

**FACTOR AFFECTING ACADEMIC PERFORMANCE OF STUDENTS  
WITH DISANILITIES IN OREDO LOCAL GOVERNMENT AREA  
BENIN CITY**

**BY**

**EWAREWAH TESSY**

**EDU1810246**

**EDUCATIONAL EVALUATION AND COUNSELLING PSYCHOLOGY**

**FACULTY OF EDUCATION**

**UNIVERSITY OF BENIN,**

**BENIN CITY.**

**NOVEMBER, 2023**

**FACTOR AFFECTING ACADEMIC PERFROMANCE OF STUDENTS  
WITH DISANILITIES IN OREDO LOCAL GOVERNMENT AREA  
BENIN CITY**

**BY**

**EWAREWAH TESSY**

**EDU1810246**

**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF  
EDUCATIONAL EVALUATION AND COUNSELLING PSYCHOLOGY,  
FACULTY OF EDUCATION, UNIVERSITY OF BENIN, BENIN CITY.  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE  
AWARD OF BACHELOR DEGREE IN EDUCATION, B.Sc. (Ed)  
SPECIAL EDUCATION**

**NOVEMBER, 2023**

## CERTIFICATION

We hereby certify that this project research was carried out by **TESSY EWAREWAH** with the Matriculation Number **EDU1810246** in the Department of Educational Evaluation and Counselling Psychology.

---

**Mrs Elizabeth N. Ohiozua**  
**(Project Supervisor)**

---

**Rev. Fr. Dr. A.A Adubale**  
**(Project Coordinator)**

**Date:** \_\_\_\_\_

**Date:** \_\_\_\_\_

---

**Dr. (Mrs) M.Orheruata**  
**Head of Department (E.E.C.P)**

**Date:** \_\_\_\_\_

## **DEDICATION**

This project is dedicated to God almighty for his mercies and unending grace.

## ACKNOWLEDGEMENT

My profound gratitude goes to Almighty God the keeper of my life and grace to be able to complete this program despite various hurdles and obstacles encountered during the course of this study. Special appreciation goes to my project supervisor Mrs. Elizabeth N. Ohiozua for her guidance and encouragement which led to the successful completion of this work.

I also thank my Course Adviser Dr. Mrs E O Omogbai for her motherly roles and moral support. To my Head of Department Dr.(Mrs) M.U. Orheruata and also to all my amazing lecturers and staff of the faculty of education, university of Benin Mr. B.B Owade, Dr.(Mrs)F.T.Adeyemi, Mr.G.U. Mrs. Elizabeth N. Ohiozua, Robinson, Dr. F. Egberha, Mrs .E.B. Uwoye, Rev. Fr. Dr. A.A. Adubale, Dr. M.N. Igbineweka, Dr. U.C. Ataha, Mrs Y.O. Osunde, Dr.Mrs H.J. Osarunmwense Prof. A U Osunde, Prof. Mrs E.O Egbochuku, Dr. Mrs P.K. Adeosun Umerah.Prof. Mrs A.N.G.Alutu, Prof.(Mrs) G.I. Osa-Edoh,Prof.O.K Omorogiuwa,Prof.(Mrs) H.I Alika,Dr.(Mrs)O.N.Aihie, Dr.W.O.Jesuorobo, Dr(Mrs)D.U.Enwan, Dr(Mrs)P.E.ImaOsagire, Rev Sr(Dr) E.N. Obiemeka, Dr C.P. Ojiyi, Mrs E.O. Omogbia, Mr. N.A Idugboe, Mr. E.N. Ikponmwosa, Mrs.G.I Nwokuule, Mrs.U.Atuma, Mr.K.O Oiakhna, Mrs E.G Aliu, Mrs.C.M Anyiam, Rev.Sr.M.A.I. Otuonye, Dr.F. Egberha, Dr.P.k.Adeosun, Dr.A.V.Uyigüe, Dr.(Mrs)V.O.Idusogie, Dr (Mrs) V.O.Idusogie, I say a very big thank you to you all for your timeless effort and knowledge imparted on me, may God bless you all.

I also express my gratitude to my father late. Engr. Edwin Arepreye Ewarewah I hope I have made you proud.to my Mother Miss Felicia Akpobome Mentie who filled the role of a father, a mother, a friend, a sister, a doctor and has been my everything thank you so ma for your endless sacrifices. This is proof that all your efforts are never in vain.to my baby sister Oghenetega Sophia Ewarewah in this world it is just us thank you for the endless support and encouragement.

To my big brother Otite vinskelly Oghenemine words are not enough to thank you for always thinking of me and never letting me worry nor lack. to my favourite uncles, uncle Eddy Ebruke, uncle Moses Mentie thank you sirs for always coming through for me. To my sister from another mother Osawaru Abieyuwa Alexandra thank you for being my companion on this journey and for showing me that friendship means so much more.

Finally to my friends turned family Akhihiero Ilevbare Victor, Odion Ivie, Odion Ehize, Tobi, Oshoma Louis, Agbongiater Enoyosa, Agbongiater Osayi, Sangodere Opeyemi Elizabeth, Isibor-Obaseki Emmmanuella, Ziregbe Sharon Oghenekome, Ofor Theodora thank you so much and to those who contributed to the success of these research directly or indirectly, I express my unreserved gratitude. God will reward you for all your labour of love.

## **TABLE OF CONTENTS**

**Title page**

**Certification**

**Dedication**

**Acknowledgement**

**Abstract**

**Table of contents**

### **CHAPTER ONE: INTRODUCTION**

Background to Study

Statement of the Problem

Research Questions

Significance of the Study

Purpose of the Study

Scope and Delimitation of study

Definition of Terms

### **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

Theory of Academic Performance

Concepts of Disabilities

Types of Disabilities

Causes of Disabilities

Concept of Inclusive Education

Aims and Objectives of Inclusive Education

Importance of Inclusive Education

Challenges Facing Inclusive Education

Concepts of Academic Performance

Summary of Reviewed Literature

## **CHAPTER THREE: METHODOLOGY**

Research Design

Population of Study

Sample and Sampling Technique

Method of Data Collection

Instrument of Data Collection

Validity of Instrument

Reliability of Instrument

Method of Data Analysis

## **CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION**

Data Analysis and Interpretation

Discussion of Results

## **CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION**

Summary

Conclusion

Recommendation

References

Appendix

## **ABSTRACT**

The study was carried out to examine factors affecting the academic performance of students with disabilities in the secondary inclusive school setting. Four research question were formulated to guide the study. Descriptive survey research design was adopted for this study. The study population consists of students with disabilities in the secondary inclusive school setting in Ihogbe College Benin City. A total number of 30 students with special needs were used for the study. The instrument for the study was a question on factors affecting the academic performance of students with disabilities in the secondary inclusive school setting FAAPSDSISS. To ensure the reliability of the instrument, the cronbach alpha statistics was used in the study and a coefficient value of 0.79, 0.70, 0.78, and 0.81 was obtained. The data collected were analysed using descriptive statistics.

The findings from analysed data shows that there's a significant relationship between the academic performance of students with disabilities and the Family background, attitude of the students, availability of school personnel and lastly teaching strategies. Based on the findings, some recommendations were made which include: Provision for properly trained special teacher, proper placement of special teachers, offer guidance and counselling services to students with special needs, appropriate modification of curriculum and teaching strategies

## **CHAPTER 1**

### **INTRODUCTION**

#### **Background To Study**

Disability is a loss of ones total functional limitation that affects their organs, thus restricting their capabilities of carrying out a specific task. This is what I see disability as but an accurate and more appropriate definition is given by the CDC. According to the Centre for Disease Control and Prevention (CDC) (2020), Disability is any condition of the body or mind (impairment) that makes it more difficult for the person with the condition to do certain activities (activity limitation) and interact with the world around them (participation restrictions).

There are various and different types of disabilities like the most common which are visual impairment (blind) and hearing impairment (deaf) the general public usually associate disabilities to just these two and being ignorant to the others like learning disability, physical disability, cerebral palsy, autism etcetera. The Visually Impaired (VI) range from students with low vision or partial sight to the totally blind. Low vision students are those who have lost some degree of sight to read or write. This is possible through the use of optical aids such as spectacles or non-optical aids such as large print and environmental modification like improving the lighting in the room or seating near the board.

Visual abilities may vary during different times of the day because of the changing intensity of light or strong glare. Low vision students face challenges of locating large print materials, moving around in unfamiliar grounds or streets, finding transportation, identifying readers for library work or researching for assignments and written exercises. The Alliance for students with Disabilities (2014)

Deaf or hard of hearing students encompass functional hearing loss which ranges from mild to profound. Often, those with very little or no functioning hearing refer to themselves as „Deaf“. Those with milder hearing loss may label themselves as „hard of hearing“. When these two groups are combined, they are labelled as individuals with hearing impairments (HI). Some students who are hard of hearing may hear only specific frequencies or sounds within a certain volume range. They may rely heavily on hearing aids and lip reading. Some never use sign language and may have speech impairments as a result of their inability to hear their own voices clearly. Students who are deaf have little or no speech. They will often communicate through a sign language interpreter. The Alliance for students with Disabilities (2014). The World Report on Disability (2011) by the World Health Organization (WHO) and the World Bank estimates that approximately 15% of the world's population lives with some form of disability. The report estimates further that approximately 13 million or about 0.7% of the world's children are severely disabled. The report

pinpointed the disproportional effects which disability has on people and children in particular from lower income countries. The report continued to say that nowhere else is this reflected than in the sphere of education where these children are less likely to start or finish school than their non-disabled peers. Of profound importance is the impact which these issues around access and participation in education have on contributing to high levels of unemployment among people with disabilities, leading to very poor levels of economic participation in their societies and high levels of poverty and deprivation, both for the person with a disability and their family (SADPD, 2012).

The United Nations human right office of the commissioner (2020) states that Persons with disabilities face discrimination and barriers every day that restrict them from participating in society on equal basis with others. They are not usually allowed to participate in activities including educational experiences and to ease this plight, The universal declaration of human rights UDHR(1948)has stated that education is a fundamental human right and thus Every living human being deserve the right to be educated. Be it a regular child, or a person with disabilities.

The Education for All Handicapped Children Act (EHA) established the a right to public education for all children regardless of disability while the Individuals with disabilities Act (IDEA), requires all schools to provide individualized or special education for children with qualifying disabilities.

IDEA gives guidelines for schools to provide education that is tailored to meet the needs of the individual child with a disability. This education must be of benefit to the child and should prepare them for further education or to work and live independently (Special Education News, 2014). Where person with disabilities are placed in a regular classroom setting and is given the same quality learning opportunity as a regular student. The academic performance is a tell-tale sign of how persons with disabilities perform and how well they would be inaugurated into the society. UNICEF (2021) reports that nearly 50 percent of children with disabilities are not in school, compared to only 13 percent of their peers without disability. The consequences of segregation can be heart breaking for both parents and children as their futures are being marginalized. Inclusive education is the philosophy and practice of educating students with disabilities in a general setting. Persons with special needs learn at different rate from regular students and as such, the academic performance of persons with special needs is vital to understand how important it is to have a proper structure in place regarding persons with disabilities.

There are many issues to be considered and conditions to be met in order to make inclusive education to be effective. These group of children's disabilities have special needs in many areas of life as it affects their cognitive attribute. The demand of this type of education is enormous, and they are various challenges affecting the progression of this idea. Since 2017, inclusive

education (IE) has been defined as the ‘progress of addressing all barriers and providing access to quality education to meet the diverse needs of all learners in the same learning environment’.Pinnocke (2020).

## **1.2 Statement of the Problem**

When a child is sent to school it is expected of that child to perform well and bring good results the same thing applies to students with disabilities. Performance shows how well a learning experiences has been carried out some persons with disabilities tend to perform poorly while their colleagues perform well. This work is asking why and if possible how can this problem be best solved. Currently, persons with disabilities are faced with the problem of attending school then performing better. And this has led to reduction in the country’s economic growth because not everybody is pulling their weight.

In time past, UNESCO institute for statistics has shown that in the year 2010, the United States of America recorded an 11% rate of both male and female student with disability attending schools. There have been record of low performance of students with disabilities. Several researchers have tried in their own capacity to curb this issues, among these researches are stated that various measures such as policy making, motivation classes sensitization of students and sensitization of teachers could control or reduce the occurrence of these persistent low performance although to no avail I have these practices led to success.

Over the years, administrators in the educational field has tried to solve this problem by creating tailored learning, creating study group, creating a more suitable curriculum and motivating students to perform better but still this problem persists. Comparatively, the National Centre for Education Statistics (2010) indicated that one-third of students with disabilities withdraw due to low performance rates. They are still some hardships that persons with disabilities face especially when academic performance is concerned.

Some of these consequences are listed below

- Lack of specialized individuals; for a child with disability to benefit maximally from inclusion, it is imperative for general education teachers to be able to teach a wider array of students including those with disabilities.
- Stigmatization of students with impairments: sometimes putting children with special education needs with regular students is sometimes demoralizing to both their learning experience and their self-confidence as some regular students may bully and may turn their situations into something to be ridiculed.
- Very low performance in education activities and learning instruction
- Lack of understanding of the concept and definition of inclusive education: poor understanding of what constitutes inclusive education tends to make the adoption difficult. Many people

understand this concept quite differently. Some understand it to mean integration while some see it as mainstreaming.

## **Research questions**

The following research questions were asked as a guide to the researcher in the cause of this study

- 1 Does the family background influence the academic performance of students with Disabilities?
- 2 Does attitudes of students with disabilities influence their academic performance?
- 3 Does School facilities and school personnel influence the academic performance of students with Disabilities?
- 4 Does teaching strategies influence the academic performance of students with disabilities?

## **1.5 Significance of the study**

This study intends to investigate on the factors that cause poor academic performance. People who stand to benefit from this work include teachers, students, education administrators and policy makers in education as well as the general public. This work will help teachers to further understand their students and how best to create a tailored learning experience. This is very useful feedback to policy makers to review the effectiveness of inclusive education. The study will provide feedback on the academic performance of teaching and

learning materials such as instructional materials, Individual educational plans. The feedback may guide the educational sector on how to further more improving the quality of education and the right attitude towards persons with disabilities. The study expects to bring useful insights on what to improve in, modify and build ways of teaching and learning. The study is important for every stakeholder in the educational sector including other researchers and even politicians.

### **1.6 Purpose of the study**

The purpose of the study is to determine the factors affecting the academic performance of persons with disabilities.

### **1.7 Scope and delimitation of study**

The scope of this study is to determine the factors affecting the academic performance of students with disabilities in all secondary school in Oredo local government area Benin City. The study will be delimited to students with disabilities in Ihogbe secondary school. The study was confined to schools with special needs children seeing as they were more liable to give appropriate and accurate information regarding the topic. However every effort was made to use the right technique to draw accurate conclusions. Class teachers and students are the main respondents because they were the direct link to my research.

### **1.8 Definition of terms**

**Academic performances:** refers to achievement in standardized test or examination shown by students

**Attention deficit hyperactivity disorder (ADHD):** a condition characterized by inattention, hyperactivity, and impulsivity

**EHA:** Education for all handicapped children act

**General setting;** Regular classroom

**IDEA:** Individual with disability education Act

**IEP:** individualized education plan, a plan made to meet the needs of a person with special needs

**Impairment:** This is an absence of or significant difference in a person's body structure or function or mental functioning.

**Inclusive education:** Education for all

**Instructional materials;** instruments used to carry out the curriculum

**Integration:** Involvement into activities

**Intellectual disability:** this is a term used when there are limits to a person's ability to learn at an expected level and function in daily life. It is also seen as a condition characterized by limitations in intellectual functioning and adaptive behaviour

**Learning disabilities:** this is neurological condition that affects an individual's learning abilities he may experience difficulty with reading, writing, or math skills.

**Performance:** to perform is to take a complex series of action that integrate skills and knowledge to produce a result,

**Persons with disabilities:** individuals who have long term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full participation in society on an equal basis with other people.

**Resource room:** a separate remedial classroom in a school where students with disabilities go to get further instruction after a learning process has been carried out.

**Secondary school:** a school that which provides secondary education after primary school education.

**Special needs:** particular educational requirements arising from physical or intellectual disabilities or behavioural difficulties

**Students:** is a learner or someone who attends an educational institution

**Students' academic performance:** the outcome of the teaching and learning process in terms of knowledge and skills in students acquires from school.

**Teaching manuals:** means all materials that facilitate the teaching and learning in school, they include curriculum, textbooks etc.

**UBE:** Universal basic education act

**UDHR:** Universal declaration of human rights

**UNESCO:** united nation educational scientific and cultural organization

**UNICEF:** united Nations children's fund.

## **CHAPTER TWO**

### **THE REVIEW OF RELATED LITERATURE**

The aim of this chapter is to present already existing views of people in related to this study. The review of literature was anchored on the relevant studies to this work under the following subheadings such as

- Theoretical Framework
- Concepts of Disabilities,
- Types of Disabilities,
- Causes of Disabilities,
- Concept of Inclusive Education,
- Challenges of Inclusive Education
- Concepts of Academic Performances
- Summary of Reviewed literature

#### ***Theoretical framework***

The theory of academic performance was developed by Elgar (2007). The theory emphasizes six foundational concepts to form a framework that can be used to explain performance as well as performance improvements to perform is to produce valued results. Student achievement forms the basis of almost aspects

of education. Simply, achievement means “the accomplishment of something”, and in education that “something” generally refers to articulated learning goals. Although learning process takes place in various contexts, the focus of educators rests on learning that occurs in established instructional environments such as schools and classrooms where educators interact with students to help them achieve explicit knowledge and skills (Guskey, 2013).

A performer can be an individual or a group of people engaging in a collaborative effort. Developing performance is a journey and level of performance is a journey and level of performance describe location in the journey. Current level of performance depends on six components: context, level of knowledge, levels of skills, level of identity, personal factors and fixed factors. Three axioms are proposed for effective performance improvements these involves a performer’s mind set this involves the mental health of the performer is the performer in good health, immersion in an enriching environment this involves the learning environment and how standard it might seem and engagement in reflective practice this concerns the how the individual puts the work what he has learnt during the learning process. When people learn and grow, they are empowered to create results that make a difference has been the primary goal of higher education throughout the ages.

## *Concept of Disabilities*

To further more understand this research, we need to understand certain keywords starting with Disabilities. In the common world the world “disabilities” is popularly misinterpreted and easily misunderstood. Baglieri, Valle, Connor, and Gallagher (2010) opined that – the field of special education historically founded on conceptions of disability originating within scientific, psychological, and medical frameworks. The concept disabilities refers to a physical or mental impairment that limits an individual’s ability to perform certain activities, interact with their environment or participate fully in society. Disabilities can vary in nature and severity and they can be present from birth or acquired later in life due to illness, injury or aging.

Disabilities can affect a person’s mobility, vision, hearing, communication, cognition, and other aspects of functioning. The impact of a disability can range from mild to severe and can have significant social, economic, and psychological consequences for individuals and their families. It is important to note that disabilities is not a personal trait or characteristics but rather a result of interaction between an individual’s impairment and the social and physical environment in which they live. According to Mackelprang, (2010) ‘Looking through a lexical lens, the term disability has (only recently) become a signifier of the grand category of atypical bodies’ (DePoy and Gilson, 2011.).

In most instances, a disabled person has functional limitations and/or activity restrictions. A 'functional limitation' disability may be defined as 'specific reductions in bodily functions that are described at the level of the person'. While 'Activity restriction' disability may be defined as 'specific reductions in daily activities that are described at the level of the person'. Disability thus refers to some kind of limitation – deviates from normal norms. But the degree or intensity has not been addressed which obviously varies across the board (Sujoy 2018). World health organization has addressed this issue and went further to classify impairments. *World Health Organization (WHO): International Classification of Impairments, Disabilities and Handicaps (ICIDH) in 1980* WHO provides a conceptual framework for disability with three significant aspects or issues; they are interrelated and overlapping in some sense:

- a. Impairment
- b. Disability
- c. Handicap

We may observe some hierarchical order in conceptualization. Impairment is "any loss or abnormality of psychological, physiological, or anatomical structure or function". Impairments are disturbances at the level of the organ, which includes defects in or loss of a limb, organ or other body structure, as well as defects in or loss of a mental function. Examples of impairments include

blindness, deafness, loss of sight in an eye, paralysis of a limb, amputation of a limb; mental retardation, partial sight, loss of speech, mutism, cerebral palsy and learning difficulties. Disability is a "restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being". It describes a functional limitation or activity restriction caused by impairment. Disabilities are descriptions of disturbances in function at the level of the person. Examples of disabilities include difficulty in seeing, speaking or hearing; learning, difficulty in moving or climbing stairs; difficulty in grasping, reaching, bathing, eating, and toileting etc.

Handicap is a "disadvantage for a given individual, resulting from an impairment or disability that limits or prevents the fulfilment of a role that is normal (depending on age, sex and social and cultural factors) for that individual". Handicap describes the social and economic roles of impaired or disabled persons that place them at a disadvantage compared to other persons. These disadvantages are brought about through the interaction of the person with specific environments and cultures. The term is also a classification of "circumstances in which disabled people are likely to find themselves". Examples of handicaps include being bedridden or confined to home; being unable to use public transport; being socially isolated, being forced to remain illiterate.(Sujoy 2018). Therefore, disability is not something that resides solely

within the person but rather arises for interaction between the individual and their environment.

## **Types of Disabilities**

They are various types of disabilities, which can be classified into four categories and they are; Physical disabilities, sensory disabilities, cognitive disabilities and mental health disabilities.

### ***1. Physical Disabilities***

Physical disability indicates any physical limitations or disabilities that inhibit the physical function of one or more limbs of a certain person. It can be temporary or permanent. Physical disabilities refers to impairments that affects a person's mobility, coordination or physical functioning. The causes of this kind of diseases are various. Any person can acquire it through accidents, injury, illness post-surgery effects and heredity some examples of physical disability are:

#### ***i. Musculoskeletal injuries***

This refers to the damage of the muscular or skeletal systems. Which is usually due to strenuous activities. They are the most common work related injuries. Workers often engage in some frequent and repetitive

works that require them to hold awkward postures while working and eventually cause the disease to develop. (Konzeal, 2022)

***ii. Cerebral palsy***

A group of disorders that impact a person's ability to move and maintain balance. Cerebral palsy is usually caused by abnormal brain developments a condition that affects muscle control and coordination that affects muscle control and coordination caused by brain damage before or during birth.

The symptoms of cerebral palsy vary from person to person.

A person with severe cerebral palsy may need to use special equipment to walk and lifelong care. (CDC, 2019)

A person with mild cerebral palsy may walk awkwardly but may not need special assistance.

***Types of cerebral palsy***

***a) Spastic cerebral palsy***

This is the most common types of cerebral palsy. People with spastic Cerebral palsy usually suffer from muscle stiffness.

***b) Spastic diplegia***

Person's with this type of cereal palsy has muscle stiffness mainly in the legs with arms less affected or not affected at all.

***c) Spastic hemiplegia***

This type of cerebral palsy affects only one side of one's body. The arm is more affected than the leg.

***d) Spastic quadriplegia***

This type of cerebral palsy affects our limbs, the trunk and the face. People with spastic quadriplegia usually cannot walk and have other developmental disabilities such as intellectual disability and seizures.

***iii. Spinal cord injury***

Spinal cord injury indicates the damage to any part of the spinal cord or nerves at the end of the spinal canal that can result in paralysis or loss of strength, sensation and function (mobility and feeling) in the body. (National institute of neurological disorders and stroke, 2022)

***Causes of spinal cord injury***

***Trauma and diseases***

According to the American Spinal Injury Association (ASIA) grading scale, spinal cord injury can be classified as the following categories.

ASIA A: a complete spinal cord injury with no sensory or motor function preserved

ASIA B: a sensory incomplete injury with complete motor function loss.

ASIA C: a motor incomplete injury with some movement.

ASIA D: a motor incomplete injury with more than half of the muscle groups is anti-gravity.

ASIA E: normal

**iv. Amputation**

This indicates removal of part of all of a body part that is enclosed by skin due to injury or illness.(konezal,2020)

***Causes of amputation***

- a) Accidents
- b) Animal's attacks
- c) Warfare
- d) Surgery etc.

v. **Arthritis**: a condition that causes inflammation and pain in the joints, making it difficult to move.

**vi. Spina bifida**

A birth defect that occurs when the spine and spinal cord do not form properly.

A type of neural tube defect. The neural tube forms early in pregnancy and closes by 28<sup>th</sup> day after conception. Babies with spina bifida do not

have such progress and will suffer from this defect in the spinal and in the bones of the spine.

### ***Types of spina bifida***

#### ***a) Spina bifida occulta***

It is the mildest and most common type. Many people who have Spina bifida occulta do not even know it until they accept professional medical examinations. This type of spina bifida usually does not have obvious symptoms.

#### ***b) Myelomeningocele***

Also known as “open spina bifida” is the most severe type and typical has the following symptoms

The spinal canal is open along several vertebrae in the lower or middle back. Sometimes both the membranes and the spinal cord forming a sac. Tissues and nerves are usually exposed, though sometimes skin covers the sac. (Konzeal, 2022)

## ***2. Sensory Disabilities***

A sensory disability is a neurological disorder that affects the human brain’s ability to process sensory information, namely their hearing, vision,

taste, smell, or touch. When their senses are affected, a person may lack input from any or multiple senses which create a different experience for them in the world. The disability may not actually cause them impairment, or they may require significant support to fully participate in their lives and access some aspects of society, or they may lie somewhere in between the two extremes which is most common. Sensory disabilities refers to impairments that affects a person's ability to see, hear or communicate. (konezal, 2020). As noted, there are four main types of sensory disability and they have distinct symptoms which define and differentiate them, as well as determine the necessary levels of support for any individual who lives with them. They are:

***I. Visual impairment:***

Blindness and low vision are serious sensory disabilities that may require a person to enlist significant support depending on their individual circumstances. Blindness is characterized by a total loss of vision in one or both eyes, meaning there is no visual input to the brain from the affected eye/s. This is what most people think of when discussing blindness, however there are other possible vision impairments that are sensory disabilities and can significantly affect a person's life. These include limited visual acuity or low vision, as well as colour blindness or the inability to accurately perceive certain colours. (aruma 2017) While colour blindness if

often congenital or neurological in origin, some common causes of blindness or low vision are: Uncorrected refractive error, Cataract, Age-related macular degeneration, Glaucoma, Trachoma. These are one of the common disabilities that people experiences.

## ***II. Hearing impairment:***

Hearing loss refers to hearing loss greater 35 decibel. It is the Partial or total inability to hear. Sometimes it may be temporary other times it may be permanent or temporary. Deafness and loss of hearing are also serious sensory disabilities and reflect an impairment in a person's ability to perceive sounds in either or both ears. Hearing loss may range from mild to severe, it may be unilateral or bilateral including deafness.(Bhargava 2022) There are four main types of hearing loss that reflect the pathways that sound takes to be collected in our ears and interpreted in our brains. They are:

- i. ***Conductive Hearing Loss:*** An obstruction or obstacle impairing the transmission of sound from the outer ear where it is collected or the middle ear where it is transformed into minute vibrations to the inner ear where it is transmitted as neurological signals to the brain. This problem interferes with the transmission of sound through the outer

and middle ear to the inner ear resulting in reduced loudness of sound.(Bhargava 2022)

- ii. ***Sensorineural Hearing Loss***: This occurs when there is a malfunction or damage to the inner ear or hearing nerve once vibrations arrive so that the sounds are not properly transmitted to the brain.
- iii. ***Mixed Hearing Loss***: This is a combination of conductive hearing loss and sensorineural hearing loss where there are aspects of both types present in an individual.
- iv. ***Auditory Neuropathy Spectrum Disorder***: Similar to sensorineural hearing loss, an auditory neuropathy is specifically caused by damage to the inner ear or hearing nerve so that the signals transmitted to the brain are altered or inappropriate for the given sound input.

### ***III. Sensory processing disorder***

Sensory Processing Disorder, or SPD, was formerly referred to as sensory integration dysfunction. SPD is a neurological condition that interferes with a person's ability to interpret sensory messages from the brain and convert those messages into appropriate movements or behavioural responses. Patients with SPD have trouble filtering out unimportant sensory information like when in crowded places, and can cause them to feel overwhelmed or over-stimulated. Common symptoms of SPD are:

- i. Inability to tolerate bright lights and loud noises
- ii. Refusal to wear clothing because of how it feels
- iii. Distracted by background noises that others don't notice
- iv. Afraid of unexpected touching and avoiding hugs even with familiar adults
- v. Overly fearful of swings and playground equipment
- vi. Have trouble knowing where their body is in relation to other objects or people

#### ***IV. Autism***

Autism Spectrum Disorder, or ASD, is a developmental disability that can impair an individual's social, communicative, physical, and behavioural functions. The impairment can be relatively minimal, or it may require significant support on a day to day basis. Common symptoms of ASD include:

- i. Developmental regression, or loss of previously achieved skills or milestones
- ii. Absence of attention to common objects such as failure to look where you are looking or pointing
- iii. Abnormal or unexpected reactions to stimuli from their surroundings
- iv. Abnormal social interactions
- v. Absence of smiling when greeted by parents and other familiar people
- vi. Absence of expected responses to pain or physical injury

vii. Language delays or unusual language formulation or structure

viii. Repetitive behaviors

These symptoms partially reflect a defect in the brain's processing of sensory and external information, which characterizes the occasionally perceived apathy of patients living with ASD.

### **3. *Cognitive Disabilities:***

Cognitive disability is a term applied when an individual has some specific limitations in his/her mental functions and abilities (like social skills, learning, self-help, communication, etc.). The cognitive disability is also called intellectual disability. (FCC, 2016). These disabilities can slow down the learning and developing process of a child more than a normal child. Cognitive disabilities may cause due to a brain abnormality, genetic disorder, illness, or injury. They can identify with standardized intelligence and adaptive behaviour tests. Cognitive disabilities can be found in millions of people, including people with traumatic brain injury, people with intellectual and developmental disabilities, and people with learning limitations like autism and dyslexia. People with cognitive impairment may have impaired motor, social, or learning skills that may decrease their performance in the workplace. The cognitive impairments may cause the following restrictions:

- i. The memory loss for short- or long-term.
- ii. Difficulty with speaking, writing, and reading.
- iii. Problems with orientation.
- iv. Diminished or distractibility attention period.
- v. Disability to express oneself, like finding the precise words in a conversation.
- vi. Disability to resolve problems. Cognitive disabilities range from less serious disabilities (like attention deficit and dyslexia disorder) to more serious disabilities (like hereditary diseases and brain damage).

### ***Types of Cognitive Disabilities***

#### ***i. Dyslexia***

Dyslexia is one of the most common types of cognitive disability. Dyslexia is a disability of language learning. This type of disability is most common all over the world. According to a survey, around 15% to 20% of people have a language learning disability. Dyslexia is mainly a type of reading disability, and there are some evidences that represent that Dyslexia is a genetic disability. You can easily observe this disability in men and women that live around you.

Dyslexia disabilities include trouble of deciphering a single word, and insufficient speech processing performance. The absence of this skill is often unexpected when compared to people's age and other academic and cognitive skills. The person has not experienced any other kind of sensory or

developmental disability. In the case of Dyslexia disability, the person can face problems with various types of limitations such as writing, spelling, reading, and language. (FDC 2016).

***ii. Attention Deficit Hyperactivity Disorder (ADHD)***

ADHD is a disease that affects a person's skills such as paying attention, standing still, and focusing. Due to this disability, a person may find it difficult to focus on work or topics, or he may act irresponsibly. This type of cognitive disability starts in childhood but can't be identified until adulthood or adolescence. A person with ADHD may face problems doing homework or working from home and jump from one activity to another. People having ADHD may also forget to perform homework or any other work that they decide to perform. Such a person may make unintended mistakes or feel problems paying attention to his/her work. People with ADHD can face difficulties to arrange their tasks and activities and disturb others. Such people may talk too much, feel restless, or fidget.

***iii. Brain Injury***

Brain damage or injury may cause due to different reasons such as meningitis, brain tumours, TBI (traumatic brain injury), illness, or stroke, etc. Every brain injury is unique; there is no trustworthy method to predict how a

specific injury can affect a person's brain. When a specific injury damages a person's brain, a healthcare provider performs a variety of neurological and psychological tests to identify the damaged area of the brain. Some injuries have minor brain damage and behavioural effects. In contrast, other brain injuries have severe effects on the brain. The severity of brain damage determines the outcome of a person's skill to process information. (Decooman 2022)

#### ***iv. Genetic Disability***

These types of cognitive diseases affect people individually. Dementia, Autism, and Down syndrome are examples of genetic disability. Some people with these limitations have the capability to work at a higher level compared to others. For example, a person with the syndrome can spend his life independently at a sufficiently high level, while another person with Down syndrome may require continued help with his daily life activities. The more difficult it is for a person to experience cognitive impairment, the more complex it is for an individual to understand. (Harkema 2022)

#### ***4. Mental Health Disabilities:***

Mental health disabilities refers to impairment that affect a person emotional and psychological well-being. Some examples includes:

##### ***i. Depression:***

According to the American Psychiatric Association (2021), Depression is a common and serious medical illness that negatively affects how you feel, think and how you act. Fortunately it's treatable. A mood disorder characterized by persistent feelings of sadness, hopelessness and loss of interest in activities. Depression causes feelings of sadness and/or a loss of interest in activities you once enjoyed. It can lead to a variety of emotional and physical problems and can decrease your ability to function at work and at home.

Depression symptoms can vary from mild to severe and can include:

- i. Feeling sad or having a depressed mood
- ii. Loss of interest or pleasure in activities once enjoyed
- iii. Changes in appetite — weight loss or gain unrelated to dieting
- iv. Trouble sleeping or sleeping too much
- v. Loss of energy or increased fatigue
- vi. Increase in purposeless physical activity (e.g., inability to sit still, pacing, handwringing) or slowed movements or speech (these actions must be severe enough to be observable by others)
- vii. Feeling worthless or guilty
- viii. Difficulty thinking, concentrating or making decisions
- ix. Thoughts of death or suicide

Symptoms must last at least two weeks and must represent a change in your previous level of functioning for a diagnosis of depression. Also, medical

conditions (e.g., thyroid problems, a brain tumor or vitamin deficiency) can mimic symptoms of depression so it is important to rule out general medical causes.

***ii. Anxiety disorders:***

Anxiety disorders as a collective entity are pervasive and include discrete diagnoses of generalized anxiety disorder (GAD), social phobia (SP), obsessive compulsive disorder (OCD), panic disorder (PD), and post-traumatic stress disorder (PTSD).(WHO,2019).Anxiety disorders present with a marked element of psychological tension and distress and are accompanied by a range of somatic symptoms such as palpitations, shortness of breath, dizziness, hyperthermia, and digestive disturbance conditions characterized by excessive worry, fear or panic.

***iii. Bipolar disorder:***

Bipolar disorder, formerly called manic depression, is a mental health condition that causes extreme mood swings that include emotional highs (mania or hypomania) and lows (depression).When you become depressed, you may feel sad or hopeless and lose interest or pleasure in most activities. When your mood shifts to mania or hypomania (less extreme than mania), you may feel euphoric, full of energy or unusually irritable. These mood swings can affect

sleep, energy, activity, judgment, behaviour and the ability to think clearly. Episodes of mood swings may occur rarely or multiple times a year. While most people will experience some emotional symptoms between episodes, some may not experience any condition characterized by periods of mania and depression. There are several types of bipolar and related disorders. They may include mania or hypomania and depression. Symptoms can cause unpredictable changes in mood and behaviour, resulting in significant distress and difficulty in life. (NIMH, 2019)

- i. *Bipolar I disorder.* You've had at least one manic episode that may be preceded or followed by hypomanic or major depressive episodes. In some cases, mania may trigger a break from reality (psychosis).
- ii. *Bipolar II disorder.* You've had at least one major depressive episode and at least one hypomanic episode, but you've never had a manic episode.
- iii. *Cyclothymic disorder.* You've had at least two years — or one year in children and teenagers — of many periods of hypomania symptoms and periods of depressive symptoms (though less severe than major depression).(NIMH,2020)
- iv. Other types. These include, for example, bipolar and related disorders induced by certain drugs or alcohol or due to a medical condition, such as Cushing's disease, multiple sclerosis or stroke.

Bipolar II disorder is not a milder form of bipolar I disorder, but a separate diagnosis. While the manic episodes of bipolar I disorder can be severe and dangerous, individuals with bipolar II disorder can be depressed for longer periods, which can cause significant impairment. Although bipolar disorder can occur at any age, typically it's diagnosed in the teenage years or early 20s. Symptoms can vary from person to person, and symptoms may vary over time.

#### ***iv. Schizophrenia:***

Schizophrenia is a serious mental disorder in which people interpret reality abnormally. Schizophrenia may result in some combination of hallucinations, delusions, and extremely disordered thinking and behaviour that impairs daily functioning, and can be disabling. A severe mental illness characterized by disordered thinking, emotions and behaviour. (Higuera 2023). People with schizophrenia require lifelong treatment. Early treatment may help get symptoms under control before serious complications develop and may help improve the long-term outlook. Schizophrenia involves a range of problems with thinking (cognition), behaviour and emotions. Signs and symptoms may vary, but usually involve delusions, hallucinations or disorganized speech, and reflect an impaired ability to function. Symptoms may include:

##### ***i. Delusions.***

These are false beliefs that are not based in reality. For example, you think that you're being harmed or harassed; certain gestures or comments are directed

at you; you have exceptional ability or fame; another person is in love with you; or a major catastrophe is about to occur. Delusions occur in most people with schizophrenia. (MFMER, 2020)

***ii. Hallucinations.***

These usually involve seeing or hearing things that don't exist. Yet for the person with schizophrenia, they have the full force and impact of a normal experience. Hallucinations can be in any of the senses, but hearing voices is the most common hallucination.

***iii. Disorganized thinking (speech).***

Disorganized thinking is inferred from disorganized speech. Effective communication can be impaired, and answers to questions may be partially or completely unrelated. Rarely, speech may include putting together meaningless words that can't be understood, sometimes known as word salad. (MFMER, 2020)

***iv. Extremely disorganized or abnormal motor behavior***

This may show in a number of ways, from childlike silliness to unpredictable agitation. Behavior isn't focused on a goal, so it's hard to do tasks. Behavior can include resistance to instructions, inappropriate or bizarre posture, a complete lack of response, or useless and excessive movement.

v. *Negative symptoms.*

This refers to reduced or lack of ability to function normally. For example, the person may neglect personal hygiene or appear to lack emotion (doesn't make eye contact, doesn't change facial expressions or speaks in a monotone). Also, the person may lose interest in everyday activities, socially withdraw or lack the ability to experience pleasure. Symptoms can vary in type and severity over time, with periods of worsening and remission of symptoms. Some symptoms may always be present.

In men, schizophrenia symptoms typically start in the early to mid-20s. In women, symptoms typically begin in the late 20s. It's uncommon for children to be diagnosed with schizophrenia and rare for those older than age 45. (MFMER, 2020). It is important to note that these categories are not mutually exclusive and individuals with disabilities may experience combination of physical, sensory, cognitive and mental health impairments. Additionally, disability is a complex and diverse concept that can manifest in different ways depending on an individual's unique circumstances and environment

***Causes of Disabilities***

Disabilities are complicated and has different dynamics to it. And they can be caused combination of factors .understanding the causes of disability is important for developing effective strategies to help.

Some of these causes may include:

### ***Genetic factors***

This is one of the major causes of disabilities is genetics. Genetic conditions are caused by abnormalities can be inherited from parents or can occur spontaneously. Some common genetics conditions that can cause disabilities include Down syndrome, cystic fibrosis and sickle cell anaemia. These conditions can affect an individual's physical, intellectual, or sensory abilities (HHG, 2020)

### ***Illnesses***

Illness can also lead to disabilities chronic conditions such as arthritis, diabetes and heart disease can cause physical impairments that limits an individual's mobility and independence .infectious diseases such as meningitis, polio and HIV can cause neurological damage that results in cognitive and physical disabilities (HHG, 2020)

### ***Accidents:***

Accidents can cause disabilities in a number of ways. Traumatic brain injuries, spinal cord injuries and amputation can results from car accidents, falls and other type of accident. These injures can cause permanent disabilities that limit an individual's ability to work or engage in daily activities.

### ***Environmental factors***

Environmental factors can also contribute to disabilities. Exposure to toxins, such as lead and mercury can cause neurological damage that leads to cognitive and physical impairments. Poor air quality and contaminated water can also have negative effects on an individual's health and well-being.

### *Lifestyle choices*

Lifestyle choices can also play a role in the development of disabilities. Obesity, smoking and substance abuse can all contribute to development of chronic illnesses and conditions that cause disabilities, additionally, lack exercise and poor nutrition can also have negative effects on an individual's health and wellbeing. Disabilities can have a significant impact on individuals and society as a whole. It is important to continue to research and develop interventions that can help prevent disabilities and improve the quality of life for individual living with disabilities. Individuals may have difficulty with accessing education this is where inclusive education comes in. Additionally, it is important to promote social inclusion and offer equal opportunities for individual with disabilities to ensure that they can participate fully in society.

### **Concept of Inclusive Education**

According to Madhumita Puri and George Abraham (2010), the concept of inclusion is based on the premise that all children and adults are part of the society and community helps in development. According to Florian (Adediran, 2011),

inclusive education is a part of broad human rights agenda which argues that all forms of segregation are morally wrong. In the opinion of Adediran (2011), inclusive education is premised on the advocacy of full human rights and social justice, and equalizing educational opportunities. Also, as embodied in the six point inclusion charter *Segregated education is a major cause of societies widespread prejudiced against adults and those experiencing difficulties in learning and that efforts to increase their participation in community life will be seriously jeopardize unless segregated education is reduced and ultimately ended (Adediran, 2011).*

In view of the above declaration therefore, desegregating special education is a crucial first step in helping to change discriminating attitudes in creating greater understanding and in developing a fairer society (Kalu, 2012). By inclusive education, the Centre for Studies in Inclusive Education (CSIE) maintained that it is a process of bringing the disabled and non-disabled children and young people to learn together in ordinary pre-school, primary Schools, Colleges and Universities with appropriate network of support. It can also be described as an educational approach which assembles the abled and non-abled together in an academic environment with an array of professionals attending to their specific needs to ensure a smooth-sailing academic progress (Adediran, 2011).

The Federal Government of Nigeria (2008) submitted that inclusive education involves changes and modifications in contents, approaches, structure and strategies, with a common vision, which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children. Consequently, it is held that “there is no legitimate reason to separate children from their education, rather children belong together with advantages and benefits for every one” (Kalu, 2012). Essentially therefore, the issue of mainstreaming children within the formal education system is all important for internal inclusion.

Inclusive distance education has deduced from the description made above could be regarded as that regular distance educational program, consisted of abled and non-abled students in which a significant portion of the entire teaching and learning is conducted by someone far removed in space and/or time. Nigeria, the 1977 national policy on education identified the right of disabled children to education, although it did not define what type of education they should receive and focused on separate infrastructure and training teachers to provide special education. The fourth edition of the National policy on education (2004) and the associated Universal Basic Education Act (2004) calls for inclusive, free education for people with special needs, training of special education teachers and regular census and monitoring of people with special needs for educational provision. Inclusive is defined as process of

addressing the diverse needs of all learners by reducing barriers to and within the learning environment. Inclusive education is an approach to teaching and learning that aims to provide equal opportunities for all students, regardless of their background or abilities. It emphasizes the importance of creating a learning environment that is supportive, accessible, and respectful of diversity. Inclusive education is based on the belief that all students have the right to quality education that meets their individual needs.

### ***Aims and Objectives of Inclusive Education***

Inclusive education aims at education for all and equal opportunities for every child. Every child has the right to education in a democratic country like ours. The objectives of inclusive education are to identify and enrol children with disabilities in regular schools and to provide them with effective academic support. All children should be given an equal chance to learn to the best of their abilities. Major aims and objectives of inclusive education are the following.

- To welcome with an open mind everybody to school where pains and sorrows are shared with others as joy and happiness
- To strengthen human dignity and to remove many stereotypes from each other's mind and accept the fact that nobody is perfect

- To give opportunity to non-disabled pupils to share with peers who are different in one way or another and to learn, to accept and respect their differences
- To give disabled pupils the opportunity to become part of the schools community and get realistic ideas of what a multiform and competitive society looks like as their own possibilities and limitations
- To create ample opportunities to develop self-esteem needed for human beings to live a dignified life.

### ***Types of Inclusive Education***

Inclusive education is divided into two mainly types Regular inclusion or partial inclusion and full inclusion.

***Regular Or Partial Inclusive:*** students with special needs are educated in regular classes for nearly half of the day, whenever possible, the students receive additional help or special instruction in the general classroom. Most specialized services are provided outside a regular classroom particularly if these services require special equipment or might be disruptive to the rest of the class (such as speech therapy) and students are pulled out of the services. The student occasionally leave the regular classroom smaller, more intensive instructional session in a resource room. This approach may be similar to many mainstreaming practices (Bowe, 2011).

***Full Inclusion:*** it is the complete integration of students with special needs into the general classroom. The students receive special services in the same general classroom as all other students. This is very common with students whose needs are easily met in the classroom, such as modification that allows the student more time to complete written assignment. Here the students classified as disabled virtually remain in the class all the time. (Bowe 2011) related services are provided via push in meaning that professionals enter the classroom and deliver assistance there. Schools that practice full inclusion for all students have no separate special education classes. However, full inclusion of all students regardless of their particular needs, is a controversial practice and it is not widely applied (Hastings 2010).

### ***Importance of Inclusive Education***

The importance of inclusion can be widely seen evidently as it benefits not just the teacher and students but the society at large.

Some of the importance are listed below

- I. Children's with disabilities demonstrate high level of social interaction with non-disabled peers in an inclusive setting compared to segregated settings
- II. Children with diverse abilities improve their social competence and communication skills in an inclusive setting

- III. Children with disabilities in inclusive settings often have more vigorous educational program resulting in improved skills acquisition and academic gains.
- IV. Normal children get benefits from improved instructional technologies in the classroom as children with diverse abilities will require the use of technology to help them learn and hence these can be utilized by the normal children when they are not required by the differentially abled children.
- V. All children are enriched by the opportunity in which they learn and care for each other and hence gain the right attitudes, skills and values needed for community living.
- VI. Inclusive education promotes the social value of equality
- VII. Inclusive setting lead to independent thoughts, positive competency and improved self esteem

In the present scenario hence, we need schools that promote inclusive education and to improve the academic performance of persons with disability, the wider dimension of social acceptance.

### **Challenges Facing Inclusive Education**

Despite the societies acceptance to digest into the system the involvement of the physically challenged into the normal system of education. Just like every other educational sector, inclusive education has certain problems that affects its growth and its effectiveness.

These are some of those challenges:

- ***Inadequate training***

Qualified teachers know that classroom needs must be approached “from curricular standpoint”, in in which difficulties are defined depending on each specific task and activity, and on classroom conditions. Most teachers are not qualified to handle students with physical challenges.

- ***Societal belief/attitude***

It was once believed that disabled people brought bad luck because they had been cursed or had a hex on them. They were often viewed as not human or to have been possessed. They are many cultural and literary manifestation of this thinking which are still being reinforced in myths, legend or literature.

- ***Economic factors***

Financing and supporting of educational services for students with special needs is a primary concern for the nations of the world, regardless of available resources. Yet a growing body of research asserts that inclusive education is not only cost efficient, but also cost effective and that equity is the way to excellence. For example (OECD, 1994) reports estimates that the average cost of putting students with special educational needs in segregated placements in seven to nine times higher than educating them in general classroom.

- ***Teachers attitude***

Additional access to resources and specialist support affects teacher confidence and attitude to inclusive education (Bennett,2010;Katzenmeyer,2010)

The teachers beliefs about inclusion suggest that they do not regard students with impairments, particularly those with sensory impairments as belonging in regular classes and would rather prefer them being educated in existing special schools, teacher also believe that including students with disabilities limits the amount of teaching work they could do resulting in completion of syllabuses. Further, teachers expressed fear and concern, that because they don't have required knowledge and expertise to teach students with disabilities who are included in their regular classes: it is contributing to a reduction in the academic success of their schools.

- ***Inadequate resources***

Apart from teacher negative beliefs about inclusion and concern for their professional competency to practice inclusive education, resource issues also drew much concern for both teachers groups. Resource issues addressed by physical aspects such as inaccessible classrooms to students in a wheel chair, overcrowded classroom, materials such as braille and large print. Furthermore teachers express concern about the lack of support from professionals with expertise such as peripatetic teachers or those with expertise in sign language and braille as well as general as general special education experts.

### **Concept of Academic Performance**

There is an international concern on academic performance of students (Romerhausen, 2013). Globally and Nigeria in particular, improving the quality of education and investment on educational and human resources are regarded as effective factors paving the way for a country's pervasive development. Although education is not the only road to success in the working world, much efforts is made to identify, evaluate, track and encourage the process of students in school (Bells, 2017). According to Narad and Abdullah (2016) academic performance is the knowledge gained which is assessed by marks by teachers and/or educational instructors. Academic performance, is the measurement of a student's achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates, and results from standardized tests. Over a 5-year period, all of the 68 students, with and without disabilities, had graduated from the university. Conversely, Sachs and Schreuer (2011) compared academic success as measured by GPAs and participation in higher education of 170 students with disabilities and 156 students without disabilities throughout Israel. Their results indicated that students with disabilities had similar college experience from social and athletic experiences to academic experience. Furthermore, the academic achievements, as indicated by grade point averages, of students with disabilities were similar to those of students without disabilities (Sachs & Schreuer, 2011).

Academic performance also refers to the level of success a student's achieves in their academic pursuit, which can be measured through various metrics such as grades, test scores and attendance records. The concept of academic performance is very critical because it can have a significant impact on student's future opportunities and success. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act (ADA-AA) (2008), established that qualified students with disabilities are entitled to equal access to postsecondary education. Once qualified and approved for support services, students may request reasonable academic accommodations. They are various factors that contribute to academic performance and their effects on students' academic success. Some of these factors include family background, school environment, attitude of students and cultural factors.

### ***Family Background***

The support and involvement of families play a crucial role in the academic success of students with disabilities. Students from families with higher levels of education and income tend to perform better academically than those from less advantaged backgrounds. In African and Asian context, disability was viewed as a curse or punishment for sin and caused great shame and feelings of guilt on the family. The result was to hide the disabled person from the public eye. Balal & Rehan (2012). According to a study by Johnson and Smith (2017), students from families with higher socioeconomic status and a positive attitude

towards education tend to have a better academic performance. These students often have access to more resources, such as tutoring, private schools and educational materials which can contribute to their academic success. On the other hand, students from disadvantaged backgrounds may face barriers such as poverty, lack of access to educational resources and parental education level, which can negatively impacts their academic performance.

### ***School Environment***

The inclusiveness and supportiveness of the school environment are essential for students with disabilities. Research by Anderson and Johnson (2018) emphasizes that school with inclusive practices, accessible facilities, well-trained staff can positively influence their academic performance. The school environment also affects academic performance. Factors such as the quality of teaching, availability of resources and school culture can significantly influence students' performance. Teachers who are skilled in their subject matter and use effective teaching methods can help students perform better, school that provide adequate resources such as textbooks, libraries, and technology can enhance students' performance. Additionally schools with positive and supportive culture that values education and encourages academic performance can motivate students to perform better.

### ***Attitude of Students***

The attitude and self-perception of students with disabilities can impact their motivations and engagement in learning. According to a study by Brown and Davis (2020), students with positive attitude towards their abilities and a growth mind set tend to have better academic outcomes. Weidner (2014) goes on to suggest that parents may inadvertently compound the problem by becoming overprotective, being negative or pushing their child too hard. Parents fear that other people do not know how to interact with their children and will therefore not treat them properly. This parental fear contributes greatly to the exclusion and segregation of persons with disabilities. As a result of a desire to protect them, many disabled people are kept inside the household at all times. Parents often want their children to attend special institutions, as they believe that they will receive specialized education and care and be protected from the ill treatment or abuse they fear in the community. By focusing on building confidence, can-do attitudes and a healthy self-esteem, parents can help their children become better achievers in every aspect of life, Weidner (2013).

### ***Cultural Factors***

Cultural values and beliefs can impact the educational experiences of students with disabilities. A research article by Lee and Kim (2019) highlights that cultural factors such as language barriers, cultural stigma and different expectations can affect their academic performance. Different cultures have

different attitude towards education and academic achievement, which can affect student's performance. For example in some cultures education is highly valued and academic achievements is seen as a measure of success.

The effects on academic performance on student's future opportunities and success cannot be overstated. Students who perform well academically are most likely to have access to better educational and career opportunities. They are also more likely to be accepted into higher educational institutions and pursue advanced degrees. Academic success can also have positive effects on mental and physical health, self-esteem and overall quality of life. In conclusion, academic performance is a complex concept that is affected by multiple factors, including attitude of students, family background, school environment and cultural factors. Understanding these factors and their effects on students' performance can help educators and parents support students in achieving academic success.

### **Summary Of Reviewed Literature**

The researcher consulted previous research studies that are related to the current study under investigation were reviewed, compared and contrasted. During which the researcher consulted textbooks, seminar papers, multimedia and articles from the internet. The review also delved into theoretical framework. This was done by reviewing the theory of academic performance by Elgar (2007).The theory emphasizes certain concepts like achievement,

performer, and learning process to form a framework that can be used to explain performance in order to produce a valued results.

The literature review dealt with definition of Disabilities, different sensory and physical impairments that are faced by students with special needs. It has highlighted how success in academic performance education and especially higher education opens opportunities for gainful education, opens opportunities for career development and leads to a higher quality of life for the students with special needs. The literature has highlighted how family factors, cultural factors, school environment and involvement, as well as the attitudes of students with disabilities have a great impact on their academic performance in higher education. It has shown how physical accessibility is one of the most important adaptations that can create an enabling environment for the full participation and inclusion of special needs students in institutions of higher learning. The review has also highlighted what it means to be known as the visually impaired, the hearing impaired and the physically challenged. Significant research has been carried out in recent years addressing the educational Needs of students with special needs. Most of the research had been focused on Primary and secondary level of education. Most of the findings appear broadly similar Such as lack of qualified personnel, inaccessible environment, unfavourable and Ridged curriculum Mpofu & Shumba (2012), Adoyo & Odeny (2015).

## **CHAPTER 3**

### **METHODOLGY**

This chapter represents the methodology procedure during the course of the study, and the structural framework it utilizes. This chapter includes the following sub headings; Research design, Population of the study, Sample and Sampling techniques, instrumentations and validation of instrument.

- Design Of The Study
- Population Of The Study
- Sample And Sampling Techniques
- Research Instrument
- Validity Of The Instrument
- Reliability Of The Instrument

- Method Of Data Collection
- Method Of Data Analysis

### **Design of the Study**

This study adopts a descriptive survey research design in order to gather data on factors affecting the academic performance of students with disabilities. Under the research design, Data relating to the variables are allocated at the same time in order to describe the relationship between the variables under study.

### **Population of Study**

According to Bryman and Bell(2011),population refers to the entire group of people, events or objects of interest that a researcher wishes to investigate.it is a complete set of elements that possess some common characteristics defined by the sampling criteria established by the researcher.it forms the basis from which the sample or subjects will be drawn. The inclusive school has over 500 students with a targeted population of 150 students with disabilities in Ihogbe College in Oredo local government area, Edo state.(Ministry of Education,Benin city 2021).

### **Sample and Sampling Technique**

The sample of 30 students representing 20% of the total population was used for this study. The sample size consists of Students with disabilities in Oredo local government Edo state, Nigeria. The sampling technique used for this study was a simple random sampling technique.

### **Method of Data Collection**

The researcher obtained permission from the principal Ihogbe college secondary section. Then, the research instrument (questionnaire) was administered to the students with disabilities in Ihogbe College, Oredo local government area, Edo state, Nigeria. Each items were read out loud for the students with visual impairments and learning disabilities and for the students with hearing impairment the item was expressed to them using sign language for better understanding after which they were given time to answer the questions. The researcher then applied the distribution and collection of completed copies of the questionnaire on the spot method.

### **Instrument of Data Collection**

The instrument that was used for the study is a questionnaire of factors affecting academic performance of students with disabilities in inclusive school setting (FAAPSDSISS) which consisted of two sections. Section A is the demographic information of respondents while section B contains the items to be responded to in line with each research questions. It is a likert scale of forty

(40) items having options of Strongly Agree(SA), Agree(A), strongly Disagree(SD), Disagree(D).

### **Validity of Instrument**

Three (3) judges rated the questionnaire for validity including the project supervisor to ascertain the content appropriateness of the research instrument. The purpose is to ensure that items on the questionnaire are properly worded to meet the respondent's level of understanding and comprehensively cover the research objectives.

### **Reliability of Instrument**

The cronbach alpha statistics was used to estimate the reliability coefficients. Reliability coefficients of 0.794, 0.702, 0.788 and 0.814 were estimated respectively for sub scales.

### **Method of Data Analysis**

The research question were tested using a descriptive statistics and an item mean of 2.5 was used as the benchmark for decision making.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATION**

In this chapter, results obtained from the analyzed data as well as the discussion of findings are presented.

#### **Presentation of results**

**Research question 1:** Do family background influence the academic performance of student with disabilities.

**Table 1: Descriptive statistics of family background and academic performance with disabilities.**

<b>Items</b>	<b>Mean</b>	<b>SD</b>	<b>Criterion Mean</b>
1	2.45	1	2.5
2	2.14	.99	
3	2.28	1	
4	2.62	1	
5	2.41	.91	
6	2.79	.94	
7	2.34	.9	
8	2.34	1	
9	2.41	.83	
10	2.17	.93	

Table 1 above which in a description of the influence of family background on academic performance of students with disabilities, 8 items representing item 1, 2, 3, 5, 7, 8, 9 and 10 are below the criterion mean of 2.5 hence these items are not supportive of family background influencing academic performance of students with disabilities. However items 4 and 6 of means of 2.62 and 2.79 been above the criterion mean are indicative of the influence family background has on the academic performance of students with disabilities.

**Research question 2:** Does the attitude of students with disabilities affect their academic performance

**Table 2: Descriptive statistics of attitude of students with disabilities and academic performance.**

Items	Mean	SD	Criterion Mean
11	1.9	1	2.5
12	2.7	.94	
13	2.6	1	
14	2.9	1	
15	2.3	1	
16	2.7	.9	
17	2.	.93	
18	2.	.9	
19	2.6	.83	
20	2.	1	

Table 2 above, all the listed attitude of students with disabilities of items 12,13,14,16,17,18,19 and 20 have a mean of 2.7, 2.6, 2.9, 2.3, 2.7,2.7,2.8,2.6 and 2.7 which are greater than criterion mean of 2.5 hence items affect the attitude of students with disabilities as a measure of their academic performance with item 14 of 2.9 having greater effect compared to the rest while items 11 and 15 do not affect the attitude of students with disabilities in relation to their academic performance.

**Research question 3:** availability of school facilities and school personnel influence academic performance

**Table 3: Descriptive statistics of availability of school facilities and school personnel in academic performance**

Items	Mean	SD	Criterion mean
21	3.1	1	2.5
22	3.0	.9	
23	3.0	.92	
24	2.5	.9	
25	2.4	.73	
26	2.9	.79	
27	2.6	.78	
28	2.9	.75	
29	3.1	.75	
30	2.5	1	

The table above shows the availability of school facilities and personnel influence of academic performance of students with disabilities items 21, 22, 23, 24, 25, 26, 27, 28 and 29. With mean of 3.1, 3.0, 3.0, 2.5, 2.4, 2.0, 2.6, 2.9, and 3.1 respectively are greater than the criterion mean of 2.5. consequently, the influence of these items as it relates to availability of school facilities and school personnel influence academic performance on the other hand item 5, which is the smallest of all means it's not indicative of the availability of school facilities and school personnel as it relates to academic performance.

**Research Question 4: Does Teaching Strategies Affect Academic Performance**

**Table 4: Descriptive statistics of teaching strategies and academic performance.**

Items	Mean	SD	Criterion mean
31	2.8	1	2.5
32	3.0	.78	
33	3.0	.85	
34	2.7	.88	
35	2.4	.83	
36	2.6	.82	
37	2.7	.83	
38	2.3	.53	
39	2.5	.78	
40	2.7	.92	

From the table 4 above, items 35 and 38 with means of 2.4 and 2.3 been less than the criterion mean of 2.5 and therefore are not been practiced as part of the teaching strategies adopted. However items 31,32,33,34,36,37 and 40 with respective mean 2.8,3.0,3.0,2.7,2.6,,2.7 and 2.7 are greater than the criterion mean of 2.5. Hence these are been practiced as part of the teaching strategies used by teachers to improve the academic performance of students with disabilities.

### **Discussion of Findings**

The study revealed that factors affecting the academic performance of students with disabilities in secondary inclusive school in Oredo local

government does exist and these students do face these challenges. According to the researcher results, the impact of the family background is of great significance in the academic performance of students with disabilities. Although some items were not in support of family background influencing the academic performance of students with disabilities.

The criterion mean of the attitude of students with disabilities towards their education according to the research indicates that there's a significant influence on their academic performance. Although two items claims attitude of students does not affect their academic performance. The availability of school facilities and school personnel influence academic performance. Although one item claims it's not indicative of the availability of school facilities and school personnel as it relates to academic performance. There are activities being practiced by the regular teacher as part of the teaching strategies used to improve the academic performance of students with disabilities although some are not being practiced as part of the teaching strategies adopted. The study also revealed that there are several challenges that affect the academic performance of students with disabilities these include: family background, attitude of the students, availability of infrastructure and teaching strategies.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

In this chapter, summary, conclusion, recommendation contribution to knowledge and suggestions for further studies are presented.

#### **Summary**

The study was carried out to investigate the factors affecting the academic performance of persons with disability in secondary inclusive school setting in Oredo local government area Benin City Edo state. Four research questions were formulated to guide the research. Case study research design was adopted for this study. The study population, consisted of students with disabilities in Oredo local government Area. Ihogbe College has over 150 students with special needs and A Total number of 30 students were randomly selected from Ihogbe secondary school in Oredo local government area of Edo state for the study. The researcher used a structured questionnaire as the instrument for data collection. The data collected were presented in tables and analysed using simple percentage and descriptive statistics comprising of mean. Criterion mean score of 2.5 was used as the benchmark for the purpose of decision making. The analysis of data produces the following findings:

- The study findings indicate that family background has a significant influence on academic performance.
- The research found out that 44.9% of the students with special needs felt self-conscious about their disability and that they sometimes felt isolated from the rest of 56 society. The researcher also found out that 55.1% felt that society treated them differently due to their disability. This is in agreement with Massie (2010)

- The researcher found out that areas were still not easily accessible especially path where offices or classes were located in storied buildings.
- The study found out that 51.3% of the students were of the opinion that the regular teachers had not had adapted their teaching to suit students with special needs. Results from the analysis indicate that a student to whom teaching has been adapted is 58.54% more likely to perform better in academics than a student whom adaptation has not been done

### **Conclusion**

From the study findings it can be concluded that students with special needs in inclusive secondary schools in Oredo local government area Edo state face challenges that influence their academic performance. Most of the students indicated that they had strong family support both financial and emotional. The research also found out that students with special needs battled with low self-image and feelings of isolation from society. Although the provision of the resources room does aid in after class learning some students enjoy the inclusive setting as some teachers has taken a liken to them. It can therefore be concluded that students with disabilities in the inclusive schools setting do face challenges that affect their academic performance.

### **Recommendation**

Based on the findings the researcher recommends that;

- The government needs to set up an organization or taskforce whose main aim is to focus on persons with disabilities and ensure that bills such as the Disabilities Act (2003) and the Persons with Disabilities Amendment Bill (2007) which states that learning institutions shall take into account the special needs of persons with disabilities with respect to curriculum facilities, examinations and other similar considerations are being respected and followed.
- The Government should make provisions for special education teachers who are properly trained and for them to be placed in the inclusive schools. As well as sending out itinerant teachers to assist the regular teachers.
- School teachers as well as support staff be given mandatory training on disability awareness in order to build their knowledge on students with disabilities and to equipped to adequately cater for students with special needs.
- Improve guidance and counseling services for the students with special needs in order to encourage positive attitudes and confidence in them and their abilities.

- Appropriate accommodation and modifications need to be made in the instructional approaches and existing physical facilities in order to enable the students with special needs maximize their participation in the learning activities.
- Library contents be made available in different formats such as braille and electronic formats which can make it possible for students with various disabilities to access and utilize them

### **Suggestion for Further Study**

- A study to establish challenges faced by Special needs students in primary inclusive schools
- A study to establish the attitude and knowledge of regular teacher towards students with disabilities.
- A study on the effectiveness on inclusion in school setting

### **REFERENCE**

Abang,T.B,(2015).The exceptional child:handbook of special education Fab Aniih limited,Nigeria.ISBN 978-8039-23-585.

- AccessSTEM. The Alliance for students with disabilities in Science, Technology, Engineering, and Mathematics. DO-IT, University of Washington, 2002-2014.
- Adams, K. S., & Proctor, B. E. (2010). Adaptation to college for students with disabilities and without disabilities: Group differences and predictors. *Journal Postsecondary Education and Disability*, 22(3).
- Alexandros,G.S.,Christos,C.F.,&Konstantinos.,C.F.(2013).The relationship between personality type and academic performance.The case gree university's students.Proceedings of the 3<sup>rd</sup> international Conference:Quantitative and Qualitative Methodologies in the economics and Administrative Sciences(Q.M.A.S. 2013)Athens Greece,pp.333-344.
- Ali, Shoukat et al. "Factors Contributing to the Students' Academic Performance: A Case study of The Islamia University Sub-campus". *American Journal of Educational Research* 1.8 (2013) 283-289.
- Balal I, Rehan I. (2012). Discrimination and Stigmatization of physically Disabled Students in a General Educational Environment in Pakistan: A case study. *Jourlib Journal* ISSN 2333-9721.
- Barr,W.Hodge,S.Leeven,M.Bowen 1,&Knox,p.(2012)'Emotional support and counselling for people with visual impairment: Quantitative findings from a mixed methods pilot study, counselling and psychotherapy research.
- Bell,M.J.(2017).Define academic performance Classroom.  
<https://classroom.synonym.com/define-academic-performance-4740750.html>
- Center for Disease control and Prevention(2020)concept of disability
- Federal Ministry of Education (2016). Statistics of special education development in Nigeria, A case study. Nigeria: Federal Ministry of Education
- Konezal,E.F.(2020).physical disabilities.Rutgers university:department of Kinesiologyandhealth.  
<https://kines.rutgers.edu/dshw/disabilities/physical/1060-physical-disabilities>
- Lagoke,B.Komolafe M.Ige N.Oladejo M.(2010)Disability status and academic performance in a Nigerian university:instructional implications for

inclusive distance education practice. *European Journal of humanities and social sciences*. 17(3)

Leblanc, M., McDonald, J. (2010). Academic Achievement in Self Contained Vs. Inclusive Special Education Classroom. State University of New York.

Mazooe, P. (2011). The Academic Challenges Facing Deaf Students at Durban University of Technology. Research space. University of Kwazulu, Natal

Oladejo, M.A. (2010). A path-analytic study of socio-psychological variables and academic performance of distance learners in Nigerian Universities. Doctoral thesis, University of Ibadan, Nigeria.

Romerhausen, N.J. (2013). Strategies to enhance student success: A discourse analysis of academic advice in international student handbooks. *Journal of international students*, 3(2), 129-139

SADPD (2012) Secretariat of the African Decade of Persons with Disabilities

Shaugnessy, J. et al (2014) *Research Methods in Psychology*. Kindle edition

Special Education News. May 10 2014. Enabling Education Network

Sujoy, K. (2018). The dynamic Trend – Concept of Disability. *International research journal of commerce arts and science volume 9 issue 4* ISSN:2319-9202, 233.

Ukpaka, S. (2019) Impact of personality type on academic performance

UNESCO (2003). *Overcoming Exclusion through Inclusive Approaches in Education: A Challenge and a Vision*. Paris: Author.

UNESCO (2023) *what you need to know about inclusion in education*. articles

<https://www.unesco.org/en/inclusion-education/need-know>

United Nations Convention on the Equal Rights of Persons with Disabilities (CRPD). (2006).

United Nations. (2008). *Convention on the Rights of Persons with Disabilities*

Vandeh, C. M. (2013). Issues in inclusive education for children with special needs in Nigeria. *National -Journal of Inclusive Education*, 1(1), 71 –77

- Wasielewski, L. M. (2016). Academic Performance of Students with Disabilities in Higher Education: Insights from a Study of One Catholic College. *Journal of Catholic Education*, 20 (1). <http://dx.doi.org/10.15365/joce.2001062016>
- Weidner, D, A. (2013). Self-esteem in special needs children. Building confidence and can-do attitudes.
- World Health Organization United Nations Educational, Scientific and Cultural Organization, International Labor Organization, International Disability and Development Consortium (2010), Community-based rehabilitation: CBR guidelines. Geneva, World Health Organization.

**DEPARTMENT OF EDUCATION EVALUATION AND COUNSELLING  
PSYCHOLOGY**

**UNIVERSITY OF BENIN, BENIN CITY.**

**QUESTIONNAIRE**

Dear respondent(s),

I am a final year student of the above named institution carrying out a research work on “FACTORS AFFECTING THE ACADEMIC PERFORMANCE OF STUDENTS WITH DISABILITES IN SECONDARY INCLUSIVE SCHOOL SETTING IN EDO STATE”.

I will be grateful if the questionnaire is responded to as sincerely as possible, you are assured that views will be treated in confidence.

Thank you immensely for taking time to complete this questionnaire.

**SECTION A: BIO-DATA**

Name of school.....

Nature of disability.....

Sex: male ( )      female ( )

Instruction: read carefully and tick (✓) against any option that you consider to be best represent your opinion.

**SECTION B:**

**QUESTION 1: Does family background influence the academic performance of students with disabilities**

Key: Strongly disagree (SD) Disagree (D) Agree (A) strongly agree (SA)

S/N	Items	SD	D	A	SA
1.	My guardian has a source of income				
2.	My parents are involved with my education				
3.	My parent encourages me to do well in school without degrading me				
4.	My parents and I spend quality time for leisure				
5.	My parents always reward me positively when I am right				
6.	My guardians are well known people in our community				
7.	My parents helps me out with school assignment				

8.	My parents are well educated				
9.	My parents can afford to get me textbooks				
10.	My parents can afford to pay all my school levies				

**QUESTION 2: DOES THE ATTITUDE OF STUDENTS WITH DISABILITIES AFFECT THEIR ACADEMIC PERFORMANCE**

11.	My disability sometimes makes me overly conscious of my environment				
12.	I like reading my school books				
13.	I have low academic performance because of the way society treats me				
14.	I feel carried along when I am in the regular classroom				
15.	I sometimes loss confidence while in the regular class				
16.	I always come to school early				
17.	I always have help at home with my home work				
18.	My classmates are nice to me in the class room				
19.	I like coming to school				
20.	I enjoy paying attention in class				

**QUESTION 3: AVAILABILTY OF SCHOOL FACILITIES AND SCHOOL PERSONEL INFLUENCE ACADEMIC PERFORMANCE**

21.	My school has a ramp at the entrance of every block				
22.	The learning environment is noiseless				
23.	My school has a functioning sick bay				
24.	My school has a resource room				
25.	The resource room has effective braille machines				
26.	The resource room has effective recorders				
27.	The resource room has sufficient staff				
28.	The classroom are spacious				

29.	The seating arrangement in the classroom suits my disability				
30.	My classroom has good lighting				

**QUESTION 4: DOES TEACHING STRATEGIES AFFECT ACADEMIC PERFORMANCE**

31.	My teacher makes me seat in front				
32.	My teacher always brings pictures of the lesson to the class				
33.	My teacher brings model to every class				
34.	I enjoy the class when my teachers teaches				
35.	My teacher always ask if I understand				
36.	My teacher has an audible voice				
37.	My teacher wears too much jewelry				
38.	My teacher can sign properly				
39.	My teacher always gives us corrections for our assignment and classwork				
40.	My teacher exercises patience when it comes to me				

**Reliability Statistics**

Cronbach's Alpha	N of Items
---------------------	------------

**Reliability Statistics**

Cronbach's Alpha	N of Items
.794	10

**Reliability Statistics**

Cronbach's Alpha	N of Items
.702	10

**Reliability Statistics**

Cronbach's Alpha	N of Items
.788	10

**Reliability Statistics**

Cronbach's Alpha	N of Items
.814	10