

**COMPARATIVE ASSESSMENT OF THE PERCEPTIONS OF INCLUSIVE
EDUCATION PRACTICES AND PEER SUPPORT FOR STUDENTS WITH
DISABILITIES AMONG SPECIAL NEEDS STUDENTS AND SPECIAL
EDUCATION STUDENTS AT THE UNIVERSITY OF BENIN, BENIN CITY**

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**UNIVERSITY OF BENIN
BENIN CITY, NIGERIA**

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**A PROJECT WRITTEN AND SUBMITTED TO THE DEPARTMENT OF
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CERTIFICATION

We the undersigned names, hereby certify that this research was carried out by **Isoken AGBONBA** with Matriculation Number: EDU2203372 of the Department of Educational Evaluation and Counseling Psychology, Faculty of Education, University of Benin, Benin City, Edo State Nigeria.

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DEDICATION

This work is dedicated to God Almighty, the Beginning and the End whose grace made the successful completion of this research project possible.

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The Researcher give thanks to God Almighty that she refers to as her heavenly Father and Creator. He made it possible for this work to be successfully completed. She is also grateful to God for His faithfulness and mercies upon her life throughout her study in the University of Benin.

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ABSTRACT

This study investigated the views of students with disabilities and B.Sc. (Ed.) Special Education students regarding inclusive education practices and peer support at the University of Benin during the 2025/2026 academic session.

A descriptive survey design was employed for the study. Data were obtained from a sample of 40 participants, comprising 20 students with disabilities and 20 Special Education students, using a validated 25-item questionnaire with a Cronbach's Alpha reliability coefficient of 0.69. The study addressed four research questions and tested two null hypotheses using descriptive statistics (mean and standard deviation) and Pearson Product-Moment Correlation at the 0.05 level of significance.

The results indicated that students with disabilities were generally dissatisfied with the implementation of inclusive education practices, particularly regarding the availability of accessible facilities and the use of inclusive instructional methods. Despite these concerns, respondents reported positive experiences with peer support, noting that classmates were generally willing to assist them during lectures and treated them with respect and dignity. Furthermore, the correlation analysis showed that peer support was not significantly associated with the level of inclusion experienced by students with disabilities ($r = .332$, $p = .152$). Likewise, no significant relationship was found between the perceptions of students with disabilities and those of Special Education students concerning inclusive education practices ($r = .343$, $p = .138$).

Based on these findings, the study concluded that the implementation of inclusive education at the University of Benin remains below the expected standard, although peer support among students is encouraging. The study therefore recommended that the university improve the provision of accessible learning facilities, strengthen disability support services, actively involve students with disabilities in decisions related to inclusion, and provide regular professional development for lecturers to enhance the adoption of effective inclusive teaching practices.

CHAPTER ONE

INTRODUCTION

Background to the study

Inclusive education in higher institutions is potentially based on the idea that all students, including those with special needs, should have equal opportunities to learn and participate in the same academic environment. Inclusive education encourages shared learning experiences where students with and without disabilities interact freely and support one another. Inclusive education promotes equal access to education and emphasizes participation, acceptance, and respect for diversity among learners. In the university setting, inclusive education goes beyond classroom learning and includes social interaction, academic engagement, and peer relationships. Importantly, perceptions of inclusive education may differ between students with special needs and students studying Special Education Programmes due to differences in lived experiences and academic exposure.

Many African countries have intensified efforts towards inclusive education over the years as governments and educational institutions respond to international calls for equity and social inclusion. Despite this, institutions in the region seem to be marked by limited support services, poor implementation of policy, and weak structures for special needs students; as a result, they often experience barriers and challenges to full academic

participation and social integration within the university environment. These challenges may also influence how different groups of students, including special needs students and those in Special Education Programmes, perceive inclusive education within universities. Inclusive education can be described as the practice of educating learners with disabilities together with their peers without disabilities in the same school environment and creating a society that helps to support learners with disabilities.

According to the Federal Government in the National Policy on Education (FGN, 2013), inclusive education refers to the education of learners with special needs in regular classrooms alongside their peers with the provision of necessary support services to ensure effective learning. Inclusive education involves special needs students through the provision of appropriate accommodation, resources, and assistance that will enable them function independently. Some of these supports include accessible buildings, assistive technologies or devices, inclusive classrooms, sign language interpreters, and disability support services. However, the perception and interpretation of these provisions may differ between students who directly experience disability and students studying Special Education Programmes who engage with inclusive education academically.

For students with special needs, gaining admission into the university is often both exciting and challenging. University life requires students to be independent, confident, and socially active. Unlike secondary school, where there may be close

monitoring and structured support, university students are expected to manage their academic work and social lives largely on their own. Students with special needs may feel hopeful about being part of an inclusive environment, but they may also feel anxious about how they will cope academically and socially. Ainscow (2015) noted that learners with special needs often experience mixed emotions in inclusive settings, especially when support systems are not clearly available. While these challenges are directly experienced by special needs students, students in Special Education Programmes may understand them from a theoretical or professional standpoint, leading to differences in perception.

Academic activities in the university often involve large lecture halls, fast-paced teaching, group discussions, presentations, and independent study. These academic demands can be difficult for some students with special needs, depending on the nature of their challenges. In situations where lectures move quickly or learning materials are not easily accessible, students with special needs may struggle to keep up. Studies have shown that peer assistance, such as sharing notes, explaining difficult concepts, and working together during group assignments, can improve academic participation among students with special needs (Cardinot & Flynn, 2022). When such support is present, students are more likely to feel confident and included in academic activities, leading to improved social interaction. However, while special needs students experience these

challenges directly, students in Special Education Programmes often analyze them academically, which may influence their perception differently.

Social interaction is an important aspect of university life. Students build friendships, join study groups, and participate in social events that contribute to their sense of belonging. Students with special needs, like other students, desire acceptance and positive relationships with their peers. However, some students with special needs may experience social isolation due to lack of understanding or awareness among other students. Ijadunola et al., (2021) observed that negative attitudes or limited knowledge about disabilities can reduce meaningful interaction between students with special needs and their peers. Such experiences may influence how students with special needs perceive inclusive education in the university. However, the way these social dynamics are perceived may differ between students with special needs and students in Special Education Programmes due to differences in lived experience and academic exposure.

The perceptions of undergraduates play a significant role in the success of inclusive education. Undergraduate students' perceptions and attitudes towards inclusion may determine their willingness to interact with and support peers with special needs, particularly between students with special needs and students in Special Education Programmes. Some students may view inclusive education positively and willingly offer help during academic and social activities. Others may feel unsure about how to interact

or provide support due to limited exposure to inclusive education. Research suggests that positive perceptions among students promote cooperation, empathy, and social inclusion within the university environment (Ainscow, 2015). Consequently, such perceptions can influence the level of peer support within the university setting.

Support from fellow students can take different forms. Academic support may include helping with lecture notes, group discussions, or assignment clarification. Social support may involve friendship, inclusion in social activities, and participation in campus life. Emotional support may include encouragement, patience, and understanding during stressful academic periods. According to Cardinot and Flynn (2022), peer support contributes significantly to the academic adjustment and social well-being of students with special needs in higher institutions. However, these forms of support may be perceived differently by both groups of students due to differences in experience and training.

Despite the importance of peer support, some students with special needs may hesitate to ask for help. They may fear being judged, stigmatized, or seen as dependent. Others may prefer to manage their challenges privately to avoid drawing attention to themselves. This reluctance to seek support can negatively affect their academic performance and social participation. Vygotsky's social development theory emphasizes the importance of social interaction in learning, suggesting that support from others plays

a key role in cognitive and social development (Vygotsky, 1978). This experience is primarily lived by special needs students, while students in Special Education Programmes may interpret it from a theoretical standpoint.

In Nigeria, policies supporting inclusive education exist, but their implementation varies across institutions. The Federal Government in the National Policy on Education (FGN, 2019) emphasized the need for inclusive practices in higher institutions; however, the effectiveness of these policies largely depends on awareness and cooperation within the university community. Within the University of Benin, students come from diverse backgrounds and possess varying levels of understanding about inclusive education. While institutional support may be available, the daily experiences of students with special needs are likely to be influenced by interactions with fellow students. Therefore, a comparative assessment of both groups is necessary to understand differences in perception and improve inclusive education practices in the University of Benin. This study therefore focuses on examining how special needs students and students in Special Education Programmes perceive inclusive education and support within the University.

Statement of the Problem

The initiatives that have been taken to support inclusive education are aimed at promoting inclusion and improving the well-being of students with special needs in universities. However, despite these efforts, many tertiary institutions, including the

University of Benin, still face challenges in the effective implementation of inclusive education. Students with special needs often encounter barriers such as negative attitudes from undergraduate peers, inadequate peer support, lack of assistive technologies and learning facilities, inaccessible buildings, and limited understanding of their educational needs.

While policies exist to promote inclusive education, there is limited research into how students with special needs perceive the practice of inclusive education in the University of Benin. Likewise, little attention has been given to how undergraduates in the Special Education Programme perceive inclusive education practices within the same institution. Furthermore, there is limited information on the relationship between the level of inclusion experienced by students with special needs and the peer support they receive from other undergraduates, as well as the relationship between the overall perceptions of students with special needs and those in the Special Education Programme regarding inclusive education practices.

This lack of information makes it difficult to clearly identify gaps in inclusive education practices and to improve support systems for students with special needs. It is therefore necessary to examine these perceptions and relationships in order to enhance inclusion, strengthen peer support, and improve the overall academic and social experience of students with special needs in the University of Benin. This study therefore

seeks to compare the perceptions of students with special needs and undergraduates in the Special Education Programme regarding inclusive education practices in the University of Benin, Benin City. A neglect of a study such as this may limit the availability of evidence required to improve inclusive education practices in the institution.

Research Questions

Four research questions were raised to guide the study.

1. How do special needs undergraduates students perceive the practice of inclusive education in University of Benin, Benin City, Edo State, Nigeria?
2. How do undergraduates in the Special Education Programme perceive the practice of inclusive education in the University of Benin, Benin City, Edo State, Nigeria?
3. What is the relationship between the level of inclusion experienced by special needs students and the support they received from other undergraduates at the University of Benin, Benin City, Edo State, Nigeria?
4. What is the relationship between the overall perceptions of special needs undergraduates and undergraduates in the Special Education Programme of the practice of inclusive education in the University of Benin, Benin City, Edo State, Nigeria?

Hypotheses

Two null hypotheses also guided the study. Research question three and four were formulated into corresponding hypotheses to further give direction to the current study and were tested at .05 alpha levels.

1. There will be no significant relationship between level of inclusion experienced by special needs students and the support they received from other undergraduates students in the University of Benin, Benin City, Edo State, Nigeria.
2. There will be no significant relationship between the overall perceptions of special needs undergraduates and undergraduates in the Special Education Programme on the practice of inclusive education in the University of Benin, Benin City, Edo State, Nigeria.

Purpose of the study

The main purpose of this study is to compare the perceptions of students with disabilities and students studying Special Education programs regarding inclusive education practices in the University of Benin, Benin City.

Specifically, the study seeks to:

1. Examine the perception of special needs students concerning inclusive education practices in the University of Benin.

2. Evaluate the perception of students studying Special Education programs concerning inclusive education practices in the University of Benin.
3. Determine if there is a significant relationship between the inclusive education practices implemented and the peer support received by students with disabilities.
4. Assess if there is a significant difference between the overall perception of students with disabilities and that of students studying Special Education programs regarding inclusive education.

Significance of the study

This study will be of significance to special needs students, regular undergraduate students without disabilities, lecturers, University administrators, policy makers, researchers and special education practitioners when it is published.

Special needs students will be informed of their collective perception on inclusive education and support from peers in the university in order to determine how peer support influences their learning and participation.

Undergraduate students will benefit through increased awareness of the importance of positive peer support, respectful interactions, and cooperation. This awareness can foster a more inclusive campus culture and enhance both social relationships and academic success for students with special needs.

Lecturers will benefit from this study by gaining a clearer understanding of how peer attitudes and support influence the academic and social experiences of students with special needs. This knowledge can help them adopt more inclusive teaching strategies and create classroom environments that promote participation and equal learning opportunities.

University administrators and policymakers will benefit from the evidence-based findings of the study, which can guide the formulation and improvement of institutional policies, support services, and accessibility measures. The study will also serve as a valuable reference for researchers and special education practitioners by contributing to existing knowledge in the field of inclusive education and supporting future research efforts.

The findings of this study can inform the university to develop orientation programs for all undergraduate to teach them how to provide effective, respectful and peer support. Social and personal support perceived positively can reduce the psychological stress on special needs students allowing them to focus on their academic goals

Scope and delimitation of the study

This study focuses on a comparative assessment of the perceptions of special needs undergraduate students and undergraduate students in the Special Education Programme

regarding the practice of inclusive education, peer support, challenges, and attitudes toward inclusive education at the University of Benin. The study is delimited to undergraduate students with special needs and undergraduate students in the B.Sc. (Ed.) Special Education Programme at the University of Benin, Benin City; therefore, the findings are limited to these participants and the study area.

Definition of Terms

For the purpose of this study, the following terms are defined operationally within the context of the study:

Inclusive Education: This refers to the practice of educating special needs students together with their peers without disabilities within a University.

Peer Support: This is used to describe the academic, social, emotional and other forms of assistance offered by undergraduate students to special needs undergraduates. In this context peer support includes activities such as academic assistance, participation in group work, social interaction and Inclusive behavior.

Perception: Perception refers to the way special needs students feel, interpret, and understand inclusive education and support they receive from undergraduate peers. Perception in this context is measured through students' responses, opinions and feedback obtained from questionnaire used as the research instruments.

Special Education Students: These are undergraduate students enrolled in the Special Education Programme who are being trained to support and educate individuals with special needs.

Special Needs Students: These are undergraduate students at the University who have physical, sensory (hearing or visual), or learning disabilities.

Undergraduate students: These are students enrolled in first-degree programs irrespective of their academic program.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Theoretical framework

This study is rooted in inclusive education theory which does not originate from a single unified perspective but is instead informed by a combination of related theoretical and policy frameworks. These frameworks collectively explain how educational systems can accommodate diversity and ensure equal participation for all learners. Prominent among them are the Social Model of Disability proposed by Mike Oliver (1983), the Salamanca Statement developed under UNESCO (1994), Lev Vygotsky's Sociocultural Theory Vygotsky, (1978), and the Universal Design for Learning (UDL) framework introduced by David Rose and Anne Meyer (2002). Together, these perspectives provide the foundation for inclusive education by stressing accessibility, participation, fairness, and the elimination of barriers that limit learning opportunities for students with varying needs.

The Social Model of Disability by Oliver, (1983) argued that disability is not an inherent condition within individuals but rather a consequence of societal, environmental, and attitudinal obstacles. Oliver argued that individuals are disabled by systems and society that are not designed to accommodate their needs, including inaccessible infrastructure, restrictive policies, and negative social attitudes. In contrast, the

Salamanca Statement (UNESCO, 1994) advocates for inclusive schooling, stating that mainstream educational institutions that embrace diversity are the most effective way to achieve education for all. It emphasizes that every learner is unique and should be supported within regular school systems whenever possible. Similarly, Sociocultural Theory by Vygotsky, (1978) views learning as a socially mediated process that develops through interaction, collaboration, and assistance within the Zone of Proximal Development (ZPD), highlighting the significance of peer relationships in learning. In the same vein, the Universal Design for Learning (UDL) framework by Rose and Meyer, (2002) promotes the intentional design of curricula that cater to learner diversity by providing multiple ways of engagement, representation, and expression. Collectively, these frameworks reinforce the idea that inclusion is achieved not by separating learners but by restructuring educational systems to support all students.

The relevance of these frameworks to this study is evident in how they explain the influence of undergraduates' perceptions and support on the effectiveness of inclusive education in higher institutions. Based on the Social Model of Disability theory, students' attitudes may either contribute to or reduce barriers experienced by learners with special needs; Negative perceptions can result in exclusion, while positive attitudes encourage inclusion (Oliver, 1983). The Salamanca Statement is relevant to the current study because it identifies all learners, including undergraduates, as essential participants in

inclusive education, implying that their acceptance and support are critical to its success (UNESCO, 1994). Vygotsky's Sociocultural Theory embedded in inclusive education theory applies to this study because academic and social learning in tertiary institutions depends largely on interaction, cooperation, and peer support, which require positive engagement with students with special needs (Vygotsky, 1978). Likewise, the UDL framework relates to this study by influencing how students perceive fairness and accessibility in teaching practices; when learning environments are designed to be flexible and inclusive, students are more likely to develop supportive attitudes toward inclusion (Rose & Meyer, 2002). Overall, these frameworks jointly explain how undergraduate perceptions and support can either strengthen or hinder the implementation of inclusive education in higher institutions.

Concept of Inclusive Education

Inclusive education refers to an educational approach in which all learners, regardless of their abilities, disabilities, socioeconomic background, or other differences, are provided with equal access to learning opportunities in mainstream educational environments. It emphasizes the removal of barriers to learning, participation, acceptance, and recognition of diversity among students (Ainscow et al., 2006; Florian, 2014). UNESCO (2009) defines inclusive education as a process of addressing and responding to the diverse needs of learners, including participation in learning and reducing

exclusion within the education system. This definition emphasizes that inclusion is not limited to a set of students; especially where tertiary institutions in Nigeria seem to practice general education settings, where both regular students and students with disabilities learn together in the same educational environment.

In tertiary institutions, inclusive education requires the availability of accessible buildings, such as ramps, lifts, and suitable learning spaces that meet the diverse needs of all students. It also involves the use of a modified curriculum and inclusive teaching methods that support diverse learning abilities. Additionally, support services, assistive technologies, and adjustment of assessment practices are necessary to help special needs students to succeed academically. It also requires positive attitudes from lecturers, administrative staff, and fellow students to promote social inclusion and reduce discrimination. Studies have shown that inclusive education and social inclusion reduce stigma and promote respect among students. (Florian and Black Hawkins, 2011).

Concept of Peer Support to Special Needs Students

Peer support to students with disabilities refers to the various forms of assistance provided by fellow students at the same educational level to facilitate their academic, social, and emotional participation in educational settings. In the African context, peer support extends beyond classroom interactions to include institutional initiatives and collaborative practices that promote inclusion and equal participation for students with

disabilities (Chiwandire & Vincent, 2019). Academic support may involve the use of assistive technologies, accessible learning environments, modified instructional materials, collaborative learning, and flexible assessment practices to enable students with disabilities to participate effectively in the learning process.

Peer support also promotes social connectedness, confidence, and active participation among students with disabilities. Through peer mentoring, collaborative learning, and shared experiences, students receive academic guidance while developing meaningful friendships and a stronger sense of belonging within the university community. Research indicates that peer mentoring enhances students' social and emotional well-being, encourages self-advocacy, and improves their engagement in learning and campus activities, making it an important component of inclusive higher education (Williams et al., 2024; Siew et al., 2017).

Peer support is often complemented by counseling and psychological support services that help students cope with stress, stigma, discrimination, and other emotional challenges associated with disability. Counseling services provide guidance that enables students to address personal, academic, and social concerns, while psychological services focus on assessing emotional and behavioural needs and providing appropriate interventions where necessary. In addition, social support through peer interaction, mentoring, and participation in group activities fosters self-confidence, strengthens

interpersonal relationships, promotes inclusion, and reduces feelings of isolation among students with disabilities (Muhammad & Haruna, 2025).

Inclusive Education and Special Needs Students

Inclusive education aims to ensure that students with special needs are fully integrated into regular classrooms rather than being excluded or overlooked. When implemented effectively, inclusive environments can enhance students' social skills, communication abilities, and self-esteem (Florian & Black-Hawkins, 2011; Duma & Shawa, 2019). However, challenges still exist. In many schools, students encounter insufficient facilities, low awareness among their peers and teachers, and sometimes negative attitudes. Without adequate support, students with special needs may still face discrimination and obstacles to participation in schools that claim to be inclusive (Chiwandire & Vincent, 2019; Muhammad & Haruna, 2025).

In Nigeria, policies have been developed to promote inclusive education, but their implementation in higher education institutions remains inconsistent. Challenges such as inadequate funding, limited institutional support, insufficient teacher training, and low awareness among staff and students have created a gap between policy provisions and actual practice. Consequently, many students with disabilities continue to experience barriers to full participation in university life. These challenges highlight the need for stronger institutional strategies, effective policy implementation, and greater stakeholder

commitment to achieving inclusive education in higher education institutions (Osuji & Semenitari, 2024; Isaac et al., 2025).

Ire and Osuji (2024) Conducted a study on inclusive education and cognitive development among students with disabilities in primary school in Enugu, Nigeria. The study adopted a descriptive survey research design. The population of the study consisted of 1,585 teachers drawn from inclusive primary schools in Enugu state, with a sample size of 400. A simple random sampling technique was used in selecting the sample. A questionnaire titled “Influence of inclusive education on learners living with disabilities” was used to collect the data and the researchers independently administered the questionnaires to the teachers. Data collected was analyzed using means, standard deviation and independent sample t-test. Analysis of the data showed that inclusive education positively influences the cognitive development of learners with disabilities.

Osuji and Semenitari (2024) Investigated school administrators’ strategies for implementation of the national policy on inclusive education in secondary schools in Port Harcourt metropolis, Rivers state, Nigeria. The study adopted a descriptive survey design. The population of the study was 759 school administrators with a sample size of 328 school administrators derived through simple random sampling and census techniques. Questionnaire titled implementation strategies of inclusive education As perceived by administrators in secondary schools Was used for data collection by the researchers

independently. Data collected was analyzed using mean, standard deviation and z-test. Based on the findings accessibility ,safety and creating support for inclusive teaching , are the strategies to ensure implementation of inclusive education in secondary schools in Port Harcourt metropolis rivers state.

Eze et al., (2024) Examined inclusive education implementation in two universities in the West African sub-region Nigeria and Sierra Leone universities. The study employed a qualitative research design. The population consisted of 75 special students in the two universities there was no sampling as the population was limited. Data were collected primarily by the researchers using semi structured interview and analyzed based on thematic literature review . Findings of the studies revealed that limited facilities and Shortage of personnel contributed to poor implementation of inclusive practices in the universities.

Isaac et al., (2025) Conducted study on inclusive education for students with special need in Nigeria to determine Rhetoric vs Reality. The study adopted a descriptive survey research design. The population of the study include special needs students and teachers with a sample size of 100 obtained through simple random and purposive sampling techniques. A Questionnaire titled special needs student inclusive education was used to collect data primarily by the researchers and two research assistants. Data collected was analyzed using ANOVA and simple regression analysis. The study shows

that inclusive education exist but gaps remain between policy and practice due to resource, training, and cultural constraints.

Kanu, (2025) Carried out a study on the influence of support services on inclusive education of students with disabilities in Nasarawa state university, keffi, Nigeria. The study utilized a descriptive survey research design. Contain a population size of 60 students and 20 lecturers The study used a simple random sampling techniques to select the total population. Data were collected using a researcher-designed questionnaire independently by the researcher and was analyzed using percentage tables and t-test analysis . Based on the findings support services significantly influenced education outcomes but challenges such as funding and lack of assistive technologies persist.

Peer Support and Special needs Students

The type of support that special needs students get from their fellow undergraduate peers can greatly influence their academic performance and social experiences. When peers provide positive encouragement, it helps these students take part more actively in group activities, join classroom discussions, and participate in social events, making them feel included and less alone (Duma & Shawa, 2019). A study shows that undergraduates who understand and appreciate inclusive education are more likely to help and accept special needs students. Conversely, negative attitude, lack of knowledge,

and insufficient training can prevent effective peer support and opportunities for inclusion (Chiwandire & Vincent, 2019; Muhammad & Haruna, 2025). In order to improve this situation, universities should create awareness programs, utilize inclusive teaching strategies, and establish structured peer support initiatives. These actions will help ensure that students with disabilities are not only present in the classroom but are also fully included in academic activities, social interactions, and campus life through effective institutional support and inclusive practices (Osuji & Semenitari, 2024; Maia et al., 2024).

Wankasi and Gbobo (2024) examined support services for caregivers/Teachers of children in special needs school in Bayelsa and River states, Nigeria. The study utilize a qualitative descriptive research design. The population of the study included caregivers and teachers who fulfill teaching obligations in the schools for children with special needs. With a sample size of 29. Gotten through a purposive sampling technique. Interview was used as a means of data collection and the data was collected primarily by the researcher. Data collected was analyzed using line by line analysis and NVivo 8.0. The findings of the study indicated that both governmental and non-governmental organizations need to intensify their efforts in providing support services for teachers and caregivers, offering appropriate vocational training tailored to the needs of each child, and ensuring access to free healthcare services.

Olatunbosun et al.,(2025) Investigated roles of support systems for students with learning disabilities in Ekiti state.The study adopted a descriptive research design with a quantitative approach. Population contained 232 students with a sample size of 120 students selected through stratified random sampling technique. Data was collected primarily by the researcher using a self-structured questionnaire titled “student support system” and analyzed using descriptive statistics.Findings derived from the study shows that foundation support such as virtual aids special educators counseling services are generally available though significant gaps remain especially in the provision of assistive device and other support services.

Ifejiofor and Nwasor, (2020) probed the availability of support systems for preventing learner attrition through inclusivity among special needs in Nnamdi Azikiwe university, Awka.The study applied the descriptive survey as its design research on a population of 27 special needs learners Consisting of 11 visually impaired and 16 physically challenged learners which were sampled using convenient sampling technique. A questionnaire titled availability of learner support system was used for data collection independently by the researcher. Data collected was analyzed using percentage and mean scores.The study found that at Nnamdi Azikiwe University,Awka, learner support systems for visually impaired and physically challenged students are largely inadequate.

There was no appropriate accommodation and proper sitting arrangement in the learning environment for special needs learners.

Yahya et al., (2025) evaluated support services for students with special needs in Islamiyah school in southwest Nigeria. The study employed a convergent parallel design (mixed methods). The population of the study consisted of 17 schools (teachers, administrators, parents, & students). The researchers collected quantitative and qualitative data primarily through questionnaires and focus group discussions with teachers, school administrators and students with special needs. Quantitative data were analyzed with SPSS while qualitative insights were acquired through thematic analysis. Based on the study findings support services were inadequate and inequitable, with urban-rural gaps; while family and peer support influence academic success.

Iroegbu et al., (2025) conducted a study on support services for inclusive education of children with disabilities in the 21st century. The study employed quantitative conceptual empirical input. The population consisted of education stakeholders in the university of Jos. Data were collected primarily by the researchers through structured questionnaires and institutional records and were analyzed using frequency, percentage, mean, standard deviation, ANOVA and independent sample t-test. The study found that support services are vital for inclusive education, but they are

inadequately and inconsistently provided shortage of trained professionals and weak institutional commitment hinder's effective support for learners with disabilities.

Challenges In Accessing Peer Support

Access to peer support remains an important aspect of inclusive education, especially in tertiary institutions where students with special needs often rely on their colleagues for academic, emotional, and social assistance. Despite its importance, several factors make it difficult for these students to obtain adequate peer support. One of the major challenges is the existence of negative perceptions and stigmatizing attitudes among non-disabled students, which may discourage interaction and reduce their willingness to offer assistance (Carter & McCabe, 2021). In some cases, students with special needs may feel isolated, discriminated, or excluded from academic and social activities, thereby limiting their opportunities to benefit from peer support (Carter & McCabe, 2021). Additionally, poor awareness and limited understanding of disability related issues among undergraduates can weaken supportive relationships within the university environment. These challenges may negatively affect students' academic engagement, sense of belonging, and general educational experience (Maia et al., 2024).

Empirically, Carter and McCabe, (2021) conducted a systematic review on peer perspectives within the inclusive post secondary education movement. The study reviewed 37 empirical studies involving approximately 2,670 undergraduate peers who

participated in support programs for students with intellectual and developmental disabilities. Findings revealed that although peer support programs promote inclusion, several challenges were identified, including lack of training for peer mentors, uncertainty about how to provide effective support, communication difficulties, and occasional negative perceptions of disability among students. Meanwhile, those are challenges that can limit the effectiveness and accessibility of peer support within higher education institutions.

Similarly, Maia et al., (2024) examined peer mentoring circles in higher education, focusing on the perceptions of members with and without disabilities. Using a qualitative research design, the study found that while peer mentoring improved academic inclusion and social belonging, students with disabilities still encountered difficulties in accessing consistent peer support due to communication barriers, lack of structured institutional backing, and limited awareness among peers. The authors emphasized that effective peer support requires organized mentoring structures and positive peer attitudes within inclusive university settings. It underscores the importance of resolving challenges that limit peer support to students with disabilities in the university general environment.

Strategies For Improving Inclusive Education And Peer Support

The improvement of inclusive education and peer support in tertiary institutions depends on intentional strategies that encourage equal participation ,accessibility, and healthy social relationships among students. One effective approach is the introduction of peer mentoring and peer tutoring programmes, where students without disabilities are guided and trained to offer academic, emotional, and social assistance to students with special needs (Carter & McCabe, 2021). These programmes are important because they help students feel accepted, reduce social isolation, and promote better academic involvement among undergraduate special students. Another useful strategy is the organization of awareness and sensitization programmes aimed at changing negative attitudes and misconceptions about students with disabilities (Oswal et al., 2025). Through activities such as seminars, workshops, and orientation sessions, students can develop understanding, empathy, acceptance, and readiness to support their peers in an inclusive learning environment. In addition , training lecturers and modifying the curriculum are important for creating adaptable learning environments that meet the diverse needs of students through cooperative learning, assistive technologies, and varied teaching methods (Oswal et al., 2025). Altogether, these strategies contribute to the effective implementation of inclusive education and reinforce peer support systems within universities.

Empirically, Carter and McCabe, (2021) carried out a systematic review on peer perspectives within the inclusive post secondary education movement. The review covered 37 empirical studies involving about 2,670 undergraduate peers who participated in support programmes for students with disabilities. The findings indicated that organized peer mentoring, peer tutoring, and disability-awareness programmes significantly enhanced students' academic participation, social inclusion, and sense of belonging.

Similarly , Oswal et al., (2025) conducted a systematic review on strategies for inclusive education in higher institutions. The review synthesized evidence from 41 peer-reviewed studies and showed that the most effective strategies for enhancing inclusion include staff development and training, the integration of assistive technologies, strong institutional support frameworks, and the use of Universal Design for Learning principles. It is more likely that universities that adopt structured support services and peer-based learning approaches will achieve improved academic and social outcomes for students with special needs.

Summary of Reviewed Literature

This study is anchored on Inclusive Education Theory (IET), which gained global recognition through the UNESCO Salamanca Statement of 1994, drawing from the works of Mike Oliver (1990), UNESCO (1994), Lev Vygotsky (1978), and David Rose and

Anne Meyer (2002), With a collective perspective which explains that educational systems can support learners with diverse needs, particularly students with disabilities. The Social Model of Disability by argues that disability results from societal and environmental barriers rather than individual limitations. The Salamanca Statement emphasizes that all learners should be educated together in mainstream institutions. Vygotsky's Sociocultural Theory highlights the importance of interaction and peer relationships in learning, while the Universal Design for Learning framework promotes flexible teaching methods that accommodate diverse learners. Together, these theories emphasize that undergraduate students with disabilities should learn in the same environment as others, with adequate academic and social support, without discrimination or stigmatization.

The reviewed literature shows that inclusive education focuses on ensuring that all students, especially those with disabilities, have equal access to learning and full participation in academic and social activities. Scholars such as Ainscow, Florian, and UNESCO explain that inclusion goes beyond physical placement and requires the removal of barriers to meaningful participation. Research highlights that students with disabilities need various forms of support, including accessible learning environments, assistive technologies, academic modifications, counseling services, and strong peer support. Empirical studies, such as Ire and Osuji (2024), indicate that inclusive education

improves cognitive development, while Jerry and Kanu,(2025) show that support services significantly enhance academic outcomes.

Despite the existing body of research, important gaps remain. There is an institutional gap, as Ire and Osuji (2024) focused on primary and secondary education, whereas this study focuses on tertiary institutions, where the experiences of students with disabilities may differ. There is also a significant population gap, as Isaac et al., (2025) examined inclusive education from the perspectives of teachers and the general student population rather than focusing specifically on undergraduate students with disabilities. In addition, a variables gap exists in Eze et al. (2024), which focused on the implementation of inclusive education without fully examining how peer support and institutional support systems influence the academic and social experiences of students with disabilities. These gaps highlight the need for this study, as it specifically explores the experiences, challenges, and support systems of undergraduate students with disabilities in tertiary institutions, thereby providing a more focused understanding of inclusive education in practice.

CHAPTER THREE

METHODOLOGY

In this chapter,, the methodology used for the study is described under the following subheadings:

- Research Design
- 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

Research Design

The study adopted a descriptive survey research design. A descriptive survey research design was considered appropriate because it involves the systematic collection and analysis of sampled data in order to describe characteristics, opinions, attitudes, or perceptions of a given population as they exist at a particular point in time. This design

does not involve manipulation of variables but rather focuses on observing and describing existing conditions as reviewed by data patterns.

Population of the Study

The population was 81 undergraduates students of comprised two distinct cohorts at the University of Benin, Benin City:

:Students with Disabilities: Thirty-one (31) registered undergraduate students spanning various faculties/schools /Centers special needs categories (Source: Association of Special Needs Students, UNIBEN) and 50 Special Education Students excluding those with disabilities in the department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin, Benin City. Regular undergraduate students enrolled in the Special Education program at the 300 level and 400 level in the 2025/2026 academic session of the University of Benin. The B.Sc. (Ed) Special Education students were only counted once as special needs students because they are members of the Association of Special Needs Students, UNIBEN). The purpose was to eliminate the issue of double counting and duplicate response.

Sample Size and Sampling Technique

The final sample size is fixed at forty (40) participants, selected using purposive and simple random sampling techniques to create an equal, comparative split. Twenty (20) participants were students with disabilities. Twenty (20) participants from the

regular Special Education undergraduate students(300 level and 400 level). This balanced 20/20 split ensures statistical accuracy and eliminates grouping bias during comparative data analysis.

Research Instrument

The instrument used for data collection was a structured questionnaire titled Inclusive Education and Peer Support to Special Needs Students (IEAPSTSNS) in alternative for the district two groups participant. The questionnaire consisted of twenty-five (25) items measured on a modified four-point Likert scale. (Strongly Agree-4, Agree-3, Disagree-2 & Strongly Disagree-1 for positive statement and reverse coding for negative worded statements). Two versions of the questionnaire were administered. The items remained the same but were worded differently to grammatically reflect the experiences of students with disabilities and the perceptions of Special Education students without disabilities. Items 1 to 6 specifically measure core inclusive education practices, items 7 to 11 measured peer support, item 12 to 16 measured academic experiences, items 17 to 21 measured challenges and items 22 to 25 measured strategies to improve inclusive education practices in University of Benin.

Validity of the Instrument

To ensure the validity of the research instrument, the questionnaire items were developed by the researcher in line with the objectives of the study as guided by relevant literature

on inclusive education and peer support. The instrument was subjected to validation by three experts one in Special Education and two in Educational Measurement and Evaluation in the Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin.

These experts examined the questionnaire to assess the relevance, clarity, and adequacy of the items in measuring the variables of the study. Their feedbacks, corrections, and suggestions were incorporated into the final version of the questionnaire, thereby improving its clarity and ensuring that it adequately covered all aspects of the study.

Reliability of the Instrument

To establish the internal consistency of the instrument, a pilot test was conducted by administering twenty (20) copies of the questionnaire to regular Special Education students and 10 to special needs students who were excluded from the final sample. The responses obtained were analyzed using the Cronbach's Alpha reliability statistics. The analysis yielded Cronbach's Alpha reliability coefficients of 0.78 and 0.68 respectively indicating that the instrument possessed an acceptable level of internal consistency. Therefore, the instrument was considered reliable and suitable for data collection in the study. .778

Method of Data Collection

The data for the study were collected through direct administration of the questionnaire to the respondents. The researcher personally administered the questionnaires to ensure that respondents clearly understood the purpose of the study and the instructions for completing the questionnaire. This method of data collection was chosen to ensure a high response rate and to allow the researcher to provide clarification where necessary, especially considering the diverse special needs of the respondents. Adequate time was given to respondents to complete the questionnaire at their convenience. All administered questionnaires were retrieved after completion on the same day, ensuring a 100 percent return rate.

Method of Data Analysis

The data collected through the questionnaire were analyzed using both descriptive and inferential statistics. Responses were coded and analyzed using frequency counts, simple percentages, mean scores, and standard deviation. Research Questions One and Two were analyzed and answered using Mean ($\bar{X}$) and Standard Deviation (SD) to establish the independent group perceptions. A criterion mean of 2.50 was used for decision-making. This means that any item with a mean score of 2.50 and above was accepted as agreed, while any item with a mean score below 2.50 was rejected considered as disagreed. Hypotheses One and Two (derived from Research Questions Three and Four) were tested

inferentially using the Pearson Product-Moment Correlation (r) at a 0.05 level of significance. The analyzed data were presented in exactly four (4) statistical summary tables to correspond directly with the research questions and hypotheses without duplication.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

In this chapter, results from data collected and analyzed are presented and discussed using tables in alignment with research questions raised and hypothesis formulated in chapter one to give the study a direction.

Presentation of Results

Table ADemography Descriptive of Participant

Demography	Special Needs Students in UNIBEN (SNSUP)	Participants	N	Regular Education (RSSEP)	Students in Special Programme	N	Total Respondent
Gender	Male=08(40%); Females=12(60%)		20	Male=06(30%); Females=12(70%)		20	40
Age	Above 18 years			Above 18 years			
Course of Study	From all Faculties/schools in the Universities			20 B.Sc(Ed) Special Education			
Type of Disability	18 sensory (visual/hearing impairment) and two physical disability			0 (Not Applicable)		20	
Total							

Table A, is a description of demography factors of respondent for the two groups of undergraduate students participants in this study. The groups were: (1); all undergraduate students within disabilities enrolled into various course of study across all levels of study within sixteen faculties/schools/centers in the Ugbowo and Ekehuan

campuses of the University of Benin. The second group was all undergraduate students enrolled into University of Benin to study B.Sc(Ed) Special Education Programme in the department of Educational Evaluation and Counseling Psychology (EECP), Faculty of Education, University of Benin in the 2025/2026 academic year.

It indicated that Gender (Male=08(40%); Females=12(60%)) for **SNSUP** and Male=[06(30%); Females=12(70%)] for RSSEP respectively.

Research Question One: How do special needs undergraduates' students perceive the practice of inclusive education in University of Benin, Benin City, Edo State, Nigeria

Table 1Descriptive of Special Needs Students Perception of Inclusive Education

Practice

S/N	ITEMS Perceptions of Inclusive Education Practices	RESPONSE OPTIONS			
		N	M	SD	REMARK
1	The University of Benin (Uniben) provides an inclusive learning environment for special needs students.	20	1.95	0.69	Disagree
2	Facilities (such as lecture halls, classrooms libraries, laboratories, and restrooms) are accessible to students with special needs in Uniben.		2.05	0.89	Disagree
3	Lecturers demonstrate understanding that connotes respect to learning needs of students with disabilities in Uniben..		2.50	0.61	Agree
4	Teaching methods used in my lecture halls support the participation of special students in a non-discriminating manner in Uniben.		2.25	0.72	Disagree
5	I feel included in academic activities within the university.		2.30	0.80	Disagree
6	I feel included in social activities within the university.		2.05	0.69	Disagree
Peer Support to Undergraduate Special Students					
7	Undergraduate peers willingly assist me during lectures.		2.80	0.83	Agree
8	I receive academic help from my peers in Uniben when needed.		2.75	0.97	Agree
9	Undergraduate peers treat me with dignity.		2.90	1.02	Agree
10	I feel comfortable interacting with my peers without fear of discrimination		3.00	0.92	Agree
11	My peers in Uniben.show respect towards diversity of special needs students.		2.85	0.67	Agree
Inclusive Education Influence on Academic Experience					
12	Peer support in Uniben has positively influenced my academic performance.		2.95	0.83	Agree
13	Inclusive education practices have improved my participation in class activities.		2.45	0.60	Disagree

14	Lecturers in Uniben use teaching methods that allow students with special needs to participate fully in class.	1.95	0.60	Disagree
15	Inclusive education practice in Uniben makes me feel motivated to attend lectures regularly.	2.40	0.82	Disagree
16	Inclusive education practice in Uniben is Commendable.	1.70	0.86	Disagree
Challenges in Accessing Peer Support				
17	Discrimination by peers in Uniben, reduces the support I received from them.	2.75	0.79	Agree
18	My peers' finds it difficult to interact with me because they do not understand my specific needs.	2.35	0.93	Disagree
19	I feel isolated during lecturers-assigned academic group work.	2.70	0.92	Agree
20	I avoid asking for help from peers because I fear of being seen as a defendant. .	2.70	1.03	Agree
21	I feel excluded in social activities within the university environment.	2.85	1.03	Agree
Strategies for Improving Inclusive Education and Peer Support				
22	The University should provide awareness programs on inclusive education to all students.	3.70	0.47	Agree
23	Peer mentoring programs would improve support for students with special needs.	3.60	0.50	Agree
24	The University should train undergraduate students on how to support peers with special needs.	3.60	0.50	Agree
25	Improving access to facilities (such as elevators, ramps, and adapted lecture halls would promote inclusive education practice in Uniben. .	3.60	0.50	Agree
Note= Sample Size= 20; M = Mean, SD = Standard Deviation				

Table 1, indicated how special needs undergraduates' perceived the practice of inclusive education in University of Benin, Benin City. Mean and Standard Deviation values are reported separated with a space side-by-side with each questionnaire item. The findings revealed that respondents agreed that Peers treat them with dignity; Comfortable

interacting with peers, 3.00 0.92 Agree. Peers show respect towards diversity 2.85, 0.67 Agree. Peer support influenced academic performance 2.95, 0.83 Agree,. Inclusive education improved participation 2.45, 0.60 Disagree. Lecturers use inclusive teaching methods, 1.95 0.60 Disagree,. Inclusive education motivates attendance 2.40 0.82 Disagree, Inclusive education practice is commendable 1.70 0.86 Disagree. Discrimination reduces peer support, 2.75 0.79 Agree. Peers find it difficult to interact, 2.35 0.93 Disagree. Feeling isolated during group work 2.70 0.92 Agree. Avoid asking for help due to fear 2.70 1.03 Agree. Feeling excluded in social activities 2.85 1.03 Agree. Awareness programs needed 3.70 0.47 Agree. Peer mentoring programs needed 3.60 0.50 Agree. Training for peer needed 3.60 0.50 Agree. Improving facilities needed 3.60 0.50 Agree

The results indicate that special needs students' perception of inclusive education in the University of Benin generally shows disagreement with statements regarding the university's provision of an inclusive learning environment, accessibility of facilities, and inclusive teaching methods. However, they agreed that peers showed respect and willingness to assist. The students also agreed on the need for awareness programs, peer mentoring, and training to improve inclusive education practices.

Research Question Two: How do undergraduates' in the Special Education Programme perceive the practice of inclusive education in the University of Benin, Benin City, Edo State, Nigeria

Table 2: Descriptive of Students in the Special Education B.Sc(Ed)Program
Perceptions of Inclusive Education Practice

S/N	ITEMS Perceptions of Inclusive Education Practices	RESPONSE OPTIONS			
		N	M	SD	REMARK
1	The University of Benin (Uniben) provides an inclusive learning environment for special needs students.	20	2.45	1.10	Disagree
2	Facilities (such as lecture halls, classrooms libraries, laboratories, and restrooms) are accessible to students with special needs in Uniben.		2.05	0.83	Disagree
3	Lecturers demonstrate understanding that connotes respect to learning needs of students with disabilities in Uniben.		2.65	0.67	Agree
4	Teaching methods used in lecture halls support the participation of special students in a non-discriminating manner in Uniben.		2.95	0.76	Agree
5	Special needs students feel included in academic activities within the university.		3.00	0.73	Agree
6	Special needs students feel included in social activities within the university.		2.45	1.00	Disagree
Peer Support to Undergraduate Special Students					
7	Undergraduate peers willingly assist special needs students during lectures.		2.95	0.94	Agree
8	Special needs students receive academic help from peers in Uniben when needed.		2.80	0.70	Agree
9	Undergraduate peers treat special needs students with dignity.		3.25	0.64	Agree
10	Special needs students feel comfortable interacting with peers without fear of discrimination		2.80	0.70	Agree
11	Students in Uniben show respect towards diversity of special needs students.		2.70	0.93	Agree
Inclusive Education Influence on Academic Experience					

12	Peer support in uniben has positively influenced special needs students' academic performance.	2.95	0.83	Agree
13	Inclusive education practices have improved Special needs students participation in class activities.	3.05	0.69	Agree
14	Lecturers in Uniben use teaching methods that allow students with special needs to participate fully in class.	2.85	0.67	Agree
15	Inclusive education practice in Uniben makes special needs students feel motivated to attend lectures regularly.	2.65	0.67	Agree
16	Inclusive education practice in Uniben is Commendable.	2.15	0.99	Disagree
Challenges in Accessing Peer Support				
17	Discrimination by peers to special needs students in Uniben, reduces the support they received from them.	3.05	0.89	Agree
18	Undergraduate special needs students peers' finds it difficult to interact with them bemuses they do not understand their specific needs.	2.50	1.00	Agree
19	Special needs students feel isolated during lecturers-assigned academic group work	2.15	0.75	Disagree
20	Special needs students avoid asking for help from peers because they fear being seen as a defendant.	2.50	0.69	Agree
21	Special needs students feel excluded in social activities within the university environment.	3.00	0.79	Agree
Strategies for Improving Inclusive Education and Peer Support				
22.	The University should provide awareness programs on inclusive education to all students.	3.65	0.49	Agree
23	Peer mentoring programs would improve support for students with special needs.	3.65	0.49	Agree
24	The University should train undergraduate students on how to support peers with special needs.	3.75	0.44	Agree
25	Improving access to facilities (such as elevators, ramps, and adapted lecture halls would promote inclusive education practice in Uniben. .	3.80	0.41	Agree

M=Mean and *SD* = Standard Deviation

Table 2, indicated how special needs undergraduates' perceived the practice of

inclusive education in University of Benin, Benin City. Mean values are stated separated with a space, side-by-side with each questionnaire item. Undergraduates in the Special education program of the University of Benin perception of inclusive education practice reveals: that they disagreed that the university provides an inclusive learning environment (M=1.95), while Special Education (Ed) Program Students (Table 3) also disagreed but with a higher mean score (M=2.45).Special Education (link unavailable)(Ed) Program Students perceived that lecturers demonstrate understanding and respect for special needs students (M=2.65), whereas Special Needs Students agreed with this statement with a lower mean score (M=2.50).Special Needs Students disagreed that inclusive education practices have improved their participation in class activities (M=2.45), whereas Special Education (Ed) Program Students agreed with this statement (M=3.05).

Notably: Special Needs Students reported feeling excluded in social activities (M=2.85), whereas Special Education Program Students reported a higher level of agreement (M=3.00).Special Education Program Students perceived that discrimination by peers reduces support for special needs students (M=3.05), whereas Special Needs Students agreed with this statement with a lower mean score (M=2.75).These results suggest that while there are similarities in perceptions, there are also differences in the experiences and attitudes of special needs students and special education program students towards inclusive education practices at the University of Benin.

Hypothesis One: There will be no significant relationship between level of inclusion experienced by special needs students and the support they received from other undergraduates' students in the University of Benin, Benin City, Edo State, Nigeria?

Table 3: Mean, Standard Deviation and Pearson Correlation for Level of Inclusion Experienced and Support Received by SNSUP

S./N	Variables	N	M	SD	r-value	p-value	Remark
1.	Inclusive Education Practice	20	13.10	2.20	.332	.152	Weak non-significant relationship
2.	Level of Support Received	20	14.30	3.34			

Note. N = 40. Degree of freedom (df)=38, $f= p > .05$ (2-tailed); M =Mean and SD = Standard Deviation

In table 3, a Pearson Product Moment Correlation was evaluated to test for significant relationship between level of inclusion experienced by special needs students and the support they received from other undergraduate students, $r(38) = .332$, $p = .152$..The Pearson correlation analysis revealed a weak, non-significant relationship between the level of inclusion experienced by special needs students and the support they received from other undergraduate students ($r = .332$, $p = .152$). The mean score for inclusive education practice was 13.10 ($SD = 2.20$), indicating a relatively low level of

inclusion, while the mean score for level of support received was 14.30 (SD = 3.34), indicating a moderate level of support.

The results implies that there is no significant relationship between the level of inclusion experienced by special needs students and the support they received from other undergraduate students. The weak correlation coefficient $r(38) = .332$ and non-significant p-value ($p = .152$) indicate that the relationship between the two variables is not statistically significant. Therefore, there was no significant relationship between the level of inclusion experienced by special needs students and the support they received from other undergraduate students,

Hypothesis Two: There will be no significant relationship between the overall perceptions of special needs undergraduates and undergraduates in the Special Education Programme on the practice of inclusive education in the University of Benin, Benin City, Edo State, Nigeria?

Table 4: Mean, Standard Deviation and Pearson Correlation for Inclusion Education Total Perceptions between SNSUP and RSSEP

S./N	Variables		M	SD	r-value	p-value	Remark
1	Special Needs Undergraduates	20	66.70	5.83	.343	.138	Weak non-significant relationship
2	Special Education Program Undergraduates	20	71.75	5.09			

Note. N = 40. $p > .05$ (2-tailed); *M*=Mean and *SD* = Standard Deviation

Table 4 shows that a Pearson Product Moment Correlation was analyzed to test for significant relationship between overall inclusive education practiced by special needs students and the undergraduate Special education program B.Sc. (Ed) students, $r(38) = .343$, $p = .138$..The Pearson correlation analysis revealed a weak, non-significant relationship between the total inclusive education practiced perceived by both group of undergraduate students ($r = .343$, $p = .138$). The mean score for inclusive education practice as perceived by special need students was 66.70 ($SD = 5.83$), indicating a

relatively moderate overall inclusion, while the mean score for inclusive education practice as perceived by B.Sc. (Ed) Special education students was 71.75 (SD = 5.09), indicating a low total inclusive education practice at the University of Benin..

The results imply that there is no significant relationship between the overall perceptions of inclusive education practiced by special needs students and the special education program B.Sc. (Ed) students. The weak correlation coefficient $r(38) = .332$ and non-significant p-value ($p = .152$) indicate that the relationship between the two group of students is not statistically significant. Therefore, there was no significant relationship between the overall perceptions of inclusive education practiced of special needs students and undergraduates in the UNIBEN Special education program B.Sc. (Ed) students. The result of this study reveals that special needs students in the University of Benin experience a relatively low income non-communicable level of inclusion in inclusive education practices, despite receiving high level of support from their peers. The possible explanation for this result

This is concerning, as inclusive education is a fundamental right enshrined, and is essential for the academic and social development of students with disabilities (United Nations, 2006). The lack of a significant relationship between inclusion and support suggests that other factors may be influencing the experiences of special needs students. For example, the university's infrastructure and facilities may not be adequately adapted

to meet the needs of students with disabilities, as indicated by the low mean score for inclusive education practice.

The findings of this study have implications for policy and practice in the University of Benin. The university should prioritize the implementation of inclusive education practices, including the provision of accessible facilities and adaptive technology. Additionally, the university should provide training and support for lecturers and peers to promote inclusive teaching methods and peer support. The Rights of Persons with Disabilities Act (2018), in Nigeria emphasizes the importance of inclusive education and provides a framework for promoting the rights of persons with disabilities. The university should ensure that its policies and practices are aligned with this Act, and that special needs students are provided with equal opportunities to participate in academic and social activities.

An establishment of a disability support unit to provide support and accommodations for special needs students by the University of Benin will potentially mitigate issues hindering support for special needs students. . The university can also provide training and support for lecturers and peers to promote inclusive teaching methods and peer support. The university should prioritize the provision of accessible facilities and adaptive technology to promote inclusive education practices.

Discussion of Findings

The finding from research questionnaire one reveals that special needs undergraduate students generally perceived the practice of inclusive education in the University of Benin as inadequate. Although they acknowledged that their peers treated them with dignity and were willing to provide academic support, they disagreed that the university provides an inclusive learning environment, accessible facilities, and inclusive teaching methods. The likely explanation of this finding can be explained by the nature of Nigeria low budgeting to education and non prioritization of education of students of special needs and training of special educators in line with global recommendations. This finding agrees with the study of Ajuwon (2008), who reported that the implementation of inclusive education in Nigerian schools is constrained by inadequate facilities, insufficient institutional support, and environmental barriers. It also supports the findings of Echeita and Ainscow (2011), who maintained that true inclusion requires schools and universities to remove barriers that limit participation for learners with disabilities. The finding equally supports the Social Model of Disability, which emphasizes that disability is created mainly by environmental and institutional barriers rather than by an individual's impairment.

The findings from research question two showed that it study also that undergraduate students in the Special Education Programme had a more positive perception of inclusive education than the special needs students themselves. While both groups agreed that lecturers generally demonstrate understanding and that peers provide support to students with disabilities. Special Education students rated inclusive teaching practices and classroom participation more positively than the special needs students. The possible explanation for this finding suggestions that students with disabilities feels the pain of low Inclusive education practices more than undergraduates in-training special Educators. This finding agrees with Avramidis and Norwich (2002), who found that individuals with greater knowledge and training in inclusive education generally demonstrate more positive attitudes towards inclusion than those than others. It buttress the fact that he who is directly involved is in best position to state the reality behind the experiences of poor inclusive education practices in universities. However, the finding partially disagrees with Mutanga (2017), who found that students with disabilities often report more positive experiences where universities have established effective disability support systems. The difference may be due to differences in institutional resources provisions, allocations and the level of implementation of inclusive education policies. Furthermore, both groups strongly agreed that awareness programmes, peer mentoring, training for students, and improved accessibility would enhance inclusive education

practices. This finding agrees with UNESCO (1994), which emphasized that inclusive education can only succeed when educational institutions promote awareness, collaboration, and equal opportunities for all learners. Similarly, Rose and Meyer (2002) argued that educational institutions should adopt inclusive teaching practices and accessible learning environments to ensure that every learner participates effectively regardless of disability.

Hypothesis one revealed that there was no significant relationship between the level of inclusion experienced by special needs students and the support they received from other undergraduate students. This suggests that although peer support exists, it does not necessarily translate into a greater sense of inclusion because institutional barriers remain. This finding agrees with Mutanga (2018), who observed that social support alone cannot guarantee successful inclusion when universities fail to provide accessible infrastructure, learning resources, and disability support services.

Hypothesis two also revealed no significant relationship between the overall perceptions of special needs students and those of students in the Special Education Programme regarding inclusive education practices. Although both groups identified similar challenges and recommended similar strategies for improvement of inclusive education practices, their perceptions differed because they viewed inclusive education from different perspectives. This finding is consistent with Forlin (2010), who reported

that perceptions of inclusive education often vary according to respondents' educational background, training, and personal experiences with disability.

Overall, the findings indicate that although positive peer relationships exist within the University of Benin, institutional practices relating to accessibility, infrastructure, teaching methods, and disability support services require considerable improvement. The findings therefore support the position of UNESCO (2020) that inclusive education extends beyond admitting students with disabilities into schools and universities; it requires the removal of physical, instructional, and social barriers that hinder their full participation and academic success.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this chapter, the summary of the study, the conclusion drawn from results and findings obtained, and recommendations offered. It also contains policy implications, contribution to Knowledge and suggestions for further studies.

Summary

This study carried out a comparative assessment of the perceptions of special needs students and students in the Special Education Programme on inclusive education and support in the University of Benin, Benin City, Edo State, Nigeria. To achieve the purpose of the study, four research questions were raised two were formulated into corresponding null hypotheses. Two of the research questions were answered while, the two corresponding null hypotheses were tested at the 0.05 level of significance. Specifically, the study examined the perceptions of special needs undergraduate students on the practice of inclusive education in the University of Benin, the perceptions of undergraduate students in the Special Education Programme on inclusive education, the relationship between the level of inclusion experienced by special needs students and the support received from other undergraduate students, and the relationship between the perceptions of special needs students and students in the Special Education Programme regarding inclusive education practices.

The study adopted a descriptive survey research design. The population of the study comprised two categories of undergraduate students in the University of Benin. The first category consisted of all special needs undergraduate students enrolled across the various faculties, schools, and centres of the University of Benin. The second category consisted of regular undergraduate students enrolled in the B.Sc. (Ed.) Special Education Programme at the 300 and 400 levels in the Department of Educational Evaluation and Counseling Psychology (EECP), Faculty of Education, University of Benin. A sample of forty (40) respondents was used for the study, comprising twenty (20) special needs undergraduate students and twenty (20) regular undergraduate students in the Special Education Programme.

The instrument used for data collection was a structured questionnaire titled "Inclusive Education and Peer Support to Special Needs Students (IEAPSTSNS)." The questionnaire consisted of respondents' demographic information and a four-point Likert scale of Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1. The instrument was presented to the project supervisor and two other experts for face and content validation. The necessary corrections were effected before the final administration of the instrument. The instrument was pilot-tested, and its reliability was determined using the Cronbach Alpha reliability method, which yielded an

acceptable reliability coefficient. The questionnaire was administered personally by the researcher. Data collected were analyzed using mean, standard deviation, simple percentages, and Pearson Product Moment Correlation statistics.

The findings of the study revealed that special needs students generally perceived inclusive education practices in the University of Benin as inadequate, particularly with respect to accessible facilities, inclusive teaching methods, and participation in academic and social activities, although they acknowledged receiving positive peer support. The findings also showed that regular undergraduate students in the Special Education Programme had a relatively more positive perception of inclusive education than the special needs students. Furthermore, the study revealed that there was no statistically significant relationship between the level of inclusion experienced by special needs students and the support received from other undergraduate students. Similarly, no significant relationship existed between the overall perceptions of special needs students and regular undergraduate students in the Special Education Programme regarding the practice of inclusive education in the University of Benin.

Conclusion

Based on the findings of the study, it was concluded that although positive peer support exists among undergraduate students in the University of Benin, the overall implementation of inclusive education remains inadequate. The university has not fully

provided the accessible learning environment, facilities, instructional practices, and institutional support required to ensure effective inclusion of students with disabilities. Consequently, special needs students continue to experience barriers that limit their full participation in academic and social activities. The study further concluded that while students in the Special Education Programme possess more positive perceptions of inclusive education due to their academic background, both groups recognize the need for significant improvement in the university's inclusive education practices. Therefore, strengthening institutional support, improving accessibility, and promoting awareness of inclusive education are necessary for achieving meaningful inclusion within the university.

Recommendations

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

1. The management of the University of Benin should improve the accessibility of physical facilities by providing ramps, elevators, accessible lecture halls, libraries, laboratories, hostels, and restrooms to enable students with disabilities to participate fully in university activities.
2. The university should establish or strengthen a Disability Support Unit that will coordinate academic accommodations, assistive technologies, counseling services, and other support services required by students with disabilities.

3. Regular awareness programmes, seminars, and workshops on inclusive education should be organized for lecturers, non-academic staff, and students to promote positive attitudes towards persons with disabilities and reduce discrimination within the university community.

4. Lecturers should receive continuous professional development on inclusive teaching strategies and Universal Design for Learning to ensure that instructional methods accommodate the diverse learning needs of all students.

5. The university should introduce structured peer mentoring and peer support programmes to encourage meaningful interaction, academic collaboration, and social inclusion between students with disabilities and their peers.

Contribution to Knowledge

This study has contributed immensely to existing body of literature in two major ways:

1. This affirmed that inclusive education practice in Nigerian universities have not reached the UNESCO global act as stated in the discrimination against persons with disabilities (Prohibition) Act, 2018.
2. This study has shown that both special needs students and special educators in training objectively perceive inclusive education practice in Nigeria below expectations.

Suggestions For Further Studies

Further studies may be conducted by other researchers to ascertain areas and variables not covered in this study.

1. Comparative assessment of inclusive education practices in federal, state, and private universities in Nigeria.

2. Assessment of lecturers' attitudes and competencies towards inclusive education in Nigerian universities.

3. Influence of institutional support services on the academic performance of students with disabilities in higher education institutions.

4. Challenges affecting the implementation of inclusive education policies in Nigerian tertiary institutions.

5. Comparative study of the perceptions of students with different disability categories on inclusive education in Nigerian universities.

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APPENDIX Ia
QUESTIONNAIRE

DEPARTMENT OF EDUCATIONAL EVALUATION AND COUNSELING
PSYCHOLOGY, FACULTY OF EDUCATION, FACULTY OF
EDUCATION,
UNIVERSITY OF BENIN, BENIN, EDO STATE, NIGERIA

INCLUSIVE EDUCATION AND PEER SUPPORT TO SPECIAL NEEDS
STUDENTS
(IEAPSTSNS) QUESTIONNAIRE

This questionnaire is intended to obtain a response for each item purely for research purposes. All information provided will be treated with utmost confidentiality. Now read through it and supply relevant information honestly by ticking each box or filling the space provided as appropriate.

Consent Statement: I voluntarily participate in this study willingly: True [] Not True []

Section A: Demographic Information

- i. Gender: ☐ Male ☐ Female
- ii. Age Range: ☐ Below 18 ☐ Above 18
- iii. Faculty: iv. Level (L) of Study: ☐ 100L ☐ 200L ☐ 300L ☐ 400L ☐ 500L
☐ 600L
- v Type of Disability: ☐ Physical ☐ Sensory ☐ Learning ☐ Multiple

Section B: Questionnaire Item; Inclusive Education and Peer Support Practices Experience

Please indicate your response by ticking **only one** option per item using the following scale where applicable: Strongly Agree (**SA**), Agree (**A**), Disagree (**D**) and Strongly Disagree (**SD**). There are 25 items in total.

S/N	Perceptions of Inclusive Education Practices	SA	A	D	SD
1	The University of Benin (Uniben) provides an inclusive learning environment for special needs students.				
2	Facilities (such as lecture halls, classrooms libraries, laboratories, and restrooms) are accessible to students with special needs in Uniben.				
3	Lecturers demonstrate understanding that connotes respect to				

	learning needs of students with disabilities in Uniben.				
4	Teaching methods used in my lecture halls support the participation of special students in a non-discriminating manner in Uniben.				
5	I feel included in academic activities within the university.				
6	I feel included in social activities within the university.				
Peer Support to Undergraduate Special Students					
7	Undergraduate peers willingly assist me during lectures.				
8	I receive academic help from my peers in Uniben when needed.				
9	Undergraduate peers treat me with dignity.				
10	I feel comfortable interacting with my peers without fear of discrimination				
11	My peers in Uniben.show respect towards diversity of special needs students.				
Inclusive Education Influence on Academic Experience					
12	Peer support in uniben has positively influenced my academic performance.				
13	Inclusive education practices have improved my participation in class activities.				
14	Lecturers in Uniben use teaching methods that allow students with special needs to participate fully in class.				
15	Inclusive education practice in Uniben makes me feel motivated to attend lectures regularly.				
16	Inclusive education practice in Uniben is Commendable.				
Challenges in Accessing Peer Support					
17	Discrimination by peers in Uniben, reduces the support I received from them.				
18	My peers' finds it difficult to interact with me because they do not understand my specific needs.				
19	I feel isolated during lecturers-assigned academic group work.				
20	I avoid asking for help from peers because I fear of being seen as a dependent.				
21	I feel excluded in social activities within the university environment.				
Strategies for Improving Inclusive Education and Peer Support					
22	The University should provide awareness programs on inclusive education to all students.				

23	Peer mentoring programs would improve support for students with special needs.				
24	The University should train undergraduate students on how to support peers with special needs.				
25	Improving access to facilities (such as elevators, ramps, and adapted lecture halls would promote inclusive education practice in Uniben. .				

APPENDIX Ib
QUESTIONNAIRE ALTERNATED
DEPARTMENT OF EDUCATIONAL EVALUATION AND COUNSELING
PSYCHOLOGY, FACULTY OF EDUCATION, FACULTY OF EDUCATION,
UNIVERSITY OF BENIN, BENIN, EDO STATE, NIGERIA
INCLUSIVE EDUCATION AND PEER SUPPORT TO SPECIAL NEEDS
STUDENTS
(IEAPSTSNS) QUESTIONNAIRE-Alternate

This questionnaire is intended to obtain a response for each item purely for research purposes. All information provided will be treated with utmost confidentiality. Now read through it and supply relevant information honestly by ticking each box or filling the space provided as appropriate.

Consent Statement: I voluntarily participate in this study willingly: True [] Not True []

Section A: Demographic Information

- iv. Gender: ☐ Male ☐ Female
v. Age Range: ☐ Below 18 ☐ Above 18
vi. Faculty: iv. Level (L) of Study: ☐ 100L ☐ 200L ☐ 300L ☐ 400L

Section B: Questionnaire Item; Inclusive Education and Peer Support Practices Experience

Please indicate your response by ticking **only one** option per item using the following scale where applicable: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). There are 25 items in total.

S/N	Perceptions of Inclusive Education Practices	SA	A	D	SD
1	The University of Benin (Uniben) provides an inclusive learning environment for special needs students.				
2	Facilities (such as lecture halls, classrooms libraries, laboratories, and restrooms) are accessible to students with special needs in Uniben.				
3	Lecturers demonstrate understanding that connotes respect to learning needs of students with disabilities in Uniben.				
4	Teaching methods used in lecture halls support the participation of special students in a non-discriminating manner in Uniben.				
5	Special needs students feel included in academic activities within the university.				

6	Special needs students feel included in social activities within the university.				
Peer Support to Undergraduate Special Students					
7	Undergraduate peers willingly assist special needs students during lectures.				
8	Special needs students receive academic help from peers in Uniben when needed.				
9	Undergraduate peers treat special needs students with dignity.				
10	Special needs students feel comfortable interacting with peers without fear of discrimination				
11	Students in Uniben show respect towards diversity of special needs students.				
Inclusive Education Influence on Academic Experience					
12	Peer support in uniben has positively influenced special needs students' academic performance.				
13	Inclusive education practices have improved Special needs students participation in class activities.				
14	Lecturers in Uniben use teaching methods that allow students with special needs to participate fully in class.				
15	Inclusive education practice in Uniben makes special needs students feel motivated to attend lectures regularly.				
16	Inclusive education practice in Uniben is Commendable.				
Challenges in Accessing Peer Support					
17	Discrimination by peers to special needs students in Uniben, reduces the support they received from them.				
18	Undergraduate special needs students peers' finds it difficult to interact with them bemuses they do not understand their specific needs.				
19	Special needs students feel isolated during lecturers-assigned academic group work				
20	Special needs students avoid asking for help from peers because they fear being seen as a defendant.				
21	Special needs students feel excluded in social activities within the university environment.				
Strategies for Improving Inclusive Education and Peer Support					
	The University should provide awareness programs on inclusive education to all students.				

23	Peer mentoring programs would improve support for students with special needs.				
24	The University should train undergraduate students on how to support peers with special needs.				
25	Improving access to facilities (such as elevators, ramps, and adapted lecture halls would promote inclusive education practice in Uniben. .				

APPENDIX II
RELIABILITY RESULT FOR IEAPSTSNS QUESTIONNAIRE
Scale: Inclusive Education practices for Special Needs students
Case Processing Summary

	N	%
Valid	10	100.0
Cases Excluded ^a	0	.0
Total	10	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.682	.680	25

Scale: INCLUSIVE EDUCATION PRACTICES PERCEPTION IN UNIBEN B.Sc.(Ed) Students

Case Processing Summary

	N	%
Valid	20	100.0
Cases Excluded ^a	0	.0
Total	20	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.778	25

APPENDIX III : Data Analysis Output

**Frequencies for Special students in
UNIBEN
Statistics
SEX**

N	Valid	20
	Missing	0

SEX

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	8	40.0	40.0	40.0
	FEMAL E	12	60.0	60.0	100.0
	Total	20	100.0	100.0	

DESCRIPTIVE STATISTICS FOR SPECIAL STUDENT RESPONSES

	N	Minimum	Maximum	Mean	Std. Deviation
Q1	20	1.00	3.00	1.9500	.68633
Q2	20	1.00	4.00	2.0500	.88704
Q3	20	1.00	3.00	2.5000	.60698
Q4	20	1.00	3.00	2.2500	.71635
Q5	20	1.00	4.00	2.3000	.80131
Q6	20	1.00	3.00	2.0500	.68633
Q7	20	1.00	4.00	2.8000	.83351
Q8	20	1.00	4.00	2.7500	.96655
Q9	20	1.00	4.00	2.9000	1.02084
Q10	20	1.00	4.00	3.0000	.91766
Q11	20	2.00	4.00	2.8500	.67082
Q12	20	1.00	4.00	2.9500	.82558
Q13	20	1.00	3.00	2.4500	.60481
Q14	20	1.00	3.00	1.9500	.60481
Q15	20	1.00	4.00	2.4000	.82078
Q16	20	1.00	3.00	1.7000	.86450
Q17	20	1.00	4.00	2.7500	.78640
Q18	20	1.00	4.00	2.3500	.93330
Q19	20	1.00	4.00	2.7000	.92338
Q20	20	1.00	4.00	2.7000	1.03110
Q21	20	1.00	4.00	2.8500	1.03999
Q22	20	3.00	4.00	3.7000	.47016
Q23	20	3.00	4.00	3.6000	.50262
Q24	20	3.00	4.00	3.6000	.50262
Q25	20	3.00	4.00	3.6000	.50262
Valid (listwise)	N 20				

Frequencies for students
in Special Education
Programme in UNIBEN
Statistics
SEX

N	Valid	20
	Missing	0

SEX

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	MALE	6	30.0	30.0	30.0
	FEMAL E	14	70.0	70.0	100.0
	Total	20	100.0	100.0	



	N	Minimum	Maximum	Mean	Std. Deviation
1	20	1.00	4.00	2.4500	1.09904
STA2	20	1.00	3.00	2.0500	.82558
STA3	20	1.00	4.00	2.6500	.67082
STA4	20	2.00	4.00	2.9500	.75915
STA5	20	1.00	4.00	3.0000	.72548
STA6	20	1.00	4.00	2.4500	.99868
STA7	20	1.00	4.00	2.9500	.94451
STA8	20	2.00	4.00	2.8000	.69585
STA9	20	2.00	4.00	3.2500	.63867
STA10	20	1.00	4.00	2.8000	.69585
STA11	20	1.00	4.00	2.7000	.92338
STA12	20	2.00	4.00	2.9500	.82558
STA13	20	2.00	4.00	3.0500	.68633
STA14	20	2.00	4.00	2.8500	.67082
STA15	20	1.00	4.00	2.6500	.67082
STA16	20	1.00	4.00	2.1500	.98809
STA17	20	1.00	4.00	3.0500	.88704
STA18	20	1.00	4.00	2.5000	1.00000
STA19	20	1.00	3.00	2.1500	.74516
STA20	20	1.00	4.00	2.5000	.68825
STA21	20	2.00	4.00	3.0000	.79472
STA22	20	3.00	4.00	3.6500	.48936
STA23	20	3.00	4.00	3.6500	.48936
STA24	20	3.00	4.00	3.7500	.44426
STA25	20	3.00	4.00	3.8000	.41039
Valid N (listwise)	20				



	N	Minimum	Maximum	Mean	Std. Deviation
Q1	20	1.00	3.00	1.9500	.68633
Q2	20	1.00	4.00	2.0500	.88704
Q3	20	1.00	3.00	2.5000	.60698
Q4	20	1.00	3.00	2.2500	.71635
Q5	20	1.00	4.00	2.3000	.80131
Q6	20	1.00	3.00	2.0500	.68633
Q7	20	1.00	4.00	2.8000	.83351
Q8	20	1.00	4.00	2.7500	.96655
Q9	20	1.00	4.00	2.9000	1.02084
Q10	20	1.00	4.00	3.0000	.91766
Q11	20	2.00	4.00	2.8500	.67082
Q12	20	1.00	4.00	2.9500	.82558
Q13	20	1.00	3.00	2.4500	.60481
Q14	20	1.00	3.00	1.9500	.60481
Q15	20	1.00	4.00	2.4000	.82078
Q16	20	1.00	3.00	1.7000	.86450
Q17	20	1.00	4.00	2.7500	.78640
Q18	20	1.00	4.00	2.3500	.93330
Q19	20	1.00	4.00	2.7000	.92338
Q20	20	1.00	4.00	2.7000	1.03110
Q21	20	1.00	4.00	2.8500	1.03999
Q22	20	3.00	4.00	3.7000	.47016
Q23	20	3.00	4.00	3.6000	.50262
Q24	20	3.00	4.00	3.6000	.50262
Q25	20	3.00	4.00	3.6000	.50262
Valid (listwise)	N 20				

Frequencies for Undergraduates with special needs Statistics

SEX

N	Valid	20
	Missing	0

SEX

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	8	40.0	40.0	40.0
	FEMALE	12	60.0	60.0	100.0
	Total	20	100.0	100.0	

**Statistics FOR
STUDENTS IN THE
SPCIAL EDUCATION
PROGRAMME IN
UNIBEN
SEX**

N	Valid	20
	Missing	0

SEX

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid MALE	8	40.0	40.0	40.0
FEMALE	12	60.0	60.0	100.0
Total	20	100.0	100.0	

**Descriptive Statistics for Students in te Special Education Program in
UNIBEN**

	N	Minimum	Maximum	Mean	Std. Deviation
1	20	1.00	4.00	2.4500	1.09904
STA2	20	1.00	3.00	2.0500	.82558
STA3	20	1.00	4.00	2.6500	.67082
STA4	20	2.00	4.00	2.9500	.75915
STA5	20	1.00	4.00	3.0000	.72548
STA6	20	1.00	4.00	2.4500	.99868
STA7	20	1.00	4.00	2.9500	.94451
STA8	20	2.00	4.00	2.8000	.69585
STA9	20	2.00	4.00	3.2500	.63867
STA10	20	1.00	4.00	2.8000	.69585
STA11	20	1.00	4.00	2.7000	.92338
STA12	20	2.00	4.00	2.9500	.82558
STA13	20	2.00	4.00	3.0500	.68633
STA14	20	2.00	4.00	2.8500	.67082
STA15	20	1.00	4.00	2.6500	.67082
STA16	20	1.00	4.00	2.1500	.98809

STA17	20	1.00	4.00	3.0500	.88704
STA18	20	1.00	4.00	2.5000	1.00000
STA19	20	1.00	3.00	2.1500	.74516
STA20	20	1.00	4.00	2.5000	.68825
STA21	20	2.00	4.00	3.0000	.79472
STA22	20	3.00	4.00	3.6500	.48936
STA23	20	3.00	4.00	3.6500	.48936
STA24	20	3.00	4.00	3.7500	.44426
STA25	20	3.00	4.00	3.8000	.41039
Valid (listwise)	N 20				

Descriptive Statistics

	Mean	Std. Deviation	N
PICLSIE	13.1000	2.19809	20
SUPPORT	14.3000	3.34192	20

Correlations

	Perception of Inclusive Education Practice	Peer PSUPPORT to Special needs students
Perception of Inclusive Education Practice	1	.332
		.152
	20	20
Peer PSUPPORT	.332	1
	.152	

RT to Special needs students	N	20	20
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Descriptive Statistics

	Mean	Std. Deviation	N
Special Needs Students Total Perceptions	66.7000	5.83185	20
Special Education Program Students Total Perceptions	71.7500	5.08739	20

Correlations

	Special Needs Students Total Perceptions	Special Education Program Students Total Perceptions
Special Needs Students Total Perceptions	1	.343
Pearson Correlation Sig. (2-tailed)		.138
N	20	20
Special Education Program Students Total Perceptions	.343	1
Pearson Correlation Sig. (2-tailed)	.138	
N	20	20

Scale: one

Case Processing Summary

		N	%
Cases	Valid	25	100.0
	Excluded ^a	0	.0
	Total	25	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.523	6

Scale: FIVE 5

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.687	5

Reliability

Scale: ONE 1

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.509	6

T-Test

Group Statistics

	SEX	N	Mean	Std. Deviation	Std. Error Mean
ISSN_UNDERRADUATES	MALE	8	66.3750	6.36817	2.25149
	FEMALE	12	66.9167	5.72805	1.65355

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
ISSN_UNDERRADUATES	Equal variances assumed	.304	.588	-.198	.845	-.54167	2.73182	-6.28102	5.19768
	Equal variances not assumed			-.194	.849	-.54167	2.79346	-6.53318	5.44985

Descriptives

Reliability

Scale: ONE 1

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.509	6

DEPARTMENT OF EDUCATIONAL EVALUATION AND
COUNSELING PSYCHOLOGY, FACULTY OF EDUCATION,
UNIVERSITY OF BENIN
BENIN CITY,
EDO STATE, NIGERIA

Perceptions of inclusive education and Support among special needs students at the University of Benin, Benin city.

This questionnaire is intended to obtain response in each item for purely research purpose. All information provided will be treated with utmost confidentiality. Now read through it and supply relevant information honestly by ticking each box or fill space provided as appropriate.

Please indicate your response using the following scale where applicable:

Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

Section A: Demographic Information

1. Gender: ☐ Male ☐ Female ☐ Prefer not to say

2. Age Range: ☐ Below 18 ☒ 18-20 ☐ 21-23 ☐ 24-26 ☐ 27 and above 18 []

3. Faculty: ☐ Arts ☐ Education ☐ Social Sciences ☐ Sciences ☐ Engineering ☐

Management Sciences ☐ Law ☐ Others

4. Level of Study: ☐ 100L ☐ 200L ☐ 300L ☐ 400L ☐ 500L

5. Type of Special Need: ☐ Physical ☐ Sensory ☐ Learning ☐ Multiple ☐
Others

Formate appropriately

Section B: Perceptions of Inclusive Education Practices

No		SA	A	D	SD
1	The University of Benin provides an inclusive learning environment for special needs students. <i>(uniben)</i>				
2	Lecture halls, classrooms, and facilities are accessible to students with special needs. <i>in Uniben</i>				
3	Lecturers demonstrate understanding of the learning needs of special students. <i>in Uniben</i>				
4	Teaching methods used in my classes support the participation of special students. <i>in Uniben</i>				
5	I feel included in academic and social activities within the university.				
6	I feel included in social activities within the university.				

facilities

7

Section C: Peer Support and Attitudes of Undergraduate Students

No		SA	A	D	SD
6	Undergraduate peers are willing to assist me during lectures or academic activities. <i>J</i>				
7	I receive academic help from my peers when needed. <i>in Uniben</i>				
8	Undergraduate peers treat me with respect and dignity.				
9	I feel comfortable interacting with my peers without fear of discrimination.				
10	My peers show positive attitudes toward students with special needs. <i>in Uniben</i>				

Section D: Influence of Inclusive Education and Peer Support on Academic Experience

No		SA	A	D	SD
1	Peer support <i>in uniben</i> has positively influenced my academic performance.				
2	Inclusive education practices have improved my participation in class activities. <i>in uniben</i>				
3	Lecturers demonstrate understanding of the learning needs of special students. <i>uniben</i>				
4	Inclusive education helps me feel motivated to attend lectures regularly.				
5	I feel included in academic and social activities within the university.				

(5) Inclusive education practice in Uniben is commendable

Section E: Challenges in Accessing Peer Support

No		SA	A	D	SD
1	I experience negative attitudes <i>feel as</i> discrimination from some peers. <i>in univ.</i>				
2	Lack of awareness about special needs <i>regularly</i> among students affects peer support.				
3	I feel isolated during group work or academic discussions. <i>in univ.</i>				
4	Physical barriers limit my interaction with undergraduate peers. <i>in univ.</i>				
5	I feel excluded in academic and social activities within the university. <i>such as</i> <i>activities and social activities within univ.</i>				

Section F: Strategies for Improving Inclusive Education and Peer Support

No		SA	A	D	SD
1	The university should provide awareness programs on inclusive education for all students.				
2	Peer mentoring programs would improve support for students with special needs.				
3	Training undergraduate students on how to support peers with special needs is necessary.				
4	Physical barriers limit my interaction with undergraduate peers.				

Challenge

Validated by Dr. U. Ahmed

**DEPARTMENT OF EDUCATIONAL EVALUATION AND
COUNSELING PSYCHOLOGY, FACULTY OF EDUCATION,
UNIVERSITY OF BENIN
BENIN CITY,
EDO STATE, NIGERIA**

Perceptions of inclusive education and Support among special needs students at the University of Benin, Benin City.

This questionnaire is intended to obtain response in each item for purely research purpose. All information provided will be treated with utmost confidentiality. Now read through it and supply relevant information honestly by ticking each box or fill space provided as appropriate.

Please indicate your response using the following scale where applicable:

Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

Section A: Demographic Information

1. Gender: ☐ Male ☐ Female ☐ Prefer not to say
2. Age Range: ☐ Below 18 ☐ 18-20 ☐ 21-23 ☐ 24-26 ☐ 27 and above
3. Faculty: ☐ Arts ☐ Education ☐ Social Sciences ☐ Sciences ☐ Engineering ☐ Management Sciences ☐ Law ☒ Other
4. Level of Study: ☐ 100L ☐ 200L ☐ 300L ☐ 400L ☐ 500L
5. Type of Special Need: ☐ Physical ☐ Sensory ☐ Learning ☐ Multiple ☐ Others

Section B: Perceptions of Inclusive Education Practices

No		SA	A	D	SD
1	The University of Benin provides an inclusive learning environment for special needs students.				
2	Lecture halls, classrooms, and facilities are accessible to students with special needs.				
3	Lecturers <u>acomodate</u> demonstrate understanding of the learning needs of special students.				
4	Teaching methods used in my classes support the participation of special students.				
5	I feel included in academic and social activities within the university.				

Specify facility

Section C: Peer Support and Attitudes of Undergraduate Students

No		SA	A	D	SD
1	Undergraduate peers are willing to assist me during lectures or academic activities.				
2	I receive academic help from my peers when needed.				
3	Undergraduate peers treat me with respect and dignity.				
4	I feel comfortable interacting with my peers without fear of discrimination.				
5	My peers show positive attitudes toward students with special needs.				

Section D: Perceived Influence of Inclusive Education and Peer Support on Academic Experience

No		SA	A	D	SD
1	Peer support has positively influenced my academic performance.				
2	Inclusive education practices have improved my participation in class activities.				
3	Lecturers demonstrate understanding of the learning needs of special students.				
4	Inclusive education helps me feel motivated to attend lectures regularly.				
5	I feel included in academic and social activities within the university.				

Section E: Challenges in Accessing Peer Support

No		SA	A	D	SD
1	Peer experience negative attitudes -or discrimination <i>Peers affects the support I receive from peers</i>				
2	Lack of awareness about special needs among students affects peer support.				
3	<i>x</i> I feel isolated during group work or academic discussions.				
4	Physical barriers limit my interaction with undergraduate peers.				
5	<i>x</i> I feel ex cluded in academic and social activities within the university.				

Recast 3 and 5 to infer challenges in accessing peer support.

Section F: Strategies for Improving Inclusive Education and Peer Support

No		SA	A	D	SD
1	The university should provide awareness programs on inclusive education for all students.				
2	Peer mentoring programs would improve support for students with special needs.				
3	<i>Recast x</i> Training undergraduate students on how to support peers with special needs is necessary.				
4	<i>x</i> Physical barriers limit my interaction with undergraduate peers.				

Remove item 4, it is a challenge, not a strategy.

Validated by Dr. A. D. Njagi.

Items and subscales are appropriate for the study in line with suggested modifications.

*ELK
20/02/2026*