

**PROBLEMS OF THE EDUCATION OF THE PHYSICALLY
CHALLENGED IN NIGERIA.A CASE STUDY OF OREDO
LOCAL GOVERNMENT AREA OF EDO STATE**

BY

Favour Chukwuzomam IKEDI-ILOBA

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APPROVAL

I, certify that this research work was carried out by Favour Chukwuzomam IKEDI-ILOBA of the Department of Adult Education, Faculty of Education, University of Benin in partial fulfillment of the requirement of the award of B. Ed Degree in Adult and Non-formal Education, University of Benin, Benin City, Nigeria.

Professor (Prince) F. E. O Omoruyi

CERTIFICATION

We, the undersigned certify that this research work was carried out by Favour Chukwuzomam IKEDI-ILOBA of the Department of Adult and Non-Formal Education, Faculty of Education, University of Benin, Benin City, and approved of it as it is adequate in scope and quality in partial fulfillment for the requirement of the award of B. Ed Degree in Adult and Non-formal Education.

Professor (Prince) F. E. O Omoruyi
Supervisor

Date

Mr. M. O. Egbadon
Project Coordinator

Date

Dr. (Mrs.) L. A. Okukpon

Head of Department

Date

DEDICATION

This work is dedicated to Almighty God who has been my source of power and strength all this while. Also to my parents Mr. and Mrs. Ikedi Lazarus Iloba who have been my support system throughout my education, and my siblings who have been my support financially, academically, and morally.

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ABSTRACT

The subject matter of this research work is the problems of the education of the physically challenged in Nigeria. A case study of Oredo Local Government Area of Edo State.

The total population of this study was two hundred and sixty-seven (267) persons, using a simple random sampling technique, the numbers of respondents became one hundred (100). Four research questions were formulated to guide the study, from which the questionnaire was designed.

From the analyzed data, it showed that the problems of educating the physically challenged students in schools include; Unequipped teachers, lack school facilities, attitude of non-disabled students towards physically handicapped student. That the identify the conditions for educating physically challenged students include; facilities like braille reading materials, measurement kits for the visually impaired, hearing aids for hearing impaired. That the instructional resources provided for the education of the physically

challenged include; Accessible Instructional Materials (AIM), National Instructional Materials Access Centre (“NIMAC”), it was revealed that there are specialized teachers, equipped classrooms, and facilities. That government should ensure that the classroom is arranged in such a manner that the physically challenged child can move about the classroom with minimum stress, extra time should be given to students to enable them conclude assigned functions and for carrying out assignments and tests.

CHAPTER ONE

INTRODUCTION

Background of the Study

Education is a fundamental right for every child irrespective of whether the child has disability or not. The Federal Government of Nigeria (2013) emphasized that every Nigerian child has the right to equal education irrespective of any real or imagined disability. Education is a process of developing the capacity and potential of the individual so as to prepare that individual to be successful in life. Education especially quality and functional education, is an important means of developing a person. According to Ayodele (2016) Education is the process by which students acquire the relevant knowledge, skills, values to ensure proper intellectual and character development of individuals for self-reliance and responsible citizenry. The basic function of education is to equip an individual to be useful to himself and to contribute to the development of the society.

The physically challenged children are gifted children who have ability to be educated irrespective of their disabilities, like the deaf, the blind, the dumb, lame etc. therefore, the physically challenged children in Nigeria possess the talents and all the aggregate for learning just as their counter parts at school. Education which is a life long process provided for every individual, the physically challenged inclusive.

A physically challenged student is a student that lacks something that will make him/her incapable of living like other students, it could be the hands, legs, eyes, ear etc in everyday life. The term physically challenged is often used to signify a physical defect, limb, paralysis, partial or total blindness etc. all these features render the child incapable of living the same way as the normally endowed. According to Kite (2016) physically challenged children have problems of coordination, perception and cognition (as well as mobility resulting from lack of proper development of, or injury to the central nervous system. A lot of children that exhibit one or a combination of these impairments go through

the regular school programmes undetected and unassisted, as such they fail to receive special attention in the cause of their learning.

The prevailing economic and social difficulties, and the absence of government supports as practiced in high-income countries, have resulted in the inability of most families to meet daily needs of children with disabilities, their education especially (Aguwon, 2016). Many physically challenged children possess the talents and all the aggregate of learning just like their counterparts at school. Education which is a life process must be provided for every individual, the physically challenged inclusive. There is need to examine the problems of educating students with physical disabilities in secondary schools. This is the foster this study sought to explore or carry out

Statement of the Problem

Over time it has been observed that physically challenged students end up not completing their degree or failing courses in school. Some complain of how they are finding it difficult to cope in a normal class while learning. The world is currently struggling for free, equitable and

quality education for all people, starting with basic education through to secondary and finally higher education based on the perception of education. The Universal Declaration for Human Right in 1948 declared education as an important right for every person including people with disabilities. Physically challenged students as clearly stated in the Convention on the Rights of Persons with Disabilities which entered into force in 2008 and having 145 signatories including Nigeria should be given wider chances for accessing education which should be friendly to the challenged persons. This includes making available all necessary and supportive learning materials and conducive learning environments that are supportive to the physically challenged students at all level of education level. Such support refers to things such as good and supportive classrooms, laboratories, libraries, dormitories, internet connectivity, washrooms, dinning, as well as sports and games' spaces. It is not confirmed whether those materials are provided. Besides many physically challenged person with preliminary observation have shown that they complain about difficulties they encounter in the cause of learning. It is

against this background that this study was designed to explore the problems that physically challenged encountered in their education.

Purpose of the Study

The main purpose of this study is to investigate the problem encountered by the physically challenged in their education in Oredo Local Government Area. Specifically, the study seeks to achieve the following sub-objectives:

1. find out the problems of educating the physically challenged students in schools in Oredo local government area of Edo State.
2. identify the conditions for educating physically challenged students by the government in Oredo local government area of Edo State.
3. find out instructional resources provided for the education of the physically challenged in Oredo local government area of Edo State.
4. ascertain solutions for mitigating the problems encountered in the education of the physically challenged in Oredo local government area of Edo State.

Research Questions

1. What are the problems of educating the physically challenged students in schools in Oredo local government area of Edo State ?
2. What are the conditions for educating physically challenged students by the government in Oredo local government area of Edo State?
3. What are instructional resources provided for the education of the physically challenged in Oredo local government area of Edo State?
4. What can be done to mitigate the problems encountered in the education of the physically challenged in Oredo local government area of Edo State?

Significance of the Study

This study will be of great benefit to the physically challenged students, teachers, school administrators, parents, curriculum planners, education policy makers and government at all levels.

The finding from this study will be of immense benefit to physically challenged students because it will generate data that will

informed and enhance their learning processes measures that will and also improve on their overall academic performance.

Also, the result from this study will be of help to teachers and school administrators because it would expose or bring to the fore the problems of the physically challenged students that requires attention and how to deal with them.

Furthermore, findings of the study will be of benefit to parents because it will reveal the facilities that are available for educating the physically challenged which will in term enable them to take appropriate measures that will help improve their learning process.

The study's findings is expected to be of benefit to curriculum planners, and education policy makers because it will reveal the associated with the physically challenged students in the school and how they can be solved.

Finally, it will generate data that will help to expand the existing literature as well as serve as baseline data for further research in the area.

Scope/Delimitation of Study

The study was aimed at investigating problem encountered in the education of the physically challenged students in schools in Oredo local government area. Focus is on the resources available, the classroom learning conditions, the general problems of educating the physically challenged students in schools.

Operational Definition of Terms

For the purpose of clarity the following terms are defined as they apply in this study.

Physically challenged: A permanent physical or mental condition that makes it difficult or impossible to use a particular part of the body or mind.

Incapable: Not able to control yourself or your affairs and also not able to do something well like a normal person.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature for the study.

This is done under the following subheading:

- Theoretical Framework
- Historical Background of Physically Challenged in Nigeria
- Understanding Physically Challenged
- Problems of Educating the Physically Challenged
- The Education of the Physically Challenged
- Instructional resources provided for the education of the physically challenged
- Mitigation of the Problems Encountered in the Education of the Physically Challenged
- Summary of Review Literature

Theoretical Framework

The theory for this research is the structural functionalism theory propounded by Emile Durkheim in 1902. Structural functionalism is a

sociological theory that attempts to explain why society functions the way it does by focusing on the relationships between the various social institutions that makes up society. Structural functionalism, is a framework for building theory that sees society as a complex system whose parts work together to promote solidarity and stability. This approach looks at society through a macro-level orientation, which is a broad focus on the social structures that shape society as a whole, and believes that society has evolved like organisms. Structural functionalism looks at both the social structure and the social function of the society.

Structural-functionalism is a consensus theory; a theory that sees society as built upon order, interrelation, and balance among parts as a means of maintaining the smooth functioning of the whole. Structural functionalism focus on social structures that shapes the society has a whole. One of the key ideas in Structural Functionalism is that society is made-up of groups or institutions, which are cohesive, share common norms, and have a definitive culture. Structural Functionalism or Functionalism takes a broad view of society and focus on the macro

aspects of social life. Functionalist takes as their starting point the notion that society is a system. Emile Durkheim in his famous organic analogy presented the society as an organic whole with constituent part contributing to the sustenance of the whole. The society therefore becomes understood as a single unit with many parts, and no part is independent of others and more intriguing, no part is without a particular function it performs.

The relevance of this theory to this study is that the theory looks at the structure of education policy formulation that is the Ministry of Education and the functions it plays in special schools and regular schools as well as the functions it plays in the appointment of special education teachers in regular schools, it also looks at the structure of schools and how they are of help to the physically challenged.

This theory is related to the Structure of the Government concerning Education; these structures include the Ministry of Education, the Schools, the Senate House where laws are made. Structural Functionalism looks at how these structures above affect the functions of

the teachers, students and how laws made by these structures affect the function. This theory is simply stating that the structure affects the functions of the society.

Historical Background of Physically Challenged in Nigeria

In Nigeria today, many students with various health deficiencies such as: diseases, illness, heredity problems, accidents plague, enroll either in the public or private schools but could not participate well in the classrooms setting like their normal peers. However all students are born equally, have rights to education, equal opportunities and participation in society, the physically challenged students find it difficult to adjust to the demands of the society in which they live because of their physical, mental and social limitations. Eke(2018). Historically, education of the physically challenged students in Nigeria began during the middle of 20th century, through the efforts of missionaries, non-governmental organization (Cheshire Homes, Ibadan School for the Deaf, Oji River Rehabilitation, Centre for the Blind in Anambra State and governmental agencies towards the establishment of various institutions to take care of

the needs of the physically challenged people.

The Federal Government of Nigeria also recognized the importance of educating the physically challenged students; therefore these sets are not being left unattended to. The Federal Government of Nigeria in the National Policy on Education (1981, 1998) spelt it out that “physically challenged students should not be neglected in the education system”. In realization of this plan, the Federal Government directed that two percent of positions in establishment should be allocated to qualified disabled persons. It stressed further that state governments should set up vocational centres for the disabled. A look at this to a layman shows that governments are more committed to special education, but very little has been achieved in the implementation. The special schools established were unfair and the services available cannot lead to a satisfactory programme due to poor stakeholders input. Eke(2018) research work on information resources and services available for the physically challenged students were inadequate for any significant impact in teaching and learning. In addition, Kotso (2021) reported that the Federal Ministry of

Education established a committee to conduct special education activities in collaboration with the Ministries of Health, Social Welfare and Labour. Also, teachers were trained as special educators in the field, but still, there is an alarming rate that the skills, competence and knowledge are not acquired. Sadly enough, millions of naira invested in education sector have not yielded the desired outcomes how much more the special education unit. The bill on Disability Policy Framework (the Nigerian bill) was proposed for legislation in the year 2000 but did not succeed for one reason or the other . Jaja (2019) advised that the Disability Policy Framework for Nigeria bill should include it in a guide work with and focus on integration programme at each level. In 2001, the Disability Discrimination Act was enacted with the focus on segregation. No wonder, Orukotan (2004) in Fareo (2020) stated that education of the special needs (physically challenged students) started with segregation, but however this segregation failed and the nomenclature had to be changed to mainstreaming or integration which is also known as inclusive education in normal schooling. The Federal Government of Nigeria in the

National Policy on Education (2014, revised) adopted mainstreaming as a replacement of segregation. The policy stated “equal education opportunities for all children, irrespective of their physical, sensory, mental, psychological or emotional disabilities in order to fully contribute their own quota to the development of the nation”. This implies that physically challenged children will learn or be educated in the same classroom setting with their counterparts irrespective of their disabilities. The purpose and objectives of special education programmes as stated in the National Policy on Education, section 7, are as follows: Provide access to education for all person, in an inclusive setting; equalizing educational opportunities for all persons, irrespective of their physical, sensory, mental, psychological or emotional disabilities; provide adequate education for all persons with special needs in order that they may fully contribute their own quota to the development of the nation; provide opportunities for exceptionally gifted and talented persons to develop their talents, natural endowments/traits at their own pace in the interest of national development; and design a diversified and appropriate

curriculum for all the beneficiaries.

Furthermore, the Federal Government established a College of Education called Government Advanced Teacher Training (Special) Education, Oyo, Oyo State in 1977 (now known as, Federal College of Education Special) to produce teachers or specialist for the physically handicapped as well as and gifted children. A special unit was also created at the Federal Ministry of Education while special education section was also created at State Ministries of Education. Some universities also run programmes in their Faculties of Education, namely the University of Ibadan, Calabar, and Jos at both undergraduate and the post-undergraduate levels.

In Nigeria, the condition of the physically challenged students attracts little or no attention. Although the statistical data of physically challenged children is not readily available, the National Population Commission (NPC) placed the number of persons with physical disability at 19 million in Nigeria, children inclusive (Folabi 2019).Furthermore, the World Bank has estimated that persons with disabilities account for up

to one in five of the world's poorest people that is those who live on less than one dollar a day and who lack access to good amenities of which Nigeria is among (Okeke 2019). These figure was estimated from a recent report from inclusion International which documented the poverty and exclusion experienced daily by people (Inclusion International, 2018). The right of all disabled people including physically challenged children has been reiterated and given a new impetus with the convention on the Right of Persons with Disabilities (CRPD) which was signed on 30th March, 2007 by the representatives of an unprecedented 81 countries. This follows an unequivocal statement made by heads of state and government, adopted by the United Nations General Assembly on May 2002 special session on children. "Each girl and boy is free and equal in dignity and right; therefore, all forms of discrimination affecting children must end ... we will take all measures to ensure the full and equal enjoyment of all human rights and fundamental freedoms, including equal access to health, education and recreational services, for students with disabilities and children with special needs to ensure the recognition of their dignity, to

promote their self-reliance and to facilitate their active participation in the community” (United Nation General Assembly, A word fit for children (2018). The idea of the inclusion of physically challenged children in the education programme has been advocated by many policy documents like: Convention on the Rights of the Child in 1989, the Jomiten World declaration on Education For All (EFA) 1990, Action Concerning Disabled Persons in 1992, the United Nations Standard Rules on the Equalization of Opportunities, 1993, the Salamanca report and Framework for Action Education of Children with Special Needs, 1994, African Charter on the Rights and Welfare of the Child (ACRWC) in 1999 (Article 13 stated that “every child who is physically challenged shall have the right to special measures of protection and self-reliance participation in the community”), the Dakar Framework for action on education for All, UNESCO 2012. All these acts are targeted towards education for all children irrespective of disability or challenges.

The constitution of Nigeria stated that a citizen of Nigeria irrespective of ethnic groups or disability not deprived by reason of the

circumstances of his right. Despite the provisions of the Nigeria constitutions and international treaties signed, physically challenged children in Nigeria are not often taken into consideration with respect to highways, public highways, public buildings and most of them do not have access to special education. This explains why most of them often end up as beggars, uneducated, educational, victims of rape and rituals at childhood.

Furthermore, high level of illiteracy affects the destitute structure and specialized institutions to cater for the needs of these sets of children. And this as well affects the parent's mentality that felt that physically challenged children cannot contribute any quota to the society or to the national development and growth. The 2012, Day of the African child, with the theme "The Rights of Children with Disabilities: the duty to protect, respect, promote and fulfill" was an opportunity to examine the plight of the physically challenged children in the country with the intention of using laws and social engineering to protect, respect and promote their well being as normal members of the society. The provision

is being spelt out in CRC (Convention on the Rights of the Child) in article: 2, 9, 18, 19 backed up African Child Day Celebrated that year.

Significant process is being made in combating major causes of physically handicapped conditions in Nigeria through the UNICEF programmes, Example are: Provision of safe water through construction of bore holes and giving iodine and vitamin A to children at the designated areas. Different Acts or programmes advocating for the children have changed the recorded number of children who are physically challenged in Nigeria to a minimum level. However an urgent need must be raised on awareness about these set rights, capabilities and removing the obstacles faced by the physically challenged children in becoming active members in the various communities in which they live and learn. In Lagos State, provisions for the well being of the physically challenged children have been felt through construction of homes and clinics. Although eradication is still the order of the day because these set of children are segregated from others and there is no focus on inclusive education Anyaele (2019) declares that “the budgetary allocation at the

Federal Ministry of Women Affairs for physically challenged children drops every year. Even the 2012 budget allocation does not make provision for persons with disabilities”. This shows that little quota is being given to education of the physically challenged children.

The Millennium Development Goals (MDG’s) form a blueprint agreed by all the world’s countries and leading development institutions for the year 2015 as a crucial inclusive framework for advancing the human rights and the quality of life of persons with disability and their families. Despite the omission of specific reference to persons with disabilities in the 18 targets for 2015 or the 48 monitoring indicators of the MDG framework, recognition has nonetheless been given to their needs. An international effort is now underway for the explicit inclusion of a disability dimension into the five- year review of MDG achievements.

Understanding Physically Challenged

The physically challenged is an individual who has a malformation or abnormality of body parts and /or ill health conditions that result in

restrictions of normal movement and /or limitations of energy in the individual. They include those with crippling conditions or with chronic health problems, physically challenged is used to refer to a variety of individuals such as the orthopedically impaired, the crippled; the physically impaired, motor impaired and the neurologically impaired.

The term physical disability is broad and covers a range of disabilities and health issues, including both congenital and acquired disabilities (Okeke 2019). People with physical disabilities, also known as disabled people or physically disabled people, have a physical impairment which has a substantial and long term effect on their ability to carry our day-to- day activities. Someone with a moderate physical disability would have mobility problems, for example, unable to manage stairs, and need aids or assistance to walk. Someone with a severe physical disability would be unable to walk and dependent on a care for mobility.

Siebers (2018) argued that many causes and conditions can impair mobility and movement. The inability to use legs, arms, or the body trunk

effectively because of paralysis, stiffness, pain, or other impairments is common. It may be the result of birth defects, disease, age, or accidents. These disabilities may change from day to day. They may also contribute to other disabilities such as impaired speech, memory loss, short stature, and hearing loss. People with mobility and movement impairments may find it difficult to participate when facing social and physical barriers. Quite often they are individuals of courage and independence who have a desire to contribute to the fullest level of their ability. Some are totally independent, while others may need part- or full-time assistance (Johnstone, 2019).

Physical disabilities and health conditions are classified as either congenital or acquired. Students with congenital conditions either are born with physical difficulties or develop them soon after birth. Acquired disabilities are those developed through injury or disease while the child is developing normally. Neels (2019) identified types of physical disabilities as follows: Paraplegia, Quadriplegia, Multiple sclerosis (MS), Hemiplegia, Cerebral palsy, Absent limb/reduced limb function

Dystrophy and Polio. Paraplegia and Quadriplegia are what people first identify with a physical disability. Paraplegia results from injury to the spinal cord, occurring below the neck, while quadriplegia refers to damage to the spinal cord in the neck. Varying degrees of loss of limb and other mobility may result from either condition. Other forms of physical disability, such as polio (an acquired disease), cerebral palsy (damage to brain tissue during fetal stages) and some genetic conditions can result in loss of mobility.

There are many forms of physical disability but the major ones that mostly constitute the physically challenging conditions are:

- The blind and partially sighted;
- The deaf and hard-of-hearing; and
- The motor disabled.

Physical challenge can be categorized into

- i. Physical Handicap: One can be physically challenged as a result of disease, accident or heredity. Such a person finds it difficult to use the affected part of the body.

- ii. Emotional Challenge: An individual who suffers from this handicap is emotionally unstable. He or she finds it hard to control his/her emotions.
- iii. Mental Challenge: This has to do with defects in one's brain. Many things can make one to have this problem. In some people, it may be due to birth injury while in some others, it might be attributed to heredity, accident, illness, taking drugs and other related factors. Iyi (2019) warned that anything that has negative impact on the brain cells can lead to mental challenge.
- iv. Social/Cultural Challenge: This can occur when one changes his/her residence or is isolated. When one does not have knowledge of the social/cultural norms, he is regarded as having been socially/culturally challenged.

The physically challenged child may have a permanent or temporary disability. Physically challenging conditions may be as a result of disease, accident or heredity. For example, a man who had his right hand amputated during an accident has become physically challenged.

Such a person may never in his life perform those activities that need two hands for its performance. Similarly, an individual who because of the disease of the eye lost his sight has become physically challenged. He or she may not be able to read or write again in his or life.

Teachers, parents, peers and all significant others in the life of a child can identify the physically challenged by noting the characteristics and signs of physical challenged .In addition, the following signs can also help teachers in finishing them out.

1. Frequent absence from school.
2. Avoidance of strenuous school activities.
3. Weak appearance.
4. Frequent hospitalization.
5. Failure to meet development milestones
6. Style of walking/physical appurtenance.
7. Significant departure from normal developmental patterns.

Developmental screening tests from birth through school years can also be employed in identifying the physically challenged. Finally

medical tests can be of immense help for those with health problem that are not easily visible like leukemia (cancer in the blood) and diabetes.

Problem of Educating the Physically Challenged

Development of programme for physically challenged in Edo state is geared towards learning with ease in the regular classroom. Unfortunately, the implementation of policy on disabilities in developing countries such as Nigeria, has some constraints which include: lack of qualified teachers, lack of learning facilities, attitudes of able pupils towards physically challenged students, attitude of physically challenged students in the regular classrooms, lack of motivation for teachers and poor monitoring of special education programme have greatest impact on the development of programmes for physically challenged students in Edo state.

- **Lack of Qualified Teachers:** Most teachers are ill-equipped to attend to the educational needs of students with physical challenges in the regular classroom. Sometimes, regular classroom teachers are frightened by the mere presence of a pupil using crutches. The

teacher tends to be disturbed by the frequent questions raised by students with special needs. Some teachers even get angry and send children with disabilities (physically challenged) out of the class for asking too many questions. Some teachers are even scared of how to teach them. In the view of Uyanwa and Akanbi (2020), research works showed that unqualified teachers hinder the development of programmes for physically challenged students. In the view of Uyanwa and Akanbi (2020), there is still a dearth of special education teachers in the country and because non-specialist teachers are still being employed to work with physically challenged students in Edo state.

- **Lack of Learning Facilities:** Financing special education is inevitable in the education of the physically challenged students. Physically challenged students require teaching and learning facilities which are modified to suit their handicapped conditions. Unfortunately, most of the schools lack such facilities, for example: braille reading materials, measurement kits for the visually

impaired, hearing aids for hearing impaired, toys, wall charts and flash cards for the intellectually retarded, special toys, cut-out tables and movable chalk boards and pencil for the physically handicapped and health impaired, films for models, slide, pictures, toys for the emotionally disturbed, to mention a few.

- **Attitudes of Non-Disabled Pupils Towards Physically Challenged Students:** the attitude of non-disabled students towards physically handicapped student is a hindrance to the development of programmes for these sets of students. In most cases, the non-disabled students are not happy to find such students in their class. It is not uncommon to find non-disabled students not sitting beside physically challenged students (such as the epileptic, albino, physically impaired). The non-disabled pupils' behaviour towards the physically challenged students portray negative attitude towards them and thereby some of them withdraw from schools.

- **Attitudes of Physically Challenged Students in the Regular Classroom:** Some physically challenged students constitute nuisance to themselves; teachers and peers in the regular classroom. Some are found to be aggressive and always fighting in the classroom. There are instances whereby students with physical disabilities have inflicted serious injuries on their peers in and outside the classroom (for example using their crutches to beat or fall peers down). Omilegbe (2018) stressed further that the epileptic usually frightens his peers in the classroom as a result, disrupts class activities for the day.
- **Lack of Motivation for Teachers and Poor Monitoring of Special Educational Programme:** In the research work carried out by Kanu (2018) the result showed that motivation of teachers and poor monitoring of the programme affects the development of the programme for physically challenged students. Osuorji (2019) affirmed that most coordinators of special education programmes in Edo state are not special educators and they lack knowledge of

interpreting policies of education as it relates to special education, worst still of using the strategies in teaching and training children with special needs. Other hindrances include: lack of accurate and up to date of children with disabilities in Edo state as well as legislative backing. Due to non-availability of schools for children with disabilities, many parents keep their wards at home especially in the rural areas, those who can afford the fees enroll their children in privately owned centres.

Conditions for Educating the Physically Challenged

No doubt, the physically challenged face lots of discrimination in school and non-school settings; as a result individualized assistance/help is needed to assist them realize their dreams. They also need in addition to therapist technology which include communicative devices like communicative boards with pictures, symbols, letters or words attached; any alternative communicative device with voice synthesizers that will assist the child to 'talk' with other children, electronic toys. The teacher must focus on the child and find out his needs and the strengths and

weakness that he/she possess. This will enable the teacher provide the child with a friendly environment that is enriching and rewarding for the child. The teacher should be inventive to be able to make his/her lesson interactive, activity based, hands-on learning. The teacher should also ensure that there is ample space for the child to move through without sustaining an injury. The teacher should learning to love assistive technology, so as to be able to impart same to the learner. This will within a short period of time enhance the level of independence of the physically challenged child. The school and the home should positively collaborate for the good of the child. This will give the home an opportunity to give the home an privileged information about the child's special needs and abilities that will be of immense value to the teacher and the therapist that work closely with him/her in the school.

For the physically challenged to fit into the classroom, there is the need for the authorities that be and significant other in their lives to provide an enabling environment for them, so that they can gain from what the entire school community has in stock for them. It is only by so

doing that one world really take a concise look at the teaching strategies that their teachers need to employ to enable them realize their dreams and goals like every other child in school.

Instructional resources provided for the education of the physically challenged

Instructional Resources simplify teaching and learning especially for physically challenged children who have one type of physical cum mental challenge or need. Iwuama (2019) affirmed that education of children and adults who have learning difficulties because of different sorts of handicaps should be done with adequate and relevant instructional resources. Ikpeazu and Onwuama (2018) equally emphasized that for effective education of the hearing impaired, there is need for the provision of adequate instructional resources for teaching. Some resources include hearing aid, mirrors and charts showing demonstrations of mouth and tongue positions. Ikpeazu and Onwuama further emphasized that when hearing aid is introduced early, for instance, it will enable the impaired acquire basic communication skills. This fact

underscores the need to make sure that instructional resources are available and at the same time utilized. As National Centre for learning Disability Policy Brief retrieved on line affirms:

Accessible Instructional Materials (AIM) are specialized formats of curricular content that can be used by and with print-disabled learners. They include formats such as Braille, audio, large print, and electronic text. The 2004 reauthorization of the individuals with Disabilities Education Act (“IDEA 2004”) introduced provisions pertaining to the establishment of the National Accessibility Standard (“NIMAS”) and the National Instructional Materials Access Centre (“NIMAC”), which have the potential to improve the production and delivery of accessible instructional materials for students with print disabilities. Although students with learning disabilities could clearly benefit from these provisions, it is likely that many are being excluded from the NIMAS/NIMAC process as a result of limiting and confusing eligibility criteria. Under IDEA, section 504 of the Rehabilitation Act of 1973 (“Section 504”), and Title II of the Americans with Disabilities Act

("ADA"), school districts have an obligation to ensure the timely provision of appropriate accessible instructional materials for all students with disabilities who require such materials because of their disability-related needs, regardless of whether the students are NIMAS/NIMAC eligible. In order to enhance cum facilitate learning for physically challenged students, the school environment has to be conducive and thus the task of providing instructional resources becomes imperative if not mandatory. This is because relevant resources are very important and instrumental to improved performance. The key providers and utilizers of these instructional resources are the teachers. It is a well-known fact that an effective teacher is, inter alia, a competent and efficient professional who always strives to attain all stipulated objectives within a given classroom despite the peculiar challenges of the learners. Hence, an effective teacher should be trained in the provision of emotional support for learners, prudence in time management and production of results as he/she matches curriculum contents with learner's ability. These can easily be achieved through the actualization of the

importance cum production and utilization of instructional resources, especially as they concern special needs children.

Emphasizing the importance of availability and utilization of instructional materials for teaching physically challenged student, Masoodi (2018) opined that employing instructional materials cum good instructional strategies is one of major ways of encouraging the physically challenged students to learn. To Horn and Barsness, Instructional materials are intended for use with the educable mentally handicapped students who are mainstreamed into ordinary classes. Hence, resourceful teachers place optimal priority on the importance of resources. Focusing on the same issue, Association of America upheld the view that activities for students with different handicap should be made activity oriented using viable, colourful and problem solving instructional resources. These resources are very important because, learning-disabled youngsters have inherent difficulty in learning abstract terms and concepts. The Association advises that with reading problems one should use text books on tape, available through recording for the Blind and

Dyslexic will improve their performance in the classroom. Hence, text books on tape are of necessity and of great importance for teaching the special needs (blind). A clear look at the importance of availability and utilization of instructional resources underscores the need for this study. This is because persons with special needs which include all physically challenged students are entitled to be provided with special educational services in order to enable them to learn effectively. These special services definitely include provision of instructional resources.

Instructional Resources especially for teaching physically challenged students cannot be over emphasized. America Red Cross (2012) duly stressed the need for sign language textbooks and sign language pictures and diagrams. To them, sign language is a form of language used by people who are deaf or who have hearing impairment concepts and ideas are represented through the use of manual signs, finger spelling and symbols. On that note, sign language textbooks are indispensable resources for effective teaching. Their availability, adequacy and utilization are very necessary. Learning difficulties

experienced by physically challenged students are worrisome whether they are mainstreamed, integrated or separated in the classroom. There is need to employ relevant useful resources which will enhance effective teaching and learning. The problem of the availability, adequacy and effective utilization becomes of great concern.

Mitigation of the Problems Encountered in the Education of the Physically Challenged

With the school community and especially in the classroom, there is the need for the government to employ some strategies that will assist the physically challenged in his quest for the acquisition of knowledge, they include:

1. The government should ensure that the classroom is arranged in such a manner that the physically challenged child can move above the classroom with minimum ease/stress.
2. Extra time should be given to them to enable them conclude assigned functions and for carrying out assignments and tests.
3. When students with physical disability are integrated with those without disabilities, (i.e. inclusive classroom) the teachers should go the extra mile of being very vigilant. He/she should work between and betwixt them to ensure that those that are physically challenged are not labeled by those without disabilities.
4. The teacher should encourage all the members of his/her class to

play and learn together and share responsibilities according to their abilities. He/she should always bear in mind that there is ability in disability.

5. In group activities, the challenged should be mixed with those without disabilities by making learning fun.
6. The teacher to a very great extent should reduce the impact of learning difficulties and prevent the development of difficulties in learning.
7. The government should incorporate the skills needed for everyday life into the curriculum by relating what is learnt at school to daily life and home situation. This will go a long way to make learning real and more permanent.
8. The teacher during the teaching learning process should vary the method and pace of teaching in order to maintain the interest of the learners.

Summary of Literature Reviewed

The review has been quite revealing and instructive. Findings, can

be summarized as follows: The study hinged on structural functionalism theory and it was propounded by Emile Durkheim in 1902, structural functionalism is a sociological theory that attempts to explain why society functions the way it does by focusing on the relationships between the various social institutions that makes up society. The study reviewed that historically, education of the physically challenged students in Nigeria began during the middle of 20th century, through the efforts of missionaries, non-governmental organization Cheshire Homes, Ibadan School for the Deaf, Oji River Rehabilitation, Centre for the Blind in Anambra State and governmental agencies towards the establishment of various institutions to take care of the needs of the physically challenged people. Physically challenged is an individual who has a malformation or abnormality of body parts and /or ill health conditions that result in restrictions of normal movement and /or limitations of energy in the individual. The problem of educating the physically challenged students include; lack of qualified teachers, lack of learning facilities, attitudes of non-disabled pupils towards physically challenged students, attitudes of

physically challenged students in the regular classroom, lack of motivation for teachers and poor monitoring of special educational programmes. The government should ensure that the classroom is arranged in such a manner that the physically challenged child can move about the classroom with minimum ease/stress, they should be provided with appropriate instructional resources.

CHAPTER THREE

METHODOLOGY

This chapter presents the procedures and methods that were used in collecting data for this study. They are treated under the following sub-headings.

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

The descriptive survey research design was adopted for this study. The choice of this design stems from its strength as a useful means for fact finding and an acknowledged methods of obtaining social facts and

opinions for the purpose of describing and interpreting existing condition. This research design method is also chosen or considered appropriate, for seeking individuals' opinions, attitudes and perceptions in their natural setting and will enables the researcher to make generalization concerning his population of study from the result obtained from the sample selected.

Population of the Study

The target population of the study consist of physically challenged students in Oredo local government area . According to 2022 population estimate the population of physically challenged students is two hundred and sixty seven (267) (Source: Ministry of Education)

Sample and Sampling Techniques

The sample for the study is one hundred (100) physically challenged students in Oredo local government area selectedthrough simple random sampling technique that is Four (4) communities will be selected in Oredo using simple random sampling techniques, while twenty (20) respondents from each of the four (4) communities selected using accidental sampling techniques

Research Instrument

The main instrument that was adopted for the collection of the needed data for the study is the questionnaire. The questionnaire is titled: problem encountered by the physically challenged in their education (PEPCE). The questionnaire comprise two Sections; “A and B”. The section ‘A’ of the instrument focuses on gathering personal information of the respondents such as age, sex, occupation, educational qualification among others while the section B was designed or geared towards seeking information on the issues raised in the research questions.

Validity of the Instrument

The research instrument was validated using the expert judgment approach. In this regard copies of the draft instrument were given to my project supervisor and two other experts in the Department of Adult and Non-formal Education, Faculty of Education, University of Benin, Benin City, Nigeria for item scrutiny. Thereafter, their suggestions were taken into consideration before the final copy of the instrument was produced and made use of.

Reliability of the Instrument

To determine the reliability of the instrument, the test-re-test procedure was adopted. In this vein, 20 copies of the instrument were administered on the respondents who were not part of the target population. After a time lag of two weeks the instrument was re-administered on the same group of respondents. Thereafter, their responses on the two occasions were collated and correlated using Pearson Product Moment Correlation Coefficient Statistical to determine its reliability index . A reliability coefficient index of 0.76 was obtained, this show that instrument was reliable. It was after then the instrument was administered for data collection.

Method of Data Collection

The researcher and two other research assistants personally administered the questionnaire to respondents through face to face interaction and were also collected from them immediately after they have been dully filled .

Method of Data Analysis

Frequency tables, Mean Score and percentages were adopted in the analysis and presentation of the data generated from this study.

CHAPTER FOUR
PRESENTATION OF RESULTS AND DISCUSSION OF
FINDINGS

This chapter focuses on the presentation of results obtained from the data collected and analysed of the relation to the demographic data of the respondents as well as for the research questions examined.

Table 4.2: Distribution of Respondents by Age

Age of Respondents	Frequency	Percentage
20-29years	35	35
30-39years	60	60
40-49years	5	5
50-59years	-	
60years and above	-	-
Total	100	100

Results in Table 4.2 shows that the number of students fall in the range of 35 representing 35%, while 60% of them are in the age range of 30-39 years. Similarly, 5% of the respondents fell into the age range of 40-49years, while 50-59years, 60years and above had no respondents in that category .This means that majority of the participants are from the age range of 30-39years.

Table 4.4: Distribution of Respondents Literacy Centre

Literacy Centre	Frequency	Percentage
Government Owned	84	84
Private Owned	16	16
Total	100	100

Data in Table 4.3 shows that 84% of the respondents were from government owned literacy centre while 16% of the respondents were from private owned literacy centre. This clearly shows that majority of the respondents were from government owned literacy centre.

Research Question One: What are the problems of educating the physically challenged students in schools in Oredo local government area of Edo state?

Table 4.4: Distribution on the problems of educating the physically challenged students in schools in Oredo local government area of Edo State

S/N	Item	SA	A	D	SD	Mean	Std.D	Remarks
1	Most teachers are ill-equipped to attend to the educational needs of students with physical challenges in the regular classroom	57	33	7	3	3.61	2.62	Agree
2	Most of the schools lack facilities, for example: braille reading materials, measurement kits for the visually impaired, hearing aids for hearing impaired	41	39	9	11	3.1	2.73	Agree
3	The attitude of non-disabled students towards physically handicapped students is a hindrance to the development of programmes for those set of students	40	53	2	5	3.3	2.72	Agree
4	Some physically challenged students constitute nuisance to themselves; teachers and peers in the regular classroom.	53	35	5	7	3.1	2.76	Agree
5	Lack of motivation of teachers and poor monitoring of the programme affects the development of the programme for physically challenged students.	56	37	5	2	3.31	2.93	Agree

Source: Field Survey, 2023

The Table4.4 shows that the respondents agree with items 1, 2, 3, 4

and 5; that most teachers are ill-equipped to attend to the educational needs of students with physical disabilities in the regular classroom with a mean score of 3.61 and standard deviation of 2.62, they agreed that most of the schools lack facilities, for example: braille reading materials, measurement kits for the visually impaired, hearing aids for hearing impaired with a mean score 3.1 and standard deviation of 2.73, that the attitude of non-disabled students towards physically handicapped students is a hindrance to the development of programmes for these sets of students with a mean score of 3.3 and standard deviation of 2.72; they agree that some physically challenged students constitute a nuisance to themselves; teachers and peers in the regular classroom with a mean score of 3.1 and standard deviation of 2.76, they also agree that lack of motivation of teachers and poor monitoring of the programme affects the development of the programme for physically challenged students with a mean score of 3.31 and standard deviation of 2.93. Hence the following items 1, 2, 3, 4 and 5 were accepted because they met the mean score standard of 2.50.

Research Question Two: What are the conditions for educating physically challenged students by the government in Oredo local government area of Edo state?

Table 5: Distribution on the conditions for educating physically challenged students by the government in Oredo local government area of Edo State

S/N	Item	SA	A	D	SD	Mean	Std.D	Remarks
6	There should be facilities like braille reading materials, measurement kits for the visually impaired, hearing aids for hearing impaired	38	50	7	5	2.85	2.51	Agree
7	There should be ample space for the child to move through without sustaining an injury	43	30	12	15	2.85	2.53	Agree
8	The teacher should use learning assistive technology, so as to be able to impart same to the students.	70	20	6	4	3.56	3.12	Agree
9	Therapist technology which include communicative devices like communicative brands with pictures, symbols, letters or words attached	40	43	7	10	3.05	2.68	Agree
10	Individualized learning approach should be employed for each child	50	35	12	13	3.42	2.89	Agree

Source: Field Survey, 2023

The Table 4.5 shows that the respondents agree with items 6, 7,8,9 and 10; that there should be facilities like braille reading materials, measurement kits for the visually impaired, hearing aids for hearing

impaired with a mean score of 2.85 and standard deviation of 2.51, that there should be ample space for the child to move through without sustaining an injury with a mean score of the 2.85 and standard deviation of 2.53, they agree that the teacher should learning assistive technology, so as to be able to impart same to the students with a mean score of 3.56 and standard deviation of 3.12, that therapist technology which include communicative devices like communicative boards with pictures, symbols, letters or words attached with a mean score of 3.05 and standard deviation of 2.68, they also agree that individualized learning approach should be employed for each child with a mean score of 3.42 and standard deviation of 2.89. Hence the following items 6, 7, 8, 9 and 10 were accepted because they met the mean score standard of 2.50.

Research Question Three: What are instructional resources provided for the education of the physically challenged in Oredo local government area of Edo State?

Table 6: Distribution on the instructional resources provided for the education of the physically challenged in Oredo local government area of Edo State.

S/N	Item	SA	A	SD	D	Mean	Std.D	Remarks
11	There is Accessible Instructional Materials (AIM) for the physically challenges students in Oredo local government area	44	36	12	8	3.08	2.75	Agree
12	There is National Instructional Materials Access Centre (“NIMAC”) in Oredo local government area	33	40	18	9	2.81	2.50	Agree
13	There are specialized teachers for the physically challenges students in Oredo local government area	35	38	20	7	2.85	2.53	Agree
14	There are equipped classrooms for the physically challenges students in Oredo local government area	57	41	6	6	3.61	2.62	Agree
15	There are facilities like braille reading materials, measurement kits for the visually impaired, hearing aids for hearing impaired	25	58	7	5	2.85	2.51	Agree

Source: Field Survey, 2023

The Table 4.6 shows that the respondents agree with items 11,12, 13,14 and 15, there is Accessible Instructional Materials (AIM) for the physically challenges students in Oredo local government area with a

mean score of 3.08 and standard deviation of 2.75, they agree that there is National Instructional Materials Access Centre (“NIMAC”) in Oredo local government area with a mean score of 2.81 and standard deviation of 2.50; they also agree that there are specialized teachers for the physically challenges students in Oredo local government area with a mean score of 2.85 and standard deviation of 2.53. They agree that there are equipped classrooms for the physically challenges students in Oredo local government area with a mean score of 3.61 and standard deviation 2.62; they also agree that there are facilities like braille reading materials, measurement kits for the visually impaired, hearing aids for hearing impaired with a mean score of 2.85 and standard deviation of 2.51. Hence the following all items were accepted because they met the mean score standard of 2.50.

Research Question Four: What can be done to mitigate the problems encountered in the education of the physically challenged in Oredo local government area of Edo State?

Table 4.7: Distribution on the mitigating the problems encountered in the education of the physically challenged in Oredo local government area of Edo State

S/N	Item	SA	A	D	SD	Mean	Std.D	Remarks
16	The government should ensure that the classroom is arranged in such a manner that the physically challenged child can move about the classroom with minimum stress	57	33	14	6	3.61	2.62	Agree
17	Extra time should be given to students to enable them conclude assigned functions and for carrying out assignments and tests.	33	40	10	17	2.81	2.50	Agree
18	When students with physical disability are integrated with those without disabilities ,the teachers should go the extra mile of being very vigilant and monitor properly the learning process	60	25	10	5	2.85	2.53	Agree
19	The teacher should encourage all the members of his/her class to play and learn together and share responsibilities according to their abilities	40	35	15	10	3.05	2.68	Agree
20	The government should incorporate the skills needed for everyday life into the curriculum	50	30	15	5	3.25	2.85	Agree

Source: Field Survey, 2023

The Table 4.7 shows that the respondents agree with items 16, 17, 18, 19 and 20, to the effect that government should ensure that the classroom is arranged in such a manner that the physically challenged child can move about the classroom with minimum stress with a mean score of 3.61 and standard deviation of 2.62; extra time should be given to students to enable them conclude assigned functions and for carrying out assignments and tests with mean score of 2.81 and standard deviation of 2.81 and standard deviation of 2.50, that when students with physical disability are integrated with those without disabilities, the teachers should go the extra mile of being very vigilant and monitor the learning process with a mean score of 2.85 and standard deviation of 2.53; they agree that the teacher should encourage all the members of his/her class to play and learn together and share responsibilities according to their abilities with a mean score of 3.05 and standard deviation of 2.68; they also agree that the government should incorporate the skills needed for everyday life into the curriculum with a mean score of 3.25 and standard deviation of 2.85. Hence the following all items were accepted because

they met the mean score standard of 2.50.

Discussion of Findings

The discussion of finding is based on the analysis of the research questions examined. This study affirms the problem encountered by the physically challenged in their education in Oredo local government area of Edo state. The result shows how effective and important education is to the physically challenged.

Findings from the studies revealed that the problems of educating the physically challenged students in schools include; unequipped teachers, lack of school facilities, for example: braille reading materials, measurement kits for the visually impaired, hearing aids for hearing impaired, another problem is the attitude of non-disabled students toward physically handicapped student, it was also observed that some physically challenged students, it was also observed that some physically challenged students constitute nuisance to themselves ; teachers and peers in the regular classroom, another problem is the lack of motivation of teachers. This is in agreement with Uyanwa and Akanbi (2020), findings to the

effect that there is still a dearth of special education teachers in the country and because non-specialist teachers are still being employed to work with physically challenged students.

Findings from the studies revealed that the identify the conditions for educating physically challenged students include; facilities like braille reading materials, measurement kits for the visually impaired, hearing aids for hearing impaired, ample space for the child to move through without sustaining any injury, another condition is that there should be therapist technology which include communicative devices like communicative boards with pictures, symbols, letters or words attached, there should be individualized learning for each child. This is in agreement with Iwuama (2019) suggestions that teacher should employ approaches to be able to make his/her lesson interactive, activity based, and hands-on learning.

Findings from studies revealed that the instructional resources provided for the education of the physically challenged include; Accessible Instructional Materials (AIM) , National Instructional

Materials Access Centre (“NIMAC”), it was revealed that there are specialized teachers, equipped classrooms, facilities like braille reading materials, measurement kits for the visually impaired, hearing aids for hearing impaired. This is in agreement with Onwuama (2018) who equally emphasized that for effective education of the hearing impaired, there is need for the provision of adequate instructional resources for teaching. Some resources include hearing aid, mirrors and charts showing demonstrations of mouth and tongue positions.

Findings from the studies reveal that the solutions for mitigating the problems encountered in the education of the physically challenged include government should ensure that the classroom is arranged in such a manner that the physically challenged child can move above the classroom with minimum stress, extra time should be given to students to enable them conclude assigned functions and for carrying out assignments and tests, it was observed that when students with physical disability are integrated with those without disabilities, the teachers should go the extra mile of being very vigilant and monitor the learning

process, the teacher should encourage all the members of his/her class to play and learn together and share responsibilities according to their abilities, and the government should incorporate the skills needed for everyday life into the curriculum .This is in agreement with Ikpeazu (2018) that for the government to achieve education for all (EFA) the physically challenge must be given the opportunity to be equally educated.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the summary, conclusion and recommendations of the study

Summary

The aim of the study was to investigate the problems encountered by the physically challenged in their education. To achieve the purpose intended, given research questions were raised to guide the study. These are:

1. What are the problems of educating the physically challenged students in schools in Oredo local government area of Edo State?
2. What are the conditions for educating physically challenged students by the government in Oredo local government area of Edo State?
3. What are instructional resources provided for the education of the physically challenged in Oredo local government area of Edo State?

4. What can be done to mitigate the problems encountered in the education of the physically challenged in Oredo local government area of Edo State?

The sample size for this study is a total of hundred (100) physically challenged students in Oredo local government area selected using simple random sampling procedure. Questionnaire was the major instrument used for data collection. The questionnaire was made up of Section 'A' and 'B'. while Section 'A' contained the demographic information of the respondents. The section 'B' was meant to elicit data on the various research questions raised . The reliability and validity of the instrument was determined. The validity of the instrument was subjected to content and face by my project supervisor and two other experts in the Department of Adult and Non Formal Education, Faculty of Education, University of Benin, Benin City, Nigeria for item scrutiny. The reliability of the instrument was determined through test-retest procedure and the value obtained was through Pearson Product Moment Correlation Coefficient reliability index of 0.76. The data collected were analyzed

using descriptive statistics such as: frequency count, simple percentages, mean and standard deviation .

Findings

The following findings were made from the study.

1. That the problems of educating the physically challenged students in schools include; Unequipped teachers, lack school facilities, another problem is the attitude of non-disabled students towards physically handicapped student, it was also observed that some physically challenged students constitute nuisance to themselves; teachers and peers in the regular classroom, another problem is the lack of motivation of teachers.
2. That the identify the conditions for educating physically challenged students include; facilities like braille reading materials, measurement kits for the visually impaired, hearing aids for hearing impaired, ample space for the child to move through without sustaining an injury, another condition is that there should be therapist technology which include communicative devices like

communicative brands with pictures, symbols, letters or words attached, there should be individualized learning for each child .

3. That the instructional resources provided for the education of the physically challenged include; Accessible Instructional Materials (AIM), National Instructional Materials Access Centre (“NIMAC”), it was revealed that there are specialized teachers, equipped classrooms , and facilities.
4. That the solutions for mitigating the problems encountered in the education of the physically challenged include government should ensure that the classroom is arranged in such a manner that the physically challenged child can move above the classroom with minimum stress, extra time should be given to students to enable them conclude assigned functions and for carrying out assignments and tests.

Conclusion

Based on the findings of the study, it was concluded that the problems of educating the physically challenged students in schools is

lack of instructional resources such as braille reading materials, measurement kits for the visually impaired, hearing aids for hearing impaired, therapist technology which include communicative devices like communicative boards with pictures, symbols, letters or words attached, there should be individualized learning for each child, and both human resources such as qualified teachers.

Recommendations

Based on the findings and conclusion drawn in the study, the researcher wishes to offer the following recommendations:

- Rigorous advocacy programme should be embarked upon by government to educate all but majorly, every individual who has a stake in the care and education of the physically challenged children on their role in the implementation of government policy concerning the disabled.
- Organization of regular workshops, conferences and seminars for all teachers on strategies for teaching the physically challenged children in their classes should be a major priority of government.

- Incentives should be given to teachers who teach the children with disabilities.
- At the school level, teachers should collaborate with each other to share their experiences. This will help them to provide possible solutions to the problems encountered during the teaching and learning activities with the physically challenged children in classroom.
- The general community should be enlightened on why the physically challenged children are being educated alongside the normal children in a normal classroom setting.

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**DEPARTMENT OF ADULT AND NON FORMAL EDUCATION
FACULTY OF EDUCATION
UNIVERSITY OF BENIN**

**PROBLEM ENCOUNTERED BY THE OF THE PHYSICALLY
CHALLENGED IN THEIR EDUCATION IN OREDO LOCAL
GOVERNMENT ARE OF EDO STATE**

Dear Respondent,

This questionnaire is solely for the purpose of a research. The researcher is carrying out a study on Problem Encountered by the Physically Challenged in their Education (PEPCE)

You are therefore requested to kindly help as much as possible to supply the needed information. Your response shall be treated with outmost confidence.

Please read the questions carefully and tick (✓) in the box provided that corresponds to the answer of your choice. At the right hand column there are options of questionnaire raised representing how much you rate the statements. Indicate your response to the statements by ticking the appropriate box against the number.

Yours Faithfully

Researcher

SECTION A (DEMOGRAPHIC)

Instruction: Please tick (✓) Option that best suit your opinion.

1. Sex: Male [] Female []
 2. Age: 18-29years [] 30-39years [] 40-49years []
 50-59years[] 60years and above []
 4. Literacy Centre: Government owned [] Private owned[]

SECTION B

INSTRUCTION: Kindly tick (✓) where necessary using the following Keys

Strongly Agree (SA)

Agree (A)

Disagree (D)

Strongly Disagree (SD)

S/N	Item	SA	A	D	SD
RQ1	What are the problems of educating the physically challenged students in schools in Oredo local government area of Edo State ?				
1	Most teachers are ill-equipped to attend to the educational needs of students with physical challenges in the regular classroom				
2	Most of the schools lack facilities, for example: braille reading materials, measurement kits for the visually impaired, hearing aids for hearing impaired				
3	The attitude of non-disabled students towards physically handicapped student is a hindrances to the development of programmes for these sets of students				
4	Some physically challenged students constitute nuisance to themselves; teachers and peers in the regular classroom.				

5	Lack of motivation of teachers and poor monitoring of the programme affects the development of the programme for physically challenged students.				
RQ2	What are the conditions for educating physically challenged students by the government in Oredo local government area of Edo State?				
6	There should be facilities like braille reading materials, measurement kits for the visually impaired, hearing aids for hearing impaired				
7	There should be ample space for the child to move through without sustaining an injury				
8	The teacher should learning assistive technology, so as to be able to impart same to the students				
9	Therapist technology which include communicative devices like communicative boards with pictures, symbols, letters or words attached				
10	There should be individualized learning for each child				
QR3	What are instructional resources provided for the education of the physically challenged in Oredo local government area of Edo State?				
11	There is Accessible Instructional Materials (AIM) for the physically challenges students in Oredo local government area				
12	There is National Instructional Materials Access Centre (“NIMAC”) in Oredo local government area				
13	There are specialized teachers for the physically challenges students in Oredo local government				

	area				
14	There are equipped classrooms for the physically challenges students in Oredo local government area				
15	There are facilities like braille reading materials, measurement kits for the visually impaired, hearing aids for hearing impaired				
QR4	What can be done to mitigate the problems encountered in the education of the physically challenged in Oredo local government area of Edo State?				
16	The government should ensure that the classroom is arranged in such a manner that the physically challenged child can move above the classroom with minimum stress.				
17	Extra time should be given to students to enable them conclude assigned functions and for carrying out assignments and tests.				
18	When students with physical disability are integrated with those without disabilities ,the teachers should go the extra mile of being very vigilant				
19	The teacher should encourage all the members of his/her class to play and learn together and share responsibilities according to their abilities				
20	The government should incorporate the skills needed for everyday life into the curriculum				

