities in order to meet the desired objectives.

Teachers and Students' Welfare Services

Welfare/health service is referred provision of a minimal level of well-being and health care support for someone. Sometime welfare services are referred to as public aid. (Blank, 2001), in Abdulrasheed (2014). Welfare can take a variety of forms, such as monetary payments, subsides and vouchers (i.e. food stamps, or housing programs etc welfare service may be founded directly by governments, or in social insurance models. By the members of welfare scheme). Welfare services in secondary schools include: health, safety and security services for students in secondary school relatively, the national school health policy define school welfare service as the: school health service

are preventive and curative services provided for the promotion of the health status of the students in school.

- **Teachers' Welfare**

Welfare package is very important in every human endeavour, because human development is best investment. In regard to this, government provide welfare package for the teachers and students. According to Ayuba (2016), some of teachers' welfare services are:

1. Teachers are given car or motor cycle loan annually to facilitate their easy movement to office and other places of important depending on his level of capacity of office engagement, as stated by Ayuba Omuye (2016) director rehabilitation services.
2. Teachers are being allowed to go for in-service training at any of the special colleges of education or universities for in-services course. And they are paid instability for all their entitlements or course allowances.
3. Teachers are given government quarters to reside, without paying and they are still given House loan by the state government, in order to have easy access to their working place, government still pay for the maintenance of the house and provide some of the house facilities.
4. Government pay for the health facilities of the teachers when they are sick, through a health insurance scheme and provide for the teachers a good clinic at the head quarters for the teachers welfare.

5. Government provides essential good, or food items for the teacher's timely through a consumer cooperative shop. This keep teachers from running out to look for another job, and hazard allowances are paid.

- **Students Welfare Services**

As regard to the disabled students, Paul (2012) stressed that government and other stakeholders are doing their best to provide welfare services for the inclusive learners in Kaduna State rehabilitation centres. Some of these welfare services according to him are:

1. Special need students are given drugs, tablets, despite their cost or expensiveness bearing when they are sick, all these are taken care by the authority in order to facilitate their health services by government and N.G.Os non governmental organizations. Baca L.M and Cervantas, H.T (Eds) 2014.
2. Mobilities are provided to the disable to hospitals, excursion to some places in order to keep them up date, no charge for them.
3. Government provides writing materials, food items, bedding materials like bed sheet, mosquito net and others for the disables freely within charges. And they are being feed freely.
4. Materials for their basic needs are provided, like regular typewriter for the visually impaired psychologically toys for the mentally retarded, coutches wheel chairs, and artificial limb. For the physically handicapped. All these part of welfare and are given freely. Despite their expenses.
5. Viewing and recreation center has been provide for the disabled has been provided for the disabled, and necessary materials are provided freely by

government and assisted by non governmental organizations are provided. As stated by Haruna Yahaya (2016).

6. Students teachers ration is 0-1 is part of welfare in order to have essay accessibility of instruction and learning as states by Abdulwahab Ummah (2016) in issues and training of specialists.

2.10 Problems Facing Special Need Education

In Kaduna state, disabled education programme has been experiencing a geometric setback since the past two decades. And its pathetic situation has always been an issue of discuss over the years. Some of the challenges according to Federal Ministry of Education Annual Report (2005) in the sector are as follows:

1. **Unstable Staff**: The problem is no longer unavailability of teachers but that of instability. Due to the poor earnings of teachers, many people use teaching profession as a stepping stone to a more attractive job. This has made teaching a profession of fresh graduates of universities and colleges of education, who are ready to quit the job as soon as they get a better offer. As a result of the meager payment, most Nigerian teachers do have other jobs which they give more concentration to. And this, no doubt, affects their effectiveness in teaching. Imagine a secondary school teacher also working as a taxi driver during or after school hours.
2. **Inadequate Classrooms**: Classes are always over crowded with up to ninety students in a class designed for about thirty students. In most cases, especially in

public secondary schools, chairs are not enough. Students will be sharing seats and some would stand to receive lectures.

3. **Politicization Special Need Education:** In their desire to compete with others, governments at all levels, especially at the state level, attempt to run many institutions even when they are least prepared for such. This causes the general fall in standard of the initially existing ones. Resources to be shared between few schools are now being shared among many.

4. **Inadequate Learning Equipment:** Nigerian schools at all levels are lacking the essential materials for learning, especially for science practical classes. This, no doubt, affects the learning process. Most secondary schools lack science materials, and those that claim to have are managing the old ones. Hence, the students only cram theoretical steps rather than carrying out the practical. At the tertiary level, the polytechnics which are expected to do more practical are all having little or no practical classes. Also, many school and colleges have building that they call library, but most of these so called libraries are not equipped with needed books, journals and magazines

5. **Irregular Teacher Training:** Irregular inclusive teacher education training with inadequate provision of resources.
6. **Problem of Quality Assurance:** Problem of quality assurance in terms of class size, number of teachers and instructional materials.
7. **Improper Governance:** Improper governance of disabled schools and implementation of Schools Management Committees (SMCs).

8. **Inadequate Budgetary Allocation**: Inadequate budgetary provision (funding of disabled education sector).
9. **Teacher/Child Relationship**: Lack of adequate provision of child friendly and teacher friendly school environment also affects disabled education programme in the state.
10. **School Curricula Problem:** Poor review of school curricula for promoting relevant learning and extra curricula activities.

Solutions to the Problems

The Kaduna state government in cooperation with civil society are supposed to implement the following:

1) Ensure and improve access to rehabilitation, education, training, employments, sports, the cultural and physical environment;
2) Formulate and implement national policies, programmes and legislation to promote the full and equal participation of persons with disabilities;
3) Promote the participation of Persons with Disabilities in the process of economic and social development;
4) Promote the self-representation of People with Disabilities in all public decision-making structures;
5) To enhance support services for disabled education;
6) Promote special measures for children, youth, women and elderly persons with disabilities;
7) To promote and protect disability rights as human rights;

8) To support the development of and strengthen ‘Disabled Persons’ organizations; and to mobilize resources.

2.11 Empirical Studies

This section reviews some empirical studies relevant to the study, with the aim of identifying trends in research work on various aspects of disabled education programmes. Also to be used as a base for comparing findings of the current study and previous works. A study was conducted by Sa’ad (2013), titled, “The Provision and Maintenance of Physical Facilities for Inclusive Education in Yola Metropolis. Adamawa State, Nigeria. The study was carried out with the objectives among others to find out whether provision of infrastructural and instructional facilities determines the achievement of disabled education programmes. Quasi experimental research design was adopted for the study. A structured psychometric test with 50 questions to 50 normal students and 50 disabled students were used in the assessment of their performance. The hypotheses were tested by using independent t-test statistical tool. The results showed that generally, children with mental disability have poor performance when comparing with their counter part; even if adequate provision of infrastructural and instructional facilities was made in schools. Based on the findings, it was recommended that the Adamawa State government should make adequate provision for the boarding secondary schools in the state. Thus, both the current study and the empirical study assess the same issues on disabled education programmes, but the existed difference is in the scope of the study.

Asiyai (2012) conducted a study on impact of training on pre-service teachers' attitudes and concerns about inclusive education and sentiments about persons with disabilities in primary schools in Bayelsa State, Nigeria. For the purpose of the study, four objectives were formulated to include; impact of workshops, seminars, orientation and conferences on pre-service teachers' attitudes and concerns about inclusive education in Bayelsa State. The study employed descriptive survey design since it involved the collection of data from the entire population of school administrators on the existing situation of special education in primary schools. The population of the study comprised all the 1467 public schools in the five education districts of the State during the 2008/2009 academic year. Only supervisors who had at least five years experience participated in this study. Employing stratified sampling techniques, the researcher selected a sample of 230 head teachers, 240 teachers and 170 inspectors. Four hypotheses were formulated and tested using analysis of variance (ANOVA). The results indicated that general disabled education programmes depends on the level of teachers' preparation and provision of facilities in schools. The study recommended that there should be adequate provision of human and materials resources for effective service delivery in disabled education sector. The previous study is related to the present study because the previous study used the same methodology that will be used in this study and the two researchers are concerned with teachers' preparation and provision of facilities. But there are difference in the scope of study, population sample size and the techniques of hypotheses testing.

Another study was carried out by Paul (2012) titled: "Evaluation of special education; prospects and challenges based on managerial attitudes, students' behaviour, resource issues and professional competency of teachers in Nigeria". The objectives among others

include; examine the level of special education programmes and the problems affecting the its implementation in term of poor funding, inadequate facilities and teachers' attitudes. The researcher adopted descriptive survey design. The population of the study consists of 892 stakeholders of special education. While, 141 special educators in Nigeria were used as a sample to investigate the attitudes toward inclusive education. The scale was divided into four factors, namely, Behaviour Issues, Student Needs, Resource Issues, and Professional Competency. The mean score for each of the sample was compared by categories of eight descriptive variables. The hypotheses were tested using regression analysis technique to find out variables relationship. The result indicated that female respondents indicated more confidence in their professional competency to teach special needs children than male respondents. Younger respondents and those with prior training in inclusion were more likely than their counterparts to believe that adequate resources were available to assist teachers to implement inclusion.

Furthermore, advanced formal education was associated with a greater tolerance for negative behaviours (that are sometimes connected with special needs students) and with a more positive attitude toward special supports for students with sensory disabilities. Special educators employed in Northern states were more likely than their Southern counterparts to believe that students with behavioral issues should attend their neighborhood schools. Participants expressed in open-ended comments their concerns that schools lack trained special education personnel, specialized materials, and architecturally-friendly buildings. Recommendations were made for the successful practice of inclusion in Nigeria. The similarities between previous study and current one is that both used the same design and methodology. And are concern with provision of

facilities, financial assessment, staff development and pupils' enrolment pertaining to disabled education programme. Differences are in the study area, scope of the study, population and sample size as well as the technique of hypotheses testing.

Also, a study was also conducted by Eskay, Michael and Angie (2013) in University of Nigeria, Nsukka, Nigeria titled: Assessment of Learners with Disabilities in an Inclusive Education Setting in Nigeria: Implications for Administrators. For the purpose of the study, among others four objectives were formulated such as ascertaining the relationship between provision in disabled education and enrolment rate of students in the programme. The researcher used descriptive survey research method for sampling 120 persons with disabilities made up of 60 hearing impaired and 60 physically challenged from the total population of 930 students. Pearson Moment correlation analysis was employed in hypotheses analysis. The mean of the test re-test scores thus revealed that there is positive correlation between on the average scores on the item raised on the questionnaire of the two categories of student sampled. The findings revealed that in Nigeria, inclusive education has not fully gained recognition due to inadequate government provision. The study recommended that inclusive education needs proper innovation in relation to the adequate provision, policy placement, legal mandate, restrictive environment and instructional programming. The similarities that exist between the current study and previous research is that, the studies are concerned with teachers' preparation and provision of facilities. The studies however differed in scope of study, population sample size and the number of variables in the objectives.

However, Michael (2003) carried out a study titled "analysis of the relationship between paraprofessional service delivery models and teacher engagement with secondary students with disabilities in Delta State. The objectives among others include examine the relationship between staff training, provision of facilities and professional service delivery as well as teachers' engagement with secondary students with disabilities in the state. It was a descriptive research design. The population of the study is made up of 4996 teachers, 149 special need students and 191 inspectors of rehabilitation board. Thus, 370 public secondary school teachers, 65 disabled students and 65 inspectors were served as a sample for the study. A structured questionnaire was used in the collection of data. While, descriptive statistic was used in the analysis of data. The postulated hypotheses were tested using Analysis of Variance at 0.05 level of significance.

This study describes differences in teacher engagement identified within two approaches to providing paraprofessional supports in general education classrooms; program-based and one-on-one. Findings confirmed that characteristics of teacher engagement and disengagement, the involvement of special educators and phenomena associated with teacher disengagement has been related to teachers professional development as well as provision of infrastructural and instructional facilities. It was recommended that adequate provision should be made on human and materials resources for effective service delivery in the sector. Both studies assessed teachers' professional growth and the effects of facilities on service effectiveness in disabled education programme. The only differences are in scope of study, population and sample size.

2.12 Summary

The chapter reviewed the literature under the topic of the study. The chapter discusses the assessment of the special need education in Kaduna state. The review covered conceptual framework, theoretical framework, funding of education with various theories from different scholars, motivation of teachers, quality of instructional and infrastructural facilities in education, enrolment rate in special need centres in Kaduna state.

The literature highlighted issues which are vital in realizing the achievement of any educational programme. From the review, it was found that funds allocation is necessary in running every organization. Money or finance is vital in running any sector, as such government should provide adequate funds in order to enhance the smooth running of each programme for smooth development. It was also discovered that the prograamme also requires qualified teachers.

Likewise, supervision is a vital aspect in every educational life. Therefore, there is the need for good supervisors to run the programme as stated by Mkpa (2004); that supervisors if work well, success will be recorded. Pertaining to the provision of infrastructural and instructional facilities, government should provide these materials. To have more emphasis on literacy acquisition, enrolment is a vital aspect in running a programme. The review further indicated that for a successful implementation of any programme, society has moral duty to ensure the implementation of all government policy of programme. According to empirical studies, government in collaboration with NGOs should ensure adequate provision of human, materials and financial resources.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the method through which the study is conducted. It consists of research design, population, sample and sampling technique, instrumentation, validity of the instrument, pilot study, reliability of the instrument, procedure for data collection and procedure for data analysis.

3.2 Research Design

The study adopted a descriptive survey design as Olayiwola (2007) viewed descriptive survey research as a study which involved an investigation on an entire population of people or items by collecting data from samples drawn from population and assuming that those samples are true representatives of the entire population. Survey research design enables the researcher to come up with reliable and acceptable data through the use of questionnaire. The choice of this research design is based on the fact that it allows for the collection of data from heterogeneous groups. This means that inferences and generalizations can be made on the entire population where data is collected.

3.3 Population

The population for the study consisted of teachers, supervisors and special need rehabilitation centres' administrators in Kaduna State. The total number of population for the study is 142 teachers, 93 supervisors and 73 disabled rehabilitation centres' administrators, making the total of three hundred and eight (308) subjects as the

population of the studies. Source of this information is Kaduna State special need rehabilitation center (2016). Table 4 shows the details:

Table 4: Population of the Study

S/N	Zones	Teachers	Supervisors	DRC Officials
1	Kaduna South Zone	47	29	24
2	Kaduna Central Zone	51	33	26
2	Kaduna North Zone	44	31	23
	Total	**142**	**93**	**73**

Source: Kaduna State Rehabilitation Board (2016)

3.4 Sample and Sampling Technique

The sample for the study is made-up of 90 teachers, 60 supervisors and 45 DRC Officials. This made the total of 195 respondents. More than 60% of the population were selected to serve as sample for the study as recommended by Olayiwola (2007) that a sample size of 30% and above is adequate and appropriate for use in social research. In supporting this idea, Evans (2005) stated that sample size should be adequate to ensure effective representation of research population. The three categories of stakeholders were used as the sample for the study. The details of these are in Table 5:

Table 5: Sample of the Study

S/N	Zones	Teachers	Supervisors	DRC Officials
1	Kaduna South Zone	30	20	15
2	Kaduna Central Zone	30	20	15
3	Kaduna North Zone	30	20	15
	Total	**90**	**60**	**45**

3.5 Instrumentation

The instrument used for data collection in this study is a researcher designed questionnaire. The modified four (4) point Likert scale options are used which included

Strongly Agree, Agree, Strongly Disagree and Disagree. The questionnaire consisted of request letter; personal data of the respondents; and opinion statements for testing the hypotheses. Ten (10) statements were designed for collection of data in each of the five formulated hypotheses of the study.

3.5.1 Validity of the Instrument

In order to make sure that the final copy of the questionnaire was valid for the study, the drafted copy was presented to the specialists and the researcher's supervisors in the department of educational foundations and curriculum, faculty of education, Ahmadu Bello University, Zaria to determine the face and content validity. Afolabi (2003) holds the view that, the validation of the content of the research instruments by experts is an important and acceptable technique. Therefore, the corrections and comments made by these experts were affected before the final draft.

3.5.2 Pilot Study

A pilot study was conducted in Zaria Rehabilitation Center to ascertain whether the instrument will be able to measure what is meant to measure. This served as a security to the final result of the study. 25 copies of the questionnaire were distributed. The questionnaire consists of section such as the request letter; bio-data; and item statement section to test the opinions of the respondents based on the hypotheses of the research.

3.5.3 Reliability of the Instrument

The reliability of the instrument is determined by proving the ability of the instruments in providing consistent result when several tests have been made. The reliability coefficient

of the instrument was determined using Cronbach statistical technique. The instrument is considered reliable when the coefficient result is high or closer to 1 alpha value. Also, Ajayi and Bello (2000) stressed that "the instrument is reliable if it consistently measured what is expected to measure".

3.6 Procedure for Data Collection

The researcher made official visits to selected areas within the respective senatorial zones of the state. The questionnaire is structured for data collection from teachers, supervisors and DRC Officials within the selected Zones. The questionnaire consisted of fifty (50) items; the items were drawn based on the formulated hypotheses. Three (3) research assistants were used and trained on how to distribute and collect the filled questionnaire. The exercise was covered within the period of three weeks.

3.7 Procedure for Data Analysis

The data collected from the respondents were compiled and tabulated using descriptive statistical mean and standard deviation. Interpretation of data analysis is made for each table. The postulated hypotheses of this research were tested using Kruskal Wallis of non-parametric statistics. The use of this statistical tool is based on the fact that the data to be gathered is a categorical data. All hypotheses were tested at 0.05 alpha level of significance.

CHAPTER FOUR

PRESENTATION OF DATA ANALYSIS

4.1 Introduction

This chapter presents the data analysis and discussion of the final results obtained from teachers, supervisors and Special Need Rehabilitation Centre officials in Kaduna State to assess the education programmes for the physically challenged learners. The data presentation was done in five sections: The first section of this chapter presents the frequency and percentages of the bio-data variables analysis which include school, school location, gender, class, age, educational qualification and designation of respondents. The second section presents the answers to research questions using frequency counts and percentages as well. The third section presents interpretation of five postulated null hypotheses using non-parametric statistic of Kruskal Wallis independent test technique to determine the significant differences or otherwise at 0.05 alpha level of significance. While, the fourth section outlined the major findings of the study. The last section discussed the findings of the study in detail.

Out of 90 copies of questionnaire distributed to the teachers, 88 copies were returned. 60 copies were distributed to supervisors only 58 copies were retrieved. Indeed, the total of 45 copies shared to the DRC Officials, all the distributed copies were filled and successfully returned. Thus, the total of 195 copies of questionnaire were distributed, and 191 copies were retrieved. The presentation and analysis were done based on the retrieved copies using appropriate tools in Statistical Package for Social Sciences (SPSS). Fifty item statements were used in the assessment of the respondents' opinions (see Appendix A).

4.2 Results and Interpretation of Bio-Data of Respondents

This section presents information on bio-data of the respondents using frequency table and simple percentage; it covers items 1-5 which include: status, gender, qualification, years of experience, types of school and location of school. Table 6 presents the bio-data of the respondents by category.

Table 6: Bio-Data of the Respondents

Variables	Frequency	Percentage
Status of the Respondents		
Teachers	88	46%
Supervisors	58	30%
DRC Officials	45	24%
Gender of the Respondents		
Male	136	72%
Female	53	28%
Qualifications of Respondent		
Diploma	36	19%
NCE	45	24%
B. Ed	96	50%
M. Ed	14	7%
Years of Work Experience		
5 – 10 years	95	50%
10 - 20 years	60	31%
20- and above years	36	19%
Location of Schools		
Urban	136	71%
Rural	55	29%

Frequency = 191

Percentage = 100

Table 6 showed bio-data of the respondents by category starting by their status. The result revealed that 46% of the respondents were teachers, 34% were supervisors meanwhile, 24% of the respondents were DRC Officials. This means that teachers had the higher population among the respondents in this study. Henceforth, gender of the respondents were presented in the table, it was found that 72% of the respondents were male. While, 28% of the respondents were female. This means that male had the higher population among the respondents. As regard to the qualifications of the respondents, it was found that 19% of the respondents are diploma holders, 24% obtained Nigerian Certificate in Education, 50% have their 1st Degree in education, and 7% of them hold M.Ed qualification. From the distributions of the table, it was deduced that B.Ed holders have the higher percentage among the respondents.

As regard the respondents' years of work experience, it was discovered that those with 5—10 years' experience are the majority of the respondents with 50%, followed by 10-20 years at 31% of the respondents. While, 20 years and above work experience representing 19% have the lower population among the category. These demographic information revealed that there was many experienced staff in the rehabilitation centres in Kaduna State; they can handle the information with the sense of maturity and academic excellence. Finally, the table presented distribution of school location of the respondents by category; it was discovered that urban teachers have the higher percentage with 71% ahead of their rural counterparts that have only 29% respectively. From the bio-data information of the respondents, it was believed that confidential data will be generated from the respondents of the study.

4.3 Opinion of Respondents on the Assessment of the Education Programmes for the Physically Challenged in Kaduna State

This section presents the answers to the research questions, data analysis, interpretation and discussion of the computed results related to the assessment of the education programmes for the physically challenged learners in Kaduna State. The presentation is arranged as follows:

4.3.6 Research Question No. 1:

What is the Government Commitment in the Enrolment of Special Need Persons in Rehabilitation Centres in Kaduna State?

In order to collect reliable and meaningful answers to the research question of this section, 10 item statements in form of the structured questionnaire were so as to give the respondents equal chance of expressing their opinions to respond to the statements. The analysis of the respondents' responses was done in frequency counts, descriptive mean and standard deviation; and followed by the interpretation of the table accordingly. The details of the responses are presented in table 7 as follows:

Table 7: Opinions of Respondents on Government's Commitment in the Enrolment of Special Need Peoples in Rehabilitation Centres in Kaduna State

S/N	Item Statement	Category of Respondents	RESPONSES SA *F*	A *F*	DA *F*	SD *F*	Σ*f* (N)	Mean	Standard Dev.
1	Regular mentoring and orientation to the community increase students' enrolment in disabled education programme.	Teachers	4	36	43	5	88	2.0114	1.04490
		Supervisors	2	26	27	3	58	2.0517	1.03318
		DRC officials	2	16	23	4	45	1.9333	1.03133
2	Good and conducive atmospheric environment encourages disabled learners to be punctual to school.	Teachers	6	27	52	3	88	1.8523	1.07788
		Supervisors	2	26	2	34	58	1.8621	1.08334
		DRC officials	2	17	-	23	45	1.8889	1.07073
3	Regular conduct of extra-curricular activities such as quiz competitions, annual prize giving day etc attracts disabled ones to go to school.	Teachers	11	21	50	6	88	1.9205	1.14693
		Supervisors	7	12	5	34	58	1.8621	1.13088
		DRC officials	4	18	1	22	45	2.0889	1.12457
4	Learners' welfare services through scholarships and awards encourage community participation in disabled education programmes.	Teachers	10	25	51	2	88	1.9318	1.15266
		Supervisors	4	19	1	34	58	1.8793	1.09348
		DRC officials	2	20	-	23	45	2.0222	1.07638
5	Free education for all system mobilizes parents to send their disabled children to school.	Teachers	6	27	52	3	88	1.8523	1.07788
		Supervisors	3	18	1	36	58	1.7931	1.05562
		DRC officials	4	18	1	22	45	2.0889	1.12457
6	Establishment of various rehabilitation centres for disabled education programme reduces the level of redundancy and bagging in the society.	Teachers	8	32	46	2	88	2.0227	1.12421
		Supervisors	4	23	1	30	58	2.0172	1.10010
		DRC officials	6	15	2	22	45	2.1111	1.17207
7	Through disabled education programmes many disabled persons become self-reliant with small and medium scale business in the society.	Teachers	8	23	52	5	88	1.8523	1.09900
		Supervisors	4	14	3	37	58	1.7414	1.05232
		DRC officials	6	21	-	18	45	2.3333	1.14812
8	The disabled education programme enables people with disability to participate in many societal activities.	Teachers	8	29	56	3	88	1.7841	1.09805
		Supervisors	4	12	1	41	58	1.6379	1.03785
		DRC officials	5	19	1	20	45	2.2000	1.14018
9	Disabled education programme transforms socio-political status of people with disability.	Teachers	10	25	46	7	88	1.9886	1.12948
		Supervisors	6	12	5	35	58	1.8103	1.09955
		DRC officials	9	20	--	16	45	2.4667	1.17937
10	Benefits of disabled education programme improve socio-economic status of people with disability within the community.	Teachers	14	27	44	3	88	2.1250	1.20165
		Supervisors	11	18	1	28	58	1.9655	1.21346
		DRC officials	9	20	2	14	45	2.5333	1.14018

Cumulative Mean = 5.96 < 7.28

In table 7, there was sharing of opinion among teachers, supervisors and DRC officials in the collected responses related to the government commitment towards enrolling disabled persons in rehabilitation centres in Kaduna State. Most of the respondents believed that government is not fully committed toward enrolling disabled persons into inclusive special education in Kaduna state. This attracted their low mean response of 1.7841, 1.7414 and 2.0222 by the teachers, supervisors and DRC officials respectively. Details of the respondents revealed that 56 out of the 88 teachers disagreed with the government commitments; while only 36 agreed with this idea.

In the same vein, 37 out of 58 supervisors were in disagreement with this statement; only 23 of them agreed with the idea. Henceforth, a total of 23 DRC officials disagreed with this statement; only 21 of them were in agreement with the idea. Thus, the total cumulative mean 5.96 for government commitments toward enrolling physically challenged persons in school is lower than the decision mean 7.28 respectively. In respect of this, it was believed that Government commitment towards enrolling disabled persons in rehabilitation centres was low in Kaduna State. Therefore, they should intensify efforts to ensure that all physically challenged persons enrolled in inclusive education in the state.

4.3.7 Research Question No. 2:

What are the infrastructural facilities provided by government for special need education programme in Kaduna State?

In order to gather reliable and confidential answers to the research question of this section, the question was split into 10 item statements in form of structured questionnaire for the respondents to express their opinions. Also, the analysis of the responses was done in frequency counts, descriptive mean and standard deviation; followed by the

interpretation for the table respectively. The details of the responses were presented in table 8 as follows:

Table 8: Opinions of Respondents on the Provision of Infrastructural Facilities for Special Need education Programme in Kaduna State

S/N	Item Statement	Category of Respondents	RESPONSES SA *F*	A *F*	DA *F*	SD *F*	Σ*f* (N)	Mean	Standard Dev.
1	Adequate provision of classrooms improves conducive atmosphere of learning in disabled education programme.	Teachers	14	35	38	1	88	2.2069	1.23911
		Supervisors	11	18	1	28	58	2.2069	1.23911
		DRC officials	6	27	2	10	45	2.6444	.98062
2	Adequate drinking water have been supplied in special schools in Kaduna state.	Teachers	24	38	21	5	88	2.5690	1.29929
		Supervisors	19	17	-	22	58	2.5690	1.29929
		DRC officials	3	31	3	8	45	2.6444	.85694
3	Enough furniture have been provided to facilitate teaching and learning in disabled schools.	Teachers	38	24	22	4	88	2.6897	1.17289
		Supervisors	17	22	3	16	58	2.6897	1.17289
		DRC officials	3	29	6	7	45	2.6222	.83364
4	There is stable electricity in most of disabled school in the state.	Teachers	14	41	27	6	88	2.4655	1.14272
		Supervisors	11	24	4	19	58	2.4655	1.14272
		DRC officials	6	26	3	10	45	2.6222	.98371
5	Well equipped common rooms have been provided to harmonize disabled learning in the state.	Teachers	21	41	22	4	88	2.6207	1.12121
		Supervisors	13	26	3	16	58	2.6207	1.12121
		DRC officials	6	28	2	9	45	2.6889	.94922
6	Adequate wheel chairs are given to the disabled person to encourage their learning	Teachers	22	40	19	7	88	2.6552	1.05218
		Supervisors	12	27	6	13	58	2.6552	1.05218
		DRC officials	3	29	3	10	45	2.5556	.91839
7	Adequate and equipped hostel are provided for disabled learners in the state.	Teachers	17	43	23	5	88	2.4310	1.12565
		Supervisors	10	24	5	19	58	2.4310	1.12565
		DRC officials	11	24	1	9	45	2.8222	1.02888
8	Visual projectors are adequately provided for visual impaired learners in the state.	Teachers	10	47	27	4	88	2.2414	1.08110
		Supervisors	5	27	3	23	58	2.2414	1.08110
		DRC officials	10	23	1	11	45	2.7111	1.07919
9	Sufficient double-bunks are provided to stabilize learners' activities in the school.	Teachers	10	58	15	5	88	2.6897	.82093
		Supervisors	4	41	4	9	58	2.6897	.82093
		DRC officials	6	25	2	12	45	2.5556	1.03475
10	Well-equipped games and recreational facilities are adequately provided for learners in schools.	Teachers	13	49	20	6	88	2.5172	.99545
		Supervisors	6	33	4	15	58	2.5172	.99545
		DRC officials	8	19	3	15	45	2.4444	1.13929

Cumulative Mean = 7.65 > 7.28

In table 8, there was concurrence of opinion among teachers, supervisors and DRC officials in the collected responses regarding the provision of infrastructural facilities for disabled education programme in Kaduna State. The discovered responses revealed that government in collaboration with NGOs, as well as community bodies are doing their best in the provision of infrastructural facilities for disabled education programme in the state. The computed responses showed the total of 58 teachers, 41 supervisors and 31 DRC officials attracting high mean response of 2.6897, 2.7897, and 2.6444 agreed with the level of adequate provision and maintenance of infrastructural facilities for effective implementation of education for physically challenged persons in Kaduna State. Meanwhile, the total cumulative mean 7.65 for provision of infrastructural facilities to the physically challenged rehabilitation centres is higher than the decision mean 7.28 respectively. This implies the satisfaction of most of the respondents on the minimum standard of infrastructural provision such classrooms, water supply, electricity, healthcare utilities among others for inclusive education in Kaduna State. Therefore, Kaduna State government should be encouraged to intensify this recommendable achievement for the development of disabled education in Kaduna state and all over the nation at large.

4.3.8 Research Question No. 3:

What are the instructional facilities provided by government for special need education programme in Kaduna State?

In order to provide adequate answers to the research question of this section, it was also broken into 10 item statements in form of the structured questionnaire to allow the respondents free expression of opinions in responding to the item statements. The

analysis of the responses was done in frequency tables, descriptive mean, standard deviation and followed by the interpretation of the table in details. The distributions of the responses were presented in table 9 as follows:

Table 9: Opinions of Respondents on the Provision of Instructional Facilities for special need education Programme in Kaduna State

S/N	Item Statement	Category of Respondents	RESPONSES SA *F*	A *F*	DA *F*	SD *F*	Σ*f* (N)	Mean	Standard Dev.
1	Adequate text books and teachers guide are provided for disabled education programmes.	Teachers	18	37	29	6	88	2.5000	1.15470
		Supervisors	10	24	1	23	58	2.3621	1.18022
		DRC officials	4	22	4	15	45	2.3333	1.04447
2	Adequate learning materials are provided to motivate disabled learners in the school.	Teachers	19	38	29	2	88	2.5341	1.16411
		Supervisors	15	21	1	21	58	2.5172	1.23176
		DRC officials	2	22	1	20	45	2.1333	1.05744
3	Well-sounded microphones are made available to ease disabled teaching and learning process.	Teachers	17	34	33	4	88	2.3977	1.17971
		Supervisors	15	18	2	23	58	2.4310	1.25813
		DRC officials	6	19	1	19	45	2.2667	1.15601
4	Regular installation of laboratory facilities develops students' interest in learning	Teachers	18	47	22	1	88	2.6932	1.06521
		Supervisors	15	34	-	10	58	2.8966	.96772
		DRC officials	6	20	-	19	45	2.2889	1.16037
5	Availability of various equipments for creativity and workshops like sewing machines, knitting etc. motivate learners to be more creative and productive.	Teachers	19	39	29	1	88	2.5455	1.16371
		Supervisors	13	28	-	17	58	2.6379	1.13475
		DRC officials	7	19	-	19	45	2.3111	1.18364
6	Availability and utilization of recreational facilities improve disabled education programmes in the state.	Teachers	16	32	36	4	88	2.3182	1.18947
		Supervisors	10	22	2	24	58	2.3103	1.18776
		DRC officials	8	17	-	20	45	2.2889	1.21771
7	Due to adequate provision of technical facilities, disabled students performed better in the class.	Teachers	15	30	40	3	88	2.2273	1.20084
		Supervisors	10	19	2	27	58	2.2069	1.21046
		DRC officials	8	18	-	19	45	2.3333	1.20605
8	Through provision of ICT facilities, disabled students are motivated in learning.	Teachers	11	36	38	3	88	2.2273	1.14196
		Supervisors	7	27	-	24	58	2.2931	1.13954
		DRC officials	5	19	1	20	45	2.2000	1.14018
9	Through NGOs intervention, well equipped libraries have been provided for disabled education programmes.	Teachers	6	39	28	15	88	2.2159	1.18854
		Supervisors	10	19	3	26	58	2.2241	1.20005
		DRC officials	4	21	1	19	45	2.2222	1.10554
10	PTA members participate in providing simple teaching and	Teachers	21	34	30	3	88	2.5227	1.19364
		Supervisors	11	25	2	20	58	2.4655	1.15797

earning materials for disable persons	DRC officials	3	24	-	18	45	2.2667	1.07450

Cumulative Mean = 7.32 > 7.28

In table 9, there were unanimous agreements among teachers, supervisors and DRC officials in the collected responses concerning the provision of instructional facilities for disabled education programme in Kaduna State. The collected responses disclosed that inclusive special education for physically challenged persons has been averagely equipped with instructional facilities by various stakeholders such as government, NGOs, parents and other related agencies in the state. According to the analyzed result, a total of 39 teachers, 34 supervisors and 24 DRC officials attracting high mean response of 2.5455, 2.8966, and 2.2667 agreed with the level of provision of instructional facilities for teaching and learning of inclusive physically challenged persons education in Kaduna State. Likewise, the total cumulative mean 7.32 for provision of instructional facilities to the physically challenged rehabilitation centres is higher than the decision mean 7.28 respectively. This implies that there were adequate provisions of instructional facilities such as text books, laboratory facilities, creative and workshop facilities as well as ICT facilities for effective service delivery in rehabilitation centres in Kaduna State. In view of this, more attempts should be made to support the programme for the development of Kaduna State people and the entire Nigerian societies at large.

4.3.9 Research Question No. 4:

What are the quality of teachers and supervisors in the Special Need Education programme in Kaduna state?

For the purpose of collecting confidential data to answer the research question of this section, some 10 item statements were split from the research question through structured questionnaire so as to give the respondents equal chance of expressing their opinions to

the responses to the statements. Thus, the analysis of the responses was done in frequency counts, descriptive mean, standard deviation and followed by the interpretation of the table in accordance with the collected information. The details of the respondents' responses were presented in table 10 as follows:

Table 10: Opinions of Respondents on the Quality of Teachers and Supervisors in the Special Need Education Programme in Kaduna State

S/N	Item Statement	Category of Respondents	RESPONSES SA *F*	A *F*	DA *F*	SD *F*	Σ*f* (N)	Mean	Standard Dev.
1	Recruitment and placement of qualified teachers are made regularly in disabled training centres.	Teachers	21	43	20	4	88	2.7386	1.06668
		Supervisors	12	29	3	14	58	2.6724	1.06603
		DRC officials	5	26	-	14	45	2.4889	1.05792
2	Regular training and retraining of inclusive teachers and supervisors boost their morel and academic performance	Teachers	13	49	2	24	88	2.5795	1.04740
		Supervisors	9	34	2	13	58	2.6724	.99803
		DRC officials	4	30	-	11	45	2.6000	.96295
3	Teachers capability and efficiency enhance service delivery in disabled education programme	Teachers	18	45	17	8	88	2.7273	1.00261
		Supervisors	13	28	8	9	58	2.7759	.97411
		DRC officials	7	27	-	11	45	2.6667	1.02247
4	Teachers specialization and talent attitude poster development in disabled education programme	Teachers	19	45	7	17	88	2.7500	1.00858
		Supervisors	15	30	7	6	58	2.9310	.89564
		DRC officials	6	20	19	-	45	2.2889	1.16037
5	Provision of qualified and productive teachers improves disabled education services in the state.	Teachers	11	38	31	8	88	2.3295	1.09041
		Supervisors	11	33	4	10	58	2.7759	.95593
		DRC officials	6	12	4	23	45	2.0222	1.15776
6	Teachers enjoy regular conduct of workshops and seminars in many rehabilitation centres.	Teachers	12	38	37	1	88	2.2841	1.15419
		Supervisors	9	27	1	21	58	2.4138	1.13994
		DRC officials	9	24	1	11	45	2.6889	1.06221
7	Staffs in Kaduna rehabilitation board have been released for in-service training.	Teachers	47	11	1	29	88	2.4545	1.08182
		Supervisors	9	32	1	16	58	2.5862	1.06020
		DRC officials	11	26	2	6	45	2.9333	.91453
8	Some teaching staff of inclusive education have been sponsored to attend national and international conference.	Teachers	46	11	6	23	88	2.5341	1.01652
		Supervisors	10	34	5	9	58	2.7759	.91849
		DRC officials	8	29	3	5	45	2.8889	.83182
9	Most of the teachers and supervisors are not qualified for inclusive education services in the state.	Teachers	24	10	39	15	88	2.5114	1.07205
		Supervisors	11	29	7	11	58	2.6897	.99484
		DRC officials	5	31	-	9	45	2.7111	.92004
10	Poor performance of supervisors affect disabled education	Teachers	21	38	7	22	88	2.6591	1.10262
		Supervisors	13	28	7	10	58	2.7586	.99667

programmes in the state.	DRC officials	4	33	1	7	45	2.7556	.82999

Cumulative Mean = 7.87 >7.28

In table 9, the stance taken by teachers, supervisors and DRC officials in the responses to the Quality and Commitments of Teachers and Supervisors in the Disabled Education Programme in Kaduna State has determined their congruent of opinions in this research question. The collected responses disclosed that teachers are committed to their duty; but training and re-training of teachers was not regular. Based on the gathered responses, the total of 49 teachers, 34 supervisors and 33 DRC officials attracting high mean response of 2.5795, 2.6724, and 2.7556 agreed that teachers' skills, competency and productivity were partially boosted through the little attendance to in-service training, workshops, seminars and so forth for the improvement of inclusive education in Kaduna State. Similarly, the total cumulative mean 7.87 for teachers' quality and qualification in the physically challenged rehabilitation centres is higher than the decision mean 7.28 respectively. This has shown that most of the teachers are work based on their area of specialization with a little bit staff development programmes in the state. This also indicated that teachers are doing their best but need to be improve by means of educational conferences, inductions, orientation and regular mentoring to achieve maximum outcome on disabled education programmes in Kaduna State.

4.3.10 Research Question No. 5:

What are the welfare services for teachers and students in the rehabilitation centres in Kaduna State?

To solicit the confidential answers to the research question of this section, 10 item statements were sorted out in form of the structured questionnaire to enable respondents expressing their opinions in responding the item statements. The analysis of the responses

was done in frequency counts, descriptive mean, standard deviation and followed by the interpretation of the analyzed data accordingly. The details of the responses were presented in table 11 as follows:

Table 11: Opinions of Respondents on the Welfare Services for Teachers and Students in the Rehabilitation Centres in Kaduna State

S/N	Item Statement	Category of Respondents	RESPONSES SA *F*	A *F*	DA *F*	SD *F*	Σ*f* (N)	Mean	Standard Dev.
1	Provision of welfare services enable provision of well equipped clinic for disabled learners in Kaduna state	Teachers	22	42	17	7	88	2.7841	1.03334
		Supervisors	13	29	6	10	58	2.7759	.99195
		DRC officials	2	32	1	10	45	2.5778	.89160
2	Teachers' and students' welfare services led to provision of stable electricity in inclusive schools.	Teachers	25	29	26	8	88	2.6023	1.18941
		Supervisors	14	22	4	18	58	2.5517	1.17238
		DRC officials	4	34	1	6	45	2.8000	.78625
3	Water close toilet systems are made available in disabled schools in Kaduna state.	Teachers	26	29	28	5	88	2.6023	1.21806
		Supervisors	15	21	4	18	58	2.5690	1.18636
		DRC officials	4	34	1	6	45	2.8000	.78625
4	Due to welfare services, principal's movement vehicles are provided in special schools.	Teachers	23	47	4	14	88	2.8977	.97131
		Supervisors	13	33	2	10	58	2.8448	.96975
		DRC officials	4	33	2	6	45	2.7778	.79455
5	Training allowances are allocated to disable learners in Kaduna state.	Teachers	17	47	20	4	88	2.6932	1.03233
		Supervisors	13	33	3	9	58	2.8621	.94495
		DRC officials	5	34	2	4	45	2.8889	.71421
6	Personal computers are given to disabled learners in Kaduna state.	Teachers	30	3	7	48	88	2.3636	1.04146
		Supervisors	7	32	3	16	58	2.5172	1.03010
		DRC officials	8	26	3	8	45	2.7556	.95716
7	There are adequate school buses to convey disabled learners to field trips and excursions the state.	Teachers	9	42	6	31	88	2.3295	1.06912
		Supervisors	8	27	5	18	58	2.4310	1.07788
		DRC officials	9	23	2	11	45	2.6667	1.06600
8	Disabled learners enjoy three square meals in the state.	Teachers	6	38	27	16	88	2.2273	1.20084
		Supervisors	12	16	6	24	58	2.2759	1.21096
		DRC officials	16	14	2	13	45	2.7333	1.23215
9	Through welfare services teachers are provided with low interest loan in inclusive schools.	Teachers	21	42	-	25	88	2.6705	1.13179
		Supervisors	15	28	-	15	58	2.7414	1.11702
		DRC officials	5	21	19	-	45	2.2667	1.13618
10	Capital is given to disabled learners to establish small scale business after graduation.	Teachers	9	47	2	30	88	2.3977	1.06717
		Supervisors	7	35	2	14	58	2.6034	.99012
		DRC officials	2	23	20	-	45	2.1556	1.06506

Cumulative Mean = 7.82 > 7.28

From table 11, there were controversial views among teachers, supervisors and DRC officials in the collected responses concerning the provision of welfare services for teachers and students of disabled education programme in Kaduna State. The gathered responses revealed that no more welfare services were provided for disabled teachers and students in the state as responded by 48 teachers attracting 2.3636 high mean score. While, 35 supervisors and 34 DRC officials attracting high mean score of 2.6034 and 2.8000 agreed that teachers and students enjoy regular welfare services by various stakeholders such as government, NGOs, parents and other related agencies in the state. Similarly, the total cumulative mean 7.82 for teachers and students' welfare services in the physically challenged rehabilitation centres is higher than the decision mean 7.28 respectively. By considering the result, the study hypothesized that there must be an existing problem which need urgent attention in the provision of welfare services for effective implementation of physically challenged special education in the rehabilitation centres in Kaduna State. Therefore, the stakeholders should intensify efforts to improve the situation for the benefits of all disabled persons in Kaduna State and the entire nation.

4.4 Testing of Hypotheses

This section presents summary of hypotheses testing in line with raised objectives and null hypotheses of the study. The non-parametric Kruskal-Wallis statistics of Chi-Square (X^2) was used to test significant difference for the five formulated hypotheses as responded by teachers, supervisors and disabled rehabilitation centres officials at 0.05

significant level. The hypotheses testing was based on the collected data related to the government commitments toward enrolling disabled persons to school, provision of infrastructures, provision of instructional facilities, teachers' quality and commitments and welfare services. Details of these are as follows:

Hypothesis One: *There is no significant difference in the opinions of teachers, supervisors and rehabilitation centres officials on the government commitment in enrolment of disabled persons at rehabilitation centres in Kaduna State.*

The non-parametric statistics of Chi-Square (X^2) was used to determine whether there were significant differences or otherwise in opinions of respondents on the data collected for items 1-10 in the questionnaire. As such, all the items were analyzed and presented in table 12.

Table 12: Summary of The non-parametric statistics of Chi-Square (X^2) on the Opinions of Teachers, Supervisors and DRC Officials on the Government Commitment towards Enrolling Special Need Persons at Rehabilitation Centres in Kaduna State

Variable	*N*	*Mean*	*Std. Dev.*	*df*	X^2 *Cal.*	X^2 *Crit.*	*Sig. (p)*
Govt. commitments toward enrolling disabled ones in inclusive education	191	20.0105 .	8.20397	2	7.516	1.7749	.002

From table 12, the result of the tested hypothesis using Chi-Square (X^2) revealed that there is a significant difference in the opinions of respondents on the government commitment in enrolment of disabled persons at rehabilitation centres in Kaduna State. This is because the calculated p-value .002 is less than 0.05 alpha significant level. While, the X^2 calculated value 7.516 is higher than the X^2 critical value 1.7749 at 191

codefendants. Henceforth, the null hypothesis which stated there is no significant difference in the opinions of stakeholders on the government commitment in enrolment of disabled persons at rehabilitation centres is hereby rejected.

Hypothesis Two: *There is no significant difference in the opinion of stakeholders on the provision of infrastructural facilities for disabled education programme in Kaduna State.*

The non-parametric statistics of Chi-Square (X^2) was used to determine whether there were significant differences or otherwise in opinions of respondents on the data collected for items 1-10 in the questionnaire. As such, all the items were analyzed and presented in table 13.

Table 13: Summary of The Non-Parametric Statistics of Chi-Square (X^2) on the Opinions of Teachers, Supervisors and DRC Officials on the Provision of Infrastructural Facilities for Special Need education Programme in Kaduna State

Variable	*N*	*Mean*	*Std. Dev.*	*Df*	*X^2 Cal.*	*X^2 Crit.*	*Sig. (p)*
Provision of infrastructural facilities for disabled education programme in Kaduna State.	191	26.7173 .	6.07702	2	1.416	1.7749	.389

From table 13, the result of the tested hypothesis using Chi-Square (X^2) revealed that there is no significant difference in the opinions of stakeholders on the provision of infrastructural facilities for disabled education programme in Kaduna State. This is because the calculated p-value .389 is higher than 0.05 alpha significant level. While, the X^2 calculated value 1.416 is lower than the X^2 critical value 1.7749 at 191 codefendants. Therefore, the null hypothesis which stated there is no significant difference in the

opinions of stakeholders on the provision of infrastructural facilities for disabled education programme in Kaduna State is hereby retained.

Hypothesis Three: *There is no significant difference in the opinion of stakeholders on the provision of instructional facilities for disabled education programme in Kaduna State.*

The non-parametric statistics of Chi-Square (X^2) was used to determine whether there were significant differences or otherwise in opinions of respondents on the data collected for items 1-10 in the questionnaire. As such, all the items were analyzed and presented in table 14.

Table 14: Summary of The Non-Parametric Statistics of Chi-Square (X^2) on the Opinions of Teachers, Supervisors and DRC Officials on the Provision of Instructional Facilities for Special Need education Programme in Kaduna State

Variable	*N*	*Mean*	*Std. Dev.*	*df*	*X^2 Cal.*	*X^2 Crit.*	*Sig. (p)*
Provision of instructional facilities for disabled education programme in Kaduna State	191	23.8796	7.52967	2	1.658	1.7749	.415

From table 14, the result of the tested hypothesis using Chi-Square (X^2) revealed that there is no significant difference in the opinions of stakeholders on the provision of instructional facilities for disabled education programme in Kaduna State. This is because the calculated p-value .415 is higher than 0.05 alpha significant level. While, the X^2 calculated value 1.658 is lower than the X^2 critical value 1.7749 at 191 codefendants. Thus, the null hypothesis which stated there is no significant difference in the opinions of

stakeholders on the provision of instructional facilities for disabled education programme in Kaduna State is hereby retained.

Hypothesis Four: *There is no significant difference in the opinion of stakeholders on the quality of teachers and supervisors in disabled Education programme in Kaduna state.*

The non-parametric statistics of Chi-Square (X^2) was used to determine whether there were significant differences or otherwise in opinions of respondents on the data collected for items 1-10 in the questionnaire. As such, all the items were analyzed and presented in table 15.

Table 15: Summary of the Non-Parametric Statistics of Chi-Square (X^2) on the Opinions of Teachers, Supervisors and DRC Officials on the Quality of Teachers and Supervisors in Special Need Education Programme in Kaduna State

Variable	*N*	*Mean*	*Std. Dev.*	*df*	X^2 *Cal.*	X^2 *Crit.*	*Sig. (p)*
Quality of teachers and supervisors in disabled Education programme in Kaduna state	191	25.5026	5.34679	2	1.546	1.7749	.462

From table 15, the result of the tested hypothesis using Chi-Square (X^2) revealed that there is no significant difference in the opinions of stakeholders on the quality of teachers and supervisors in disabled Education programme in Kaduna state. This is because the calculated p-value .462 is higher than 0.05 alpha significant level. While, the X^2 calculated value 1.546 is lower than the X^2 critical value 1.7749 at 191 codefendants. Thus, the null hypothesis which stated there is no significant difference in the opinions of

stakeholders on the quality of teachers and supervisors in disabled Education programme in Kaduna state is hereby retained.

Hypothesis Five: *There is no significant difference in the opinion of stakeholders on the provision of welfare services for teachers and students in the rehabilitation centres in Kaduna State.*

The non-parametric statistics of Chi-Square (X^2) was used to determine whether there were significant differences or otherwise in opinions of respondents on the data collected for items 1-10 in the questionnaire. As such, all the items were analyzed and presented in table 16.

Table 16: Summary of the Non-Parametric Statistics of Chi-Square (X^2) on the Opinions of Teachers, Supervisors and DRC Officials on the Provision of Welfare Services for Teachers and Students in the Rehabilitation Centres in Kaduna State

Variable	*N*	*Mean*	*Std. Dev.*	*df*	*X^2 Cal.*	*X^2 Crit.*	*Sig. (p)*
Provision welfare services for teachers and students in the rehabilitation centres in Kaduna State.	191	25.7173	6.23434	2	1.135	1.7749	.567

From table 16, the result of the tested hypothesis using Chi-Square (X^2) revealed that there is no significant difference in the opinions of stakeholders on the provision of welfare services for teachers and students in the rehabilitation centres in Kaduna State. This is because the calculated p-value .567 is higher than 0.05 alpha significant level. While, the X^2 calculated value 1.135 is lower than the X^2 critical value 1.7749 at 191 codefendants. Thus, the null hypothesis which stated there is no significant difference in

the opinions of stakeholders on the provision welfare services for teachers and students in the rehabilitation centres in Kaduna State is accepted.

4.5 Summary of Findings

Based on the computed results of the study, the findings revealed that:

1. There is a significant difference in the opinions of respondents on the government commitment in enrolment of physically challenged persons at rehabilitation centres in Kaduna State (p-value of .002< 0.05 sig. level; and X^2 cal.-value of 7.516 > X^2 crit.-value of 1.7749 at 191 codefendants).
2. There is no significant difference in the opinions of stakeholders on the provision of infrastructural facilities for physically challenged education programme in Kaduna State (p-value of .389> 0.05 sig. level; and X^2 cal-value of 1.416 < X^2 crit.-value of 1.7749 at 191 codefendants).
3. There is no significant difference in the opinions of stakeholders on the provision of instructional facilities for physically challenged education programme in Kaduna State (p-value of .415> 0.05 sig. level; and X^2 cal.-value of 1.658< X^2 crit.-value of 1.7749 at 191 codefendants).
4. There is no significant difference in the opinions of stakeholders on the quality of teachers and supervisors for physically challenged education programme in

Kaduna state (p-value of .462> 0.05 sig. level; and X^2 cal.-value of 1.546< X^2 crit.-value of 1.7749 at 191 codefendants).

5. There is no significant difference in the opinions of stakeholders on the provision of welfare services for teachers and students in the rehabilitation centres in Kaduna State (p-value of .567> 0.05 sig. level; and X^2 cal.-value of 1.135< X^2 crit.-value of 1.7749 at 191 codefendants).

4.6 Discussion of the Findings

The study assessed the education programmes for the physically challenged persons in Kaduna State, Nigeria. The outcome of the study revealed that there is a significant effect on the government commitments towards enrolling disabled persons into rehabilitation centres in Kaduna State. This is because the calculated p-value .002 is less than 0.05 alpha significant level. While, the X^2 calculated value 1.887 is higher than the X^2 critical value 1.7749 at 191 codefendants. Henceforth, the null hypothesis which stated there is no significant difference in the opinions of stakeholders on the government commitment in enrolment of disabled persons at rehabilitation centres was also rejected. Henceforth, there was sharing of opinion among teachers, supervisors and DRC officials in the collected responses related to the government commitment towards enrolling disabled persons in rehabilitation centres in Kaduna State.

Most of the respondents believed that government is not fully committed towards enrolling disabled persons into inclusive special education in Kaduna state. This attracted their low mean response of 1.7841, 1.7414 and 2.0222 by the teachers, supervisors and DRC

officials respectively. Thus, the total cumulative mean 5.96 for government commitments toward enrolling physically challenged persons in school is lower than the decision mean 7.28 respectively. In respect of this, it was believed that Government commitment towards enrolling disabled persons in rehabilitation centres was low in Kaduna State. Therefore, they should intensify efforts to ensure that all physically challenged persons enrolled in inclusive education in the state.

As regard to the adequate provision of infrastructural facilities to the physically challenged rehabilitation centres in Kaduna state, the findings revealed that there is no significant difference in the opinions of stakeholders on the provision of such facilities. This is because the calculated p-value .389 is higher than 0.05 alpha significant level. While, the X^2 calculated value 1.416 is lower than the X^2 critical value 1.7749 at 191 codefendants. Therefore, the null hypothesis was retained. This indicated the concurrent of opinion among teachers, supervisors and DRC officials regarding the provision of infrastructural facilities for disabled education programme in Kaduna State. Most of the discovered responses revealed that government in collaboration with NGOs, as well as community bodies are doing their best in the provision of the provision of infrastructural facilities for disabled education programme in the state. Meanwhile, the total cumulative mean 7.65 for provision of infrastructural facilities to the physically challenged rehabilitation centres is higher than the decision mean 7.28 respectively. This implies the satisfaction of most of the respondents on the minimum standard of infrastructural provision such classrooms, water supply, electricity, healthcare utilities among others for inclusive education in Kaduna State. Therefore, Kaduna State government should be

encouraged to intensify this recommendable achievement for the development of disabled education in Kaduna state and all over the nation at large.

In respect of the provision of instructional facilities, it was found that there is no significant difference in the opinions of stakeholders for disabled education programme in Kaduna State. This is because the calculated p-value .415 is higher than 0.05 alpha significant level. While, the X^2 calculated value 1.658 is lower than the X^2 critical value 1.7749 at 191 codefendants. Thus, the null hypothesis which stated there is no significant difference in the opinions of stakeholders on the provision of instructional facilities for disabled education programme in Kaduna State was also retained. This shows the unanimous agreements of teachers, supervisors and DRC officials in the collected responses of this variable. The collected responses disclosed that inclusive special education for physically challenged persons has been averagely equipped with instructional facilities by various stakeholders such as government, NGOs, parents and other related agencies in the state.

According to the findings, the mean score of the responses 2.5455, 2.8966, and 2.2667 determined the government efforts on the provision of instructional facilities for teaching and learning of inclusive physically challenged persons education in Kaduna State. Likewise, the total cumulative mean 7.32 for provision of instructional facilities to the physically challenged rehabilitation centres is higher than the decision mean 7.28 respectively. This means that many of them believed that instructional facilities such as text books, laboratory facilities, creative and workshop facilities as well as ICT facilities have been provided for effective service delivery in rehabilitation centres in Kaduna

State. In view of this, more attempts should be made to support the programme for the development of Kaduna State people and the entire Nigerian societies at large.

Pertaining to the quality and commitments of teachers and supervisors in special need Education programme in Kaduna state; the findings revealed that there is no significant difference in the opinions of stakeholders. This is because the calculated p-value .462 is higher than 0.05 alpha significant level. While, the X^2 calculated value 1.546 is lower than the X^2 critical value 1.7749 at 191 codefendants. Thus, the null hypothesis which stated there is no significant difference in the stakeholders' views was confidentially retained. Likewise, the stance taken by most of the stakeholders in the responses to the quality of teachers and supervisors in the special need education programme in Kaduna State has determined their congruent of opinions in this research question. The collected responses disclosed that teachers are committed to their duty; but training and re-training of teachers was not regular.

Based on the gathered responses, the mean score of the responses 2.5795, 2.6724, and 2.7556 showed their belief that teachers' skills, competency and productivity were boosted through the little attendance to in-service training, workshops, seminars and so forth for the improvement of inclusive education in Kaduna State. Similarly, the total cumulative mean 7.87 for teachers' quality and qualification in the physically challenged rehabilitation centres is higher than the decision mean 7.28 respectively. This indicated that most of the teachers are work based on their area of specialization with a little bit staff development programmes in the state. This indicate that teachers are doing their best but need to be improve by means of educational conferences, inductions, orientation and

regular mentoring to achieve maximum outcome on special need education programmes in Kaduna State.

Based on the findings, it was discovered that there was no significant difference in the opinions of stakeholders on the provision of welfare services for teachers and students in the rehabilitation centres in Kaduna State. This is because the calculated p-value .567 is higher than 0.05 alpha significant level. While, the X^2 calculated value 1.135 is lower than the X^2 critical value 1.7749 at 191 codefendants. Thus, the null hypothesis which claimed there is no significant difference on the provision of welfare services for teachers and students in the rehabilitation centres in Kaduna State was diligently retained. Even though, the result showed controversial views between teachers, supervisors and DRC officials in the collected responses concerning the provision of welfare services for teachers and students.

According to the responses, some teachers held the opinions that no more welfare services were provided for disabled teachers and students in the state as responded by 48 teachers attracting 2.3636 high mean score. While, 35 supervisors and 34 DRC officials attracting high mean score of 2.6034 and 2.8000 agreed that teachers and students enjoy regular welfare services by various stakeholders such as government, NGOs, parents and other related agencies in the state. Similarly, the total cumulative mean 7.82 for teachers and students' welfare services in the physically challenged rehabilitation centres is higher than the decision mean 7.28 respectively. By considering the mean score and standard deviation, the study hypothesized that there must be an existing problem which need urgent attention in the provision of welfare services for effective implementation of physically challenged special education in the rehabilitation centres in Kaduna State.

Therefore, the related stakeholders should intensify efforts to improve the situation for the benefits of all disabled persons in Kaduna State and the entire nation.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study focused on the assessment of the education programmes for the physically challenged in Kaduna State, Nigeria. This chapter is made up of summary of the study, conclusions of the research, recommendations and suggestions for further studies accordingly.

5.2 Summary

The study assessed the education programmes for the physically challenged in Kaduna State, Nigeria. The study specifically outlined background to the study, statement of the problem, objectives of the study, research questions, research hypotheses, basic assumptions, significance of the study and scope of the study. The study reviewed related literature which were sourced from books, journals, magazines, news papers, previous researches, internet accesses. The review presented the conceptual framework which consisted of concept of disability, types of disability, disabled education and so forth. The study also reviewed literature related to the set objectives of the study which centered on government commitments towards students' enrolment, provision of infrastructural facilities, provision of instructional facilities, quality of teachers and supervisors as well as provision of welfare services for teachers and students with particular reference to the rehabilitation centres in Kaduna State.

Pertaining to the research methodology, the study specified a research design, population of the study, sample and sampling techniques, research instrument, validity of the instrument, pilot study, reliability of the instrument, methods of data collection and analysis of the collected data from the respondents. The study also presented, analyzed and discussed the data collected from the respondents based on the topic under study using frequency tables, descriptive mean and standard deviation in order to measure the level of respondents' agreement or otherwise in responding to the research questions of the study. In testing of the formulated hypotheses, the non-parametric statistics of Kruskal-Wallis (Chi-Square (X^2) was used at 0.05 level of significance; in which four hypotheses were retained. Structured questionnaire was administered on three groups of respondents i.e. the teachers' supervisors and DRC officials within the sampled area of the study. The findings showed that problem existed in government commitments toward enrolling disabled persons into inclusive education. Meanwhile, government, NGOs and other stakeholders are doing their best in provision of infrastructural facilities, and instructional facilities. Also, the quality and commitments of teachers and supervisors as well as provision of welfare services for teachers and students with particular reference to the rehabilitation centres in Kaduna State.

5.3 Conclusions

The study assessed the education programmes for the physically challenged in Kaduna State, Nigeria. In the light of the research findings, the following conclusions are substantiated:

1. Government commitments towards enrolling physically challenged persons into rehabilitation centres were low due to poor mentoring and irregular orientation for the physically challenged persons in Kaduna State.
2. Infrastructural facilities such as classrooms, furniture, wheel-chairs, double-bunks and so forth are adequately provided for the physically challenged education programme in Kaduna State.
3. Instructional facilities such as laboratories, projectors, technical materials, ICT facilities are adequately provided for physically challenged education programme in Kaduna State.
4. There are adequate qualified teachers and supervisors for physically challenged education programmes in Kaduna state.
5. Teachers and students enjoy welfare services such as school clinics, movement vehicles, training allowances, school feeding at the rehabilitation centres in Kaduna State.

1.4 Contribution to Knowledge

The study was carried out to asses the education programme provided to the physically challenged persons in the rehabilitation centres in Kaduna State. Thus, the contribution of this academic study to knowledge shall not be over-emphasized. Those are likely to benefit from the outcome of the study include government, curriculum planners, parents of those with special needs, community, physically challenged people, development partners, and students through the following:

1. Government will benefit from this study in the process of policy making in regards to inclusive education to learning approaches at school levels and also have comprehensive evaluation of how the approach works of those with special needs and give a solution to the gaps and points in the life cycle of approach at which a good evidence might be more useful.
2. Curriculum planners and curriculum experts and other educators in the filed of inclusive education would benefit from the findings of this study especially as pertain to infrastructural and instructional facilities vital to the education of the challenged persons.

1.4 Recommendations

Based on the research findings and conclusions, the study is hereby recommending that:

1. Government in collaboration with NGOs and parents should intensify effort and commitments toward enrolling physically challenged persons into inclusive education through regular sensitization and mentoring in Kaduna State.
2. Not only the provision of adequate infrastructural facilities, but also ensuring effective utilization of such facilities for disabled education programme in Kaduna State.
3. Apart from adequate provision of instructional facilities, teachers and learners should be taught the modern method on how to appropriately use the facilities for effective teaching and learning processes for disabled education programme in Kaduna State.
4. The available qualified and committed teachers and supervisors should be regularly re-trained through workshops, seminars, in-services training to improve their skills

and competency for the realization of sound special need education programme in Kaduna state.

5. More efforts should be intensified in motivating both teachers and students through incentive welfare services such as free-interest loan and hazard allowances for teachers as well as provision of capital to start small scale businesses for special need students in Kaduna State.

5.5 Suggestions for Further Studies

In line with the research findings, conclusions and recommendations, the following suggestions for further studies were laid down:

1. Assessment of the provision and utilization of ICT facilities for inclusive education in Kaduna State, Nigeria.
2. A comparative analysis on the academic performance of deaf and blind students in inclusive education in Kaduna State.
3. Effect demonstration method on the performance of physically challenged students in technical schools in Kaduna State

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APPENDIX A

A QUESTIONNAIRE ON ASSESSMENT OF SPECIAL NEED EDUCATION PROGRAMME IN KADUNA STATE

Curriculum and Instruction Unit,
Department of Educational
Foundations and Curriculum.
Faculty of Education,
Ahmadu Bello University,
Zaria,
12th October, 2016

Dear Respondent,

REQUEST TO PROVIDE DATA FOR THE STUDY

This questionnaire is for the purpose of soliciting responses from the respondents on the Assessment of Special Need Education Programme in Kaduna State. It is purely an academic exercise which is part of the requirement for the award of M. Ed Certificate in Curriculum and Instruction in Ahmadu Bello University, Zaria.

Please kindly give honest answers to the questions. Your answer will be treated with high degree of confidentiality. Thanks for your co-operation in this regard and appreciation.

`

Yours Sincerely

Mohammed Dahiru Suleiman
MED/EDUC/P13EDFC8117
08035447495

APPENDIX B

SECTION "A" BIO DATA

Tick as Appropriate Please [√]

Status:

a. Teacher [ ]
b. Supervisor [ ]
c. DRC Official [ ]

Gender:

a. Male [ ]

b. Female [ ]

Qualification of Respondents:

a. Diploma [ ]
b. NCE [ ]
c. B.Ed [ ]
d. M.Ed [ ]
e. Doctorate [ ]

Type of School:

a. Day school [ ]
b. Boarding [ ]
c. Boarding/Day [ ]

Location of School:

a. Rural [ ]
b. Urban [ ]

SECTION B: Assessment of Government Commitment in the Enrolment of disabled Persons Rehabilitation Centres in Kaduna State

S/N	Item Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Regular mentoring and orientation to the community increase students' enrolment in special need education programme.				
2	Good and conducive atmospheric environment encourages disabled learners to be punctual to school.				
3	Regular conduct of extra-curricular activities such as quiz competitions, annual prize giving day etc attracts special need ones to go to school.				
4	Learners' welfare services through scholarships and awards encourage community participation in special need education programmes.				
5	Free education for all system mobilizes parents to send their special need children to school.				
6	Establishment of various rehabilitation centres for special need education programme reduces the level of redundancy and bagging in the society.				
7	Through special need education programmes many special need persons become self-reliant with small and medium scale business in the society.				
8	The special need education programme enables people with disability to participate in many societal activities.				
9	Special need education programme transforms socio-political status of people with disability.				
10	Benefits of special need education programme improve socio-economic status of people with disability within the community.				

SECTION C: Assessment of Infrastructural Provision for Disabled Education Programme in Kaduna State

S/N	Item Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
11	Adequate provision of classrooms improves conducive atmosphere of learning in special need education programme.				
12	Adequate drinking water have been supplied in special schools in Kaduna state.				
13	Enough furniture have been provided to facilitate teaching and learning in special need schools.				
14	There is stable electricity in most of special need school in the state.				
15	Well equipped common rooms have been provided to harmonize special need learning in the state.				
16	Adequate wheel chairs are given to the special need person to encourage their learning				
17	Adequate and equipped hostel are provided for special need learners in the state.				
18	Visual projectors are adequately provided for visual impaired learners in the state.				
19	Sufficient double-bunks are provided to stabilize learners' activities in the school.				
20	Well-equipped games and recreational facilities are adequately provided for learners in schools.				

SECTION D: Assessment of Instructional Facilities for Disabled education Programme in Kaduna State

S/N	Item Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
21	Adequate text books and teachers guide are provided for special need education programmes.				
22	Adequate learning materials are provided to motivate special need learners in the school.				
23	Well-sounded microphones are made available to ease special need teaching and learning process.				
24	Regular installation of laboratory facilities develops students' interest in learning				
25	Availability of various equipments for creativity and workshops like sewing machines, knitting etc. motivate learners to be more creative and productive.				
26	Availability and utilization of recreational facilities improve special need education programmes in the state.				
27	Due to adequate provision of technical facilities, special need students performed better in the class.				
28	Through provision of ICT facilities, special need students are motivated in learning.				
29	Through NGOs intervention, well equipped libraries have been provided for special need education programmes.				
30	PTA members participate in providing simple teaching and earning materials for special need persons				

SECTION E: Assessment of Quality of Teachers and Supervisors in Disabled Education Programme in Kaduna State

S/N	Item Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
31	Recruitment and placement of qualified teachers are made regularly in special need training centres.				
32	Regular training and retraining of inclusive teachers and supervisors boost their morel and academic performance				
33	Teachers capability and efficiency enhance service delivery in special need education programme				
34	Teachers specialization and talent attitude poster development in special need education programme				
35	Provision of qualified and productive teachers improves special need education services in the state.				
36	Teachers enjoy regular conduct of workshops and seminars in many rehabilitation centres.				
37	Staffs in Kaduna rehabilitation board have been released for in-service training.				
38	Some teaching staff of inclusive education have been sponsored to attend national and international conference.				
39	Most of the teachers and supervisors are not qualified for inclusive education services in the state.				
40	Poor performance of supervisors affect special need education programmes in the state.				

SECTION F: Assessment of Welfare Services for Disabled education Programme in Kaduna State

S/N	Item Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
41	Provision of welfare services enable provision of well equipped clinic for special need learners in Kaduna state				
42	Teachers' and students' welfare services led to provision of stable electricity in inclusive schools.				
43	Water close toilet systems are made available in special need schools in Kaduna state.				
44	Due to welfare services, principal's movement vehicles are provided in special schools.				
45	Training allowances are allocated to special need learners in Kaduna state.				
46	Personal computers are given to special need learners in Kaduna state.				
47	There are adequate school buses to convey special need learners to field trips and excursions in the state.				
48	Special need learners enjoy three square meals in the state.				
49	Through welfare services teachers are provided with low interest loan in inclusive schools.				
50	Capital is given to special need learners to establish small scale business after graduation.				