



**TEACHERS' PERCEPTION OF CHALLENGES OF INCLUSION OF VISUALLY
IMPAIRED STUDENTS IN TERTIARY INSTITUTIONS IN KANO STATE.**

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Abstract

The issue of educational development in the world cannot be separated with the issue of inclusion of students irrespective of their disabling condition, region, continent, tribe or religion in as much as the designed goal is development in all angles of life. This paper is an attempt to find out the teachers' perception of the challenges of inclusion of visually impaired students in tertiary institutions in Kano metropolis. The research adopted four different tertiary institutions in the state, namely, Bayero university, (BUK), Federal College of Education Kano (F.C.E), Sa'adatu Rimi College of Education Kumbotso and Aminu Kano College of Legal and Islamic Studies Kano. A total of 145 responses were collected from lecturers and students through the use of questionnaires that were developed in order to meet the requirement of the study. It has been observed that despite the effort of the visually impaired students to achieve knowledge and to become self-reliant in future but still there are hurdles that need to be crossed to attain their goals, which some of them includes lack of adequate materials, architectural barriers, undefined legislation and stigma from the so-called normal students and the public. After collecting the data, analysis was made and recommendations were also provided.

Introduction

Inclusion is an educational approach where students with special needs and their normal counterparts study together in the same classroom settings, Lere (2007), the ability for students with visual impairment to study alongside with their sighted peers means that the former is integrated. Unlike in the residential special school settings where such students could not mingle with the able-bodied ones.

Inclusion helps a lot in fostering interaction between students with visual needs and their normal friends, it also encourages academics competition between them and it also create room for harmony and team work. In spite of the advantages of inclusion stated above, many tertiary institutions in Kano State find it extremely difficult to put together students with visual needs to be able to study with normal age peers. It is in view of this that the researcher intended to conduct a research in order to find out the challenges, their courses and suggest solutions to the challenges for the related authorities concern for the impairment of the inclusion programme in tertiary institution in Kano State. The researcher verily look at the challenges teachers face in the inclusion of visually impaired tertiary institution students in Kano State, whether they are capping with the situation or not.

Statement of the Problem

The challenges of inclusion of students with visual needs into tertiary institutions in Kano State is a research study which is aimed at knowing why such higher institutions in the state find it extremely difficult to admit students with visual needs into the state tertiary institutions. The researcher fully understands that even at secondary level students with visual needs are normally placed into special education school, Tudun Maliki Kano, which is the only residential school in the state.

It is therefore worrisome that in the contemporary era where inclusion seems to be the most appropriate educational approach, aimed at combining students with disabilities and their normal counterparts together, seems unrealistic.

Research Question

There research questions have been formulated to guide this study. They are as follows.

1. What challenges do teachers face in the inclusion of visually impaired tertiary institutions students in Kano State?
2. Do the visually impaired students cape with inclusion programme in tertiary institutions in Kano State?
3. What challenges do students with visual impairment face in the inclusion in tertiary institutions in Kano State?

Hypothesis

Students with visual impairment are not coping effectively with inclusion programme in the tertiary institutions in Kano metropolis.

Methodology

The design of this research is descriptive survey. Survey research is a type of research which attempts to answer question about the current status of the subject or topic of study. This study also tries to answer question about the present status of the challenges of inclusion faced by the visually impaired students in the tertiary institutions in Kano State metropolis. Also as advocated by John (1984). Survey researches no doubt constitute a process of obtaining real facts about the current situation or condition about what to investigate.

Population of the Study

The population of the study comprises of lectures who are teaching the students with visual impairment in the following tertiary institutions in Kano metropolis this, Bayero University, Federal College of Education Kano, Sa'adatu Rimi College of education Kumbotso Kano, and Aminu Kano College of Legal and Islamic Studies Kano. As well as the entire students with visual impairment of the above named tertiary institutions.

The total number of the lectures were one Hundred and Seventy (170), as sourced from the institutions, while the students were twenty five (25) in number from the above mentioned schools.

Instrument for Data Collection

The instruments used by this research work were questionnaires. The instrument was developed by the researcher with help and guide from his supervisor.

The items in the questionnaire constructed taking into consideration the things needed for running the inclusion programme effectively.

The questionnaire designed for lecturers of students with visual needs contained ten (10) items called questionnaire for lecturers of student with visual LSVN (Q). The second questionnaire was designed for student with visual needs which contain ten item called

questionnaires for students with visual needs SVN (Q). Both the two questionnaires are close ended in form.

Data Collection Procedure

Before starting collection the information, the researcher visited all the tertiary institutions to study with an introduction letter from the Department of special Education Bayero University, Kano. The institutions visited were those mentioned earlier, at these institutions researcher met with the relevant authorities to ask or seat permission to cooperatively carry out the study.

The researcher also revisited the institutions aimed at administering the questionnaires. The researcher and the research assistant were fully trained on the process of data and how to conduct exercise successfully.

The researcher the questionnaires face to face to the respective respondent.

Lastly, the researcher thanked the respondents massively by sparing their time and energy to complete the questionnaires cooperatively.

Method of Data Analysis

The analysis of the data collected was based on the research questions. The researcher collected the data which were in form of raw score, the next task to the researcher was to change it into a form that could be more precisely and meaningfully.

The researcher, therefore used qualitative analysis thus, simple percentage to interpret the responses from the questionnaires. Percentage of the respondents were shown according to the way they responded to items ask in the questionnaires.

For the accuracy and quick reference the responses are tabulated thereafter analysis and discussion started.

Results

Research question one: what challenges do the lectures face in the inclusion programme?

The above research question was analyzed through responses obtained from the five (5) items in the questionnaire whereby one hundred and eight (108) lectures responded to each item.

Table showing the responses below.

S/N	Items	Agreed	Undecided	Disagree
1.	The students take note or dictation given to them.	103 (95%)	0 (0%)	05 (5%)
2.	The students participate in group assignment or presentation.	80 (74%)	08 (7%)	20 (19%)
3.	The students notes are clear and readable	75 (69%)	0 (0%)	33 (31%)
4.	The students contribute to class discussion	92 (85%)	0 (0%)	16 (15%)
5.	The students come to the lecture with their essential learning materials	70 (65%)	5 (5%)	32 (30%)

The result obtained from item one (1) indicated that one hundred and three (103) or 95% of the lecturers responded “Agreed” that the students take note or dictation given to them. While five (5) lecturers or (05 %) of the lecturers answered “Disagree” that the students do not take note or dictation given to them. The result obtained from item two (2) indicated that eighty (80) or (74%) of the lecturers responded “Agreed” that the students participate in a group Assignment and presentation. While eight (8) or (7%) responded “undecided” and twenty (20) or (19%) of the lecturers responded “Disagreed” that the students do not participate in a group assignment and presentation. The result obtained from item two (2) above indicated that seventy-five (75) or (69%) of the lecturers responded “Agree” that the students note is clear and readable. While thirty-three (33) or (31%) of the lecturers responded “Disagreed” that the students note is not clear and readable Also, the result obtained from item four (4) indicated that ninety –two (92) or (85%) of the lecturers responded “Agreed” that the students contribute to the classroom discussion during class. While sixteen (16) or (15%) of the lecturers responded “Disagreed” that the students do not contribute to the class discussion during class. The result obtained from item five (5) indicated that seventy (70) that the students come to the lecture with their learning materials. While (5) of (5%) responded

“undecided” and thirty two (32) or (30%) of the lecturers responded “Disagreed” that the students do not come to the lecture with their learning materials. Conclusively, it is evidence that a greater percentage of the lecturers indicated that they do not face much challenges with the students who are visually impaired.

Research question two: (2) how do the students cope with the inclusion programme?

The above research question was tested by answers obtained from the (5) items through questionnaire method and one hundred and eight (108) lecturers responded to each item.

Table showing their responses below.

S/N	Items	Agreed	Undecided	Disagree
1.	The students attends lectures on time	90 (83%)	6 (6%)	12 (11%)
2.	The students attend lectures without much absence	93 (86%)	5(5%)	10 (9%)
3.	The students perform well in the assignment or test	97 (90%)	0 (0%)	11 (10%)
4.	The students perform well in the semester exams	101(94%)	0 (0%)	07(6%)
5.	The students well behaved	90 (83%)	15 (14%)	03 (3%)

The result obtained from item one (1) indicated that (90) or (83%) of the lecturers responded “Agreed” that the students attend lecture on time. While six (6) or (6%) responded “undecided” and twelve (12) or (11 %) of the lecturers responded “Disagreed” that the students do not attend lecture on time.

Also, the result obtained from item two (2) indicated that ninety three (93) or (86%) of the lecturers responded that the students attend lecture without much absence. While five (5) or (5%) of the responded “undecided” and ten (10) or (9%) of the lecturers responded “Disagreed” that the students do not attend lectures without much absence.

The result obtained from three (3) indicated that ninety seven (97) or (90%) of the lecturers responded “Agreed” that the students perform well in the assignment and test. While eleven

(11) or (10%) of the lecturers responded “disagreed” that the students do not perfume well in the assignment and test.

Also, the result obtained from item four (4) indicated that one hundred and one (101) or (94%) of the lecturers responded “Agreed” that the students perform well in the semester exams, while seven (7) or (6%) of the lecturers responded “Disagreed” that the students do not perform well in the semester exams.

The result obtain from item (5) which is the last item indicated that ninety (90) or (83%) of the lecturers responded “Agreed” that the students behave well. While fifteen (15) or (14%) of the lecturers responded “undecided” and three (3) or (3%) of the lecturers responded “Disagreed” that the students do not behave well.

Conclusively, it is evidence that a greater percentage of the lecturers indicated that the students with visual impairment are coping with inclusion programme in their various tertiary institution in Kano metropolis.

Research questions three: What was tested by answers obtained from items one to five (1-5) through the questionnaire method and twenty fire (25) students responded to each item.

Table 3, shows the result of finding as follows

S/N	Items	Agreed	Undivided	Disagree
1.	Your school’ lecture room is conveniences for you	0 (0%)	0 (0%)	25 (100%)
2.	You feed comfortable to move within the school compound	0 (0%)	0 (0%)	25 (100%)
3.	The school accommodation or hostel convenience for you	0 (0%)	0 (0%)	25 (100%)
4.	The school library provides you with Braille text Books and journals	0 (0%)	0 (0%)	25 (100%)
5.	The school lecturers consider your special needs	20 (80%)	0 (0%)	5 (20%)

The result obtained from the four item out of five thus, item 1-4, indicated that twenty five students (25) or (100%) of the students for each item of the 1-4 responded “Disagreed” that

their school lecture room is not convenient for them, they do not feel comfortable to move within is not convenient for them the school library does not provide them with Braille, text books and journal to read.

The item numbered (5), the result obtained from it indicated that five (5) or (20%) of the students responded “Disagreed” that their lecturers do not consider their special needs.

While twenty (20) or (80%) of the students responded “Agreed” that the lecturers consider special needs.

Conclusively, it is evident that the greater percentage of students indicated that they face serious challenges in the inclusion of them into tertiary institution in Kona metropolis.

Discussion of the Findings

The discussions of the findings are based on the responses to the three (3) research questions as follows.

Research Question One: Do the students with visual impairment cope with the inclusion programme in the tertiary institutions? The responses obtained from the sample revealed that students with visual impairments are coping with inclusion programme in the tertiary institution in Kano metropolis and this indicate that whenever students with visual impairment apply for admission they should be considered. Therefore, the best learning environment for students with visual impairment is inclusive environment. This finding agreed with (Warnock, 1978) who explained that in the united Kingdom the Warnock report Suggested that children who were largely educated in special schools could be educated within mainstreamed settings provided that these would not conflict with efficient use of resources. also this findings corresponded the emphasis of Federal government of Nigeria that the placement of students with special needs including students visual impairment needs into mainstreamed schools at the level of inclusion since it believes that such students will grow up mingle with members of their communities and society at large (Abang, 1992, Bakare, 1999 and Garuba, 2003). This finding also collaborates with (Dryden, 2000) who stated recent statistics show that on average visually impaired students involved in higher education procedure better result than non disabled students. Also the result of this finding under this research question corresponds with (Martin, 1997 pp 53) who explained that with

proper training students with visual impairment can accomplish most tasks that sighted person can do.

Research Questions Two: Do the lecturers of students with visual their students? Sampled revealed that lecturers of the students with visual impairment do not face challenges with their students with visual impairment in tertiary institutions in Kano metropolis. Therefore, since the lecturers in the tertiary institutions in Kano metropolis do not face challenges with theirs students with visual impairment it is good for the institutions to accept their application when applied for admission. Therefore, since the lecturers of these students do not face challenges with their students it is good to after them an admission when they applied. This result also agreed with (Dryden, 2000) that students with visual impairment involved in higher education produce better result them non disabled students. For the small percentage of those lecturers who face challenges with students with visual impairment, it is good to have support from professionals in order to minimize and eradicate the happening of such challenges (Weihenye. 2000).

Researches Question Three: Do the students with visual impairment face challenges with inclusion programme in institution in Kano metropolis?

The visual obtained from the students with visual impairment revealed that students with visual impairment in Kano metropolis tertiary institutions face in Kano state especially on the issues related to their accommodation, lecture room and poor provision of Brielle text books to meet their learning needs positively.

Certainly, these challenges predispose them to dropping out they have started studies. This finding agreed with A bang (1981) who observed that in developing countries that special needs children, including students with visual impairment, are not provided with enough special education services and no doubt that some children become dropout because their needs were not adequately met and start roaming the streets of major cities. This finding agreed with the nacho and Abdullahi (2008) out line problems that face and inclusion in Nigeria inadequate resources and personnel, such as teaching and learning materials, inadequate sporting staff, lack of sufficient time for preparation, lack of trained staff e.t.c. This finding agreed with that of Meyer (1978) that exceptional children integrated in classroom need adequate and effective special education services to make it easier to them to

function effectively, but in most tertiary institution in Kano these services are not sufficient provided.

Conclusion

From the data collection and analyzed, it may be concluded as follows.

Students with visual impairment are coping with inclusion programme in the tertiary institution in Kano metropolis. Lecturers of the students with visual impairment do not face challenges with their students with impairment. The students with visual impairment in the tertiary institutions in Kano state face a lot of problems or challenges in their institutions.

Recommendation

Based on the findings of the study, the following recommendations are made:

- i. It is highly recommended that the tertiary institutions, not only in Kano metropolis but in the entire state should be provided convenient lecture rooms, halls, school compounds, hostel, toilets as well as necessarily reading text books for their students with visual impairment. Undoubtedly, this will motivate and encourage the students to do their studies in a more conducive environment.
- ii. It is also recommended that the tertiary institutions in Kano metropolis or even in Kano state in general should admit more students with visual impairment since they are coping and performing well in assignment, text. Exams and they behave soundly. Surely this will encourage them to pursue their education beyond O' level and become self-reliant in the future .
- iii. It is recommended that lecturers of students with visual-m impairment should consider their special needs because by doing so the students will be better provided for in terms of teaching and learning which will enhance their achievement motivation.

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