

**DE PERCEIVED CHALLENGES OF IMPLEMENTING INCLUSIVE EDUCATION IN  
THE DEPARTMENT OF ECONOMICS, SA'ADATU RIMI COLLAGE OF  
EDUCATION KUMBOTSO, KANO STATE**

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**ABSTRACT**

In many countries Nigerian inclusive, special classes were created for students with special needs with special educators teaching them separately in smaller groups, because it was felt that separately could help them to catch up. However, the truth is that students in segregated special education classes have fallen further and further behind. Over time, it has become apparent that inclusive education is a better way to help all students succeed. This paper was primary designed to find out Teachers' perception on the various challenges of implementing inclusive education highlighted by many authors in Department of Economics Sa'adatu Rimi Collage of Education Kumbotso, Kano State. The study employs survey research design. The instrument used in data collection was a self-developed questionnaire. The validity of the fifteen items was established using LAWSHE validity ratio. A reliability index of 0.67 was estimate using test-re-test. The data was collected from a sample of thirty two 32 disproportionately and randomly selected academic staff out of the total population of thirty eight 38 academic staff from the Department of Economics, Sa'adatu Rimi College of Education (SRCOE) Kumbotso. Statistical Package for Social Sciences (SPSS) was used to generate descriptive statistics and test the hypothesis. The research found that all most all the challenges formed part of the perceived challenges of implementing inclusive education in the Department of Economics, SRCOE Kumbotso. It was finally recommends among others that government should make all the possible efforts to improve and modify the existing physical facilities to make sure they are barrier-free and therefore easily accessible to all learners and should also at various level increases the budgetary allocation for the implementation of inclusive education in Kano and Nigeria in its annual budget.

**Key Words:** Teachers' Perception, Challenges, Inclusive Education, Economics.

**1. INTRODUCTION**

The World Health Organization (WHO) estimates that 10% of any populations are disabled (World Bank, 1994). In 1994, UNESCO world conference on special needs held in Salamanca, Spain the idea of inclusive education was given further impetus. The concept of inclusive education is based on the fact that all children and young people, despite different cultural, social and learning backgrounds, should have equivalent learning opportunities in all kinds of schools (UNESCO, 2008).

The central purpose of education is to anchor for national development by ensuring that all learners gain access to knowledge, skills and information that will prepare them to contribute to communities' growth for sustainable development. Every child has unique characteristics, interests, abilities and learning needs and those with special needs must have access to regular schools which should accommodate them with a child-centered pedagogy capable of meeting those needs. This was loudly pronounced in Section 1 (c) of the National Policy on Education (NPE). "It states that every Nigerian child shall have a right to equal educational opportunities irrespective of any real or imagined disabilities, each according to his or her abilities" (NPE 2014)

In many countries Nigerian inclusive, special classes were created for students with special needs with special educators teaching them separately in smaller groups, because it was felt that separately could help them to catch up. However, the truth is that students in segregated special education classes have fallen further and further behind. Over time, it has become apparent that inclusive education is a better way to help all students succeed. Inclusive education was one of the major issues examined at the 12th Annual National Conference of the National Council for Exceptional Children held at Minna, Niger State, in August, 2002. In the keynote address presented at the conference, Tim Obani (one of the pioneers in special education in the country), argued, "The old special education system with its restrictive practices cannot successfully address these problems of special needs children (Garuba, 2003). According to Cushner, McClelland, and Safford (2012), inclusive education refers to "the practice of including another group of students in regular classrooms: students with physical, developmental, or social-emotional disabilities, and those with chronic health problems"

United Nations Education Scientific and Cultural Organization (UNESCO) (2009) gave an all encompassing definition of inclusive education to mean a process of transforming schools and other centers of learning to accommodate all learners including boys and girls, learners from ethnic and linguistic minorities, rural populations, those infected and affected by HIV and AIDS, those with disabilities and difficulties in learning and as well provide opportunities for all.

## **2. STATEMENT OF THE PROBLEM**

Despite the governments' perpetual efforts over the years to curb the challenges of poor funding, inadequate teaching materials, inadequate qualified teaching among others in Nigerian educational system, this problem has persistently been on the increase. Children with learning difficulties have not been adequately provided with the basic resources, physical facilities and equipment to cater for their special needs like their counterparts in regular schools. They continue to suffer disproportionately from whatever acute problems affecting Nigerian education system. Most are taught in special schools for children with moderate and severe learning difficulties.

The physically disabled students are also faced with the problem of overcrowded classrooms. During lectures, lecture rooms have so many students in such a way that when a disabled student comes late he/she decides to stay at the back of the class where it is very difficult to hear well from the lecturer. This is a difficult situation and it negatively impacts academic performance of the disabled students. A good example cited is in the study by Sambo&Gambo(2015) which shows that more than sixty percent (60%) of students with physical disabilities studying under unconducive learning environment performed poorly in their studies due to the difficulties they faced.

In line with the above problem, it has been observed with utmost attention been a teacher in the department for over thirteen (13) years that student with special need find it very difficult to cope with the large classes, less special need working materials among others. The study therefore is aimed at find

out the teachers' perception on the most challenging factor among the challenges of implementing inclusive education in the Department of Economics, Sa'adatuRimiCollage of Education (SRCOE)Kumbotso.

#### **Objectives of the study**

- i. Find out the teachers' perception on the challenges of implementing inclusive education in Department of Economics, SRCOE Kumbotso.
- ii. To determine which among Challenges are more pronounce inthe implementationof inclusive education in the Department of Economics, SRCOE Kumbotso.
- iii. To find out gender differences on the teachers' perception on the challenges of implementing inclusive education in the Department of Economics,,SRCOE Kumbotso.

#### **Research Questions**

- i. Find out the teachers' perception on the challenges of implementing inclusive education inthe Department of Economics, SRCOE Kumbotso?
- ii. Which among them are more pronounce in challenging the implementation inclusive education in the Department of Economics, SRCOE Kumbotso?
- iii. Does teachers' perception significantly differ on the challenges of implementing inclusive education in the Department of Economics,SRCOE Kumbotsobase on gender?

#### **Research Hypothesis**

**HO<sub>1</sub>:** There is no significant gender differenceon the perceived challenges of implementing inclusive education in the Department of Economics, SRCOE Kumbotso.

### **3. RESEARCH METHODOLOGY**

The study adopted a survey design to investigate the teachers perception on the challenges faced in the implementation of inclusive education programmeein the Department of Economics, SRCOE, Kumbotso. The design adopted enabled the researcher together information from a wide range of respondents.The target population of the is study were all the38 academic staff of the Department of Economics, in SRCOE, Kumbotsoout of the total target population 32 academic staff was randomly selected as the sample of the study using disproportionate probability sampling technique. The sample size was recommended byKrejcie and Morgan (1970). The research instrument used to collect data was questionnaire. The instrument used in data collection was a self developed questionnaire. The validity of the fifteen items was established using LAWSHE validity ratio. A reliability index of 0.67 was estimate using test-re-test. Data analysis was done using the statistical package for social sciences (SPSS) to generate descriptive statistics and test the hypothesis. The decision mean stood at 2.00. That is to say if the perception mean is equal or greater than two ( $X \geq 2$ ) it is agreed that the challenge mention is perceived by the respondents to be among the challenges of implementing inclusive education in School of Secondary Education (Arts and Social Science) Sa'adatuRimi Collage of Education Kumbotso, Kano State. On the other hand the hypothesis was tested at 0.05 level of significance.

### **4. RESEARCH FINDINGS AND DISCUSSION**

**Research Question 1:**Find out the teachers' perception on the challenges of implementing inclusive education in the Department of Economics.

**Table 1: Perceived on the Challenges of Implementing Inclusive Education in the Department of Economics**

s/no	Items	Always %	Sometime %	Not at all %
1	Inadequate funding for procuring the required resources	42	52	06
2	Problem of the gifted being in the same class with slow Learners	18	66	16
3	Poor cooperation by other students in assisting students with special need	12	83	05
4	Teachers' inability to use individualized instructional method of teaching	20	60	20
5	Expensive nature of inclusive education	44	54	02
6	Poor understanding of the concept and definition of inclusive education	5	72	18
7	Inaccurate data on the number of children with disabilities	18	56	26
8	Shortage of professionally trained and qualified teachers in special education	18	52	24
9	Lack of modern learning/ instructional materials.	44	40	16
10	Some policy makers do not understand the concept of inclusive education	38	60	02
11	Lack of powerful policy to support the implementation of inclusive education programme in Nigeria	34	58	08
12	The policy makers most a times play non-challant attitudes to promote inclusive education.	08	78	14
13	Less care teachers' attitudes to promote inclusive education	14	76	10
14	large class sizes to extent students with special need could not be reorganized	32	58	10
15	Poor building settings which do not favored students with special need.	18	62	20

Reading between the lines from table 1 above, responses shows most that of the items carries higher percentages at the always and sometime options, which simply means it is a challenge. However, the table reveals that that it is not all the time the factors listed served as challenge to the implementing inclusive education in the Department of Economics, SRCOE Kumbotso.

**Research Question 2:** Which among them are more pronounce in challenging the implementation inclusive education base on the teachers' perception in the Department of Economics, SRCOE Kumbotso?

**Table 2: The Pronounce Challenges of Implementing Inclusive Education in the Department of Economics ,SRCOEKumbotso**

S/no	Items	Mean
1	Inadequate funding for procuring the required resources	2.36
2	Problem of the gifted being in the same class with slow learners	2.02
3	Poor cooperation by other students in assisting students with special need	2.14
4	Teachers' inability to use individualized instructional method of teaching	2.00
5	Expensive nature of inclusive education	2.42
6	Poor understanding of the concept and definition of inclusive education	1.92
7	Inaccurate data on the number of children with disabilities	1.92
8	Shortage of professionally trained and qualified teachers in special education	2.30
9	Lack of modern learning/ instructional materials.	2.28
10	Some policy makers do not understand the concept of inclusive education	2.36
11	Lack of powerful policy to support the implementation of inclusive education programme in Nigeria	2.26
12	The policy makers most a times play non-challant attitudes to promote inclusive education.	1.94
13	Less care teachers' attitudes to promote inclusive education	2.04
14	Large class sizes to extent students with special need could not be reorganized	2.22
15	Poor building settings which do not favored students with special need.	1.98

The table 2 above presented the sampled opinion of the respondents. It could be seen some challenges have the mean values less than two ( $<2$ ) other were either equal or greater than two ( $\geq 2$ ). Reading between the lines in table 2 It could be understood that all means values were either ( $\geq 2$ ) except that of challenges from item 6, 7, 12 and 15 which were less than ( $<2$ ). The table indicated that the most challenging factors as opined by the respondents was expensive nature of inclusive education to the extent some policy makers do not understand the concept very well which may be was the reason for the inadequate funding for procurement of the required resources.

**Research Question 3:** Does teachers' perception significantly differ on the challenges of implementing inclusive education in the Department of Economics, SRCOE Kumbotso base on gender?

The table 3 below presents the gender mean differences of the perception on the challenges of implementing inclusive education in the Department of Economics, SRCOE Kumbotso. In each factor total number of the sample male and female, mean responses of the male and female with respective standard deviations.

**Table 3: Mean of the Teachers’ Perception on the Challenges of Implementing Inclusive Education in the Department of Economics, SRCOE Kumbotso Base on Gender**

S/no	Item	Gender	N	Mean
Q1	Inadequate funding for procuring the required resources	Male	39	2.33
		Female	10	2.50
Q2	Problem of the gifted being in the same class with slow Learners	Male	39	2.03
		Female	10	2.00
Q3	Poor cooperation by other students in assisting students with special need	Male	39	2.21
		Female	10	2.00
Q4	Teachers’ inability to use individualized instructional method of teaching	Male	39	2.00
		Female	10	2.00
Q5	Expensive nature of inclusive education	Male	39	2.49
		Female	10	2.20
Q6	Poor understanding of the concept and definition of inclusive education	Male	39	1.92
		Female	10	1.80
Q7	Inaccurate data on the number of children with disabilities	Male	39	1.85
		Female	10	2.20
Q8	Shortage of professionally trained and qualified teachers in special education	Male	39	2.44
		Female	10	1.80
Q9	Lack of modern learning/ instructional materials.	Male	39	2.33
		Female	10	2.00
Q10	Some policy makers do not understand the concept of inclusive education	Male	39	2.36
		Female	10	2.40
Q11	Lack of powerful policy to support the implementation of inclusive education programme in Nigeria	Male	39	2.28
		Female	10	2.20
Q12	The policy makers most a times play non-challant attitudes to promote inclusive education.	Male	39	1.97
		Female	10	1.80
Q13	Less care teachers’ attitudes to promote inclusive education	Male	39	2.15
		Female	10	1.70
Q14	large class sizes to extent students with special need could not be reorganized	Male	39	2.23
		Female	10	2.20
Q15	Poor building settings which do not favored students with special need.	Male	39	1.92
		Female	10	2.20

Reading between the lines from table 3, one could understand that the mean between the male and female were closely similar to each other except that of factor 7, 8, 13 and 15 which shows a relatively wide gap between the mean of the male and female. For instance when the mean of the responses of male was 2.15 the female mean stood at 1.70 of the item 13.

**HO<sub>1</sub>:** There is no significant gender difference on the challenges of implementing inclusive education in the Department of Economics, SRCOE Kumbotso.

**Table 4: Gender Difference on the Challenges of Implementing Inclusive Education in the Department of Economics,, SRCOE Kumbotso**

S/no	Items	p-value
1	Inadequate funding for procuring the required resources	0.440
2	Problem of the gifted being in the same class with slow learners	0.905
3	Poor cooperation by other students in assisting students with special need	0.300
4	Teachers' inability to use individualized instructional method of teaching	1.000
5	Expensive nature of inclusive education	0.135
6	Poor understanding of the concept and definition of inclusive education	0.502
7	Inaccurate data on the number of children with disabilities	0.139
8	Shortage of professionally trained and qualified teachers in special education	0.270
9	Lack of modern learning/ instructional materials.	0.201
10	Some policy makers do not understand the concept of inclusive education	0.829
11	Lack of powerful policy to support the implementation of inclusive education programme in Nigeria	0.706
12	The policy makers most a times play non-challant attitudes to promote inclusive education.	0.305
13	Less care teachers' attitudes to promote inclusive education	0.006
14	Large class sizes to extent students with special need could not be reorganized	0.891
15	Poor building settings which do not favored students with special need.	0.218

Table 4 presents gender difference on the challenges of implementing inclusive education in the Department of Economics, SRCOE Kumbotso. It shows the probability values (p-values) between the gender of the challenges of implementing inclusive education in the Department of Economics, SRCOE Kumbotso @ 0.05 level of significance. The decision states that significant difference exist between the gender, if the p-value is less than 0.05 level of significance (p-value < 0.05). This means that the null hypothesis will be rejected. On the other hand the null hypothesis will be retained if the (p-value > 0.05) which means there is no significant difference between the gender. Reading between the line in the same table reveals that all p-values except that of item 13 were greater than 0.05 the (p-value > 0.05) level of significance which suggest that the hypothesis which states there is no significant gender difference on the challenges of implementing inclusive education in the Department of Economics, SRCOE Kumbotso is hereby retained. But item 13's p-value is less than 0.05 (p-value < 0.05) level of significance which suggest that the hypothesis which states there is no significant gender difference on the challenges of implementing inclusive education in the Department of Economics, SRCOE Kumbotso is hereby rejected.

**Discussion of the Major Findings**

The first research question was on the teachers' perception on the challenges of implementing inclusive education in the Department of Economics, SRCOE Kumbotso. It was found that all

most all the challenges for part of the perceived challenges of implementing inclusive education in the Department of Economics, SRCOE Kumbotso either sometimes or even always. This study was in line with the findings of Garuba, A. (2003) and Mwangi&Orodho (2014) which mention most of the factors as challenges of implementing inclusive education in Nigeria and Kenya.

Findings of the research indicated that Inadequate funding for procuring the required resources, expensive nature of inclusive education, shortage of professionally trained and qualified teachers in special education, Some policy makers do not understand the concept of inclusive education, lack of powerful policy to support the implementation of inclusive education programme in Nigeria and large class sizes to extent students with special need could not be reorganized were the most challenging factors in the implementing inclusive education in the Department of Economics, SRCOE Kumbotso. These findings were similar with the findings of Eskay& Angie (2013) Sambo&Gambo (2015) in their study learners with disabilities in an inclusive education setting in Nigeria: implications for administrators and administration of inclusive education in Nigerian schools: issues and implementation strategies national journal of inclusive education respectively.

Reading between the line in table 3 reveals that all p-values except that of item 13 were greater than 0.05 the ( $p\text{-value} > 0.05$ ) level of significance which suggest that the hypothesis which states there is no significant gender difference on the challenges of implementing inclusive education in the Department of Economics, SRCOE Kumbotso is hereby retained. But item 13's p-value is less than 0.05 ( $p\text{-value} < 0.05$ ) level of significance which suggest that the hypothesis which states there is no significant gender difference on the challenges of implementing inclusive education in the Department of Economics, SRCOE Kumbotso is hereby rejected. These findings also were in line with the findings of Ali, Mustapha &Jelas (2006).

## 5. CONCLUSION

The study was on perceived challenges of implementing inclusive education in the the Department of Economics, Sa'adatuRimi Collage of Education (SRCOE) Kumbotso. Based on the findings of this research it is concluded that majority of the respondents were on the opinion that all the challenges formed part of the challenges of implementing inclusive education in the the Department of Economics, Sa'adatuRimi Collage of Education (SRCOE) Kumbotso. It is also concluded that these challenges could be applicable to other department in the school of Secondary Education and various department in other schools viz: school of education, science, languages, vocational and technical education as well as other state college of education in Nigeria.

## 6. RECOMMENDATIONS

Thus, based on the results of the study undertaken, the following recommendations were offered:

1. The government should make all the possible efforts to improve and modify the existing physical facilities to make sure they are barrier-free and therefore easily accessible to all learners.
2. It should also at various level increase the budgetary allocation for the implementation of inclusive education in Kano and Nigeria in its annual budget.



3. A special directorate of inclusive education should be created in federal, state ministries of education charged with the responsibilities of planning, strategizing, implementation, and monitoring of inclusive education activities in Nigerian schools.
4. Initial training and retraining of general and special education teachers to partake in the principles and practices of inclusive education must be put in place prior to their utilization.
5. Special committee at community to be set up by state, in collaboration with local governments to brainstorm ideas to establishing priorities, assigning responsibilities for action, and reviewing progress towards defined goals.
6. There should be a national campaign spear-headed by orientation agency for the identification of children with special needs for purposes of enrolment in inclusive education programme.

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