

**AN EVALUATION OF THE TEACHING OF ARTS AND CRAFTS IN SPECIAL
SCHOOLS IN JIGAWA, KADUNA AND KANO STATES-NIGERIA**

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PhD/ENV.DES/15523/2010-2011**

**A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE
STUDIES AHMADU BELLO UNIVERSIYITY, ZARIA NIGERIA
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF
DOCTOR OF PHILOSOPHY (Ph.D) IN ART EDUCATION**

**DEPARTMENT OF FINE ARTS
FACULTY OF ENVIRONMENTAL DESIGN
AHMADU BELLO UNIVERISTY ZARIA NIGERIA**

JUNE, 2015

CHAPTER ONE

INTRODUCTION:

1.1 Background of the study

The basic philosophy of Nigerian education emphasizes integrating the individual into a sound and effective citizen by providing educational opportunities from primary to the tertiary level. Since the mid-1960s, Government's commitment has been the use of education as a tool for social change and for national development. The recommendations from the first national curriculum conference of 1969 culminated into the National Policy on Education (NPE) first published in 1977, revised in 1981, 1998 and 2004. In its introductory sentence, it states that education in Nigeria is an instrument "par excellence" for effective national development.

In 2000, the Federal Government stated that with the return of democracy, her commitment was to pursue people-oriented educational policies as its guiding principle (Federal Government of Nigeria, 2000). The Current Policy on Education emphasizes educating the primary age children, with the compulsory free Universal Basic Education (UBE), yet many children are still not in schools for one reason or the other, because they are physically challenged. Some of their physical disabilities include: blindness, deafness, mental retardation, and social/emotional maladjustment among others (NPE, 2004). They are physically challenged because of their peculiar problems which normal children do not have. These problems prevent them from fitting into the society easily since they have some difficulties in learning and job placement.

However, people realize that handicapped children deserve the same opportunity which normal children have. If the Nigerian society has adopted a policy of universal education, then it should include education for everyone. Therefore, if the handicapped are not opportune to learn in normal educational settings, they should, at least be given the opportunity of exposure to special education which is in line with the Federal Government's desire as found in the National Policy on Education (NPE, 2004). The basic premise is to enable every individual to pursue an all-round development through life-long learning. In 1977, the Nigerian Government set up some specific national objectives for special education. These include the following:-

- i. equal educational opportunities for all individuals, regardless of their ability and challenges to learn;
- ii. a census of all handicapped children and adults;
- iii. establishment of a National Teachers' College for special education;
- iv. incorporation of courses on teaching methods in special education into the curriculum of Teachers' Training Colleges and
- v. provision of special education units in the public schools to achieve integration where possible (NPE, 1977).

The National Policy on Education has been aiming to achieve the goals of education as stated in the 1970s and 1990s particularly the need to create opportunities for the disabled to acquire vocational education as contained in the Draft on Disability Policy (DRDP) National Policy on Special Education (NPE, 2004). However it was in the 1980s that a comprehensive plan was launched to make vocational and technical skills

subjects an integral part of the school curriculum, especially at both basic and secondary school levels.

Art and crafts is one of the vocational subjects that aimed at preparing the youth for work, thereby equipping the physically challenged with skills for self-employment, but the question is to what extent are the special schools equipped or what are the problems of special schools? Do the students see art and crafts as positive vocational subject? Do they have the materials and human resources for effective teaching of the Arts and Crafts? These and other related questions led to the research with the view to proffer possible suggestions for effective teaching and learning of the subject since the physically challenged are not equipped with manipulative skills for self-reliance and job creation after leaving school. The Federal Ministry of Education is expected to coordinate special education activities in collaboration with relevant ministries, non-governmental organizations and some international agencies such as United Nations Children Educational Fund (UNICEF), United Nations Development Programme (UNDP), and World Health Organization (WHO).

This research is focused on the role of art and crafts in educating students in special schools for the deaf and dumb, and the training of these physically challenged students towards acquiring vocational skills at post-basic levels. The institutions involved are located in Jigawa State; (the Deaf Special School Hadeja); Kaduna State Special Education, Kaduna State and Tudun Maliki Special Education in Kano State. It appears Government's objectives to provide equal education opportunities for all children with special needs are not met because of lack of a uniform and appropriate curriculum for all beneficiaries. Higher institutions of learning that cater for the training of teachers for

special education in the country are quite few. Among them are; Federal College of Education Special, Oyo State and Modupe Cole Center Akoka in Lagos (Garuba, 1996). Of recent, there is a section in Kaduna Polytechnic, University of Jos and Bayero University, Kano where training courses in special education are conducted, but are not equipped to cater for training of special teachers.

1.2 Statement of the problem:

Despite the fact that the physically challenged are included in the design of Government's National Policy on Education, physically challenged students have difficulties in learning because they are physically challenged. They cannot learn very well in normal educational settings as such should be given the opportunity of exposure to special education which is in line with the Federal Government's desire as stipulated in the National Policy on Education (2004). Students who finished from special schools cannot perform well to become self-reliant or as self-employed after leaving school. This shows that there are problems. One of the problems is the implementation of art and crafts program in special schools. If properly taught art and crafts will play a significant role in educating physically challenged students. The problem of the study therefore, is how to evaluate the teaching of art and crafts to the physically challenged persons, and to make art and crafts perform its expected functions for the students. Furthermore, the extent of the success of art and crafts teaching in the schools needs evaluation. Evaluation is the best process of finding out the level of achievement. From evaluation, the problem of teaching art and crafts in special schools necessitates attention hence, the study.

1.3 Aim and Objectives of the study:

The study seeks to evaluate the teaching of art and crafts to the physically challenged students. The objectives were to:

- a. assess the general perception of students, teachers and officials of the ministries of education in Jigawa, Kaduna and Kano States on art and crafts teaching to students with disabilities in special schools.
- b. assess the level of implementation of vocational education in the special schools within the selected physically challenged institutions.
- c. identify the types of art and crafts that are being taught.
- d. assess the quality and adequacy of art/crafts teaching staff, and
- e. examine the availability and adequacy of teaching materials and facilities for art and crafts teaching.

1.4 Research Questions:

The following under listed research questions were developed to guide the study. They were:

1. What is the general perception of students, teachers and officials of the ministries of education to the study of art and crafts in special schools or for students with disabilities in Jigawa, Kaduna and Kano State?
2. To what extent have the special schools implemented vocational education (art/crafts)?
3. What forms of art and crafts lessons are being taught to students with disabilities?
4. How adequate and qualified are the art and crafts teaching staff?
5. What are the types of available facilities and materials for teaching art and crafts to the physically challenged students?

1.5 Hypotheses

Hypotheses were formulated to facilitate the solutions for the research questions. They were;

Ho₁ There is no significant difference between students' teachers' and officials' perception of art and crafts teaching in special schools in Jigawa, Kaduna and Kano states.

Ho₂ There is no significant difference between teachers and students perception on the implementation of art and crafts as a vocational subject in the special schools.

Ho₃ There is no significant difference between the types of art and crafts that is being taught to students in special schools in Jigawa, Kaduna and Kano states.

Ho₄ There is no significant difference between students and teachers from Jigawa, Kaduna and Kano states on the adequacy and quality of art and crafts teaching staff in the special schools involved in the study.

Ho₅ There is no significant difference between students from Jigawa, Kaduna and Kano states on the adequacy of materials for the effective teaching and learning of art and crafts in the special schools.

1.6 Justification of the study:

Since the disabled are not opportuned to learn in normal educational settings, efforts should be made to give them proper education in all fields which is in line with the Federal Government's policy. The provision of equal educational opportunities for all individuals regardless of their ability challenges to learn in normal educational setting requires special support, training environment, modification and special material

development. If provision for the education of the disabled students is not made, their potentialities will remain undeveloped resulting in great wastage of human resources and they may have difficulty to adjust to the society.

1.7 Significance of the Study

This study will help provide information to students on how to develop positive attitude toward art and crafts education, by training them to have sense of craftsmanship to demonstrate their skills for solving their personal problems as well as conduct independent thinking and enhance high general knowledge in art education.

The knowledge and skills gained through art and crafts in vocational education by the deaf and dumb children will give them the opportunity to develop manipulative skills that will enable them to function effectively in the society within the limits of their capacity. They will through the information provided in this study become more independent through self-employment in the existing industries after leaving school.

The study will provide the deaf and dumb students with more effective opportunities to develop and sustain motor and visual skills through art. It will enable teachers to understand and appreciate the demands of teaching special education to the physically challenged students by knowing the type of disability and proffering solutions. It is expected that information sourced from this study will be useful to the planners and educators of arts in order to be able to recognize the values of arts and crafts and to develop appropriate programs in art and crafts for the physically challenged. It will help build quality teaching in special education so that the physically challenged students can have a better chance for future employment and independence. The findings of this research will provide information on the relevance of teaching-learning art and crafts to the

physically challenged, as well as suggest other areas for further researches into various areas of art values for the disabled. The study will be one of the few reported attempts to provide useful information for art teachers with necessary skills and resources that will serve as a guide in handling different levels of children with disabilities based on the findings.

1.8 Scope of the Study

The study is on the perception of students, teachers and administrators on the teaching of art and crafts to the physically challenged. It includes the extent of the art and crafts programme, types of art and crafts taught, quality and availability of teachers and facilities, equipment and materials. Specifically, the Deaf in Special School, Hadeja-Jigawa; Kaduna State Special Education School and Tudun Maliki Special Education Kano State were chosen because they are in the North West Geographical zone and for easy accessibility to the researcher. The study is limited to the deaf and dumb (JJS level) in the Junior Secondary Schools.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction.

Relevant views on some of which are reviewed here were expressed by various authorities, writers, government policy reports, books and journals. The literature review is organized as follows:

2.1 Theoretical Frame

2.2 Studies Conducted by various authorities

2.3 Literature Reviewed on Evaluation

2.4 History of National Policy on Education

2.5 Special Education in Nigeria

2.6 Special Education in other Countries;

2.7 Education Rights for Deaf People.

2.8 Education of the Deaf and Dumb

2.9 Types of Physically Challenged Learners

2.10 Factors which Affect the Teaching and Learning of the Physically Challenged

2.11 Art and Crafts Teaching in Nigeria

2.12 Values of Art to the Physically Challenged Learners

2.13 Art as Visual Aids in Teaching Learning Techniques

2.1 Theoretical Framework.

The Theoretical framework for this study is derived from Bruner in Mukherejee(1986), Read in Mohammed (2012) and Scriven in Yoloye (2008). Bruner posited that teaching consists of leading the learner through a sequence of statements and restatements of a problem body of knowledge that increases the learner's ability to grasp transform and transfer what he is learning. Also, teaching consists of assisting the learner during the process of reconstruction or reorganization of experiences which adds to the meaning of experiences, and which increases the ability to direct the course of subsequent experiences. The purpose of teaching is to bring about learning, and this involves some activities which are planned and executed by somebody who is more experienced than the learner. Thus, the activities are carried out by the teacher or the experienced person who will induces the learner into series of activities that can bring about learning. Teaching is a guide provided to the learner to facilitate learning in the acquisition of skills.

Some psychologists like Piaget, in Barnabas(2009) and Lev Vygotsky in Tijjani, (2007) shared similar ideas on cognitive development with Bruner. Piaget stressed holistic approach to learning. A child receives understanding through many channels: reading, listening, exploring and experiencing his or her environment. He also proposed that children's thinking does not develop entirely smoothly. Instead, there are certain points which it "takes off" and moves into completely new areas and capabilities particularly his insight and maturation.

Lev Vygotsky posited two types of psychological functioning "natural", consisting of biological growth, both physical and cognitive development; and "cultural" consisting of learning to use psychological and cultural tools, including signs, symbols, and language. Both natural and cultural functioning, act in a mutually facilitative integrated process.

Whereas Piaget proposed that instruction should follow development. Lev Vygotsky saw development and learning as acting together to create higher psychological functioning. He examined language, as socially acquired tool, and identified stages that begin with speech for the purpose of request. This speech eventually becomes internalized into thoughts.

Read (2012) stated that art should be the basis of education. He said that man should be educated to become what he is or what he is not since man is born with certain potentialities which have positive value for that individual, no matter his peculiarities and that it is his proper destiny to develop these potentialities within the framework of the society. The purpose of education here is to educate the physically challenged students to improve social skills and self-esteem. The special education schools will help to train and develop them to have sense of craftsmanship, quality, task performance, and goal setting skills needed to succeed in classroom and beyond. Art education will also stimulate and develop the imagination and critical thinking and refines cognitive and creative skills. Another educator that worked in line with Herbert Read or saw the importance of art education is Lowenfeld (1975), whose effort was to see that art was included in the School curriculum during his days.

Evaluation means the passing of judgement or assessment as to have value of a given entity based on certain criteria. According Scriven in Yeloye (2008) formative evaluation may be defined as the type of evaluation that aids and guides the development and implementation of a programme. He went further to say summative evaluation is a kind that gives judgement as to the value or worth of the outcomes of a programme. Evaluation was used in evaluating the extent of implementation on the teaching of art and crafts in special schools. This type of implementation is appropriate during planning and

implementing stages of a programme. The purpose of evaluating the teaching and learning of the arts is to bring about some changes in the physically challenged students, changes in cognitive knowledge, creative ability, and behavioural norms. Lewy (1977) refers to Scriven's formative/summative evaluation model as "merit of entity". It takes the account of unplanned out-come, monitor process variables in the implementation phase and reduces the threat.

2.2 Studies Conducted by Herrington and Silver in 1968

1. Whether pictures in art can afford opportunities to generalize, imagine, remember, associate evaluate and express ideas and emotion in teaching the deaf and dumb persons.
2. A study of aptitudes and interest of deaf and dumb persons and vocational opportunities for deaf persons in visual arts.

These studies used experimental and project methods. They came out with the following findings.

- i) That the study helped to dispel the belief that the deaf and dumb are unimaginative and excessively concrete in their art work.
- ii) It also encourages school educators and teachers of deaf and dumb to make greater use of art experiences in educational programme for the deaf and dumb.

The researcher believed that deaf and dumb persons are imaginative and excessively concrete in their work. According to Mohammed (2013), art performs important functions in education and in the general development of the learner and the society. The author stated that art develops power of imagery and imagination. Lownfeld and Brittain stated art

provides the opportunity for self-expression, and also develops aesthetic awareness while Esiner(1979)stated art is a means of communicating ideas and emotional concept from one person to another.Art is a source of information as it develops the ability to make self-evaluation, and trains students to become professional artists among others. Therefore, with higher expectation in art education for the deaf and dumb children, greater success, satisfaction and possibly increased vocational opportunity in the field of art for the deaf and dumb children can be achieved. In studies conducted by Davis (<http://www.Kodak.com/global/en/consumer/educational/lessonplans>).Lesson plan using photography(s) in language development of deaf and dumb children, showed the interest of deaf person in visual arts.

The study made use of photography(s) to create a visual learning aid that would stimulate students' interest and desire to learn. The study was designed to develop the following:

1. Language and reading skills of the deaf and dumb students that were exposed to a variety of new experience.
2. The photography was used as a means of recording their experiences.
3. The assessment of art work produce by deaf and dumb persons indicated that they are more visually creative than was formerly supposed and that under appropriate circumstances of deaf and dumb adult children are capable of originality and sensitivity in visual media.

Language and reading lessons were intended to become more exciting and relevant as photos of the students in action were used to introduce new vocabulary words and to serve as inspiration for creating simple descriptive sentences. Camera was used to take

action pictures of students in natural settings. Demonstration, descriptive and project methods were used in the class. The class discussed what was happening in each photo in relation to the word being introduced and they practices using the words in a sentence language and reading skills. The action pictures were reviewed daily to rein enforces learning.

The results showed significant improvement and some students even learn to alphabetize the illustrated verbs. The photographs were perhaps the motivating factor. The students had pleasure and enthusiasm expressed during the project activities.

Nwagu (1985) conducted a study on aprogramme for the mentally retarded, in a developing country-Nigeria. The purpose of the study was to educate the handicaps on social/occupational competence and personal adequacy. The methods used for the research were, historical, descriptive and philosophical considerations inquiries. These methods met the individual needs, resources, the equipment available, the cultural background, the fiscal situation and the competence level of staff. Due to the varied nature of the problems of the physically challenged a suggested curriculum was developed. The curriculum was planned so as to provide numerous opportunities to learn and practice the various skills required of a worker on a farm and in rural community. Economic usefulness was regarded as one of the major objectives for the physically challenged.

The researcher concludes that arts and crafts contributed toward the child's expanding concepts for reality, truth and value. The activities provided manipulative opportunities to expand concepts and to think. In using arts one acquires a positive learning attitude for a life time, celebrates the uniqueness of all, understands similarities and

differences, developing appreciation, respecting and understanding the physical environment, having fun, laughing and enjoying learning.

The researcher suggested that special education school for pupils with disabilities is needed. It is not only through rich curriculum supported by diverse activities but through programs school wide multi-art programs with a fulltime art specialist or professionals. Artists and performers can come together to work on different art-related activities with the entire students' population and a growing number of teachers to be integrated in arts and into the curriculum.

The problem of teaching art education has been researched into, and efforts have been made in recent years to reinstate art education in public schools (Rabiu, 2009;Tade, 1994;Ogbe, 1993; and Etchie,1985). The researchers devoted their time in searched for art excellence teaching in the schools toward the direction of achieving qualitative education programs. Research findings of successful developmental education programmes was carried out by Boylan and Bonham (1998) who provided a comprehensive analysis of developmental education programs on “improving Developmental education what we have learned from 30 years of research” in the study Boylan and Bonnham (1998) identified twenty characteristics of successful programs. Eight of those characteristics relate directly to be teaching. They are as follows:

1. Variety of teaching methods
2. Sound cognitive theory based course
3. Computer based instruction to supplement regular.
4. Classroom/laboratory/workshop integration.

5. Developmental course exist standards that are consistent with entry standards for subsequent courses.
6. Strategic learning that teaches the student how to monitor their comprehension and thinking strategically about learning.
7. Professional training for faculty and staff who work with developmental students.
8. Critical thinking that focuses on the type of thinking required in college level courses.

Rouche and Roueche (1999) identified the characteristic of successful developmental education programs similar to those of Boylan and Bonham (1998) with addition of one very significant factor: that is recruiting, developing and hiring best faculty.

Some educators like Talabi (1979) Wangboje (1982) and Olasebikan (1982) have already developed programmes which aimed at improving the teaching of Fine Arts and suggested various activities for the different ages and the use of local art materials. According to Etchie (1985), basic researches have been done to highlight the problems of art education, visual perception and the teaching of creative arts but none of these authors have attempted to investigate the impact of environmental factors such as culture, teachers and teaching methods, physical facilities that might have effectson pupils, art activities. Olorukooba (2009) stated that a key to teaching art students successfully is to assure that art teaching practice are inconsistent with the characteristics of successful programs and the principles of effective art teaching.

Policy makers and educational planers in Nigeria need to know more on the importance of art education as a way to develop aesthetic awareness as well as to lay a solid foundation for technological and industrial advancement in Nigeria. Government has

not given enough recognition to arts as a teaching subject despite the fact it is stated in the National Policy on Education. No positive effort was made to establish a well-developed educational system throughout the federation. More preference is given to sciences than fine arts.

The effects of art education in developing cognitive skills were researched into Gardner (1990, 1982, and 1973) and Welch (1995) claimed that art education improves student's performance. The purpose of the research suggests that art exercise, strengthens, and develops the neurophysiologic areas and associations of the brain that are involve with other cognitive skills. Hypothesis, historical and experimental methods were used in conducting the research. The findings of the research stressed artistic training by exposing learners to artistic experience throughout development since maturation of cognitive skills depend on the cycling activities between hemispheres. Art activities or skills are obviously necessary for all areas of study and a life time.

According to the researcher, lack of public understanding, appreciation, or support for art, and the fact that teachers are often unprepared to teach it, art interest tends to decrease, and this is the reasons why students have no art experience. Welch (1995) stated that when art is properly taught the art training is less about the product and more about the ideas. This means there is much potential for students when such training is carried out.

In support of the above, Struriale (2010) stated that evidence is presented to support the inclusion of arts training in educational setting. The author further remarked that art, music and play therapy are frequently used together for those with neurological disorder. Disorder types vary, largely in effects; some cause difficulties in understanding, emotion

or social difficulties. For example children with autism can learn social skills through an art programme that focuses on interaction, while children with spatial disorders can also learn to accurately interpret distance in a sculpture class.

2.2.1 Art and the Intellectually Disabled

Art has a positive effect on brain. The arts have been known to help the normal intellectual students to do better in school. A similar result is seen in those with intellectual disabilities, although it is difficult to measure the results. Some claimed that learning the skills to draw, paint or just to choose colour can help make connections between neural pathways, which may in turn help the person to learn acquired unrelated skills more easily in the future. Art and acquired disabilities, or those that are caused by injury or illness during life, tend to affect the sufferer in a number of ways. Dickson further stated, that these people are the most likely to have anger issues, but fortunately, many can achieve some degree of rehabilitation on time. While the nature of these disabilities and their permanence varies, art can be beneficial in a variety of ways. The researcher concludes by saying that the molding with clay can be used to strengthen weak limbs, while painting can have a calming effect. The intellectual aspects of art appreciation may also benefit patients by making them feel useful or knowledgeable. Art also helps the memory.

According to Dickson (2010), art and crafts require some degree of physical dexterity that can be used to assist those with physical disabilities to gain greater degree of motor skills. Using beads, thick plastic cord and large pony beads according to him can help the disabled person learn to use their hands together or as a sequence of movement. Molding clay can be wonderful at helping those who have weak fingers, wrists and arm

muscles or problems with grip. Learning through the arts, according to Dickinson, presents a synthesis of the research on the contributions of art education to learning. It presents information on schools and others that have incorporated the arts successfully. The findings discussed the relationship between the arts and cognitive skills, and the ways each art form promotes unique ways of knowing things. According to the researcher in every culture, the arts teach historical periods through its literature, visual arts, music, dance and drama.

It is recognized that to be truly well educated one must have rich opportunities to actively participate in creative works. The arts are languages that most people speak, cutting across individual differences in culture, educational background, and ability. They can bring every subject to life and turn abstraction into concrete reality. Learning through the arts often results in greater academic achievement. (www.scholastic.com/teachers/article/learning-through-arts)

2.3 Literature Reviewed on Evaluation

The current emphasis on educational evaluation has its beginning in the curriculum innovations that swept the world starting from the late 50s. As the innovations continue to increase, an uneasy feeling began to be generated as to whether the innovations were improvement on the traditional curricula. In responding to this clamor educational evaluation began to emerge. There is no doubt educational evaluation or measurement has existed in one form or the other for thousand years. (Yeloye, 2008)

The traditional conception of evaluation is one of the passing judgment and many instruments that were geared towards prediction, selection and certification. The emphasis

in the conception of evaluation has shifted from decision making to identify the decisions to be made, gathering and analyzing relevant information and presenting summary data that can be used in the process of decision making (Alkin 1970). The implication of this study is that it is no longer realistic for educational evaluator to be outside the field of education. He has to get involved, with the educational programme at every stage, from planning to implementation.

The overall meaning of evaluation, according to Lewy (1976), is

- a. the achievement of desired outcomes,
- b. the merit of an entity, and
- c. decision oriented approach

Evaluation in the context of education is the process used to obtain information from testing direct observation of behaviour, essays and from other devices. This is to assess student's overall progress towards some determined goals or objectives. All the meanings of evaluation are the same depending on what to be evaluated or assessed. Evaluation has many purpose, generally is use as a basis for school marks or grades by teachers as a means of informing parents, promotion to higher class, students motivation, evaluation for guidance and counseling purposes, assessing the effectiveness of teaching strategy, employment purpose and university and college entrance. All aspect in the behavioral cognitive affective and psychomotor domains should be assessed in the overall evaluation process. The national objectives for Nigeria for example clearly stated in the National Policy on Education (1977) that, attitudes, values, physical skills and abilities are important for students as well as cognitive skills. In deciding what to evaluate, the teacher

should take all areas of student progress into account. Students should be tested on what they are encouraged to learn and master. Arts and crafts is one of the vocational subject that is meant to train the physically challenged to acquire skills.

How do we evaluate? In evaluating the teaching of art and crafts validity and reliability of the instruments has to be tested. Validity of a test instrument is the extent to which it measures what it is supposed to measure. Reliability of a test instrument is the extent to which it measures accurately and consistently. Teachers made test to measure students' ability to organize, interpret, evaluate and apply knowledge. This helps the teacher assess the students' ability to summarize, outline and see relationship and trends. The disadvantage may be this test has low reliability because of its dependence on the opinions as well as the physical and mental conditions of the scorer. Scoring lacks objectivity because the scoring may be influence by teacher's knowledge of the student's previous knowledge.

The different methods of evaluating students

1. Teacher made test
2. Other evaluation
3. Continuous evaluation or assessment
4. Other Educational Device

There are three other ways in which the evaluation process can be more complete and this involve the use of

- a. Assignment

- b. Observation of class and out of class behavior
 - c. Individual discussion with students
3. Continuous evaluation or assessment in this process training, correcting and encouraging the child daily if the child is to learn and appreciate the proper way to behave. Students should be feed-back on regular basis concerning their performance. Testing is required once or twice every two week and students should be informed of their results, their errors to be discussed with them. Observations of their general behavior, attitudes and skill development should also be reported to the students so that they can have the chance to improve. In higher institutions 40 percent of students marks come from their continuous assessment of the final grade while 60 percent from the final examination. In the recent years, educational evaluators have sought to free themselves from imitation of traditional educational evaluation associated with the measurement or evaluation of psychological variables in general and put emphasis on the use of normative scale in educational judgement.

In the late 1970s educationists Bloom (1969, 1971) and Block (1971, 1974) have chosen to define mental ability not as a capacity but in terms of rate of learning. The result of this shift is that person's ability is no longer conceived as how far he can get but how long it takes him to get there. The purpose of educational process them is to devise procedures (which may vary with individuals) to get everybody there. In Nigeria one of the national policies, especially education is yet to be stabilized. No facilities, material and human resource. In developing countries is such that it often cannot wait for classical trials. With educational researchers who hope to have an impact on policy according to Yoloye (2008),

“is this system appropriate or not? But “given this system, how best can we make it work”. Evaluation is essential for decision making. Evaluation is necessary or essential for identification of appropriate questions. Given appropriate questions evaluation is essential for identifying and analyzing relevant data on which decisions can be based to be implemented in monitoring the implementation to ensure that it is appropriately.

2.4 History of National Policy on Education:

The history of the National Policy on Education in Nigeria (1977) dates back to the national curriculum conference held in September, 1969 during which Nigeria from all walks of life was invited to present her views on the kind of education Nigeria would adopt. This led to the workshop on primary school syllabus in Creative and Cultural Arts (CCA) referred to as a new subject in the curriculum of the primary school and a product of synthesis of drama, music and performing arts, so as to make an effective interplay among various components of creativity, and significance was to be realized in performance. Four years later in 1973 a national Seminar was held to prepare on education organized under the Chairmanship of Chief S.O Adebo who formulated a National Education Policy for Nigeria. At the seminar the federal government introduced a new educational policy based on the recommendation of the 1969 Curriculum Conference in which a six year secondary education would be given in two stages, each of three durations (JSS and SSS). The Creative Arts programme would need to meet the needs of the two stages of the three durations as stated in the Federal Government Memorandum (Akolo 1986).

1. The first three years of secondary education would provide a basic background in creative arts as well as form part of the student's general education.
2. The last three years of secondary education is expected to meet the needs of both producers and consumers of (NERDC Workshop, 1973).

A recommendation from the Adebo Seminar of 1973 stated that the National Policy on Education is characterized by the 6-3-3-4 system of education is not only a major landmark in the landscape of educational planning and development in Nigeria, but a giant step forward in the development of art education nationwide.

The National Policy on Education was outlined in 1977 and was reviewed in 1981 with little moderation and expansion to suit the 6-3-3-4 change in the system of education planned to take off in September, 1987. The National Policy on Education further stated that its objectives for primary education is to give the child opportunities for developing manipulative skills that will enable him to function effectively in the society within the limits of his capacity and to provide basic tools for further educational preparation for trade and craft of the locality.

Following the adoption of the United Nations' Universal declaration of human Rights in Article 26 states that, "everyone has the right to education, and education shall be free at least in the elementary and fundamental stages". Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit (United Nations 1967). By the 1970s, this objective had not been achieved in the developing countries, less than 65% of school age children were enrolled in schools. In 1980s the enrolment improved by only 3% that is 68%. The same trend continued up to the 1990s. The enrolment rate of school age children in

Nigeria's top primary schools have never been constant as it improved in some cases and decreased in others, but the fact remains that there were never a time when school age children were not in school. In 1996 for example, 21 million children were of school age, out of whom 14.1 million were enrolled while 6.9 million were not enrolled (Rufa'i 2004 in Animalu).

In Nigerian, the issue of equal educational opportunities is reflected in the new National Policy on Education where it provides for equal educational opportunities for citizens of the country. The National Policy on Education provides equal educational opportunities to ensure that each child undergoes basic education programme. In an effort to equalize educational opportunities throughout the country Nigeria introduced the free Universal Primary Education (U.P.E) in 1976 and again reintroduced Universal Basic Education (U.B.E 1999) under the democratic government of President Olusegun Obasanjo. The Federal Government of Nigeria officially launched the Universal Basic Education (U.B.E) scheme on 30th September 1999 in Sokoto. This marked another giant stride in the history of education in the country.

By this development Nigeria has adopted the recommendation from the World Conference on Education held in March 1990 in Jomtien, Thailand, organized by the World Bank, UNESCO, UNDP, UNICEF, and other United Nations agencies, NGO and Islamic Educational Scientific and Cultural organization (ISESCO). Every child in the country must stay in school for at least nine years before going to either the labour market or proceed for higher education in the new 9-3-4 system (Rufa'i, 2004). The programme merges the primary with the junior secondary schools (JSS) level of education. Successful students will move to Senior Secondary School (SSS) to study either the arts or the

sciences after which they will proceed to tertiary education before going to the labourmarket or post graduate studies. The Federal Ministry of Education has however intervened in the affairs of schools when constitutional or legal rights have been issued. The Federal Government has also granted funds, to some states to ensure educational services for specific population of students. It has taken up but not effective for example in Sokoto State in an interview with the officials of the Ministry of Education.

2.5 Special Education in Nigeria.

Before 1950 special education in Nigeria was dominated by the traditional views on persons with special education needs as an unusual person. In the 1943 legislation there was welfare put in place for a limited number of persons with special needs. Two decades before 1970 education witnessed both the efforts of the missionaries and the interested parents in establishing and financing special education.

The post-civil war years of 1970 – 1975 marked the clear beginning of Government's involvement in education which turned out to be the foundation of Modern Special Education in Nigeria. There were Committees on the review of educational goals, programme implementation and evaluation (NERDC, 1987). The products included the publication of the National Policy on Education in 1977 and declaration of the Universal Primary Education (UPE). In both the policies and declaration, special education featured prominently. The declaration brought about several chain reactions manifested in personnel training, institutional development and unprecedented awareness in policy making and public sensitivity to what is known today as special education.

The 1980s, continued to witness an expansion in the education sector, manpower and resources material development (Maduewesi, 2005).The United Nations declared International Year for Disabled Persons (IYDP), followed by a decade for special needs persons,(1981 – 1990). By the 1990s, it had become obvious that many persons with special needs would require further education, organization, job placement and environmental support, which are best, initiated by the Government and a sensitized private sector (United Nations, 2001). The 1990s experienced the emergence of special education departments in various academic institutions also the establishment of professional associations of persons with special needs.

Article 95, of section 10 of the National Policy on Education (FME, 2004), enumerated three objectives of special education. They are to:

- a. Give concrete meaning to the idea of equalizing educational opportunities for all children with physical, mental, emotional disabilities notwithstanding.
- b. Provide adequate education for all handicapped children and adults in order that they may fully play their roles in the development of the nation.
- c. Provide opportunities for exceptionally gifted children to develop at their pace in the interest of the nation's economic and technological development.

2.5.1 The Concept of Special Education:

Special education is designed to render specialized services directed towards meeting the individual needs of exceptional persons (Okeke, 2001). In Nigeria Special Education dates back to the sixteenth century (Adima, 1987). According to him, special education developed with the culture of the people. But special education in its modern formal form

did not begin until early 1950s when the missionaries and voluntary agencies started to arrive in the Country.

Kirk (1962) stated that special education is used to denote those aspects of education which are applied to handicapped and gifted children. He mentioned that it consists of modification or additions to school practices intended for the ordinary child practices that are unique, uncommon, of unusual quality and in particular are in addition to the organization and instructional procedures used with the majority of children. Cruickshank and Orville (1967) stated that special education are methods and provisions developed for children who by reason of physical, intellectual or social differences are termed exceptional and who often cannot be educated within the typical frame of reference deemed appropriate for so called normal children.

According to Dumn (1973), special education has specially trained teachers, special curricular content, special methodology and special instructional materials. Smith and Neisworth (1975) view special education as profession concerned with arrangement of educational variables leading to the prevention, reduction or elimination of those conditions that produce communicative, locomotion or adjective functioning of children. Herward and Orlansky in Abosi,Obina and Ogbue (1987) defined special education as the individually planned and systematically monitored arrangement of physical settings, special equipment and materials, teaching procedures and other intervention designed to help exceptional children achieve the greatest possibly self-sufficiency and academic success.

The National Policy on Education defines special education as the education of children and adults, who have learning difficulties because of different sorts of handicaps: blindness, partial sightedness, deafness, hardness of hearing, mental retardation, social maladjustment, physical handicap due to circumstances of birth, inheritance, social position, mental and physical health pattern or accident in later life. As a result, a few children and adults are unable to cope with the normal class organization and methods. These are also the specially gifted who are intellectually precocious and find themselves insufficiently challenged by the programme of the regular school. According to Ozoji (1993) "special education enables the child to meet his special need(s) and equalize the opportunities available for his peer in regular educational setting". Special education according to Abosi, Obina and Ogbue (1987), involves meeting the needs of handicapped children, and to provide them with opportunity, methods, techniques, and equipment for teaching how to write and solve their problems of counting and calculating. It also includes educating the handicapped to achieve self-realization. Special education refers to the entire educational programme designed for those who by the reason of significant deviation from the majority of the children cannot benefit from regular school programme. According to Ozoji (2003) special education is a set of interventions tailored to address the usual (common to all children) and unusual (limited to the peculiarities of the child) needs of the children considered exceptionally by virtue of their significant deviant traits. Therefore, what regular education does for the non-exceptional children is what special education does for the exceptional children.

The National Policy on Education (2004) defines special education as a formal educational training given to: disabled, disadvantaged, gifted and talented adults and children. In all the

definitions given by the various authors, special education almost means the same in one way or the other. Special education enables every child to benefit from educational facilities without allowing whatever special condition he finds himself to pose any impediment. In this regard, the idea of equal educational opportunity becomes real through meeting special needs of children with equipment like hearing aids, mobility aids, wheel chair, and mobility cane and so on. Without guidance and counseling, specially trained professionals, medical and rehabilitation services who provide the unique needs of the physically challenged will find it extremely difficult if not impossible to perform at a level commensurate with their ability. Special education is a social agency in creating opportunity for individuals with special needs to become active participant in the society. Every State in Nigeria has shown awareness of the need for the education of persons with special needs. There are States like Oyo, Plateau and Ondo where several modifications have been made into the concept of mainstreaming or integration to meet their peculiar environment. Unfortunately, other states have not shown such sensitivity.

2.5.2 Formal Blind Education in Nigeria

In Nigeria, fifty years ago Rev and Mrs. David Forbes at Free Slaves' Home, made an effort in educating a small class of blind girls at the Rumasha Institution (Olusanya 1966 Forbes 1917). During the next thirty years, successful blind students spread Braille materials to blind people across the region. Another version of the reports according to Nwaogu (1979) in Lewis (1965) puts it that the first missionary contact in modern times with Nigeria was made on September 24, 1842 when Reverend Thomas Freeman and Mr. and Mrs. de Graft of the Wesleyan Methodist Mission in the Gold Coast (Ghana) landed at Badagry. They started a mission and built a school while other mission followed and for

nearly half a century the entire educational provision was dependent upon the effort of Christian Mission. Kolo (1994) reports that the first noticeable drive at formal education in Nigeria was the establishment of the Orji – River Rehabilitation Centre for the Disabled in 1936 by Dr. and Mrs., T. D. P. Money. Even though this center was initially establish as a leprosarium, it soon diversified its services to cater for the blind, deaf and physically handicapped. The center was supported by a few individual Reverends and the Church Mission Society (C.M.S.).

Kolo (1994) further stated that in the main, missions and missionaries were largely responsible for the development of special education in Nigeria with the Government at various times paying little attention or lip service to it. Such missions include Church Missionary Society (C.M.S), Roman Catholic Mission (RCM) and Sudan Interior Mission (S.I.M.) amongst other addition. Abosi (1987) states, that the first deaf and dumb school was established in 1953 by Sudan Interior Mission.

2.6 Special Education in Other Countries

The Brazilian constitution that was passed in 1998 establishes that education is a right that should be ensured by the state and family in collaboration with society (111, Art 205). In 1996, a new national education decree (No.9394/ 96) has passed its innovation that introduces a whole chapter on special Education (chapter v) establishing that;

Special education is the type of education offered preferably in the main stream system for learners who have special educational needs (Art. 58) and this education begin in the age range from zero to six years, during nursery and pre-school education (Paragraph .3)

Aligned with this, in 2002 the Brazilian National council for Education defines special Education as;

Modality of education that consist of a process in which a set of resources and special provisions are organized in order to support, complement, add to and, in some cases, substitute the mainstream education provision with the aim of ensuring formal education and promote the potentials of students with special needs in all educational levels' (CNE, Resourcao no.02/2002

Historically, as in other countries, deaf people mainly use to have access to oral methods. In Brazil the same happened majority of them do not speak well, they do not speak lip reading or to simple verbal interaction (MEC 2004 p.56- 57), As consequence, deaf children who have access to basic education spend many years in primary schooling, and consistently fail academically because these learners are not able to develop reading and writing skills that are compatible with each grade of schooling.

According to Maduwesi (2005) after the publication of the Salamanca statement (UNESCO 1994), there has been a significant change in the field of the education of the deaf and dumb in the country. (UNESCO 1994), Salamanca stresses the crucial importance of providing education to the impairments. This document supports the conception of a bilingual education based on which the deaf and dumb people should have access to both the sign and Portuguese languages in their schooling.

In this process, the sign language is understood as the mother tongue (natural language of deaf and dumb students). This is a base for them to achieve and develop their written skills (MEC 2004) so also the federal and state ministries of Education in Nigeria shall in collaboration with appropriate bodies, provide special programmes and facilities that would ensure easy access to education of the deaf a total communication technique of

speech, sign language and the 3Rs. Various categories of disabilities, the gifted, and talented, a special training, and re- training of the personnel were developed for capacity building, and to keep abreast with the latest teaching technique. The Brazilian education of the deaf the law N0:.10.098 of December 2000 establishes general rules and basic criteria for promoting accessibility of disable people or people with reduced mobility and provide other provisions. The government set out to adopt relevant procedures to eliminate communication barriers in order to ensure the access to information, education for people with sensorial disabilities and with communication disorders. This involves the promotion of the training of sign language interpreters with the view to facilitate communication for these persons.

In this context the federal law No: 10. 436 about sign language were passed in 2002 in Brazil which represents a major victory for promoting and ensuring the education of the deaf people and the mainstream system. Since then the law recognizes the Brazilian sign language (LIBRAS) as the official language of the deaf community. It brings significant implications for its dissemination, schooling and teaching access to bilingualism in instructions and for the qualification of those professionals working in the field of the education of the deaf. Despite all these changes and progress towards the inclusion of the deaf persons, there are still many challenges that require time and effort. This is to allow the educational system to accommodate to the demands imposed by the laws as well as to create suitable provisions to respond to special educational needs of the disabled in general. The major challenges of education of the deaf are the qualification of the bilingual teachers and the increase access of deaf people to higher

education.(www.unesco.org/new/fileadmin/multimedia/HQ/CI/CI/pdf/wsis-tunis-disabilities-windzyferreira)

2.6.1 Development of Formal Education: Physically Challenged in the West Coast.

Over the centuries in many parts of West Africa blind people seem to have joined together for their survival. This was noticed by Sylvan Golberry, who in 1785 – 1787 traveled between Cape Balanco in Barbary now at the coastal border between Western Sahara, Mauritania and Cape Palmas on the coast of Liberia near the border with Ivory Coast. According to Golberry blind people join in troops of eight or ten, each of them holding a stick in his hands and proceed to the doors of the huts sing passages from the Koran or some other canticles, This is to say that in the early days the blind people have already have a community formed.

i) Formal Blind Education on Cape Palmas in Liberia.

Formal education of the blind in Palmas could be traced to 75 years after Golberry visited between 1785 –1787. Cape Palmas in 1862 saw the beginning of Christian education in West Africans for blind. The Ravened C. C. Hoffman, an American Episcopalian, wrote in 1863 of his plans to use William Moon's books in embossed type with two blind Africans, whose names were Charles Simeon and Susan. A deaf boy named Harvey was going to accompany Hoffman back to Liberia to teach the blind people basket making in which he was proficient. In 1864 Hoffman reported some success with the reading scheme and in 1877 Moon's embossed books were in use also in India and China, while Braille's script was confined to Europe. Unfortunately, Hoffman died in 1865 and the impetus for the blind education seems to have been lost.

These early efforts were part of a range of health education and care activities in which Hoffman and colleagues had engaged for some years. A lively description of her work appeared from Harriett Britain in 1860 and reprinted in 1969 who later worked at Cape Palmas in the late 1850s. The missionaries all suffered much illness in the notorious “white Man’s Grave of West African littoral, but gave a system to the development of using sign and gesture communication to the hearing children.

ii). Formal Blind Education in Gold Coast (Ghana)

At Akropong in South East Gold Coast, a formal blind school was opened in 1946 under the Scottish Presbyterians and Methodist Missions and its work was listed by a survey team that included the young blind official who much later became well-known as Sir John Wilson. The team noted the 1931 census evidence that where onchocerciasis (river blindness) was present a very high level of blindness could be expected, as has been the case in several West African Countries. However, in areas where there were few blind children a separate residential school is recommended by a viable team for example the American States as New Jersey, where Brille Classes’ attached to schools for the seeing are fairly common”.

Furthermore, Wilson and colleagues advocate that until anything more farther should be arranged by any blind child brought to the knowledge of education authority, physically and mentally normal” should be encouraged to attend the nearest day school and to join in with oral lessons, socializing with other children, singing, handicraft and so forth. These recommendations for various levels of integration (which were in fact less ambitious than William Moon’s achievements in having blind children in ordinary classrooms across

England and Scotland in the 1870s) have been lost than reinvented at roughly ten years intervals, until the 1990s when the rhetoric of inclusion swept in.

2.7 Education Rights for Deaf People.

The World Federation of the Deaf and Dumb (WFD) promotes and safeguards the right of deaf and dumb people to quality education, starting at birth and throughout life, as for all learners. Deaf and dumb children have the same right to education and full access to quality education. The right to education is clearly and explicitly stated in the convention on the Rights of Persons with Disabilities. The convention states that states shall take appropriate measures for facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community. Governments shall ensure that education of the deaf and deaf blind persons is delivered in the most appropriate languages and environment which maximize academic and social development. The government shall also take appropriate measures to employ teachers who are qualified in sign language.

Education is a basic necessity for all people. Education is recognized as a primary means for gaining independence, citizenship rights, appropriate employment, economic power, and self-empowerment (United Nation 2001). The World Federation of Deaf (WFD) supports the United Nation's (UN) position that all people, regardless of origin, gender, age, disability and creed, have the right of meaningful education. The United Nation and United Nation Educational, Scientific and Cultural Organization (UNESCO) advocates education as a human right for all people. Like all children, deaf and dumb

children must have access to equal and quality education, deaf and dumb children have the right to expect that their human needs, linguistic and educational right are respected and supported by educational authorities, with full to compliance, policy statements, national legislation and national curriculum. Deaf and dumb children are born with the same basic capacities of learning as all children; they can and should reach their full potential with appropriate, visual, quality educational programmes and support (WFD 2001).

World Federation of the Deaf advocates promoting and safeguard educational right for all deaf and dumb people of all ages. The term 'deaf people' includes a wide spectrum of people with hearing difficulties from moderate to profound, from various back group , races , ages , creeds ethnicities and philosophies and with different levels of linguistic variables. World Federation of the Deaf emphasizes respect for differences and acceptance of persons with disabilities as part of human diversity and humanity as it is stated in the convention of rights of persons with disabilities. Deaf children are part of human diversity and are entitled to respect for their evolving capacities and respect for their right to preserve their identities. Their principles shall include in all spheres of education of the deaf children: school legislation, curricular, learning materials, teaching, school subjects and school practices.

a) Planning and Implementing Programme for Deaf

Regardless of the age of the learner, there are some common denominators that must be considered in planning and implementing successful educational programmes for deaf students. Deaf and dumb people have eyes which give them information and knowledge. Sign language and visual strategies must be made available to deaf and dumb

people as a birth right. Deaf and blind people predominantly depend on their tactile sense and have the right to learn sign language, Braille and mobility sticks. Education is in itself not a place or a goal, but a continuous life long process enabling one to acquire multiple skills needed to become an independent, educated, employed, self-actualizing, participating and contributing citizens of one's community and society.

b) The Current Situation

Studies by the World Federation of the Deaf (2009) revealed that the enrolment rate and literacy achievement of deaf and dumb children is far below the average for the population at large illiteracy and semi-literacy are serious problems among deaf people. Without appropriate education, advancement in society becomes problematic, without a strong educational and language base, it is difficult to succeed in today's communities, market places, and in the world of technology and information. World Federation of the Deaf takes the unequivocal position that there is no excuse for the deplorable situation, since deaf children have the same innate intellectual, social and emotional capacities, as do all children.

In the industrialized countries, according to the World Federation of Deaf(2009), majority of the current deaf and dumb education programmes do not respect the linguistic human right of deaf children. Indeed, most deaf education programmes fall in the language deprivation category. "Language deprivation" for the Deaf people means ignoring the use of sign language as a basic communication means, as a language of instruction and a school subject. Following this, the linguistic human rights for deaf children are grossly violated in programmes all over the world. The realization of linguistic human rights is

linked to the realization of basic human rights to education, freedom of thought and expression, enjoyment of an adequate standard of living, protection from all forms of abuse, neglect and exploitation, and freedom from subjection to torture or other cruel, inhumane or degrading treatment or punishment. It is the mastery of language (s) that enables a child to express he/her needs and desires, and gives him/her the tool to protect and assert himself as a human being.

The United Nations (UN) supports the right of students from minority cultures, specifically the right to education in their mother tongues. This includes the right of deaf children to the sign language of their country. Without respecting linguistic rights of the deaf and dumb students, their human right cannot be fulfilled .Linguistic human rights are essential components of human right, and central to language acquisition which is required for full access to education World Federation of the Deaf and dumb (WFD), Supports the right of deaf and dumb children to acquire full mastery of their sign language as their mother tongue as well as, to learn language(s) used by their family and community. Deaf children must also have access to adult role models fluent in sign language. Many policy makers strongly support full inclusion in education in Nigeria, which they, interpret to mean full scale mainstreaming of all disabled students with all in regular schools near their homes.

While such a goal may be generally appropriate for many disabled learner who can hear and interact with their peers and teachers, World Federation of the Deaf and dumb has serious differences regarding implementation of this concept for deaf learners. World Federation of the Deaf holds that the least restrictive environment for deaf and dumb learners enabled full inclusion of total support. This permits the learner to develop to

his/her full educational, social and emotional potential. This is stated also in the convention on the Rights of Persons with disabilities. Otherwise, inclusion as a simple placement in regular school without meaningful interaction with classmates and professionals at all time is tantamount to exclusion of the deaf and dumb learner from education and society. In such environment, the deaf and dumb child is physically present but may be mentally and socially absent.

2.8 Education of the Deaf and Dumb

Education essentially includes the process of encouraging, strengthening, and guiding the faculties, whether of mind or body, so as to make them fit and ready instruments for the work they have to do; and where the need exist, it must include awakening the activities and the usefulness of some faculty for which if not awakening might remain forever dormant. (www.newadvent.org/cathen/05315a.html) As regard intellectual development, the deaf individual is the most handicapped of the afflicted class. The term “deaf and dumb” frequently applied to that class of individuals who neither hears nor speaks, is becoming obsolete among the educators of the deaf as it implies a radical defect in both the auditory and the vocal organism. Persons who are born deaf, or who lose their hearing at a very early age, are unable to speak, although their vocal organs may be unimpaired. They become dumb because, of being deprived of sounds which constitute speech. To correct the error involved in the term dumb, it is customary to speak of human beings who do not hear and speak as deaf – mutes, a term which implies that they are silent, but not necessarily incapable of speaking. There are individuals who can hear, but cannot speak. To such may be applied the term dumb in as much as they are either destitute of the power of speech or are unwilling to speak and lacking in intelligence.

Ponce de leon (1520 – 1584), a Spanish Benedictine monk, undertook the education of several deaf- mutes, as it relates to the accounts of his work discovered among the archives at Ona . He relates that he taught pupils who were deaf and dumb from birth to speak, to repeat prayers and to confess orally. He first taught his pupils to write the names of objects and then to articulate. A Contemporary writer Francesco Valles says that Ponce de Leon’s method proved that, although we learn first to speak and then to write, the reverse order answers the same purpose for the deaf. It is highly probable that he was led to undertake the instruction of the deaf and dumb by principles announced by GirolamoCardano (1501-1576) a friend of St. Charles Borromeo that “writing is associated with speech and speech with thought but written characters may be connected together with intervention of sounds. The deaf can hear by reading, and speak by writing. About fifty years later, Juan Pablo Bonet, a Spanish priest, published a treatise entitled “Reduction de lasLetrasy arte paraEnsenar a habblar los mudos” (Madrid, 1620) He made use of a manual alphabet, invented a system of visible signs representing to the sight the sound of words, and gave a description of the position of the vocal organs in the pronunciation of each letter. His work contains many valuable suggestions useful to modern teachers of articulation and lip-reading

www.newadvent.org/cathen/05315a.html7th May 2010))

Lana Terzi (1631-1687),in his “ Prodromo dell’ Arte Maestra” considers the education of the deaf, which according to him, consists in their “First learning perceive the dispositions of the organs of speech in the formation of sounds, and then imitating them; and recognizing speech in others by lip reading. To that end they should first utter each sound separately, read it on the lip of another, then join them in words: next they should be taught

the meaning of these words by being shown the objects signified, and gradually be made acquainted with meaning of those which relate to the functions of the senses, the arts, the understanding and the will (Arnold). Lorenzo Hervás y Panduro (1735-1809), a celebrated Spanish philologist and missionary in America, took active interest in the education of the deaf in Rome and published two volumes of books entitled “Escuela Española de sordos, Arte para enseñarles a escribir y hablar de Idioma” Madrid (1795). The work consists of five parts, “the first dealing with the deaf in the political, physical, philosophical, and theological aspects of the subject and Linguistic questions it gives rise to; the second is a history of their education up to that time, which is the first complete account written; the third explains the practice method of teaching idiomatic language by writing; the fourth that of teaching speed; and fifth is on the instruction to the deaf in metaphysical ideas and in moral and religious knowledge” (Arnold).

Among the writers that were interested in the education of the deaf was John Buliver (1645-1666). In his writings he recommends sign and occasionally, Lip – reading as the helpful instruments in the education of the deaf. William Holder (1616-1698) and his contemporary, John Wallis (1616-1703) and George Dalgarno (1626-1687), of Aberdeen, Scotland published in 1661, “Ars signorum”. Among the earliest to take up this work were Kerger (1704), Raphael (1673-1740) and Arnaldi (1777). The first public institution for the deaf in Germany was established by Samuel Heinicke (1729-1790). He was the great advocate of the oral method of instruction, which has generally been followed in German schools for the deaf. To Friedrich Moritz Hill (1805 – 1874), regarded as one of the greatest teachers of the deaf, is due to what is distinctively called the “German system” which has found an able critic in J. Heidsieck, of the Breslau institution

for the deaf, in work entitled “Der Taubstumme and seine sprache” Jacob Rodrigues pereire (1715 – 1780), a Portuguese Jew, gave an exhibition of his skill in teaching the deaf before the academic of the science in Paris. His efforts were confined to a privileged few, and from this circumstance, his work, nuliike de l’ Epees, had no lasting effect upon the deaf as a class” (Arnold).

In the middle of the eighteenth century^{18th}, it was believed that speech was indispensable to thought. The practical utility of pantomime had not been fully shown before the days of Abbe Charles Michael de l’ Epee (1712-1789), the father of the sign – language and founder of the first school for the deaf. In his first attempt to teach his silent pupils he tried the method of pictures used by Pere vanin before him: but finding the method unsatisfactory, he tried the articulation method, it was discouragingly noticing slowly. Noticing as every instruction of the deaf has noticed, that deaf - mute children, even before having received instruction from anyone, at play and at other times, communicate with each other in pantomime and make use of certain natural gestures indicative of objects, their quality and action, he came upon the idea of using a sign-language as the means of instructions.

According to Del’ Epee since words is conventional sign of our ideas, why would not conventional gestures be signs of ideas? He concluded that the natural language of signs, which the deaf-mute themselves invent, would be of great service in their instruction. He accordingly made himself familiar with few signs already in use and added other more or less arbitrary. He opened a school for deaf-mutes in Paris, about 1760 which soon won international fame. De l’ Epee died in 1789, leaving as his successor the Abbe’ Sicard, who made important improvement in the system of De l’ Epee. At about the same

time a school for the deaf was opened by Samuel Heinicke at Dresden, which was afterwards removed to Leipzig and another by Thomas Braidwood, at Edinburgh. The successful results obtained in these schools prompted other cities and countries to establish similar ones under the direction of person trained by Del' Epee, Heinicke. In Italy the first school for the deaf was established in 1874 at Rome, by the Abbate Silvestre, a disciple of Abbe de l Epee. Among other Italian educators mentioned were Tommaso Pendola (1800-1883) and his brilliant associate, Enrico Marchio; Abbate Balestra and Abbate Giulio Tarra (1832-1889) who acted in the Milan international congress in 1880 and saw his most cherished ideas regarding oral teaching practically. His resolutions were adopted and approved this hastened the progress of oral teaching, especially in France.

Francis Green, a native of Boston, 1742, whose son was a deaf and mute, was the earliest advocate of deaf and mute education in America. In his "Vox Oculi subjecta", published in London, 1783 he describes the method by which the deaf mute may be taught to speak. In 1812, John Braidwood, Jr. grandson of the founder of the Edinburgh school, attempted to establish schools in Virginia New York and Baltimore failed. "The immediate effects" says the "History of American first permanent schools; for members of his family in Great Britain, controlled the monopoly of deaf mute instruction in America, placed obstacles in the way of Dr. Gallaudet, when he sought to acquire the art of instruction in the mother country.

An exceptionally large number of deaf-mutes having been found in the state of Connecticut by Dr. M.F Cogswell, whose daughter was deaf and corporation of several gentlemen were enlisted for the purpose of establishing a school at Hartford, under the care

of Dr. Thomas Hopkins Gallaudet. For the purpose of mastering the art of instructing the deaf, Dr. Gallaudet sailed for England; but the exorbitant and humiliating terms imposed by Braidwood-Watson family, held the monopoly of the art and repelled him from meeting Abbe Sicard who with his pupils were visiting London, accepted an invitation to visit the school in Paris.

When the Abbe de l' Epee originated the method of signs, many of his contemporaries such as the Abbe Deschamps refused to be associated with the new school and between him and Samuel Heinicke of Leipzig, the great holders of the speech method carried a spirited controversy, that continued ever since, among the advocates of the deaf. Professor E.A Fay, in the "American Annals of the Deaf" gives the following classification and definition of the methods used in the schools for

2.8.1 Methods of Teaching Hearing the deaf impaired

Students reading are limited Hart (1963) advocates starting with sight-vocabulary and word recognition skills and proceeding to planning experiences designed to build language and concepts, Streng (1965) stresses beginning with meaningful recognition and recall of words grouped under the heading of noun, verb and adjective. Her conclusion parallels those of Hart. Ling and Lung (1978) suggested the sparing use of oral reading, emphasis on listening to tapes while following the printed text, and attention to language enrichment to facilitate reading. They contend that a child's auditory, visual and spoken languages skills need to be adequately developed before a child is introduced to reading.

1. The manual method: Signs, the manual alphabet, and writing are the chief means used in the instruction of the pupils, and the principle objects aimed at are mental development and

facility in the comprehension and use of written language. The degree of relative importance given to these three means varies in different schools; but it is a different only in degree, and the end aimed at is the same in all.

2. The manual alphabet method: the manual alphabet method and writing are the chief means used in the instruction of the pupils, and the principal objects aimed at are mental development and facility in the comprehension and use of written language. Speech and speech-reading are taught to all of the pupils in one of the schools (the Western New York Institute) recorded as following this method.

3. The Oral Method: Speech and speech-reading, together with writing, are made the chief means of instruction and facility in speech and speech reading, as well as mental development and written language, is aimed at. There is a difference in different schools in the extent to which the use of natural signs is allowed in the early part of the course and also in the prominence given to writing as an auxiliary to speech and speech-reading in the course of instruction; but they are differences only in degree, and the end aimed at is the same in all.

4. The Auricular method: The hearing of semi-deaf pupils is utilized and developed to the greatest possible extent, and, with or without the aid of artificial appliances, their education is carried out chiefly through the use of speech and hearing, together with writing. The aim of the method is to graduate its pupils as hard -of -hearing speaking people instead of deaf-mutes.

5. The combined System: Speech and speech-reading are regarded as very important, but mental development and acquisition of language are regarded as still more important. It is

believed that, in many cases, mental development and the acquisition of language can be best promoted by the manual or the manual alphabet method, and so far as circumstances permit, such methods is chosen for each pupil as seems best adapted for his individual case. Speech and speech-reading are taught where the measure of success seems likely to justify the labour expended, and in most of the schools, some of the pupils are taught wholly or chiefly by the oral method or by the auricular method. Catholicencyclopedia education of the deaf and dumb pg. 4) www.newadvent.org/cathen/05315a.htm 7th May 2010

Deaf education is abroad and diverse professional field that center's on the education of children who are deaf or hard of hearing. Teachers of students who are hard of hearing Abroad become experts in language acquisition and the unique learning communication needs of their students. Sometimes individuals who major in deaf education serve in capacities other than teaching for there are other field and areas of expertise that intersect with deaf education. For example, some universities graduates abroad who majored in deaf education have become transition specialists who work with students who are transitioning from school to work. Other function as educational interpreters or work with families of new diagnosed deaf or hard of hearing infants, providing support to the family during early months as they confront and learn the challenges of raising a deaf or hard of hearing child.

2.8.2The Learner and the Learning Environment

When the deaf child is handicapped, and the period of his/her school-days are limited, it will be reasonable that a good teacher takes the advantage of every latent ability possessed by the child to educate him. The teacher will use the method that is beneficial rather than

endeavor to adapt the child to the method. It would be a mistake to use the purely oral method for all deaf-mutes without discrimination and without considering the capacity, and eyesight of the pupil.

The learning climate should foster the attitude that the learner himself is primarily responsible for his own learning. The young deaf child should learn to watch the teacher's face for the acquisition of information as a major accomplishment, attained either by the child's being continuously forced to watch or by wanting to watch because of prior positive learning situation in which he has participated. There is the need for teachers and administrators to make realistic assessments of learning climate in order to determine which features serve the institution and which serve the learner.

2.9 Types of Physically Challenged Learners.

People with disabilities include the visually impaired, hearing impaired, physically impaired (amputees) learning impaired (deaf and mute) and mentally retarded. The disabled need different types of rehabilitation or training depending on the extent of their injury. The patients are usually evaluated by a team of specialist that is counseled long with their families. Rehabilitation involves processes to help patients live a decent standard of life with their handicap.

2.9.1 Visually Impaired:

The visual impaired are made up of the following groups of people:-

- i. The blind;
- ii. The low vision;

- iii. The partial sighted;
- iv. Those with errors of refraction.

In defining and classifying visual impairment the extent of the difficulties and the severity of impairment are used for example:

i)Blindness:

Blind people are those who use their senses of touch and hearing to perceive their environment and to communicate with others. Since these individuals are totally blind and optical corrective measures have been taken what is left for them is the use of Braille as a medium for reading and writing. Lowenfeld (1971), however says that a child is blind if he has a central acuity of 20/200 or less in the better eye with correcting glasses that sees from 20 feet what a person with normal vision can see from 200 feet; visual acuity means sharpness and clarity of vision).

ii) Low Vision:

Abosi, *Obina and Ogbue* (1987) in Barraga describes persons with low vision as people who might have been certified blind but have some residual vision or have limitations in distance vision but are able to see objects and materials. They are those who use guides like cane or a guide dog to facilitate way finding. They are those who are taught vocational skills in fields where blindness is not a handicap like candle making and other crafts. A child with low vision according to Chapman, (1978) is at advantage in a normal classroom of partially sighted people.

These are class of people whose sight is not totally blind thus still distinguishing the environment when sharp colour contrasts, and large prints are used. Their sight though

poor, is not so bad that they can be regarded as blind. Low vision is used to describe the children with visual problem who when aided with magnifiers or spectacles could be trained in normal classroom set up. Children of this class suffer from serious myopia (near – sightedness), hypermetropia (far sightedness) and astigmatism (blurred vision).

According to Sani (1983) there are reports of gifted blind persons who achieved fame but the history of organized philosophy of compassion toward the handicapped are exemplified by the Christianity and Buddhism religion. Toward the end of 18th century an attempt was made to educate and train those without sight. Valentin Haüy (1745 – 1822) known as “father and apostle of the blind” opened “the Institution Nationale des Jeunes Aveugles in Paris for the blind. Haüy embossed paper as a means of reading for the blind. A blind teacher Louis Braille (1809 – 52) in the same Institution with Haüy inspired by 12 cell dots system produced by Captain Charles Barbier developed a dot system that could be so easily written with simple instrument. Braille first published his type in 1829 and in 1837 he published a more complete elaboration of the system. The system was officially adopted two years after Braille’s death in the School in 1854. The adaptation became universal Braille code for the English speaking world in 1952, since then it has been used with great success in educating and training of the blind and recently some other modern techniques have been added like the talking books, tape recorders, parking’s Braille for type-writing and so on.

From the works carried out by different researchers in children according to United Nations General Assembly (2001), accident causes of impairment in children could be classified into three causes:-

1. Before Birth;
2. During Birth;
3. After Birth.

1. Before birth if the expectant mother:-

- i. Is attacked by German measles (Rubella) within the first three months of the pregnancy;
- ii. Venereal diseases for example, syphilis, gonorrhoea and other venereal disease when the pregnant woman is not treated properly may lead to baby's blindness;
- iii. Hereditary factors for example inherited sight defects are unavoidable but not irremediable for example the Albinos after marrying each other are likely to give birth to an Albino;
- iv. Heavy drinking during pregnancy, pregnant mother who smokes heavily especially during the early trimester of the pregnancy.

2. At the Birth:

- i. Prolong labour may damage the brain due to lack of oxygen;
- ii. Accident during birth due to carelessness or ignorance by using dangerous equipment or unhygienic.

3. After Birth:

- i. Poor nutrition. Malnutrition due to diet deficient element like Vitamin A;
- ii. River Blindness – this is caused by worms transmitted by the bite of a female sand fly. The worms cause nodules in the eyes and may lead to blindness.

2.9.2 Deafness and Hard of Hearing Impairment.

Definitions and Classification

Two terms, deaf and hard of hearing or partially hearing, are commonly used in defining hearing disorder. Deafness means the absence of hearing in both ears, where as hard of hearing individuals are those who experience very significant difficulties in hearing. “A deaf person” is unable to recognize sound or the meaning of sound pressure waves. As such his hearing is disabled to an extent that makes difficult, but does not preclude the understanding of speech through the ear alone with or without a hearing aid. According to Brill, MacNel and Newman (1986) a person is hard of hearing when the sense of hearing is defective but remains somewhat functional.

Deafness could either be inborn or a case of loss of hearing resulting from machinery vibrations, explosion or some defects in body organism and such. Inborn deafness and some cases of loss of hearing are due to defects in body organism, and such automatically can make the victim become dumb.

Causes of Hearing Impairment:

A number of conditions may result in hearing disorder. This condition is generally classified as congenital (existing at birth) or acquired factors. According to American Speech – Language Hearing Association (1982) in Bambara Wolf et al (1990) listed six factors of high-risk category for a hearing loss:-

1. Family history of childhood;
2. Congenital or prenatal infection;
3. Anatomic malformations involving the head and neck;
4. Birth weight of less than 1, 500 gram;
5. Bacterial meningitis;

6. Severe asphyxia at birth.

Abosiet- *al* (1987) stated that loss of hearing may be placed in one of two categories:

1. Conductive loss;
2. Sensory neutral loss.

Conductive loss is the impairment that affects the outer and middle ear resulting in

1. Conductive loss for example:-

- a) Obstruction in the outer ear due to excessive wax or foreign bodies;
- b) Accident – blows or head injuries damaging the ear – drums;
- c) Infections – acute or chronic otitis media developing from colds, measles, tonsillitis and other forms of the nose and throat infections;
- d) Growth of spongy bone (otosclerosis) preventing the moving of ear stapes.

2. Sensory neutral loss:

- a) Infections – virus infections such as mumps or the effects of chronic meningitis;
- b) Accident due to fracture of the skull e.g. exposure to explosive blast;
- c) ototoxic – this may be caused by ear poisoning drugs, especially quinine and antibiotics such as streptomycin and neomycin;
- d) Menieres disease, which has a triad of symptoms – vertigo tinnitus and hearing loss;
- e) Other causes could be due to interruption of blood of the inner ear virus infection of unknown origin or tumours.

Hayward and Orlansky (1984) state that, there are many causes of hearing impairment and this vary from region to region somewhat as socio-cultural practices differs. For example the socio-cultural practices early age/old age child bearing practices prefer traditional medicine rather than scientific. According to Myles (1989) by implication the underage below 18 or old age child birth above 40 could results in the condition of deafness. Based on the fact that under age child's pelvic in most cases are not fully developed. Thus may results in complication during labor and could lead to instrumental or prolong labour, could have adverse effects on the child due to lack of oxygen.

Ijaduola (1982) in a similar research identified congenital, measles, meningitis as the causes of deafness while Owolawi, Williams, Okeowo and Olusanya (1996) in their research findings also identified measles, meningitis and small pox as the major causes of deafness among children in Ibadan in Nigeria. The result of these findings stands to compliment or supplement previous works of the researchers.

General Causes of Hearing Impairment:

According to Vernon & Hicks (1980) noted that different virus are known to cause hearing loss, among these are herpes simplex which are found on some of the mothers. Herpes can cause deafness or other handicaps to the fetus or during passage in the birth canal. Since herpes has been considered to reach epidemic proportion in the adult's population by early 1980s, the potential danger for causing deafness in children is than real. Moore's (1982) on the potential causes of deafness as noted in medical trends indicated that increasing number of premature children that are being born and surviving, suggested that in future the number of children with handicaps related to prematurity will

increase as premature children are susceptible to intra cranial bleeding and anoxia during birth. The probability is that there will be an increase of deaf children with additional handicaps related to prematurity.

Hardy (1968), Hicks (1970), Northern and Downs (1978) and Mores' (1982) all cited, maternal rubella as the most identified common causes of deafness. In an early research conducted by Moore's (1981) identified causes of childhood deafness in United States as hereditary, maternal rubella, prematurity, meningitis and mother child blood incompatibility. This collaborated findings of Althuler (1963), Vernon (1968), Ries (1973) and Northern and Lemme (1982) who all stated that down-syndrome often involve irregularities in the auditory canal and a tendency for fluid to accumulate in the middle ear.

Findings of the researches conducted by various researchers' on postnatal disease causes hearing disorders such as measles, mumps, influenza, typhoid fever and scarlet fever are associated with hearing loss. Meningitis is an inflammation of membranes that cover the brain and spinal cord and causes severe hearing disorder in school age children. Loss of hearing, sight paralysis and brain damage are all complications of the disease. However, there has been decrease in the incidence of meningitis due to the development of antibiotics and chemotherapy. Another postal infection is the Otis media, an inflammation of the middle ear. This is as a result of severe colds that spread from the Eustachian tube to the middle ear.

2.9.3 Mentally Retarded.

The term, "mental retardation" is often misunderstood and seen as derogatory. Some think that retardation is diagnosed only on the basis of below-normal intelligence

(IQ) and that persons with mental retardation are unable to learn or to care for themselves. Actually, in order to be diagnosed as a person with mental retardation, the person has to have both significantly low IQ and considerable problems in everyday functioning. Mental retardation may be complicated by several different physical and emotional problems. The child may also have difficulty with hearing, sight or speech.

Definitions of mental retardation have been approached from different perspectives. For example, doctors have seen it as a medical problem and have, therefore, defined it in terms of something wrong with the brain or the biological makeup of the individual. Educators see it as inability or an undue difficulty to learn to do well in school. While, social-psychologists tend to view it a problem of the social environment and therefore, Abosi, et al (1987) define it as the individuals inability to develop and maintain appropriate social and adaptive behaviours.

Mental retardation therefore varies considerably between disciplines some of which are fraught with limitations. Physically, the child with mental retardation often experience, poor health and this according to Kolo, (1994) in Palmer (1998) makes them physically fragile as earlier mentioned. They may also have developed un-proportionally physique and poor motor development as well as the tendency to slobber/salivate. They usually have short memory span as well as tendency to transfer learning more 'negatively' (Kolo 1994). The most widely accepted definition of mental retardation is that of the American Association on Mental Retardation (ANMR), an organization of professionals from many backgrounds such as medicine, law and education. The AAMR definition states that "mental retardation refers to significantly sub-average general intellectual functioning

existing concurrently with deficits in adoptive behaviour, and manifested during the developmental period, (Grossman (1983) in Bambara Wolf et al (1990).)

The definition underline three keys conditions for mental retardation (1) significant sub-average intellectual functioning (2) deficits in adaptive behaviour and these should be obviously noticeable during the (3) developmental period.

2.9.4 Physical Impaired:

The term physical disorders generally refer to impairments that interfere with an individual's mobility, coordination, communication, learning, or personal adjustment. Cripple, Lame, physical handicap and delicate are some of the terms often used to categorize a wide range of handicapping conditions. The broader term "physical impairment" used here is an umbrella term covering a variety of conditions which limit the normal use of body and or limbs. These conditions differ in type, causes characteristics and severity. This could be mild, affecting only one limb or part of the body, or severe and multiples making mobility and other sensory motor activities very difficult or almost impossible. These impairments are usually diagnosed by physicians early in a refer children suspected of having serious physical impairments to other specialists. These specialists refine the diagnosis and recommend treatment. They are also responsible for determining the extent of impairment and the consequences of the disability.

Definitions of physical conditions are as varied as the heterogeneous groups which they represent. Some definitions stress the medical aspect, thus seeing the problem from chronic health standpoint requiring constant and continuous medication or therapy. Sociologist emphasizes the physical deformity and various rehabilitation programmes

either in secluded centers and workshops or within the society. Educators are concerned with educational needs, which necessitate the adaptations to learning and teaching materials as well as appliances that aid mobility and manipulation. Many other disciplines may also include in the total treatment program, including psychology and vocational rehabilitation.

There are a greater number of physical disorders and diseases that affect children, adolescents, and adults. These physical conditions are subdivided into two areas for these review, central nervous system disorder and skeletal and muscular disorder. Typical of the central nervous system disorder are cerebral palsy, seizure disorders (epilepsy), spinal bifida and spinal-cord injuries. Condition in the skeletal and muscular disorders category includes arthritis amputation and muscular dystrophy.

Poliomyelitis which was the predominant cause of physical impairment some decades ago has become eliminated in some developed countries and partially so in developing countries due to the introduction of the vaccine. On the other hand, the population of children with cerebral palsy has decreased due to advances in medical practice and treatment procedures which keep children alive who probably would have died at birth or during the first few years of life.

Types and causes of physically impairment:

- a) Neurologic impairment;
- b) Orthopedic impairment;
- c) Health impairment.
- d) Neurologic Impairment:

These are conditions which are caused by injury or incomplete development of the central nervous system (the brain and the spinal cord). As the brain controls different functions of the body the damage or lack of development will result in various disabilities depending on the affected part. The neurologically impaired child thus may be paralyzed, unable to coordinate body movements, have speech or perceptual problems. The most common neurological conditions are discussed below:

1. Poliomyelitis-is a contagious disease caused by a viral infection during infancy (1 – 5 years). According to Abosi et al (1987), the virus attacks the motor cells in the spinal cord resulting in weakened muscles or paralysis of the lower limbs. He further mentioned that the trunk may also be affected causing a curve in the spine which may be severe. The neuromuscular system becomes handicapped as such most polio-victims require mobility aids such as crutches, calipers, tripods and in severe cases, may use wheel-chair. The intellect, sensations bowel and bladder are not usually affected.
2. Cerebral Palsy – Cruickshank (1976) defines cerebral palsy as neurological syndrome evidence by motor problems, general physical weakness, lack of coordination and physical dysfunction. The syndrome is not contagious progressive, or remittent. Abosi et al (1987) stated that cerebral palsy is a neuromuscular disability caused by injury to the brain either before or after birth. The damage results in various types and degrees of disability some of which may be mild with very little functional limitations or moderate affecting walking communication and self-help skills or severe to the extent of total disability.

Causes of Cerebral Palsy –

Any condition that can adversely affect the brain may cause cerebral palsy. Chronic diseases, maternal infection, birth trauma fetal infection, and hemorrhaging may all be sources of this neurology/motor disorder. According to Whaley and Wong (1985) and Anderson (1986) in Barbara Wolf (1990) the prevalence of cerebral palsy ranges from 1.5 to 5 per 1,000 live birth. Many of the children with cerebral palsy come from families who are unable to obtain medical care. Many of these children do not become known to physicians or the agencies that collect prevalence information. Cerebral palsy may be accompanied by other conditions such as learning disabilities and mental retardation.

2.10 Factors which Affect the Teaching and Learning of the Physically Challenged

It is an indisputable fact that education remains the bedrock of any society. For a country to be technologically sound, economically resilient and politically vibrant there is the need for the nation to depend on the quality of education of its citizens. It is perhaps in recognition of this that the Federal Government of Nigeria observed in its National Policy on Education (2004), that it “adopted education as an instrument per excellence for effective national development”. The 6-3-3-4 system of education was introduced in 1976 and serves all categories of learners in Nigeria, irrespective of disability. The broad aim of education is to provide all Nigerian learners a wide variety of educational and vocational opportunities to ensure the optimum development of their potential. Evidence indicates that the implementation of 6-3-3-4 system remains unsatisfactory. There are problems ranging from inadequate personnel training programs, facilities, failure of inclusion program, to limited vocational preparation opportunities, inadequate funding of services and absence of a legislation supporting the implementation. There are many unqualified teachers who are neither competent nor trained. They do not have the required

intensive study, development of a broad range of skills, and extensive understanding of the learners, learning environments, instructional strategies, community social issues, curriculum developments and evaluation. The teachers are the key individuals for all reforms and should therefore, be placed at the center of all educational reform Olorokooba (2006) in Perie (1990). Since teachers are the key individuals they need to learn new approaches and to participate in forming educational environment. The problem of un-certificate teachers who teach whatever they like without following any systematic method should be called to attention. Teachers need to have intellectual and pedagogical preparation. They should be well educated persons outside their field as well as in it. Seriousness comes from the teacher who will provide learners with key to understanding of the subject in its widest sense. The growth of confidence, the elimination of fear and the binding forces of love and tenderness are the elements with which a teacher should work with.

2.10.1 The Role of Art in Education

Moja (2002) in her analysis of performers of Nigerian Education stated that, infrastructure and facilities remain inadequate for coping with a system that is growing at a rapid pace. According to the author financial crisis has further retarded the progress of education. Art and crafts in schools should have better facilities for instructions. There should be better rooms, studios and workshops. They should have well educated teachers who possess the fundamentals of a liberal humanities and are diversified enough to cater for special interest training and experts in the training of arts crafts teachers. A thorough systematic programme in general art education: vocational and professional training

should be provided. The government is to provide a well conducive learning atmosphere that will encourage both the teachers and students.

A philosophy of education of any country can be taken as having been derived from a single concept, ideas that were sewn together as policy statements which meant to direct the implementation of stated objectives structures to achieve specific aims that fulfills short and long term general objectives. The government in its policy, National Policy on Education (NPE 2004), stated in broad terms that:-

The provision of equal access to educational opportunities for citizens of the country at primary, secondary and tertiary levels both inside and outside the formal school system Section 1no.5page 2, Develop a language of expression of ideas, feelings, emotion and moods through a variety of art experience; and See the usefulness in other subject areas and society.

There is no doubting that the federal government in its policy as it relates to art, meant well despite the numerous operational hurdles that pose as impediment to the full realization of these objectives.

On curriculum issues several scholars in art education have come up with related issues. Pertinent are Akolo (1988) and Uzoagba (2000) who noted that there was no approved syllabus for art in Nigeria prior to the 1973 seminar. Tubomimi (1992) observed that despite the huge amount of financial resource expended on different curriculum workshops “the Nigerian Educational system has produced individuals with little or no skills for National Development. Also, on National Policy on Education under the Chairmanship of Chief S. O. Adebayo according to Fafunwa (1974) “the adoption of British curriculum does not augur well for the Nigerian educational system because its adoption was mere transfer of curriculum that does not reflect progressive changes that

took place with the societal context but rather of the British societal context” Akolo (1986) and Uzoagba (2000) noted that “there has been lack of continuity in curriculum development especially in art and crafts in Nigeria. Fatuyi (1992) also emphasized that there should be a close relationship between the objectives of art teaching and the teachers’ methodology and that what was responsible for the innumerable problems of art teaching in the contemporary time is lack of clarity of stated objectives the process and the methods of implementation.

Wangboje (1996, 1992;Uzoagba, 2000; andMbahi, 2004)concluded that the major problem affecting the curriculum implementation, among several issues today is that which they noted as serious art education problem. Tyler’s (1970) four ingredient of the curriculum are the objective, content, method and evaluations which are the areas, Cremin (1975) stated that teachers must be exposed to what Gardner agreed on the assessment ofAkolo and Fafunwa.However noted that the content must be related to the culture of the child, while, Babalola (1986) and Wangboje (1990) discussed the problem of curricular implementation with regards to funding and staffing. Fatuyi (1984) identified the need for a close relationship between objectives which must be clear. The researcher agreed with Akolo and Uzoagba, confirming the lack of continuity in the curriculum development. There is therefore, the need to review the existing art curriculum in schools.

Existing literature in educational psychology reveals that teachers and their teaching methods have tremendous effect on the child’s learning process. This challenging job has often met with failure due to what Ato-Manalany (1983) describes as “inappropriate curriculum and lack of adequate tools” Many schools do not have the required number of teachers and there are no teaching aids to facilitates successful teaching

and learning. Faced with such depressing problems, teachers often find themselves in a superficial relationship with their pupils.

According to Tade (1994) in Leonard (1963), it is necessary for the art teacher to be acquainted with children so that the children will acquire creative art experience. This according to Tade is because the art teacher needs to know the ways that a good programme would positively influence the overall development of the child. This is with the aim of achieving both immediate and long term objectives. Mkpa (1987) supports the above expressed view that in any functional programme, the curriculum and objectives should centre on the needs and aspirations, or problems of the society in question. This is because; the school is established to cater for the society as such the objectives of the school must be tailored towards meeting the need and aspiration of the society.

King (1960) on the above discussion summed it up that “art education should be concerned primarily with the development of understanding, appreciation and abilities pertaining to art itself”. In addition, it should take into account the personal and societal, social objectives of general education as far as these ends are capable of being realized through the experience of art. The researcher further stated that the nature of art education in secondary schools is to further the growth of individuals in effective and rich environment. This is with the aim of encouraging them to create a society where such living is possible for all. Tanner (1974) disagrees with the above expressed views and suggested that art instruction should not be devoid of our heritage, past and present experiences which need to be embraced. Art should enhance the universal realm of value as well because “art should not be seen as a mere self-expression but also a discovery. It is the means through which ideas and feelings could be merged with concrete materials. Art

instruction should not be focused only at developing skills for leisure activity alone but also for general enrichment of experience. These experiences will enable the learner to develop aesthetic taste that will affect his daily living. Research Council (1981) emphasized that art is a means of promoting artistic heritage in Nigeria, through the inculcation of artistic skills and competence. It was emphasized that “schools should start developing and projecting Nigeria/African Cultural Art and Language as well as World heritage”.

Fatuyi (1984) described the attempts made in Nigeria by art educators, especially during conferences of art teachers to resolve art problems in schools. Such conferences were held in 1970 and 1972 and recommendations were made to the Federal Government of Nigeria on how art education programmes can be effectively improved. Among others the following recommendations were made:-

1. that, adequate facilities and staff should be provided to facilitates the teaching of art at primary school levels;
2. that, art should be made compulsory in all schools at the primary and teacher training colleges;
3. That, the primary school teachers are taught techniques of improvisation to utilize basic teaching aids. Art teacher specialists were to be appointed by State and Federal Government to supervise such art programmes as consultants in schools;
4. touring exhibition of art works were also recommended to go round schools for comparative experience and aesthetic appreciation;
5. the subjects to be taught in art programmes in school were to include:
 - i. drawing and painting;

- ii. pattern – making and design;
- iii. three dimensional works such as wood carving and so on;
- iv. light crafts – basketry, mat making and so on.

Fatuyi (ibid) explained that “art programmes in Nigeria originate to perpetuate such fundamental objectives of education as well as to inculcate into children basic skills such as “the skills for seeing, touching, hearing, feeling and the development of taste through their manipulation of colour and other art materials. In addition to other creative media such as musical instruments and so on”.Fatuyi went further to say that if the recommendations of previous art education conferences were effected the situation of art education in school would have been improved.

Olorukooba (1974) Burkan(1984), Afolayan (1989) Akodu (1991) in Ogbe (1993) have conducted various related studies concerning the nature of art education in primary and post primary institutions. The various results showed that the teaching strategies employed were not only unrelated to the national aspiration but also ineffective. Olorukooba in Ogbe (1993) further mentioned that there is the need for constant review of the content and methodology of the existing art curriculum in schools, so that art content will not only be directed to suit the challenging needs of Nigeria but will also suggest alternative methods and materials for the successful teaching of art education.

However, despite these recommendations, the problems in schools still persist. People do not understand the role of art in the schools even after Ogbe (1993) in Okekehadsaid that:-

*“Art education is not a process of making artists out of everybody.
It is more of an exercise which trains the eyes to see in greater*

details, the ears to hear in even greater depth, the hands to cut and shape things exact and in confident manner and the mind to extend the dimensions of texture of the natural world or plan in innovative varieties for this art education course should become a compulsory subject in primary schools". Page 4

Studies in the area of art education have pointed out the flaws that art education is necessary not only for creative development, but for preparing the students for their place in the society. Art education caters for the material well-being of students through their aesthetic experience, contact with ideas, symbols and art forms.

2.11 Arts and craft teaching in Nigeria

The cultural and creative programme is the synthesis of Fine/Applied arts, and performing art. Cultural and creative art programme was introduced in order to attain the millennium Development Goals (MDGs) by 2015 and the critical targets of the National Economic Empowerment and Development Strategies (NEEDS) Federal Government of Nigeria (FGN 2004). The objectives of this policy can be summarized as value reorientation, poverty eradication, job creation, and wealth generation. According to Mohammed (2013) it became imperative to review and restructure the curriculum to ensure relevance to the dynamic human society and culture, and respond to the global reforms to meet the demand of the present generation. Another reason for the review was the need to achieve Universal Basic Education in training future generations of Nigerians in promoting our rich cultural heritage and creativity; and to properly equip young Nigerians with manipulative skills which will make them self – reliant and job creator.

Over the years, the level of art education has deteriorated. There are no art teachers, art rooms or even art materials for art practices. This had greatly contributed to children's lack

of interest in art. Up-till now art is not regarded as important as other school subjects like Mathematics, English, Social Studies and Science subjects. Ogbe (1993) stated,

1. Inappropriate use of art teaching methods in schools. Inadequacy of art teaching methods or lack of knowledge of teaching methods by primary school teachers has greatly hampered children's creative abilities. Consequently the children are not encouraged and motivated to enjoy art lesson.
2. Time allocated to art lesson is too short and un-sufficient for proper teaching and learning to take place.
3. Public opinion – most of the art teachers teaching the arts are not trained but end up teaching art in schools due to lack of qualified art teachers.
4. Materials are not enough for teaching as such children cannot express their feelings properly without the use of material according to Ogbe (1993) in Read, “children cannot experience the development of awareness and sensitivity to organize themselves and to their environment ----- the inability to organize and express the meaning of their sensation in the visual forms without the use of art materials is impossible”.

In most schools, the content of art programmes was not made relevant to the needs, experiences and the environment of the children. According to Ogbe, the American National Art Education Association (NAEA 1978) stated that,

“The goal of quality art education programme at every level of instruction has its basis relationship between art and the individuals’ identity, uniqueness, self-esteem and self- accomplishment to be emphasized”.

Ideal curriculum should cater for the need of the individual child followed by the preparation for the world of work, the fostering of social development of the child and the stimulation of cultural awareness. It also mentioned that the curriculum should cater for the individual needs, the child's strength and weakness, likes and dis-likes, the individuals' interest and consideration for his possible future schooling. Therefore, preparation for life or future schooling is attached to the needs of the child. The researcher agreed that even now the problems of art teaching does not differ from what Ogbe stated about teaching art and crafts in schools, in-adequacy of human and material resources. Tanners, Tylers and other educationists agree that the curriculum should possess ideas about the nature of knowledge, how children learn, the teaching process and the setting, while walker (1979) hold that curriculum development classified into localities are without particular policy guidelines.

Nigerian Policy on Education supports Art Education (art and crafts) but in practice it is always among the first component of the curriculum to be neglected during budgeting and implementation. Art Education in public schools receives neglect by policy makers may be because research in art education has not convincingly demonstrates that it contributes to the academic performance of art education, that the society cares most about, or how long students stay in school and how well they do on standardized tests. According to Carole (2007) art education does engender positive outcomes on performance as many believe, and then policy makers might fund and encourage the implementation of art education programme.

The cultural, economic and educational users of the arts are not just cultural embellishments but most of them are activities which give us psychological and mental

satisfaction. Cultural experts have shown that the arts are necessary to human existence just as food and shelter are necessary, culture depends on a pattern of interaction that will be determined by the values shared by the people as well as their beliefs, opinions and accepted behaviour. Values and beliefs are expressed through language and art forms Hassan (1991).

Art in its broad sense according to Anthropologists includes design, symbols and artifacts of religious worship as well as painting, sculpture, ceramics, textiles and architecture. For man to survive without art would have to return to an ape level of existence. Art activities will require the child to co-ordinate his intellect, emotions, perceptual and motor skills.

2.11.1 The Meaning of Arts and Crafts

Art is essentially creativity; it is a product of man's creative spirit using media to express itself. According to Hassan (1991) in education art is seen as the product of a creative force derived from a need or a response to environmental conditions. It is a means of using media to create and has come to be "identified with the whole process of intelligent or directed activity".

The word 'craft' appears to have two distinct meanings one as object and the other as *techne* (Greek) meaning skill. Crowley (1968) encyclopedia of social sciences defines crafts as strength, skill or cunning. The word cunning suggests an imitation, a copy or a fake. Craft as an object refers to the more utilitarian object as distinguished from the arts which usually are intended to produce beauty or pleasure. Encyclopedia further states that arts and crafts are usually considered together because of the difficulty in so many societies

in differentiating the aesthetic from the strictly utilitarian” (ibid 47). It is pertinent here to note that art is basic to technology in the sense that it is after the creative process has taken place that technology is employed to bring it to manifestation.

In summary, art could be said to be a creative process of expression, communication and embellishment through verbal or non-verbal forms and could come about as a response to environmental conditions. It is a deliberate effort to produce beauty or pleasure out of selected media, be it clay, wood, pencil, chalk, metal, cloth, etc. or even the human voice (as in song), the human body (as in dance), musical instrument(s) or a set of words (as in a poem) to create or recreate. The arts represent only a little part of a very broad general term known as the culture of a people. We take culture to mean the sum total of human behaviour and the factor by which man distinguishes himself from other mammals. We also take it that the mark of art is going beyond utility.

Crafts as Techne

Craft as techne has to do with means of production i.e. the technology, skills, mastery, expertise, craftsmanship in manufacturing or production methods in the industrial arts, it is the systematic application of knowledge to practical tasks in industry in art work, one needs skill and craftsmanship to bring out the intended product and it is true that a crude way of presenting or producing an object might completely defeat the purpose or modify objects by manual means, with or without the use of mechanical means. (Crowley1968:230). These include looms, potters wheels or bare hands. Techne can be seen to embrace all available means in the production process.

The word 'craft' is synonymous with guild which was a term commonly used for class ascription and role delineation in contemporary sociology; it is in-fact applied to occupational associations. Craft as an object could be said to be that part of the material culture to do with utilitarian objects and is generally characterized by its mass production though mechanical or manual means. Objects in this category are sometimes referred to as contemporary arts for they do not necessarily belong to the past and may not constitute a link with it. The crafts generally concern themselves with furnishings, clothing and utensils and refer to basketry, textiles, ceramics, metal and woodwork; they are commonly referred to as applied or industrial art.

It is common to have a fusion of both utility and beauty in craft objects. Artistic decorations on purely utilitarian objects are done for no apparent reason but to give them a more attractive and pleasing appearance. These designs or decorations must be the result of the aesthetic impulse of the crafts men and they give pleasure to the users as the objects are in used. According to Wingert (1962),

“Utilitarian objects were often richly shaped and decorated for no other reason than to please the variety of the user ... many of them were created for reasons of variety, their primary function being to give aesthetic pleasure, weapons, drums, necklaces, bowls and platters, in wood or in pottery are among the most frequently found utilitarian objects with purely artistic decoration”.

In conclusion, arts and crafts are the products of human artifacts, created for use to expression communications, embellishments or for utilitarian purposes that have been produced through skillful and proficient craftsmanship. It is a media transformed into objects that can be appreciated both aesthetically and for their functions. Arts and crafts

serve several functions in the society. The expressive and communicative qualities of art are invaluable for the education and social life of the individual and the society at large. They serve in enhancing one's understanding of the society through the knowledge one can gain of other societies, past and present. As embellishment, art serves as an instrument for providing beauty and pleasure and enjoyment in an otherwise dull and unimpressive environment. The craft help in aiding technological advancement through creative and manual skills thereby helping to inculcate in the individual a sense of dignity in labour.

In summary, arts and crafts fulfill educational, social, religious and technological functions in the making of an 'educated' or a socially competent individual.

2.11.2The Value of Arts and Crafts in Art Education

The arts serve important function in general education that educators and educationists alike agree that they are invaluable to the total education and development of the individual and the society in general. There is the need to educate one's emotional capacities as much as the intellect; the visual or aesthetic literacy as much as intellectual or scientific literacy, in order to ensure the total education of the total man. One way of achieving this object is to include art in the school curriculum.

To be socially competent is to be at home in your environment; it is to understand, appreciate and respect the society's cultural demands, requirements and peculiarities (such as values, norms, interests, history, economy, political system, institutions and so on). The socially competent person is one that possesses and can exercise the relevant skills for maintaining self and promoting social advancement. He is someone whose emotions are developed and directed towards creative and innovative

activities; whose emotions are as developed as his intellect. Fieldman (1970) summarized it all when he stated “one mark of an educated person is the ability to recognize and evaluate excellence independently”.

Art education focuses on classroom activity in art operating through planning to promote growth by challenging each student to advance to the level of his ability in art unlike other subjects, art education is not taught parse but the role of the art teacher is that of guiding, directing, encouraging and fostering the artistic intuition in the individual. The goals that this process hopes to achieve are mainly three, personal fulfillment through response and expression, understanding the artistic heritage, and awareness of art in society.

Most people possess extra perceptual capacity but because it is unexplored, it remains dormant and therefore untapped. Through art education programmes the potentials can be awakened. Expression is the ability to substantiate one’s feeling, ideas and imagination on vivid visual forms. In creativity self-expression is indeed a form of creativity that pivotally moves the artistic process in;

1. Creating or generating ideas
2. Discovering visual qualities to express these ideas
3. Using media to convey the expressive intent (Chapman 1978).

Art education is a visual communication; it develops (universe) language for expressing ideas, feelings, emotions and moods. It is a visual manifestation of the creative intellect. It is a ‘Lingua Franca’ through which thoughts are clarified. It is a tool, a medium for translating ideas. It provides a forum where students can express feeling and ideas. Art

education fosters creative self-expression as it stimulates interest and awakens the inherent creative ability in the individual.

The artistic heritage is a significant part of the people because through its artists, architects, craftsmen, designers, scholars, and teachers both past and present, its cultural traits can be revealed (Talabi, 1979). Culture is preserved through art and art can be very powerful tool in bringing about cultural change if it is so desired, children learn about their past, relate it to the present, aspire and work toward a better tomorrow. Talabi (ibid) puts it: “one of the principal canons for judging a nation is its artistic heritage – it reflects the past and contemporary life, and fore tells, and tells prospects for the future”. As children develop culturally as well as socially and aesthetically, they learn that full response to art is a creative and problem solving activity. Several educators have spoken of the need for the artistic heritage in society. Among them is Hassan (1991) in Manuiké who said, “human beings need a sense of themselves and their past in order to live fully in the present – to self-actualize, and be able to chart and predict the course of the future”, Champan also state that artistic heritage is one of the goals for art education that schools exist to transmit the cultural heritage and thereby enable students make sense out of their words.

According Hassan (1991) in Ivor Murrish education must never be considered apart from the cultural setting on the grounds that it is the culture that gives significance to education. He went further to say that education does not exist merely to preserve the best of the past but it must demonstrate its function for the present as well as its possibilities for the future.

Awareness is the power of the visual form in influencing or changing the society. The students are to understand how people in a given culture perceive, interpret, judge, explain visual forms in their environment. It is true that people are bombarded with visual forms like advertisements of products, posters, cartoons films and campaign slogans, daily on, television, video, newspapers, and magazines. These are all in a way statements of beliefs and one is faced with a choice to make.

The goals of art education reflect the general goals of education. Education has been described as the transmission of culture from generation to generation and also as the development of man. It can be described as the acquisition and application of knowledge of man and his environment and the way in which man has been able to understand and transform his natural environment to meet his material, physical and psychological needs. One of the ways of fulfilling educational functions is through art education. Educationists advocate a basic knowledge or training in art for all. Art forms part of a broad basic general education in the individual.

2.12 Values of Art to the Physically Challenged Learners

Art Education is an area of learning, which is based upon the visual, tangible arts such as drawing, painting, and sculpture and so on. In addition “art education” implies many things, but is definable as instruction and programming.

For children with language and hearing impairments, art education although nonverbal can provide a means of reinforcing their perceptions and give them a medium for expression that, furnishes an opportunity to relate to the viewers as well as to the people and events depicted. Art, as a means of projecting feelings and even expressing

socially unacceptable feelings, may furnish a relief from tensions, confusion, loneliness and fear. Nigerian Society of Education through Art (NSEA) in 1988 issued a position paper describing “the essentials of a quality School Art Programme”. The first three recommendations were that art programmes in elementary and secondary schools, should provide experiences in expressing ideas and feelings, and in experimenting with art materials and processes. It appears that the nonverbal abilities of physically challenged children and the value of fostering the relationship between these two capacities in early language development, educators of the physically challenged would have made extensive use of art to help physically challenged children to express themselves and their ideas through drawings, paintings, modeling and other creative nonverbal activities.

A child who lacks or is limited in language would benefit from every means that can be provided to reinforce his perceptions and organize his experience visually. The child, who is limited in verbal expression, can draw a picture dealing with actualities and possibilities, and classifying according to abstract principles. Art symbols, like language symbols, are means of labeling perceptions. It is a generalization, a symbol for a class of objects, just as the word “man” is a generalization and a symbol.

2.12.1 Benefits of Art Education and its Programmers:

Art education helps to improve social skills, and self-esteem. According to Americans, children who participated in art education programs learn to work as part of a team, and understand different points of view. They are also able to develop an understanding and appreciation for different cultures, which can translate to an increased sense of tolerance and social acceptance. Art education helps children to develop a greater

sense of craftsmanship, and pride in their finished work. As children are encouraged to follow their vision and to do their best, they can develop a greater sense of confidence and self-esteem. This increased confidence can lead to greater social participation in school.

Art encourages children to be creative and use their imagination as much as possible. This increased emphasis on creativity, and can help to foster new ways of thinking about the world in general. According to the Boston Globe, art education is critical in helping students to expand their understanding of their place in relationship to the rest of the world. Art education, encouraged the use of creative minds to enhance their observational skills, and “think outside the box” in terms of problem solving. Also art education:

- Stimulates and develops the imagination and critical thinking and refines cognitive and creative skills.
- Has a tremendous impact on the developmental growth of every child and has proven to help level the “learning field” across Socio-economic boundaries.
- Strengthens problem-solving and critical thinking skills, adding to overall academic achievement and school success.
- Develops a sense of craftsmanship, quality task performance, and goal setting skills needed to succeed in the classroom and beyond.
- teaches children life skills such as developing an informed perception; articulating a vision, learning to solve problems and make decisions; building self-confidence and self-discipline; developing the ability to imagine what might; and accepting responsibility to complete task from start to finish.
- nurtures important values, including team building skills; respecting alternative view points; and appreciating being aware of different cultures and traditions

www.livestrong.com/article/25033-what-are the benefits of art-programs

2.12.2 Art as Means of Self-Expression.

Art is a form through which man expresses himself abstract or creative ideas and feelings into concrete forms. In conformity, to this assertion, Adeyanju (1996) states that art, is both a process and a product. As a process, art is a means through which we give sensuous and concrete expression to our ideas and feelings about the world around us. As a product, Fine Art includes illustrations images and pictures among other things. Art is the most natural means by which man expresses his creativity. Creativity occurs in all areas of human activity and that all humans are creative. Arts proof in such assertion for example in persons talk, dance, and write cipher, sing, gesture or act in some other ways to produce new forms in the routine of daily existence. Yunusa (2000) states:-

1. Art is expression that conveys concept and emotions;
2. Art is expression that symbolizes concepts and emotions.

The first sentence states that art acts as a kind of communication and second sentence, suggest art as a means of presentation of concepts and emotion without any desire for communication. Art appeals comes from intuitive and apprehension.

A work of art is not present in thoughts but feelings. It is a symbol rather than direct statement of truth. Art is an area where the artist uses his imagination. Art is certainly an imaginative expression and every work of invention of man is originally born

of imagination. Therefore, artist expresses this power in its highest form. It is fully aware that nothing can be achieved without imagination and that the more he dwells on his paintings or inventions the more successful he is likely to be. Anything to be accomplished must be born of an idea or image, and be organized or put into shape as a conception is practically carried. The ability to imagine and create can be effectively developed only through proper art education. An art product can help us to expand the dimension of our minds so that we can think, feel and imagine in ways that may not have occurred to us before. We can see new possibilities means that we have greater opportunity to determine our fate. In turn it makes us more likely to achieve our own potential and thus attain one measure of the good life. Mental ability also of this kind is a thing of design and craftsmanship. After all the knowledge we pose have been obtained from drawings, paintings and statues and other visual forms produced by the artist of that day and age. Creative imagination is the degree of ingenuity and innovation a person shows in forms, materials and tools that are used.

Art to children is a more than mere painting or making of objects. It is a means by which the child expresses his individuality and communicates his ideas about himself to his world. As a child identifies himself with his own work, he learns to appreciate and understands his environment by becoming involved in it, he develops the spirit that helps him understand the needs of his neighbor. The process of creation involves incorporating the self into the activity; the very act of creation provides understanding of the process that others go through in facing creativity; the very act of creation proves understanding of the process that others go through in facing their own experiences. The term “self-expression” has often been misunderstood; self-expression is giving vent in constructive forms to the

feelings, emotions and thoughts of an individual at his own level of development. One of the greatest mistakes can be made in the use of the term “self-expression” to think of it in terms of an unstructured or uncontrolled emotion, or on the other hand, to consider it as mere imitation.

The young child expresses himself freely through babbling or crying. This may be truer means of self-expression than a higher form of art. There is great satisfaction in expressing one’s own feelings and emotions in art. The young child knows nothing about the technical difficulties in pencil rendering or the various gradations of graphite hardness that can be used to obtain great satisfaction from making a scribble with a soft pencil. The child expresses himself according to his own level. He becomes encouraged in his own independent thinking and expresses his own thoughts and ideas by his own means. Art through self-expression can develop the self as the important ingredient in experience. The individual’s own expression is of prime importance and art probably contributes as much to this area of development as to any other. Art may have a role in the development of the self particularly with young children that are so important as to demand its inclusion in the curriculum, if for no other reason.

To a great extent, our educational system is geared toward one phase of growth, intellectual growth. Here learning can be measured easily but this is defining learning in a very narrow sense. Learning does not merely mean the accumulation of knowledge, but also implies an understanding of how this knowledge can be utilized. We must be able to use our senses freely and creativity to develop positive attitudes toward ourselves and our neighbors for this learning to be effective to children who hardly have the opportunity to share ideas and to develop attitudes about themselves and the others.

According to Lowenfeld (1975) no art expression is possible without self-identification with the experience expressed as well as with the art material by which it is expressed. The art materials are controlled and manipulated by one individual, and the completed project is his. This is as true at a very young age as it is for the adult artist. It is the individual who uses his art materials and his form of expression according to his own personal experience.

2.12.3 Art as Means of Communication:

Communication according to Okoli (2004) is any process whereby decisional premises are transmitted from one member of the organization to another. Communication in ordinary sense simply means the transfer of ideas from one person to another or the exchange of information (Ngyaka 2006). However, a definition relevant to education and training is that given by Sannie (2001) that communication is the process of mutual sharing of information, thoughts and emotions between a source (teacher) and a receiver (student) for mutual understanding, the reduction of uncertainties or for appropriate action.

Teachers instruct using, oral, written and other media such as video tapes, computers and art forms. Students demonstrate their learning through similar media. In a sense, students, teachers and administrators earn their living in school by communication. The better the communication, the more efficient and effective an organization will likely be. As part of learning and advancement purpose, one has to develop his/her communication skills. These comprise of the person's ability to listen, speak, write, read and reproduce effectively. According to Uzoagba (2000) defines drawing as graphic language for visual communication. He further explains that drawing could be better

defined as the study of lines shapes, and symbols, their physical characteristic and their relationship. Art is not just drawing painting and sculpture but a process of trying to express, communicate and construct with skills and emotions.

In education much learning results from looking at pictures and much teaching is done through the use of graphic materials, drawing, sketches, diagrams and pictures. The impact of communication through creative art upon our ways of life, our thinking and response in decision making, is tremendous since, communication has become such a vital tool in our time. It strengthens the education of our children in creative art so that they are able to make full use of it through learning how to look at pictures beyond the narratives presented through them. Visual art objects are especially valuable as historical documents. It is by such artifacts that man has come to know about his history and development. Thus this role surpasses the mere reproduction of objects but rather the development of each society politically, socially, economically, culturally and so on. There are countless creative or reproductive products that society enjoys in art and craft values because of its tasteful beauty and moving statement is almost seductive. It is certainly far more effective in swaying the mind of people than anything dull and unemotional. As a result, nearly all politicians, political parties, governments and special interest groups use art to promote their own point of view. This is especially true in Nigeria. For instance the People Democratic Party (P.D.P.) uses umbrella to motivate people. The art work always glorifies the worker and depicts the head of the state as a friend of the working class, posters or placards are seen on the public walls or at the round-about to communicate to people of their choice.

All works of art perform a public function even when they are serving personal needs; occasionally they assume the form of propaganda. It is observed daily in form of advertisement and posters. Art moralize public heroes or historical events. They are often realized in both figurative and environmental sculptures, paintings and murals for public buildings, architecture and postage stamps, decorative public structures or decorative places for public gathering such as plaza with fountain, sculpture or landscape. Artists work may be commissioned or it could be the expression or description of some aspects of life in the society. Artist's work is an aesthetic form of visualized communication between people that crosses the barrier of language that transcends time and speaks of universal qualities despite cultural difference.

2.12.4 Art in Motivating Learning

One of the important elements in any art experience is the degree to which children are truly involved in the experience itself. The urge and excitement that children can bring to an art experience depend to a great degree upon their motivation. This motivation may come from natural drive expression or any form upon the shoulders of the classroom teacher to stimulate the interests of the children and to provide such a motivational framework that each child can believe that art experience was designed especially for him. The purpose of motivation is to make the creative process meaningful to the child not to force a particular topic upon him.

A teacher must know the child whom he is trying to motivate. There are certain characteristics of each age that make it different from any other what may be exciting material for the twelve year old can be confusing material for the scribbler, but it is also important to realize that at each stage of development the youngster actually has a different

relationship to his environment. A sensitive and aware teacher must understand that this can be a satisfying experience, identify himself with the youngster and sharing in the discovery. Provide the child with a mould of workable clay about the size of a grapefruit might be a good start. Once the child gets involved in the clay, other means of expression will come more easily as the child develops confidence. The purpose here is to encourage imaginative thinking. Most importantly in all stages is the adult's understanding and encouragement. Any art motivation should stimulate the child's thinking, feeling, and perceiving. To be successful, the motivation should make the art experience much more than just an activity; it should stimulate a child's awareness of his environment and makes him feel that the art activity is extremely vital and more important than anything else. A teacher too must feel that this is an important activity, and he must be a part of the motivation and identify with it. Barrier between adult and child may hinder the child from gaining knowledge and confidence and insensitivity towards his environment. The teacher as well as the child needs to feel that this is an important, meaningful and stimulating experience the atmosphere for art experience is an important. ReichenbergHarkett (1964) in Lowenfeld (1975) Children in what was termed as supportive permissive atmosphere made drawings that were rated higher than drawings by children in either an authoritarian atmosphere or in a lassies-faire atmosphere. Other studies have tended to support these conclusions; that the attitude of the teacher is vital to the learning experience, when an adult shows interest, provide an atmosphere of support for the activity, and acts as though there were nothing more important in the world than drawing experience, then the environment is ready for art.

A child should become involved in and identify with, his art experience. Since all contact or communication with the environment is established through self, it is of great importance to stimulate the sensitivity toward the self. Therefore any art motivation at this age ought to start directly with the child himself. A motivation based primarily upon recall of something in which the children have all been involved should provide the opportunity for each child to express his own feelings and emotions in his own individual way. Of greatest importance, however, is the need to create an exciting atmosphere that is flexible and open to any suggestions from the child. Rigidity is the death of any creative method. Any motivation should make the child more sensitively aware of himself and his environment; it should develop and stimulate an intense desire to paint a meaningful picture, and should encourage the child to be flexible in his approach to both materials and subject matter. Every motivation should have an introduction, a point of culmination, and a concluding summary statement. Any motivation such as this makes the child personally involved.

Motivation makes one to be socially independent in order to give the child a feeling of self-esteem. An art experience should give him an opportunity to express his growing awareness of sex, to develop a greater awareness of self, and to satisfy a new curiosity about the environment. The teacher should know that much depends upon the way such motivation is presented. The atmosphere the healthier develops during the motivation should contribute greatly to its success. Motivation should continue to stimulate and develop a greater awareness of the possibilities in the subject matter. Any motivation should stress the individual's own contribution. At the stage of development it is important to reinforce individualistic thinking and the relevance of the students unless the activity has

some meaning for them it becomes an exercise to be done for the teacher. The teacher's motivation is responsible not for the performance of art but for the desire to perform.

2.13 Art as Visual Aids in Teaching Learning Techniques

Visual aids are materials or objects which help to make learning or lesson explicit to the children. They also transmit information, ideas and notes to the pupils and disseminate information in such a fashion that will modify their attitudes, habits and practices, a complete task. According to Adeyemi (1979) in a general way, visual aids facilitate learning. It will be unfair to leave the topic without briefly pointing out how each of the major important visual aids may be used to the advantage in the classroom. Most of them are supplements rather than substitutes for a lesson. According to Engel (1979) art is a language of comprehension, thinking, knowing, receiving and expressing information. The arts are forms of language, symbolic and expressive systems of structure, whether painting, sculpture, music, dance, theatre, film, literature, industrial design, architecture or any form of aesthetic endeavor. The activity takes place within the form of a symbolic structure set which contains knowledge.

Since in the ancient times pictures and sculptures have preserved and transmitted interpretative records of events and values. The method of educational communication by sight and sound developed more or less separately and the name of the field evolved accordingly. At the beginning of the early twentieth century audio-visual education was just visual education because most of the media available to the schools were in the form of visuals for example blackboards, charts and graphs, maps and globes, bulletin boards, exhibits and other primarily visuals. With the advent of radio, television, tape recorder, photography and communication, the dimension of audio was linked to visuals. As time

went by audio visual were accepted as instructional materials available. This new media were used in varying degree to supplement the traditional media of instruction, the teacher's voice and printed page. The field broadens and became known as "audio visual education. The populace is being subjected to audio visual impression in massive quantities in the form of entertainments, education, advertisement, political propaganda and new information.

The following are audio visual teaching materials motion pictures, radio and television. Audio visual aids are art materials, objects or forms that improve every phase of inquiry in other words there use aid the pupils in finding information for themselves for example textbook be it direct activity or direct teaching. Just as the lesson needs planning so the plan needs the use of teaching aids to achieve learning. Art, as visual aid material is useful because it is permanent and learning becomes concrete in what is learnt in life experience. Art as visual aids in teaching – learning, assists in teaching skills, presenting facts, in organizing knowledge and in stimulating imagination of the learners to challenge their attitude, Art objects as visual aids stimulates emulation and cooperative efforts. It helps when discussion needs the contribution of the average pupils. It saves the teacher's energy by concentrating his efforts on a group instead of individuals. Children educate themselves; they share knowledge in various ways by working together. They understand and develop group sense.

Motion Pictures:

Motion pictures as the name implies are pictures that show motion. Most motion pictures are a total audio visual experience, providing sound sight and action and because

of this they command and hold attention of the audience. In teaching learning motion pictures, which are clear and realistic often have emotional impact on students who may identify with characters in a film and feel sense of participation. The sound motion pictures provide more self-contained instruction than any other audio visual material. Motion pictures can be present or past events. Motion can clarify abstractions influence attitudes and provide common experience and demonstrate skills and process.

Radio and Televisions:

Radio and television are audio visuals media that are widely used as mass communication media. Their contributions as tools for teaching and learning are also significant. If they are used properly, according to the various educational levels, they will make a tremendous impact and speed up the improvement of the falling standard of education now being discussed widely in the country. Schools and colleges that have the means of tuning to the School Radio Broadcasts should adjust their programmes to integrate the appropriate radio broadcasts. Where this is not possible, the radio programme should be recorder with a cassette or reel to reel tape recorder and play back to the class at a suitably arranged time. Teachers will no doubt find this innovation effective and very useful. Most especially, as it appeals to hearing in teaching listening and speaking activities, they are important media in teaching language.

Television – the School Television programmes can be more effective than radio programme because, apart from transmitting sound, the television also transmits pictures which show movement and action. This makes both teaching and learning more meaningful. The School should include television programmes on the time table. Very

good and clear sound from television programmes can be recorded with cassette or reel to reel tape recorder if the teacher thinks that the material can be useful for teaching. They are effective audio media in teaching language, listening, speech reading and writing skills

These media are capable of multiplying information. They are used to increase the speed of communication as well as the number of audience reached. Ayogu (2000) states that, a modern learning system has to involve basic innovation in contents and methodology. The audio visual aids invented over the years indicated that when skillfully use can lead to significant gains in recall thinking, interest and imagination (Barth, Balogun and Tanko, 1975). Art pictures inform of visual aids in teaching – learning help to suggestion or explain things which are omitted when teaching a lesson. They direct children’s attention to the points needed to impress upon them the points. By guiding their observation with questions and suggestions visual aids train them to acquire the habit of looking for things that matter in picture illustrations.

The term illustration is commonly applied to the wise use of teaching aids, pictures and drawings (art works) to the employment of examples and comparisons, to elucidate either an argument or to enliven a narrative. But to teachers , it means more than the above for it includes geological specimens, chemicals and physical apparatus, blackboard drawings, which appeals to the senses of imagination of the learner, throwing light upon a piece of description or reasoning. Akolo (1991) observed that the principles and purpose of the illustration is to capture attention, to focus and create desire that the concept should have a stopping appeal choosing between photography and art work will depend on the atmosphere to be created but a lot will depend on the final artistic rendering. The teacher should endeavour to employ the illustrations step by step as the lesson proceeds. Drawings

or diagrams and sketches on the blackboard in the presence of the children are more of lasting impression than those prepared beforehand. The use of colours, coloured chalk, shading and so on is of lasting impression in the children. Charts for example represent desirable permanent equipment for teaching purpose. To achieve the best results, visual aids should be in a natural colour for example in teaching colour wheel chart should be large enough and clear to be seen easily from all parts of the classroom.

Agun and Imogie (1988) pointed out that the modern learning system need not include a teacher as in the traditional sense where instruction was teacher centered. The technology has now made instruction to be student centered. In this case, the lecturer has changed largely from being that of the principal source of information to that of a coordinator and facilitator of learning experiences. This new role of modern learning puts a lot of demands on the side of lecturers, by making them to take advantage and be acquainted with modern technology.

Okeke (1990) asserted that Nigeria cannot achieve her objectives of education if lecturers continue to rely on lecture method alone in teaching which is devoid of technological devices and techniques. Using lecture method alone in teaching will result to poor assimilation and understanding of the subject matter or industrial procedure by the students.

Obi (1992) opined that media such as television, radio, computer, transparencies and video tapes over-head projector, still motion and line projector are playing significant roles in education and lecturers need to understand their potentials and learn how they can be used to the maximum advantage to improve classroom instructions.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

According to Davison (1977), the general goal of educational research is to discover generalizations about behaviour which can be used to make predictions and effects improvements within the educational system. The author emphasized that a good research must be relevant to the contemporary problem of society without which research may produce damaging effect on the existing system. Educators believe that the real value of arts and crafts come from the activity itself, and the primarily aim is self-expression and personal adjustment. Self-expressive art activities help the individual to symbolize his/her experiences in such a-way that they become less threatening. The main focus of this chapter includes the research design, the population of the study, sampling procedures, instrumentation, validation, analytical technique, research procedure and technique for data analysis.

3.1 Research Design.

A research design is the plan, structure and strategy of investigation which will guide the collection and analysis of data in research. Research design is also a plan outlining how information is gathered for an assessment or evaluation that includes identifying the data gathering method(s), instruments to be used/created, how the instruments will be administered, and how the information will be organized and analyzed (www.utexas.edu/academic/diia/assessment/iar/glossary/php2009). The design is an overall plan of action to be followed, a plan of what data to gather, from whom, how and when to

collect and analyze the data obtained. The researcher used descriptive and survey research design on the Evaluation of the teaching of art and crafts in special schools in Jigawa Kaduna and Kano. Descriptive and survey designs, according Mbahi (2001), are concerned with the collection of data for the purpose of describing and interpreting the existing conditions, prevailing practices, beliefs attitudes and on-going process among others.

3.2 Population and Sample

The population of the study comprises all the special schools in Jigawa, Kaduna and Kano. The Deaf Special School, Hadeja-Jigawa State (370 students), Kaduna State Special Education (1,130 students) and Tudun Maliki, Kano (1460 students) making a total of two thousand nine hundred and sixty students (2,960). Stratified sampling technique was used to obtain the selected schools. Stratified sample according to Adetoro (1997), is appropriate in studies where research problem requires comparisons between various sub-groups. The samples selected were by random sampling. According to Nwana (1981), "if the population is a few hundred, a 40% or more samples will do; if a few thousands, a 10% will do; and if several thousand a 5% or less samples will do". A sample of 10% of the total population of students in each school was used since the total population of all the students is 2,960 up to few thousands. A sample of %10 from each school: (37) students from Jigawa, (113) from Kaduna and (146) students from Kano, making a total of two hundred and ninety six (296) students. Random sampling was used to select the students. This was to give equal chance to every member of the population, probability of being selected, as it was virtually impossible to study a whole population. According to Olayiwola, (2007) random sampling fulfilled the condition of inferential statistics because all the extraneous variables are randomly selected and distributed to relevant groups (treatment and control). Five (5) teachers from each of the three schools and five (5), official staff of the ministries filled- in questionnaire and were interviewed.

3.3 Research Instrument for Data Collection.

The researcher used a self-designed questionnaires, structured and un-structured interviews and observation checklist to see the availability of the teaching materials, facilities, qualification of the teachers and functionality of the instruments.

1. Three sets of questionnaires were designed to obtain information from students, teachers of special schools and officials of the ministries of education in Jigawa, Kaduna and Kano respectively. The Likert-scale was adopted for the questionnaire. It has four categories of responses ranging from Agreed; Disagreed; Strongly Agreed and Strongly Disagreed instead of five as no answers were indicated by the teachers and officials of the ministries in the “un-decided” response. Interviews were conducted with the school principals, teachers and the students. The interview and discussions centered on the teaching-learning of art and crafts in the school.
2. Observation checklist was used in collecting information from the classroom environment. Ndagi (1976) describes observation as an important technique of studying the overt behaviour of the pupils in order to record such behaviour as it happens simultaneously. An observation checklist was used to enable teachers to be assessed or recorded on the spot. The techniques enable an observer to describe and monitor classroom practices and instructional systems with ease.
3. Validation of Research Tools: The questionnaires were validated and tested for reliability and internal consistency of their items. The tested instruments were readministered to the selected schools and students were selected on a random sampling procedure basis.

Pilot Study: Pilot study was conducted in Demonstration School for the Deaf Children Kawo and Government Technical College Malali in Kaduna State. This is for authentic validity and reliability of the research instruments adapted.

3.4 Result of Pilot study and Reliability of the Instruments

The three instruments (one for the pupils, one for teachers and the third for Ministry of Education Officials) were administered separately to the respondents selected for the pilot study. The Demonstration School for Deaf Children and Government College Malali in Kaduna were used for the pilot test. A total of 38 students, 20 teachers and 10 Ministry of Education Officials were selected for the pilot test. Data collected were coded and submitted for reliability and internal consistency test for the two instruments separately. The Statistical Package for the Social Sciences (version 17) was used for the determination of the reliability and item consistency index. The option for the determinant of the reliability coefficient and internal consistency index for the instruments was the Guttman Split-Half Coefficient. The reliability coefficient of between 0.5 and 1 is expected to be obtained for the respective instrument which would imply that it is reliable and consistent for the study in line with Spiegel M. (1992). The actual results of the tests were attached as Appendix IV.

From the tests a reliability index of 0.802 was obtained for the Guttman Split-Half Coefficient. The internal consistency coefficient obtained for the items within the instrument using the intra-class correlation and the average measures was 0.831. For the Teachers' questionnaire, the reliability obtained was 0.681 while the internal consistency coefficient was 0.886. The reliability index obtained for the questionnaire for the Ministry of Education officials was 0.759 and the internal consistency coefficient was 0.874. These

observed reliability coefficients are approximately equal to one. These observed coefficients are consistent with Spiegel M. (1992). In other words, the instrument could be said to be reliable and internally consistent and therefore valid for the study.

3.5 Data Collection Procedures.

Through the help of research assistant the administration of the questionnaire and interview to the students (respondents) were done. The research assistant helped the researcher to interpret the questions of the interview and questionnaires to the respondents (students) as the researcher was not familiar with their signs and methods of communication. The interpretation and collection of questionnaires were done in the presence of the researcher. No training was given to the assistant researcher except instructions on how to fill the questions.

3.6 Data Analyses Techniques

The data collected were analyzed with the Statistical Package for Social Sciences (SPSS). Among the statistical procedures adopted were descriptive statistics particularly frequencies and percentages. Inferential statistic, specifically chi-square procedure was used for the bivariate analysis to determine possible difference between the respondents from the different states with respect to the investigated variables. All the tests were carried out at the 0.05 level of significance.

CHAPTER FOUR

DATA PRESENTATION, RESULTS AND DISCUSSIONS

4.0 Introduction

Towards the accomplishment of the survey of problems in teaching art and crafts in special schools in Jigawa, Kaduna and Kano states, this chapter presents the statistical analysis of the data collected for the study, result of the findings of the data and discussions.

4.1 The respondents' demographic characteristics are presented in frequencies and percentages and provision of solutions to the research questions for the study. The hypotheses are tested separately and followed with a discussion of the findings at the end of the chapter. In the test of the hypotheses some inferential statistics were used in order to give valid statistical backing to the findings and solutions proffered to the questions. Each of the objectives raised is outlined and the associated variables are analyzed with the related research question.

4.2 Analysis of Respondents' Socio-demographic Characteristics

Three groups of respondents were selected from special schools for students with disabilities in Jigawa, Kaduna and Kano. These were the students with disabilities, teachers and personnel of the respective Ministries of Education. A total of 296 students, 14 teachers and 15 officials of the Ministries of Education in the three states were sampled for the investigation. The demographic characteristics collected from the students include sex and type of physical disability but from the teachers, sex, highest educational qualification and years of experience in teaching were solicited. No demographic variable was solicited from the ministry officials since their opinion was just an appendage to those of the teachers and students in the selected schools. Each of the group is assessed independently

because the demographic variables vary differently from one to the other. In Table 4.2.1, the sex of the students and teachers are classified by the respective states in frequencies and percentages.

Table 4.2.1: Classifications of students and teachers by sex and states

States	Students				Total	Teachers				
	Male		Female			Male		Female		
	Freq.	%	Freq.	%		Freq.	%	Freq.	%	Total
Jigawa	22	59.5	15	40.5	37	5	100.0	0	0.0	5
Kaduna	67	59.3	46	40.7	113	2	50.0	2	50.0	4
Kano	95	65.1	51	34.9	146	5	100.0	0	0.0	5

Table 4.2.1: shows that 59.5% of the students from Jigawa were male while 40.5% were females. In Kaduna State, the numbers of male students were 59.3% of the total while the female were 40.7%. The male students in Kano state were 95 or 65.1% while the female were 34.9%. Kano state had the least number of female students with disabilities while that of Jigawa and Kaduna were relatively the same in proportion of male and female. All the teachers in Jigawa and Kano states were males. But in Kaduna, out of the total number of 4 teachers, 50.0% were males while 50.0% were females.

Table 4.2.2 shows the students and their types of disabilities in the schools within the respective states were selected

Table 4.2.2: Classification of students by their type of disabilities

State	Deaf		Hearing impaired		Deaf/Dump		Total
	Freq.	%	Freq.	%	Freq.	%	
Jigawa	37	100.0	0	0.0	0	0.0	37
Kaduna	50	44.2	62	54.9	1	0.9	113
Kano	138	94.5	8	5.5	0	0.0	146

In Jigawa state, all the students were deaf. But in Kaduna state, 44.2% were deaf, 54.9% have hearing impairment and 0.9% of them were deaf and dumb. Most students (94.5%) from Kano schools were dumb but 5.5% have hearing impairment. This would imply that all the students involved in the study have hearing disability.

For the professional qualification of the teachers, Table 4.2.3 shows the classifications in frequencies and percentages along their respective states.

Table 4.2.3: Classification of teachers by their professional qualifications

Qualification	NCE/Diploma		B.Ed		Total	
	Freq.	%	Freq.	%	Freq.	%
Jigawa	3	60.0	2	40.0	5	100.0
Kano	2	40.0	3	60.0	5	100.0
Kaduna	3	75.0	1	25.0	4	100.0

The Nigeria Certificate in Education (NCE) is the dominant qualification among teachers from Kaduna with 75.0% having it as their highest qualification. Only 25.0% of the teachers from Kaduna State have a degree in education. In Jigawa 60.0% of the teachers have the NCE certificate while 40.0% of them have B.A. Education. The situation was relatively better in Kano state where 60.0% of the teachers have university degree and 40.0% have the NCE certificate. The selected teachers could therefore be said to be professionals and knowledgeable about the teaching of art and crafts in special schools in their respective states.

The teachers' years of teaching experience are classified in frequencies and percentages along the respective states in Table 4.2.4

Table 4.2.4: Classification of the teachers by their years of teaching experience in the schools within the respective states

Years of experience	1-5yrs		6-10yrs		11-15yrs		16-20yrs		Above 20yrs	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Jigawa	3	60.0	1	20.0	1	20.0	0	0.0	0	0.0
Kano	0	0.0	1	20.0	0	0.0	1	20.0	3	60.0
Kaduna	0	0.0	0	0.0	1	25.0	2	50.0	1	25.0

In table 4.2.4 teachers from Jigawa have between 1 and 5years of teaching experience, while 1 have between 6 and 10years with the remaining having between 11 and 15years of working experiences in the school. In Kano state school, 60.0% of the teachers have above 20years, of teaching experience while one each have between 6 and 10years and 16 and 20years respectively. Half of the teachers from the school in Kaduna have between 16 and 20years while one each had between 11 and 15years and above 20years of teaching experience respectively. From this distribution, the teachers could be said to have been on the job long enough to gain the advantage of knowing how to impart art and craft to students in special schools.

4.3 Solutions to the research questions

One of the major objectives of the survey is to assess the general perception of students, teachers and officials of the ministries of education in Jigawa, Kaduna and Kano States on the study of arts in special schools for students with disabilities. The objective was investigated with the first research question. In the computation of the percentages for the tables, each state is taken independently to enable effective comparison and level or extent of teaching and learning of the subject in the selected special schools of the state.

Research Question one. What is the general perception of students, teachers and officials of the ministries of education in Jigawa, Kaduna and Kano States on the study of art in

special schools for students with disabilities? To provide the solution to this question, a number of variables from the three groups of respondents were selected and cross tabulated across the states. These included the previous experience of the subject by the students before their present level of study, the position of art in their daily activities, and their general perception of art and crafts and artists. On The part of the teachers and the Ministries of Education Officials, a multiple items table was used in assessing their general perception of Art in the special schools since they determine the effective teaching and learning of the subject in the selected special schools. Table 4.3.1 shows the opinion of the students on their previous knowledge of the subject.

Table 4.3.1: Students previous knowledge of art before the present level in the special schools

State	Have you done any form of art in your primary or secondary school?				Total
	Yes		No		
	Frequency	Percentage	Frequency	Percentage	
Jigawa	36	97.3	1	2.7	37
Kaduna	100	88.5	13	11.5	113
Kano	110	75.3	36	24.7	146

Table 4.3.1 shows that 97.3% of the students from Jigawa have had previous contact with art before their present level in which this survey was conducted. Among students from the special school in Kaduna, 88.5% have previous knowledge of the subject while 75.3% of students from Kano have previous experience of the subject before the present level of this survey.

Table 4.3.2 shows the opinion of the students on the current usefulness of the subject in their daily activities.

Table 4.3.2: Students opinion on the use of art in their daily activities

State	Do you use art in any form now?				Total
	Yes		No		
	Frequency	Percentage	Frequency	Percentage	
Jigawa	27	73.0	10	27.0	37
Kaduna	97	85.8	16	14.2	113
Kano	57	39.0	89	61.0	146

Table 4.3.2 reveals that 39.0% of the students from Kano agreed that art is useful in their daily activities while 61.0% of the students indicated they have no use for the subject. 73.0% students from Jigawa and 85.8% of the students from Kaduna said they use the subject in their daily activities and the subject is useful to them. 27% students from Jigawa and 14.2% students from Kaduna have no use for the subject.

Table 4.3.3 shows the general feeling of the students on the subject in the schools.

Table 4.3.3: Students' feeling about art/crafts and Artists

State	How do you personally feel about art/crafts and Artists?						Total
	Respect them and their talent		Despise and look down on them		I am neutral		
	Freq.	%	Freq.	%	Freq.	%	
Jigawa	30	81.1	3	8.1	4	10.8	37
Kaduna	95	84.1	9	8.0	9	8.0	113
Kano	75	51.4	64	43.8	7	4.8	146

Table 4.3.3 shows 81.1% from Jigawa and 84.1% from Kaduna respect art and crafts and artists and their talents. Only 8.1% and 8.0% students from Jigawa and Kaduna said they despise and look down on arts and artists and their talents. In Kano the situation was relatively different as only 51.4% said they respect artists and their talents while 43.8% of the students said they despise them and their talents.

Table 4.3.4 shows what the students said they personally gain from studying the subject in the schools.

Table 4.3.4: Students' opinion on the study of art in schools:

State	What do you personally gain from the study of Art?								Total
	Helps me understand other subjects better		Gives me the ability to appreciate beauty		Both of the above		None of the above		
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
Jigawa	22	59.5	7	18.9	8	21.6	0	0.0	37
Kaduna	58	51.3	13	11.5	34	30.1	8	7.1	113
Kano	41	28.1	97	66.4	2	1.4	6	4.1	146

Apart from students from the special school in Kano, 59.5% and 51.3% of the students from Jigawa, and Kaduna respectively were of the opinion that art as a subject helps them to understand other subjects better. Those who saw the esthetic dimension of art among the two states were 18.9% and 11.5% from Jigawa and Kaduna states respectively. All of the groups were of the opinion that art gives them the ability to appreciate beauty. Among students of the two states, 21.6% and 30.1% respectively were of the view that art helps them to understand other subjects better and gives them the ability to appreciate beauty.

Only 28.1% of the students from Kano said that art is useful to their understanding of other subjects better while 66.4% of the students from the state agreed that art gives them the ability to appreciate beauty. It could therefore be said that students from the special school in Kano, only the esthetic dimension of art is felt in the learning of the subject. The students within the state special school who did not fall into the two options were relatively minimal as indicated in the table.

Table 4.3.5 shows the opinion and general feeling of the teachers from the three states on the subject in terms of its values for the students, like the opportunity it gives for the development of manipulative skills by the students and enabling them to function effectively in the society within the limits of their capacities and future prospect for the

individual students. The table is structured along the modified four point likert scale with the respective frequencies and percentages for each of the items and for the different states involved in the study.

Table 4.3.5: Frequency distribution of teachers' general perception of art in the special schools

Teachers' general perceptions of art in the special schools	State	Strongly agree		Agree		Disagree		Strongly disagree	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%
1. Gives the child opportunity to develop manipulative skills that will enable him function effectively in the society within the limits of his capacity	Jigawa	1	16.7	4	66.7	0	0.0	0	0.0
	Kaduna	2	50.0	2	50.0	0	0.0	0	0.0
	Kano	3	60.0	2	40.0	0	0.0	0	0.0
2. Provides the child with the basic tools for further educational advancement including preparation for trades and crafts	Jigawa	3	60.0	2	40.0	0	0.0	0	0.0
	Kaduna	2	50.0	2	50.0	0	0.0	0	0.0
	Kano	4	80.0	1	20.0	0	0.0	0	0.0
3. Inspires students with a desire for self-improvement and achievement of excellence	Jigawa	3	60.0	2	40.0	0	0.0	0	0.0
	Kaduna	2	50.0	2	50.0	0	0.0	0	0.0
	Kano	3	60.0	2	40.0	0	0.0	0	0.0
4. Employment of knowledge and skills gained in art/crafts will enable the child to function responsibly within the society	Jigawa	3	60.0	2	40.0	0	0.0	0	0.0
	Kaduna	2	50.0	2	50.0	0	0.0	0	0.0
	Kano	2	40.0	3	60.0	0	0.0	0	0.0
5. Student will learn to transform art materials creatively	Jigawa	1	20.0	3	60.0	0	0.0	1	20.0
	Kaduna	1	25.0	2	50.0	1	25.0	0	0.0
	Kano	3	60.0	2	40.0	0	0.0	0	0.0
6. Adequate furniture should be provided in the workshop and studios if effective teaching is to take place	Jigawa	2	40.0	3	60.0	0	0.0	0	0.0
	Kaduna	4	100.0	0	0.0	0	0.0	0	0.0
	Kano	5	100.0	0	0.0	0	0.0	0	0.0
7. Government should give adequate support to the school art programmes	Jigawa	3	60.0	2	40.0	0	0.0	0	0.0
	Kaduna	4	100.0	0	0.0	0	0.0	0	0.0
	Kano	5	100.0	0	0.0	0	0.0	0	0.0
8. Regular classrooms are not the same as workshops or studios	Jigawa	1	20.0	3	60.0	0	0.0	1	20.0
	Kaduna	2	50.0	1	25.0	1	25.0	0	0.0
	Kano	2	40.0	1	20.0	2	40.0	0	0.0
9. With the supply of adequate materials and facilities it will provide conducive atmosphere for learning	Jigawa	1	20.0	3	60.0	0	0.0	1	20.0
	Kaduna	4	100.0	0	0.0	0	0.0	0	0.0
	Kano	5	100.0	0	0.0	0	0.0	0	0.0
10. With functionality of materials and qualified and dedicated teachers, learning in the art and crafts will be possible	Jigawa	3	60.0	2	40.0	0	0.0	0	0.0
	Kaduna	3	75.0	1	25.0	0	0.0	0	0.0
	Kano	5	100.0	0	0.0	0	0.0	0	0.0

Table 4.3.5 shows that 16.7% from Jigawa, 50% from Kaduna and 60% from Kano teachers from the three states' special schools strongly agreed while 66.7%, 50% and 40% agreed that teaching and learning of art gives the students the opportunity to develop manipulative skills that will enable them to function effectively in the society within the limits of their capacities. This is indicated in the table by the frequencies and percentages for 'strongly agree' and 'agree' indicated for item 1 in the table 4.3.5. There was no divergent opinion among the teachers on this prospect of the subject for the students in the schools in the three states. In item 2: 60% from Jigawa, 50% from Kaduna and 80% from Kano teachers strongly agreed while 40%, 50% and 20% teachers agreed that the learning of the subject provides the students with the basic tools for further educational advancement including preparation for trades and crafts in the society. In item 3: 60% from Jigawa, 50% from Kaduna and 60% from Kano strongly agreed, 40%, 50% and 40% agreed art inspires students with a desire for self-improvement and achievement of excellence. These are scored in items 2 and 3 in the table respectively.

In item 4: 60% from Jigawa, 50% from Kaduna and 40% from Kano teachers strongly agreed while 40%, 50% and 60% agreed. All the teachers were of the view that the learning of the subject in the special schools has the potential of employment from the knowledge and skills gained in art/crafts and will enable the students to function responsibly within the society.

In item 5: 20% from Jigawa, 25% from Kaduna and 60% from Kano teachers from the three states strongly agreed, 60%, 50% and 40% agreed that student will learn to transform art materials creatively in the process of their daily activities in the society. These are indicated in items 4 and 5 of the table. The only divergent opinion was 20.0% from Jigawa

strongly disagreed and 25% from Kaduna disagreed respectively with the suggested prospect of learning arts by the students in the special schools

In table 4.3.5 item 6: 40% from Jigawa, 100% from both Kaduna and Kano, teachers strongly agreed while 60% from Jigawa agreed that adequate furniture and facilities should be provided by the stakeholders of the school. There was a general opinion which cut across the three states on the required facilities and equipment if effective teaching and learning of the subject is to take place.

Table 4.3.5 item 7 shows that 60% of teachers from Jigawa, 100% from Kaduna and 100% from Kano, were of the view that the states governments should give adequate support to the school art programmes. However 40% of teachers from Jigawa were in support of the need for art programmes and the issue of classroom serving as workshop and studio was investigated. Table 4.3.5 item 8: shows that 20% of the teachers from Jigawa, 50% from Kaduna and 40% from Kano strongly agreed, 60% from Jigawa, 25% from Kaduna and from Kano 20% agreed respectively that regular classrooms are not the same as workshops or studios. 60%, 25% and 20% agreed. 20% from Jigawa strongly disagreed while 25% from Kaduna and 20% from Kano disagreed. There was a divergent of opinion among the teachers on the use of regular classrooms for the teaching and learning of the subject in the schools. For example, only 40.0% of the teachers from Kano special school agreed that the regular classrooms in the schools could be used effectively for teaching and learning of the subject while all the other teachers from Jigawa and Kaduna did not agree that regular classrooms could be effectively used for teaching and learning of the subject in the schools.

Table 4.3.5 item 9, 100% of teachers' responses from Kaduna and Kano and 20.0% from Jigawa schools all agreed that with the supply of adequate materials and facilities a more conducive atmosphere for teaching and learning of the subject could be enhanced in the schools. However, 20% of responses from Jigawa strongly disagreed with the idea. Table 4.3.5 item 10 shows 60% from Jigawa, 75% from Kaduna and 100% from Kano strongly agreed while 40% and 25% from Jigawa and Kano agreed and were of the opinion that functionality of equipment along with the adequate, qualified and dedicated teachers, the teaching and learning of the subject would be enhanced in the special schools. From these perceptions, there is the general view that inadequacy of facilities and equipment along with the human personnel for the effective teaching and learning of the subject in the schools are presently inadequate.

The perceptions of the Ministries of Education officials from the three states on the subject in the special schools are presented in frequencies and percentages on the four point modified likert scale in Table 4.3.6. However, the interpretation for the expressed opinions of the officials would be dichotomous in which case the frequency and percentages scores for strongly agree and agree could be taken together for agreement while those of the disagree and strongly disagreed were taken together as disagreement to enhance comprehension and direction of the respondents expression or feeling about the subject.

Table 4.3.6: Frequency distribution of education officials' general perception of art in the special schools

Perceptions of the official on the study of art by students in the special schools	State	Strongly agreed		Agreed		Disagree		Strongly disagree	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%
1. Art education gives the child opportunities for developing manipulative skills that will enable him to function effectively in the society within the limit of his capacity	Jigawa	2	40.0	3	60.0	0	0.0	0	0.0
	Kaduna	3	60.0	2	40.0	0	0.0	0	0.0
	Kano	0	0	5	100.0	0	0.0	0	0.0
2. Art education provides the child with basic tools for further educational advancement including preparation for trades and crafts of the locality	Jigawa	2	40.0	3	60.0	0	0.0	0	0.0
	Kaduna	4	80.0	1	20.0	0	0.0	0	0.0
	Kano	1	20.0	4	80.0	0	0.0	0	0.0
3. Special education shall provide adequate education for all special cases	Jigawa	0	0.0	3	60.0	0	0.0	2	40.0
	Kaduna	4	80.0	0	0.0	1	20.0	0	0.0
	Kano	4	80.0	1	20.0	0	0.0	0	0.0
4. Special education shall provide a diversified and appropriate curriculum for all beneficiaries	Jigawa	2	40.0	3	60.0	0	0.0	0	0.0
	Kaduna	5	100.0	0	0.0	1	0.0	0	0.0
	Kano	0	0.0	5	100.0	0	0.0	0	0.0
5. The education of children with special needs shall be free at all levels	Jigawa	5	100.0	0	0.0	0	0.0	0	0.0
	Kaduna	4	80.0	1	20.0	0	0.0	0	0.0
	Kano	5	100.0	0	0.0	0	0.0	0	0.0
6. All necessary facilities that would ensure access to education shall be provided	Jigawa	3	60.0	0	0.0	0	0.0	1	20.0
	Kaduna	3	60.0	1	20.0	1	20.0	0	0.0
	Kano	3	60.0	2	40.0	0	0.0	0	0.0
7. Federal, state and local government shall fund these programs within their areas of jurisdiction	Jigawa	4	80.0	1	20.0	0	0.0	0	0.0
	Kaduna	3	60.0	2	40.0	0	0.0	0	0.0
	Kano	5	100.0	0	0.0	0	0.0	0	0.0
8. Special education is meant to train and impart necessary skills to individuals who shall be self-reliant economically	Jigawa	2	40.0	3	60.0	0	0.0	0	0.0
	Kaduna	4	80.0	2	20.0	0	0.0	0	0.0
	Kano	2	40.0	3	60.0	0	0.0	0	0.0
9. Exposing students to create awareness by exploring usable options in the world of work	Jigawa	2	40.0	2	40.0	1	20.0	0	0.0
	Kaduna	4	80.0	1	20.0	0	0.0	0	0.0
	Kano	1	20.0	4	80.0	0	0.0	0	0.0
10. Education, shall in collaboration with appropriate bodies, provide special programmes for the physically challenged children	Jigawa	4	80.0	1	20.0	0	0.0	0	0.0
	Kaduna	4	80.0	1	20.0	0	0.0	0	0.0
	Kano	5	100.0	0	0.0	0	0.0	0	0.0

The Ministries of Education Officials generally have a positive opinion of the subject in the special schools as indicated by the frequencies and percentages for agreement in the table. In most of the items on the subject respondents either strongly agreed or agreed on

the four point scale used in the measurement of their opinions. Table 4.3.6 item 1: shows 40% from Jigawa, 60% from Kaduna strongly agreed the reversed 60%, 40% and Kano 100% staff of the ministries agreed .All the officials irrespective of their states were in agreement that art education gives the students opportunities for developing manipulative skills that will enable them to function effectively in the society within the limit of the individual's capacity. Table 4.3.6, item: 2 shows 40% from Jigawa, 80% Kaduna and 20% Kano strongly agreed while 60% Jigawa, 20% from Kaduna and 80% Kano agreed. Therefore, all the staff of the three states ministry agreed that art education provides the students with basic tools for further educational advancement including preparation for trades and crafts within the locality. Item 3: shows 80% from Kaduna and Kano staff strongly agreed, 60% from Jigawa and 20% Kano all agreed that Special Education shall provide adequate education for all special cases. 40% Jigawa and 20% Kaduna did not agree with the statement. In item 4: shows Jigawa 40% from and Kaduna 100% strongly agreed while Kaduna 60% and Kano 100% agreed, this indicates that all the officials were therefore of the opinion that the subject is to enhance students with special education which will provide adequate skills for all special cases with diversified and appropriate curriculum for all beneficiaries

Table 4.3.6 item 5 showed 100% officials from Jigawa and Kano strongly agreed while Kaduna 80%. The whole fifteen officials of the ministries interviewed were of the view that education of children with special needs should be free at all levels. Item 6: shows 60% Jigawa, Kaduna and Kano strongly agreed while, 20% Kaduna and 40% Kano agreed, that all necessary facilities that would ensure access to education should be provided. 20% from Jigawa strongly disagreed with the statement. Item 7: shows Jigawa

80%, Kaduna 60% and Kano 100% strongly agreed while 20% Jigawa and 40% Kaduna agreed. In line with this expression, the officials were of the opinion that Federal, state and local government should fund these programs within their areas of jurisdictions. Item 8: shows 40% each from both Jigawa and Kano and 80% Kaduna, strongly agreed that special education is meant to train and impart necessary skills to individuals who would be self-reliant economically. Item 9: shows 40% from Jigawa, 80% Kaduna and 20% Kano strongly agreed while 40% Jigawa, 20% Kaduna and 80% Kano agreed that exposing students to creative awareness and exploring usable options in the world of work through collaboration with appropriate bodies which provides special programmes for the physically challenged only 20% from Jigawa disagreed with the statement. Item 10: shows that 80% from both Jigawa and Kaduna, 100% from Kano strongly agreed while 20% both Jigawa and Kaduna agreed. It shows all the officials from the three states on the subject, could be said that art has a special place in their consideration for future career aspiration for the students. This means that art as a subject is considered important in the special schools by stakeholders of the schools in the states.

The second specific objective of the study was aimed at assessing the implementation of vocational education in the special schools within the selected physically challenged students. This objective was investigated with the second research question stated as follows:

Research Questions two. To what extent do the special schools implement art and crafts? The response to this question was raised basically from the responses of the students and the teachers from the selected special schools. A number of variables were used for this assessment. These included among others whether the subject is taught in the schools,

whether there are adequate teachers for the effective teaching and learning, the nature of the syllabus and others. Each of the variables is tabulated in frequencies and percentages in Tables 4.3.7.

Table 4.3.7: Opinions of teachers and students on whether art and craft are taught in the special schools

States	Students				Total	Teachers				Total
	Yes		No			Yes		No		
	Freq.	%	Freq.	%		Freq.	%	Freq.	%	
Jigawa	36	97.3	1	2.7	37	5	100.0	0	0.0	5
Kaduna	105	92.9	8	7.1	113	4	100.0	0	0.0	4
Kano	118	80.8	28	19.2	146	0	100.0	0	0.0	5

Table 4.3.7 shows 100% teachers from Jigawa, Kaduna and Kano that all the teachers from the three schools in the states agreed that art and crafts are taught. Students' record, table 4.3.7 shows 97.3% from Jigawa, 92.9% from Kaduna and 80% from Kano that the students have a unanimous agreement that the subject is taught in their schools. The only divergent opinion is the 19.2% students from Kano special school who did not agree that the subject is taught in their schools along with 2.7% and 7.1% from Jigawa and Kaduna respectively. The observation here is that it could be concluded that the subject is taught as a vocational in all the special schools in the states.

Table 4.3.8: Opinions of teachers on the adequacy of art teachers for teaching the subject in the special schools

Are there sufficient art teachers in the school	Yes		No		Total	
	Freq.	%	Freq.	%	Freq.	%
Jigawa	1	20.0	4	80.0	5	100.0
Kaduna	0	0.0	4	100.0	4	100.0
Kano	1	20.0	4	80.0	5	100.0

Table 4.3.8 shows that 20% both Jigawa and Kano stated that there are teachers, but from the expressed opinion of the teachers in the table, 80% both Jigawa and Kano and 100%

from Kaduna, expressed their opinion that there are no adequate professional teachers for the effective teaching and learning of the subject in the schools. This perception cut across all the special schools from the three states as indicated in the table. This would mean that the implementation of the vocational education with respect to art and crafts in the schools could not be said to be effective because of this gross inadequacy of professional teachers in the schools.

Table 4.3.9 shows the opinion of the teachers on the type of syllabus used for the teaching and learning of the subject in the schools.

Table 4.3.9: Opinions of teachers on the type of syllabus used for the teaching and learning of art in the special schools

What kind of syllabus is the school using in teaching the art/crafts	UBE teachers education programme		Provided by educational department		Self-complied		Others	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Jigawa	0	0.0	2	40.0	1	20.0	2	40.0
Kano	3	60.0	1	20.0	1	20.0	0	0.0
Kaduna	1	25.0	0	0.0	3	75.0	0	0.0

Table 4.3.9 shows that the individual schools have different syllabus for the teaching and learning of the subject in their schools. 60.0% of teachers from the school in Kano state were of the view that their syllabus was provided by the Universal Basic Education (UBE) Teachers' Education programme, while 20.0% said it was provided by the Educational Department which is still consistent with the UBE program. Teachers from Jigawa are divided on the source of the syllabus used for the subject. Though 40.0% of the teachers were of the opinion that it was provided by the Educational Department but 20.0% said it was self-complied by teachers in the school, while another 40.0% said it was from other unspecified source. In Kaduna, 25.0% said the syllabus was from the Universal Basic Education, Teachers' Education programme. 75.0% of the teachers were of the opinion

that the syllabus was compiled by teachers in the school. This means that schools do not have the same or follow the Universal Basic Education curriculum for the implementation of the teaching and learning of art as a vocational subject in the schools.

Table 4.3.10 shows students' opinion on exhibition across the three states.

Table 4.3.10: Opinions of students on art exhibition in the special schools

State	Has your school ever taken part in an exhibition outside your school				Total
	Yes		No		
	Freq.	%	Freq.	%	
Jigawa	32	86.5	5	13.5	37
Kaduna	92	81.4	21	18.6	113
Kano	91	62.3	55	37.7	146

The table 4.3.10 shows 86.5%, 81.4% and 62.3% from Jigawa, Kaduna and Kano that all the schools across the three states have taken part in an exhibition outside their schools as expressed by the students from the respective schools. However, the students from Kano had a relatively higher divergent opinion as 37.7% of them did not agree that an exhibition outside their school has taken place. On the basis of involving students in art exhibition, it could be said that it was implemented but not effective.

The third objective of the study was to identify the types of art and crafts that are being taught in the special schools. The objective was investigated with the third research question for the study.

Research Questions three. What types of art and crafts are being taught in the schools? Only the students were used for providing the solution to this question because of the need to establish the types of art and craft that are taught in the schools. Another reason for using only the students is the fact that they are in a better position to explain what they

learn or are taught in the schools. Table 4.3.11 shows the opinions of the students from the schools of the three states on the types of art and craft taught.

Table 4.3.11: Opinions of students on the type of art and craft taught in the special schools

State	Painting		Drawing		Painting and drawing		Modeling in clay		Art/crafts		Total
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
Jigawa	5	13.5	29	78.4	1	2.7	0	0.0	2	5.4	37
Kaduna	5	4.4	29	25.7	12	10.6	6	5.3	61	54.0	113
Kano	17	11.6	104	71.2	2	1.4	2	1.4	21	14.4	146

Table 4.3.11 shows that in Kaduna special school that art and craft is really given attention. This is indicated 54.0% of the students who said that art and craft is taught in the school. In Jigawa and Kano 78.4% and 71.2% said they are taught drawing. These two major aspects of the subject tended to be the concentration of the schools in the respective states. There was relatively low number of students who agreed that painting and modeling were taught in the schools. 2.7%, 10.6% and 1.4% from Jigawa, Kaduna and Kano respectively said was taught while, 0.0%, 5.3% and 1.4% admitted the teaching of modeling in the schools.

The fourth objective is on the human resources necessary for the effective teaching and learning of the subject. The accompanied research question for the objective is stated below:

Research Questions four. How adequate and qualified are the art and crafts teaching staff? In providing the solution to this question, the opinion of the teachers was used on the level of the available teaching staff for the subject in the school. Table 4.3.12 shows the frequencies and percentages of their response to the question.

Table 4.3.12: Opinions of teachers on the adequacy of teaching staff for the subject in the special schools

Are there enough and qualified teachers?	Yes		No		Total	
	Freq.	%	Freq.	%	Freq.	%
Jigawa	1	20.0	4	80.0	5	100.0
Kaduna	0	0.0	4	100.0	4	100.0
Kano	1	20.0	4	80.0	5	100.0

Table 4.3.12 shows that 20% teachers of Jigawa and Kano said yes on the adequacy of teachers while, 80% of both states and 100% teachers from Kaduna stated that there was inadequate teaching staff in the schools. As indicated in the table, all the teachers from the three schools in the states were of the opinion that the numbers of teachers for teaching the subject were inadequate. This is indicated by those who said no to the answer in the table. From this observation, it could be said that the schools lack adequate number of teachers for the effective teaching and learning of the subject.

The fifth objective of the study is to identify the facilities and equipment available in the schools for the effective teaching and learning of the subject. The objective was realized with the fifth research question of the study stated as:

Research Questions five. What are the available facilities and equipment (materials) for teaching the art and crafts to the physically challenged students in the special schools in the three states? To provide the solution to this question and address the objective, a number of variables were assessed. These included the sources of the equipment or materials for teaching the subject, the adequacy of such equipment or materials for effective teaching and learning of the subject and the associated problems. The opinions of the students and teachers were assessed for this purpose because of their access to such equipment or

materials in the process of teaching and learning in the schools. Table 4.3.13 presents the opinions of the groups on the assessed variables.

Table 4.3.13: Opinions of students on the provision of equipment or materials for the teaching and learning of the subject in the special schools

State	Who provides the art materials used during art/crafts lessons?				
	The school		The students buy their own materials		Total
	Freq.	%	Freq.	%	
Jigawa	14	37.8	23	62.2	37
Kaduna	91	80.5	22	19.5	113
Kano	63	43.2	83	56.8	146

Table 4.3.13 shows 85.5% of the students from Kaduna stated that the school provides most of the materials but in Jigawa 37.8% and Kano 43.2% some of the material. In Jigawa 62.2% and Kano 56.8% the students provide most of the materials themselves while Kaduna 19.5%. The fact that students buy some of the materials by themselves is a pointer to the inadequacies of such materials for effective teaching of the subject in the schools. This notion is clearly supported by the response of the students in Table 4.3.14 where they expressed their opinion on the level of adequacy of the materials for teaching the subject in the schools.

Table 4.3.14: Opinions of students on the adequacy of equipment or materials available for the teaching and learning of the subject in the special schools

State	How adequate is the supply of materials?						Total
	Very adequate		Not adequate		No materials		
	Freq.	%	Freq.	%	Freq.	%	
Jigawa	25	67.6	5	13.5	7	18.9	37
Kaduna	16	14.2	85	75.2	12	10.6	113
Kano	41	28.1	95	65.1	10	6.8	146

Table 4.3.14 shows 67.6% students from Jigawa special school are the only ones who said the available materials for teaching the subject is very adequate. The opinion of the

students could be associated with the fact that required materials were bought by them directly instead of being provided by the school. In Kaduna and Kano where the school was said to provide some of the material, the students were of the general opinion that the materials were inadequate. This is indicated by 75.2% and 65.1% for students from Kaduna and Kano respectively in the table. In Jigawa 18.9%, Kaduna 10.6% and Kano 6.8% students stated no materials.

Table 4.3.15 shows the students opinion regarding the facilities required for the effective teaching of the subject.

Table 4.3.15: Opinions of students on the problems of facilities in teaching and learning of the subject in the special schools

State	Where do you hold your classes during art/crafts lesson?				
	In the normal art room/workshop		In the normal class room		Total
	Freq.	%	Freq.	%	
Jigawa	2	5.4	35	94.6	37
Kaduna	18	15.9	95	84.1	113
Kano	29	19.9	117	80.1	146

Table 4.3.15 shows 5.4% Jigawa, 15.9% Kaduna and Kano 15.9% said they have workshop/studio while 94.6% Jigawa, 84.1% Kaduna and Kano 80.1% stated that there were no special locations like art workshops or studio where the teaching and learning of the subject was organized by the school during lesson hours. As indicated in the table most students were of the opinion that their lessons in the subject normally take place in the classroom like any other subject in the schools. This is a clear indication that the schools did not have art studio or workshop designed specifically for the effective teaching and learning of the subject.

In Table 4.3.16, the problems of teaching and learning the subject are presented according to the students' perceptions in frequencies and percentages.

Table 4.3.16: Opinions of students on the problems encountered in the teaching and learning of the subject in the special schools

State	Do you have any of these problems in the school?								Total
	Lack of art materials		Few teachers		All of the above		None of the above		
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
Jigawa	27	73.0	9	24.3	0	0.0	1	2.7	37
Kaduna	19	16.8	18	15.9	69	61.1	7	6.2	113
Kano	36	24.7	41	28.1	69	47.3	0	0.0	146

Though the students from Jigawa were of the view that they have adequate materials for the learning of the subject but in this table they scored the highest for the lack of materials for teaching the subject. This irony explains the inability of the school to provide the required necessary equipment and materials for the teaching of the subject. For students from Kaduna and Kano state schools the problems cut across lack of materials and inadequate teachers for effective teaching of the subject. In response to the research question therefore, it could be said that there are no adequate materials and human resources for the teaching of the subject in the schools across the three states.

4.4 Test of Hypotheses

Some null hypotheses were raised to test for significance of the solutions proffered for the research questions of the study. The hypotheses are stated as follows:

Hypothesis I: There is no significant difference in the general perception of art between students of the selected special schools in Jigawa, Kaduna and Kano states.

The hypothesis was tested with the students' responses on their general feeling about the teaching and learning of the subject in the special schools across the three states. This variable was assessed in Table 4.3.3. The chi-square was used for the test because of the nominal measurement of the variables and the result is summarized in Table 4.4.1. The table shows the expected and observed counts for each of the options expressed by the

students. The expected frequency counts are enclosed in brackets along the observed frequency count.

Table 4.4.1: Chi-square test on the perception of art and craft by students in the states special schools

State	Respect them and their talent	Despise and look down on them	I am neutral	Total
	Freq.	Freq.	Freq.	
Jigawa	30(25.0)	3(9.50)	4(2.50)	37
Kaduna	95(76.35)	9(29.01)	9(7.64)	113
Kano	75(98.65)	64(37.49)	7(9.86)	146
Total	200	76	20	296

Chi-square = 50.205, DF = 4, P-value = 0.000 (P < 0.05)

Table 4.4.1 is the result of the test that revealed that students differed significantly in their feelings about art and crafts in the states special schools. The observed chi-square value is 50.205 at 4 degree level of freedom compared with the critical value of 9.49. The observed level of significance in the test is 0.000 (P < 0.05). This means that the null hypothesis which states that there is no significant difference between students of the selected special schools in their general perception of Art in Jigawa, Kaduna and Kano states is rejected. Students from Kano state special schools have lower regard for the subject in their school compared to what was obtained in Jigawa and Kaduna States.

Hypothesis II: There is no significant difference between teachers and students on the effective implementation of art and craft as a vocational subject in the special schools selected for the study.

This hypothesis was tested with the opinions of the respondents (teachers and students) on whether art and crafts are taught in the schools or not as assessed in Table 4.3.7. The chi-square procedure was used for the test. To test the opinions of the two groups, only the percentage scores of the positive cases expressed for the implementation of the art and crafts in the schools were used. The use of the percentage scores is to ensure that there was

equality of scores since the numbers of the two groups were not equal. A summary of the chi-square test is presented in Table 4.4.2. In the table, the expected counts are enclosed in bracket along the observed count.

Table 4.4.2: Chi-square test on the implementation of art and crafts in the special schools

States	Students	Teachers	Total
Jigawa	97 (93.50)	100(103.50)	197
Kaduna	93(91.60)	100(101.40)	193
Kano	81(85.90)	100(95.10)	181
Total	271	300	571
Chi-square = 0.823, DF = 2, P-value =0.663 (P > 0.05)			

Table 4.4.2 shows the test did not reveal any significant difference between the respondents (students and the teachers) on the implementation of art and crafts in the schools. The observed chi-square value of(0.823 is lower than the critical value of 5.99 at the 2 degree of freedom and at the 0.05 level of significance. The observed level of significance in the test is 0.663 (P > 0.05). This means that there is no evidence to reject the null hypothesis that there is no significant difference between teachers and students on the effective implementation of art and craft as a vocational subject in the special schools selected for the study. Therefore the null hypothesis is accepted.

Hypothesis III: There is no significant difference between the types of art and crafts which are taught in the special schoolsfor students from Jigawa, Kaduna and Kano states

This hypothesis was tested with expressed opinions of the respondents (students) from the different special schools in the three states where of art and craft is taught in the schools in table 4.3.11. A summary of the chi-square procedure used for the test is presented in table 4.4.3.

Table 4.4.3: Chi-square on types of art and crafts taught in the special schools across the three states.

State	Painting Freq.	Drawing Freq.	Painting and drawing Freq.	Modeling in clay Freq.	Art/crafts Freq.	Total
Jigawa	5(3.37)	29(20.25)	1(1.87)	0(1.00)	2(10.50)	37
Kaduna	5(10.31)	29(61.84)	12(5.78)	6(3.05)	61(32.07)	113
Kano	17(13.32)	104(79.91)	2(7.40)	2(3.95)	21(41.43)	146
Total	27	162	15	8	84	296

Chi-square = 92.106, DF = 8, P-value = 0.000 (P < 0.05)

Table 4.4.3 shows the test revealed that the respondents differed significantly on the types of arts and crafts taught in the special schools. This is indicated with an observed chi-square value of 92.106 at 8 degree of freedom compared with the critical value of 15.5. The probability level of significance observed in the test is 0.000 (P < 0.05). By these observations, the null hypothesis that there is no significant difference between the types of art and crafts are being taught in the special schools in Jigawa, Kaduna and Kano States on the types of art and crafts are being taught in the special schools is therefore rejected. From the related table and the distribution, it was observed that more students tended to be inclined to art and crafts in Kaduna than in Jigawa and Kano Special schools.

Hypothesis IV: There is no significant difference in the adequacy of qualified teachers for art and crafts in the special schools in Jigawa, Kaduna and Kano states.

This hypothesis was tested with the opinions of the teachers in the three states. The adequacy of teachers responsible for teaching the subject in the special schools as assessed in table 4.3.12. The result of the chi-square used for the test is summarized in table 4.4.4. Table, the expected counts are enclosed along the observed frequency counts.

Table 4.4.4: Chi-square on the adequacy of teaching staff for the subject in the special schools

Are there enough and qualified teachers	Yes	No	Total
Jigawa	1(0.71)	4(4.29)	5
Kaduna	0(0.57)	4(3.43)	4
Kano	1(0.71)	4(4.29)	5
Total	2	12	14

Chi-square = 0.933, DF = 2, P-value = 0.641 (P > 0.05)

Table 4.4.4 shows the result of the test did not reveal that the respondents from the three states differed significantly on the adequacy of teachers required for the effective teaching of art and crafts in the special schools. The null hypothesis stated that there is no significant difference in the adequacy of qualified teachers for art and crafts in the special schools from Jigawa, Kaduna and Kano states could therefore be retained ($P > 0.05$). The distribution of teachers in the table clearly shows that they were all of the opinion that the available teachers for the subject were inadequate.

Hypothesis V: There is no significant difference in the adequacy of materials for the effective teaching and learning of art and crafts in the special schools between students from Jigawa, Kaduna and Kano state

This hypothesis was tested with the students' opinion on the available materials for the teaching and learning of the subject in the schools as assessed in Table 4.3.14. The chi-square procedure was used for the test and the result is summarized in Table 4.4.5. In the table, the expected counts were enclosed along the observed frequency counts.

Table 4.4.5: Opinions of students on the adequacy of equipment or materials available for the teaching and learning of the subject in the special schools

State	Very adequate	Not adequate	No materials	Total
Jigawa	25(10.25)	5(23.12)	7(3.62)	37
Kaduna	16(31.30)	85(70.62)	12(11.07)	113
Kano	41(40.45)	95(91.25)	10(14.30)	146
Total	82	185	29	296

Chi-square = 50.516, DF = 4, P-value = 0.000 (P < 0.05)

Table 4.4.5 shows the result of the test revealed that the respondents differed significantly on the availability and adequacy of materials for the effective teaching and learning of art and crafts in the schools. From table, the observed chi-square value is 50.516 and it is higher than the critical value of 9.49 at the same degree of freedom of 4 and a probability level of significance of 0.05. The observed level of significance for the test is 0.000 (P < 0.05). This means that the null hypothesis, which stated that there is no significant difference between students from Jigawa, Kaduna and Kano states on the adequacy of materials for the effective teaching and learning of art and crafts in the special schools is rejected. The students from Jigawa tended to be having a different opinion from those of Kaduna and Kano.

4.5 Major Findings

Based on the findings from the results to achieve the goals or objectives of the National Policy on Education, the policy is observed to be a guide but the implementation depends on the State's readiness and of Fine Arts strength of the community is also very important. Parents and community are less committed to the disabled. They totally depend on the government. The attitude of the community and students toward learning is less regarded. There is no motivation and lack of morals from both parents and students. More light

should be imposed on the community. Manipulative skills are the best for training the physically challenged children.

1. The students have a positive opinion of art and crafts as a vocation in the special schools.
2. Art and crafts as vocational subject is taught in the special schools across the three states, but the teaching and learning is not effective because of the inadequacies of material and human resources.
3. Different forms art and crafts are taught in the special schools. These include painting, drawing, and other crafts. There were different of opinions on the types of art and crafts taught in the schools by the students.
4. Teachers and students all agreed that the teaching staff for the subject in the school was inadequate.
5. There was the problem of teaching and learning materials for the subject in all the schools in the three states.

4.6 Discussions

Discussions on the general perception of students, teachers and officials of the ministries of education on art and craft as a vocation, the extent of implementation of the subject in line with the vocation, types of art and craft taught in the schools, the adequacy of teachers for teaching the subject and the adequacy of facilities, equipment and materials for the effective teaching of the subject in the schools.

The general perception of the students on art and crafts as a vocation shows that the students differed significantly in their perception of the subject. In particular, respondents from special school Kano State have lower regard for art and crafts as a vocational subject in their

school compared to what was obtained in Jigawa and Kaduna states. In Kano may be the school teachers and people in the society view arts and crafts as some kind of recreational activities for children who are less intelligent as such is not taken serious as an academic course in the schools. Another reason may be the teaching of art and crafts are not constant due to lack of art teaching staff and materials. It was observed that respondents from Jigawa and Kaduna schools have higher regard for arts and crafts as a vocation. It appears respondents from Kaduna and Jigawa are more interested in the art and crafts especially Jigawa as the respondents buy materials by themselves. The finding here is related to the report of Adeyanju (1996) which states that art, is both a process and a product. As a process, art is a means through which we give sensuous and concrete expression to our ideas and feelings about the world around us. As a product, fine art includes illustrations, images and pictures among other things. Art is the most natural means by which man expresses his creativity. Creativity occurs in all areas of human activity, and that all human beings are creative.

The implementation of the subject as a vocation in the schools does not reveal significant difference in the opinions of the students and the teachers on the implementation in the schools. The observation from the data revealed, that though art and crafts was taught in the schools but the teaching and learning was not effective due to gross inadequacies. Among the problems were inadequate materials and personnel for teaching the subjects. It was observed from the relevant data in the study that most lessons on art and crafts were conducted in the normal class rooms instead of art studio or workshops where such teaching and learning ought to take place. The finding here is consistent with the recommendations of the National Policy on Education (2004). Special education should enable every child to benefit from educational facilities without allowing whatever special

condition he/her finds him/herself to pose any impediment. It is a social agency in creating that opportunity for individuals with special needs to become active participant in the society.

The result on the types of art and crafts taught in the schools shows that the students differed significantly on the types of arts and crafts taught in the special schools. From the related table and the distribution of the students, it was observed that students from Kaduna special schools were more inclined to the teaching of arts and crafts than in Jigawa and Kano Special schools. Drawing and painting were more common among students in Jigawa and Kano schools than was observed among students in Kaduna school. In addition to that the individual schools have different syllabus for teaching and learning of the subject in their schools.

Teachers' opinions across the three states on the adequacy of teachers responsible for teaching the subject in the special schools, the result did not reveal significant differences in the opinion of the teachers. From the analysis of the data, it was observed that the teachers were unanimous on the inadequacy of professional art and crafts teachers in the schools. The finding here reflected the report of Olorokooba (2006) that stated teachers are the key individuals for all reforms of education and should therefore, be placed at the center of all educational reform. There is ineffectiveness of skill acquisition with respect to art and craft in special schools within the three states. There are problems of inadequacies of human and material resources. Among others it points out that improving the number of professional teachers in the special schools would help to ease the problem of skill acquisition with respect to art and crafts by students in the schools. The finding provides avenue for stakeholders of the schools for improving performances among students and

enhancing the implementation of art and crafts as a vocation among the students with disabilities in the schools. Therefore the Education Inspectorate and Supervisory divisions of the respective states could use the findings of this study to improve the teaching and learning of art and crafts as a vocation in their special schools.

The adequacy of materials for the teaching and learning of the subject were seen by the students from the different schools.

From the analysis of the data, it was observed that students from Jigawa State special schools were having divergent opinions from those of the schools from Kano and Kaduna. Though it was observed that the school was said to provide some of the materials but the students were found to be responsible for most materials required for learning of the subject in the schools. This development could be associated with the inadequacy of the teaching and learning materials in the schools. The findings is similar to the report of Moja (2002) where it was stated that the problem of Nigerian Education is mostly associated with lack of facilities and infrastructural facilities which remain inadequate for coping with a system that is growing at a rapid pace, and that financial crisis has further retarded the progress of education. The report opined that art and crafts in schools should have better facilities for instructions.

On the required facilities and equipment for the teaching and learning of the subject in the special schools, there was a general opinion which cut across the three states that the stakeholders of the school should provide adequate furniture in the workshop and studios if effective teaching and learning of the subject is to take place. The teachers were of the view that the states governments should give adequate support to the school art programmes.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

In this chapter, the summary of the survey of problems in teaching art and crafts in special schools in Jigawa, Kaduna and Kano states is presented. Among others the chapter includes the conclusion, implication of the study, recommendations and recommendation

5.1 Summary

The National Policy on Education is aimed at creating opportunities for physically challenged students to acquire vocational education. Therefore vocational and technical skills subjects became an integral part of the school curriculum especially at the secondary school level. Art and crafts is one of the vocational subjects which aim to prepare the youth for work thereby equipping the handicapped with skills for self-employment. But it was observed that students at the level do not really acquire much in the art and crafts vocation especially in the North West Geo political zone states of Jigawa, Kaduna and Kano. The question among others is what are the problems of the special schools in the three states? Do the students generally see art and crafts as a positive vocational subject? Do they have the materials and human resources for the effective teaching and learning of the subject in the school? These and other related question led to this survey towards proffering some solution for the effective teaching and learning of the subjects in the states.

To effectively assess the implementation of the subject as a vocation in terms of materials for the teaching and learning of the subject in the schools, Chapter three designed three

structured questionnaires for the students, teachers and Ministry of education officials for the three states. The three questionnaires were validated and pilot-tested for reliability and internal consistency of its items was carried out. The tested instruments were then administered to some selected secondary schools in the three states on a purposive sampling procedure basis. A total of 296 students, 14 teachers and 15 ministry of education officials were thus selected for the study. Five null hypotheses were formulated in line with the objectives and research questions of the study. In chapter four the statistical analysis and interpretation of the findings from the analyzed data were presented. The chapter was made up of an analysis of the respondents' demographic variables, their opinions on the investigated variables and the tests of the hypotheses. The major findings from the tests and an analysis of the data revealed that students have positive opinion of art and crafts as a vocation in the special schools. Different art and crafts are taught but not effective due lack of human and material resources. Teachers are of the view that government should give adequate support to the special schools.

5.2 Conclusion

From the findings of this survey, the researcher would wish to conclude as follows: The students have positive opinion of art and crafts as a vocation in the special schools. Art and crafts as a vocational subject were taught in the special schools across the three states but it is not effective. Different forms of art and crafts are taught in the special schools which included painting, drawing, and other crafts. There were differences of opinion on the types of art and crafts taught in the schools by the students as well as different syllabus used by the teachers in the three states. There is inadequacy of professional teachers teaching the subject in special schools across the three states. There are also, no adequate teaching and learning materials for effective teaching of the subject in the special schools.

5.3 Recommendation

Based on the findings from the analyzed data, the researcher would want to recommend as follows;

1. The government needs to handle this issue seriously in order to gear their attention toward the education of the physically challenged so that they may have more right and opportunity to school. The separation of schools for the physically challenged from the normal regular children is necessary for effective learning of the physically challenged due lack of professionals or specialists to handle the ability challenges in spite of the fact that current trends encourage inclusive education. This will encourage parents and children to go to school and will reduce the rate of children bagging in the streets since government introduces free universal basic education regardless of their ability challenges especial for the less economically empowered parents whose children require educational provision. Change is possible despite the extent of discrimination and hostility. There are concrete examples of policy and practice throughout the world which indicates what can be achieved with vision, commitment and willingness to listen to physically challenged children and their families is vital. These positive examples are disseminated share and built up in order to extend and strengthen good practice of promoting and respecting physically challenged children's rights throughout the world.
2. Stakeholders and the general public should encourage effective teaching and learning of arts and crafts in the education of the physically challenged persons. State governments should endeavour as a way of effective implementation of the policy of education for children with ability challenges to fund the teaching and learning of art and crafts in the special schools.

3. Different syllabuses are used by schools. There should be a uniform and appropriate curriculum for all beneficiaries. Students should be taught toward art and crafts so that they will be inclined toward trade. Our national curriculum needs to be reviewed to include career objective to provide scholarship for them. Teachers and their heads should be well committed in discharging their duties. The community also should be made aware of helping the physically challenged so that they may become useful to the society.

4. There is the need for the employment of more professionally qualified teachers for special schools to improve the teaching and learning of the subject as vocation.

5. Provision of materials and facilities should be made for the different types of arts and crafts that are being taught in the schools as well as a system of accountability for the effective management of funds meant for facilities, equipment and teaching materials in the schools

5.4 Recommendations for further studies.

This study concentrated on special schools for the deaf and partially hearing impaired students in Jigawa, Kaduna and Kano state. A similar study could be extended to students with other disabilities like the blind with special schools in the states and other states of the Federation.

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Ahmadu Bello University - Zaria, Nigeria

DA
Department of Fine Arts

Vice Chancellor: Professor. Abdullahi Mustapha B.Sc. (Hons) Pharm(ABU), Ph.D (London) FPSN
Head of Department: Dr. Kefas Nenpunmun Danjuma: Cert in Art and Design (ABU). NCE (Akwanga) B.A; MFA; Ph.D, (ABU)
MSNA, MNSEA, Member Nogh Nogh Art.

Our Ref: FA/G3.1

Date: 4th July, 2013

TO WHOM IT MAY CONCERN

BINTA Sani

Bearer is **Mrs. Binta Sari** with registration number **Ph.D/Env.Des/15523/2010-2011** a Ph.D student in the Department of Fine Arts. We shall be grateful if you are willing to assist her in her research assignment : Titled **TA Survey of Problems of Teaching-Learning Art Education among some selected Physically Challenged Inmates in Jigawa, Kaduna and Kano States**” .

Thank you.

Dr. Kefas N. Danjuma,
Head of Department

APPENDIX I

STUDENTS' QUESTIONNAIRE ON THE PROBLEMS OF TEACHING ARTS/CRAFTS

INSTRUCTIONS: I am a Ph.D student in ABU Zaria carrying out a research on the physically challenged students. This questionnaire is meant to sample out the availability and utilization of materials. Please read carefully before ticking the correct answer.

SECTION A:

1. Name of school-----
2. Sex -----
3. Primary/ Secondary -----
4. Type of physically challenged person -----
5. Are art/ crafts taught? A. Yes [] B. No []
6. Which of these areas of art do you study?
A. Painting [] B. Drawing [] C. Painting and drawing [] D. Modeling in clay []
E. Art/Crafts []
7. Have you done any form of art in your primary or secondary school?
A. Yes [] B. No []
8. Do you use art in any form now? A. Yes [] B. No []
9. How do you personally feel about art/ crafts and artists?
A. Respect them and their talents []
B. Despise and look down on them []
C. I am neutral []
10. What do you personally gain from studying art?
A. Helps me understand other subjects better []
B. Gives me the ability to appreciate beauty []
C. Both above []
D. None of the above []
11. Where do you hold your classes?
A. In the normal art room/workshop []
B. In the normal class room []
12. Do you have any of these problems in the school?
A. Lack of art materials [] B. few teachers [] C. all of the above [] D. None of the above []
13. Has your school ever taken part in an exhibition outside your school? A. yes [] B. No []
14. Who provides the art materials used during art/crafts lessons? A. Ministry [] B. The student buy their own materials []
15. How adequate is the supply of materials? A. very adequate [] B. Not adequate []
A. Very adequate [] B. Not adequate []

APPENDIX II

TEACHERS' QUESTIONNAIRE

I am a Ph. D student in ABU, Zaria. I am carrying out a research on the physically challenged students. This questionnaire is meant to sample out the opinions of teachers on the problems of teaching art and crafts in special schools.

SECTION A:

1. Name of school -----
2. Sex -----
3. Qualifications -----
4. Years of experience -----
5. Are there sufficient art teachers in the school? A. Yes [] B. No []
6. What kind of syllabus is the school using in teaching the art/crafts?
 - A. W.A.S.C []
 - B. UBE Teachers education programme []
 - C. Provided by educational department []
 - D. Self- complied []
 - E. Others (please specify)

7[Are art / crafts taught in the school?

- A. Yes [] B. No [] If No, give reason(s) -----

8Are there facilities and materials in teaching the art/crafts?

- A. Yes [] B. No []

SECTION B:

Please indicate your views by using the likertscale: Agreed [], B. Disagreed [], C. Strongly agreed [], D. Strongly disagreed []

The aim of teaching art education is to give:

Statements	Agree	Disagree	Strongly agree	Strongly disagree
9.To give the child opportunity to develop manipulative skills that will enable him function effectively in the society within the limits of his capacity				
10. Provide the child with basic tools for further educational advancement including preparation for trades and crafts.				
11. Inspire students with a desire for self-improvement and achievement of excellence.				
12. Employment of knowledge and skills gained in art/crafts will enable the child to function responsibly within the society.				
13. Student will learn to transform art materials creatively.				
14. Adequate furniture should be provided in the workshops and studios if effective teaching is to take place.				
15. Government should give adequate support to the school art programmes.				
16. Regular classrooms are not the same as workshops or studios				
17. With the supply of adequate materials and facilities it will provide conducive atmosphere for learning.				
18. With the functionality of materials and qualified dedicated teachers, learning in the art/crafts will be possible.				

19. State some of the problems you encounter in teaching art/crafts in the school. -----

Thank you. Mrs.BintaSani

APPENDIX III

QUESTIONNAIRE FOR MINISTRY OF EDUCATION

I am a Ph.D student in ABU Zaria carrying out a research on the physically challenged children. These questions are meant to sample the opinions of the policy makers on teaching art/crafts and the availability and utilization of materials for physically challenged children. Please be frank in answering these questions. All information supplied will be treated strictly as confidential. Please read carefully before making a response to the questions. Your cooperation will be highly appreciated. Insert the response you feel is more appropriate for each statement out of the alternatives provided in the following.

Statement	Agreed	Disagreed	Strongly agreed	Strongly disagreed
1. Art education gives the child opportunities for developing manipulative skills that will enable him to function effectively in the society within the limit of his capacity.				
2. Art education provides the child with basic tools for further educational advancement including preparation for trades and crafts of the locality.				
3. Special education shall provide adequate education for all special cases.				
4. Special education shall provide a diversified and appropriate curriculum for all beneficiaries.				
5. The education of children with special needs shall be free at all levels.				
6. All necessary facilities that would ensure access to education shall be provided.				
7. Federal, State and Local Government shall fund these programmes within their areas of jurisdiction.				
8. Special education is meant to train and impart necessary skills to individuals who shall be self-reliant economically.				

9. Exposing students to career awareness by exploring usable options in the world of work.				
10. Education, shall in collaboration with appropriate bodies, provide special programmes for the physically challenged children.				

Considering the above statement to what extent has the national policy on education achieve her goals/ objectives? -----

Are there adequate materials and facilities? A. Yes [] B. No []

Are there enough and qualified teachers? A. Yes [] B. No []

How committed is the government to the physically challenged children?-----

How adequate is the government's provision in meeting the demands of the physically challenged children? -----

What is responsible for the low standard of education? Give reason(s) -----

What is the government doing about these problems? -----

Any other comment(s) or contribution(s) that may help the education of the physically challenged children -----

Thank You BintaSani

APPENDIX IV

RESULT OF THE RELIABILITY TEST FOR THE INSTRUMENTS

Reliability statistics for pupils' questionnaire

Case Processing Summary

		N	%
Cases	Valid	38	100.0
	Excluded(a)	0	.0
	Total	38	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.777
		N of Items	7(a)
	Part 2	Value	.643
		N of Items	7(b)
Total N of Items			14
Correlation Between Forms			.680
Spearman-Brown Coefficient	Equal Length		.810
	Unequal Length		.810
Guttman Split-Half Coefficient			.802

a The items are: Sex, Primary/ Secondary , Type of physically challenged person , Are art/ crafts taught?, Which of these areas of art do you study?, Have you done any form of art in your primary or secondary school?, Do you use art in any form now? .

b The items are: How do you personally feel about art/ crafts and artists?, What do you personally gain from studying art?, Where do you hold your classes?, Do you have any of these problems in the school?, Has your school ever taken part in an exhibition outside your school? A. yes [] B. No [], Who provides the art materials used during art/crafts lessons? A. Ministry [] B. The student buy their own materials [], How adequate is the supply of materials?.

Intra-class Correlation Coefficient

	Intra-class Correlation(a)	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.260(b)	.169	.392	5.918	37.0	481	.000
Average Measures	.831(c)	.740	.900	5.918	37.0	481	.000

Two-way mixed effects model where people effects are random and measures effects are fixed.

a Type C intra-class correlation coefficients using a consistency definition-the between-measure variance is excluded from the denominator variance.

b The estimator is the same, whether the interaction effect is present or not.

c This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

Reliability Statistics for Teachers Questionnaire

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded(a)	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Cronbach's Alpha	Part 1	Value	.783
		N of Items	6(a)
	Part 2	Value	.894
		N of Items	6(b)
Total N of Items			12
Correlation Between Forms			.552
Spearman-Brown Coefficient	Equal Length		.712
	Unequal Length		.712
Guttman Split-Half Coefficient			.681

a. The items are: Are art / crafts taught in the school?, Are there facilities and materials in teaching the art/crafts?, To give the child opportunity to develop manipulative skills that will enable him function effectively in the society within the limits of his capacity, Provide the child with basic tools for further educational advancement including preparation for trades and crafts., Inspire students with a desire for self- improvement and achievement of excellence., Employment of knowledge and skills gained in art/crafts will enable the child to function responsibly within the society..

b. The items are: Student will learn to transform art materials creatively., Adequate furniture should be provided in the workshops and studios if effective teaching is to take place., Government should give adequate support to the school art programmes., Regular classrooms are not the same as workshops or studios, With the supply of adequate materials and facilities it will provide conducive atmosphere for learning., With the functionality of materials and qualified dedicated teachers, learning in the art/crafts will be possible..

Intra-class Correlation Coefficient

	Intra-class Correlation(a)	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.393(b)	.269	.558	8.779	29.0	319	.000
Average Measures	.886(c)	.815	.938	8.779	29.0	319	.000

Two-way mixed effects model where people effects are random and measures effects are fixed.

a. Type C intra-class correlation coefficients using a consistency definition-the between-measure variance is excluded from the denominator variance.

b. The estimator is the same, whether the interaction effect is present or not.

c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

Reliability Statistics Ministry Officials' Questionnaire

Case Processing Summary

		N	%
Cases	Valid	10	100.0
	Excluded(a)	0	.0
	Total	10	100.0

a. List wise deletion based on all variables in the procedure.

Cronbach's Alpha	Part 1	Value	.751
		N of Items	6(a)
	Part 2	Value	.850
		N of Items	6(b)
Total N of Items			12
Correlation Between Forms			.644
Spearman-Brown Coefficient	Equal Length		.783
	Unequal Length		.783
Guttman Split-Half Coefficient			.759

a The items are: Art education gives the child opportunities for developing manipulative skills that will enable him to function effectively in the society within the limit of his capacity. , Art education provides the child with basic tools for further educational advancement including preparation for trades and crafts of the locality., Special education shall provide adequate education for all special cases., Special education shall provide a diversified and appropriate curriculum for all beneficiaries., The education of children with special needs shall be free at all levels., All necessary facilities that would ensure access to education shall be provided..

b The items are: Federal, State and Local Government shall fund these programmes within their areas of jurisdiction., Special education is meant to train and impart necessary skills to individuals who shall be self-reliant economically., Exposing students to career awareness by exploring usable options in the world of work., Education, shall in collaboration with appropriate bodies, provide special programmes for the physically challenged children. , Are there adequate materials and facilities?, Are there enough and qualified teachers?.

Intra-class Correlation Coefficient

	Intra-class Correlation(a)	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.367(b)	.175	.685	7.959	9.0	99	.000
Average Measures	.874(c)	.718	.963	7.959	9.0	99	.000

Two-way mixed effects model where people effects are random and measures effects are fixed.

a Type C intra-class correlation coefficients using a consistency definition-the between-measure variance is excluded from the denominator variance.

b The estimator is the same, whether the interaction effect is present or not.

c This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

2.6.1 History and Development of Special Education California 1860 – 1950.

The education of blind children in California began in a small wood frame building on Tehama Street in San Francisco in 1860. A group of prominent influential women met on the 17th of March 1860 to organize a society for the Instruction and Maintenance of the indigent deaf and dumb and the blind in California. Clark as the leader of the movement was given a credit, and later became president of the Board Managers and first Principal of the School until 1865. There were one blind and three deaf mute students enrolled at Tehama Street. These quarters were temporary and used only until a larger building at 16 and Mission was completed.

In 1866, there were 48 students enrolled in Tahama and the Board of Directors was instructed to attend to the removal of the Institution from San Francisco to a larger more suitable location. In February 1867, the Commissioners, with the approval of the Board of Directors choose a site across the Bay in the Country of Alameda. In 1914, the Legislature voted to substitute the term “school” for “institution” and the facility was then called the California School for the Deaf and Blind. At the same time, the Chief Executive Officer was given the title of “Principal Superintendent” rather than “Principal Teacher”. In 1910, Warring retired while, in 1912 Milligan was selected by the Board to be Principal Teacher Milligan believed as did Wilkinson that complete separation of deaf and blind students was needed and should be affected at once and he held that in any future construction or alterations such separation should be borne in mind. In 1921 and 1922 some very important milestones in the history of the school took place. In 1921, a bill passed by the

Legislature placed the School under joint authority of the State Director of Education and the State Board of Education. This provision further removed the school from politic influences and put it in the hands of experienced educators.

A subsequent Act provided for the creation of an Institution to be known as the California School for the Blind setting as a portion of the site belonging to the California School for the Deaf and the Blind for the use of the newly created blind school but unfortunately no appropriations were made for funds for construction of such a facility at the time. Harte was appointed Acting Principal of the newly separated school for the Blind on January 30, 1922. Only 1st of the same year, Dr. Richard S. French was appointed as Director of Advanced Studies. The two schools had to continue sharing facilities for several more years while a building program was in progress. Construction began in 1923 and formal separation was achieved in July of 1929, with the completion and dedication of the new Educational building.

Building on the new school site consisted of a school building built in 1929 contained, classrooms special music facilities, library, typing room, auditorium with pipe organ and high fidelity sound equipment and administrative offices. Three residence halls were constructed one for girls, in 1925, one for boys in 1929 and later a separate residence for small children. The early educational program for the blind children was organized along conventional lines, the use of embossed print and the point system constituting the main differential. Children were instructed in all academic areas from kindergarten through ninth grade. Vocational studies such as piano turning broom making and cane chair weaving were offered along with home-making skills, music and swimming. Recognition of the Department of the Blind between 1912 and 1920 had provided for an expansion of

the educational programs and paved the way for the formal separation of the school for the Blind from the School for the Deaf. Since the time of separation, the supervision of the school has been under the State Department of Education administered by the superintendent of the School. In 1949, a new School Department was established for the teaching of educable deaf – blind children in California. A new building known as the Helen Kelier building was constructed and dedicated

2.6.2 The Development of Special Education in Japan.

The history of special education in Japan dates back to the time of the Terakoya during the Edo period when a relatively large number of handicapped children such as blind, deaf, dumb, cripple and mentally retarded were reported to be enrolled in Terakoya. In the early Meiji Era two special education institutions of particular interest were Kyoto School for the Blind and Dumb (SyotoMoain) which began operations in Camigyo Ward in May, 1878 and Tokyo School for the Blind (Kummoin) which opened two years later at Tsukiya in Tokyo by 1890s, the idea of special education was generally accepted. An order was set forth briefly for provision concerning schools for the blind and dumb (moagakko), but it was especially from the end of the nineteenth century that it found a marked increase in the establishment of these Schools.

Practically all, of these schools were small improvised institutions supported largely by donations, and their administrators were constantly confronted with financial difficulties. Thus, most special schools were unable to develop a proper curriculum, acquire special equipment, or provide attractive employment conditions to teachers. In 1922 after some fifteen years of petitions from interested groups, in order to alleviate

these various problems, the Ministry of Education began drafting an independent order governing school for the blind and dumb as well as prepared subsidies for such private schools.

Over the next years private institutions became local public and other schools were set up by Local Governments. In 1924, there were 72 (one Government, 21 Local Public and Fifty Private) Schools for the blind and 38 (one Government, Seventeen Local Public and Twenty Private) Schools for the Deaf and Dumb. By 1939, the number changed to 78 (one Government, 51 Local Public and 26 Private) Schools for the Blind and 63 (One Government, 47 Local Public and 15 Private) Schools for the Deaf and Dumb. According to these figures, the total number increased but the number of private Institutions decreased.

During the early years of the modern educational system, some Schools included special classes where efforts were made to teach mentally retarded children. Then in April, 1907, the Ministry of Education issued instructions (Kunrei) on purpose of the 1907 Normal School Regulations issued at that time, which provided for the introduction of special classes for the handicapped at elementary school attached to normal schools encouraged research in problems, unfortunately there were few, qualified teachers or funds for this project and several classes set up at that time were all abolished within less than ten years. However, after World War I, the National developed a keen interest in democratic ideas, including the idea of mutual respect, and thus people began to pay more attention to training for the mentally retarded Children. In educational theory and practice there was a shift to more psychological approach which relied on such devices as IQ tests and

Scholastic achievement test. In 1917, a relief division was set up within the Local Affairs Bureau of the Ministry of Home Affairs for the purpose of child welfare at the same time.

In 1924, the Social Education Division was set up in the General Education Bureau of the Ministry of Education, which began to devote its attention to the promotion and encouragement of education for the handicapped other than the blind, deaf and dumb. Then from 1928, the newly created physical education division, which replaced the former School of Hygiene Division, initiated many study groups, conferences and training courses. The development of special classes for mentally retarded children made significant progress during the twenties through the early thirties. The physical education division of the Ministry of Education reported that by 1915 there were 49 Schools which included Government subsidized special classes for mentally retarded Children. Altogether there were 53 of these classes having a total enrollment of 912 children. A survey was carried out by the Osaka City Government in 1939 of all school Children in that Urban Area. Following this survey in September, 1940, the City Government opened the ShisaiShogakko the Nation's first elementary School devoted exclusively to the education of mentally retarded children.

There are many early examples of cripple children being cared for in orphanages and child care centers but the first specialized agency to care for cripple children was the Kashiwa Gakuen founded by KashiwakuraMatsuzo in Tokyo in May, 1921. Special classes for the crippled children were set up in Ibaraki, Mie, Osaka and Kumamoto. Altogether prior to the outbreak of World War II there existed fourteen special classes for the cripple children. In the thirties, the Komyo School at Azabu in Tokyo was set up by the Tokyo City Government in November, 1932, it was the miscellaneous school for the cripple children to be conducted along the lines of an elementary School

