

**IMPLEMENTATION OF INCLUSIVE EDUCATION POLICY IN
SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA**

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Abstract

This study investigated “Implementation of inclusive education policy in secondary schools” Three research questions guided the study. The study adopted descriptive research design with 248 participants in Anambra State, Nigeria. The questionnaire, which was entitled: “Implementation of inclusive education Questionnaire,” was used to elicit information on the variables, and was structured after the four-point modified Likert rating scale. The instruments were duly validated by experts. The reliability of the instrument was tested using the Cronbach’s Alpha method to establish the internal consistency of the questionnaire items, and coefficients of 0.79 and 0.83 were obtained for the two clusters respectively, means was used to analyse data collected. The findings of the study revealed, there was adequate educational resources policy for the equal skills opportunities (Weighed Average mean = 3.88, Grand mean = 3.50), and there was challenges facing the implementation of inclusive education for the equal skills opportunities (Weighed Average mean = 3.60, Grand mean = 3.50) also there was inclusive education policy implemented for the equal skills opportunities (Weighed Average mean = 3.61, Grand mean = 3.50) and there was equal skills opportunities for the equal skills opportunities (Weighed Average mean = 3.66, Grand mean = 3.50). Based on the findings, it was recommended, among others, that Government should double efforts in ensuring that true inclusion is practised in the junior secondary education system by ensuring that there is adequate human, material and financial resources that will enable the principals to effectively implement inclusive education.

Introduction

Over time education has been categorized as the cornerstone for even development, this means that every nation world over that seeks to develop must accept and embrace

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education wholeheartedly. Inclusive education entails when all children, irrespective of their diversities, abilities, disabilities or any challenges they may have, are placed in the same general education classroom to learn together with their peers. UNESCO (2015) emphasized that inclusion is aimed at ensuring that all learners have access to quality education that meets their basic learning needs in a manner that there is no discrimination or exclusion within or outside the school system. Ajuwon (2012) defined inclusive education as a process of enhancing the capacity of the education system to reach out to diverse learners. Hence, the diverse learners have the right to be taught in the same classroom in a mainstream school; instead of excluding some to learn in a special school except in severe cases. Shyman (2015) also defined inclusive education in the perspective of social justice by asserting that all individuals, regardless of exceptionality, are entitled to the opportunity to be included in regular classroom environments.

Mundy (2016) noted that special schools have been found to be socially dysfunctional and irrelevant to the total well-being of persons with disabilities as they help reinforce negative social practices such as discrimination, segregation, low self-esteem and denial of the fundamental rights of children with disabilities. However, the term: “Inclusive Education” came into limelight after the World Conference on Special Needs Education that took place in Salamanca, Spain in 1994. The Salamanca Statement asserts that: “Every child has unique characteristics, interests, abilities and learning needs, and those with special educational needs must have access to regular schools which should accommodate them within a child-centred pedagogy capable of meeting their needs” (UNESCO, 1994). After the Salamanca Declaration, most countries including Nigeria, have acknowledged that inclusive education is an important premise to redress all forms of exclusion, marginalization, disparities, inequalities and access to educational opportunities.

Nigeria reaffirmed her commitment to ensuring Education for All (EFA) in her National Policy on Education, where it is enshrined that inclusive education should be integrated into ordinary/public schools under the Universal Basic Education scheme (Federal Republic of Nigeria, 2013). In Nigerian education system, basic education comprises a 9-year duration (6 years of primary education and 3 years of junior secondary education). The Universal Basic Education Act of 2004 stipulates that basic education shall be free and compulsory for all children of school-age. This corroborates the Salamanca Statement that educational policies at all levels, should stipulate that a child with a disability should attend the neighborhood school – that is the school that he/she would have attended if he/she did not have a disability (UNESCO, 1994). Schuelka (2018) opined that inclusive education is a right of every child irrespective of distinct characteristics which tend to set them apart from other children within the same age bracket. Hence, inclusive education entails educating all children with multi-dimensional challenges with the intention of assisting them to realise their desired goals, according to their diversity, needs and abilities.

The Education Sector Support Programme in Nigeria (ESSPN, 2013, as cited in Wenenda and Okeke, 2018), affirmed that inclusive education is a global best educational practice and standard that ensures that no child is out-of-school irrespective of his/her disabilities, gender, location, ethnicity, social status, among others. Shikalepo (2020) emphasized that when inclusion is effectively implemented, true acceptance of diversity ultimately develops within the school environment, which the learners carry into their homes, workplaces and communities. Inclusive system gives children with special needs a full school experience and is instrumental in changing discriminatory attitudes (Ireru *et al.*, 2020). As Nigeria domesticates inclusive education, it becomes imperative to

effectively implement the policy in public schools so as to attain the Goal 4 of the Sustainable Development Goals (SDGs) on or before 2030.

Implementation in the educational system is the process of carrying out a plan, a policy, a programme, a task, an initiative, a decision, among others, which are geared towards achieving educational objectives and goals. Educational managers or school administrators are charged with the responsibility of implementing educational policies and programmes. In order to attain the SDG 4, World Education Forum (2015) mandated school managers to adopt, design and implement strategies that support inclusive education in their schools. UNESCO (2017) asserted that measuring the extent of achievement of inclusive education should go beyond merely counting students to evaluate access, but should include measures of educational quality, completion, outcomes, and experiences. In the same vein, Lagos State Ministry of Education (2015) outlined strategies for achieving inclusive education policy in regular/public schools, and they include: ensuring that all children are enrolled, retained and transit to higher schools; creating access and safety in all public schools; improved teaching/learning conditions; making school environments safe; making teaching interesting and recognising the ability and needs of all children; creating awareness on inclusive education and continuous training of teachers.

Ileri *et al.* (2020) emphasized that teachers are key stakeholders in the implementation process. Thus, training and retraining of teachers who will be knowledgeable and have pedagogical skills on inclusive education are very vital in imparting appropriate skills for global competitiveness in the world of Information and Communication Technology (ICT) to the Nigerian child as it is stated in the philosophy of inclusive education. Effective implementation of inclusive education in junior secondary schools in Nigeria depends on the ways principals manage their schools and

the ways teachers manage their classrooms respectively. Implementing inclusive education is not about increasing the educational budget; but about continuous, systematic and sustained transformation of educational design, cultures, and values (Schuelka, 2018).

Carrington *et al.* (2017) maintained that inclusive education implementation involves all aspects of school management such as the curriculum, learning facilities, teachers' competency, students' assessment, infrastructures, community/stakeholders' participation and finance. Osero (2015) noted that inclusive guidelines focus not only on education quality for all learners but also demands that the learning environment be restructured to accommodate diversity. Sambo, A. M. and Gambo, M. B. (2016) emphasised that implementing effective inclusive education requires adequate support of the educational resources – human, material and financial. In supporting this assertion, Fajarwati (2017) posited that implementation of inclusive education in public schools requires a comprehensive planning related to the readiness of schools in managing the curriculum, the teaching staff and the infrastructural facilities in realization of educational services that can accommodate the needs of diverse learners. Andai and Mwatela (2017) posited that teachers are key figures in the successful implementation of an inclusive education policy; their competencies in this field are of utmost importance. Thus, for the SDG 4 to be attained before 2030, Nigeria has to place priority on the teachers' professional development and welfare because they are the key actors in any educational reform including inclusive education.

The challenges to successful implementation of inclusive education, especially in developing countries have been identified by various researchers and scholars. Osero (2015) conducted a study on the challenges teachers encountered in teaching inclusive education in public primary schools in Nyamira County, Kenya and found that teachers'

lack knowledge of the types of learners; hence, were not meeting the needs of the learners in inclusive classes. In the same vein, Federal Ministry of Education (2015) attested to the fact that Nigeria is involved in inclusive education, but the present practices are not fully consistent with existing global best practices. More so, the Special Needs classrooms and laboratories in the country are not yet technology driven. Ademefun (n.d) observed that Nigeria faces many challenges in implementing inclusive education which include: very low public awareness on issues of inclusive education; inadequate institutional and human capacities required to implement inclusive education; the confinement of the education of children with disabilities to very few, poorly staffed, poorly equipped and outdated special schools; and inadequate, poor implementation or non-availability of appropriate legal and policy frameworks required for the implementation of inclusive education.

The idea of inclusive education was conceived in June 1994 at an international conference which was organized by 92 countries and 25 international organizations in Salamanca, Spain. The Salamanca Statement and Framework assert that every child has unique characteristics, interests, abilities, and learning needs and that “those with special needs education must have access to regular schools which should accommodate them with a child-centered pedagogy capable of meeting those needs”. The Salamanca Statement also states that the educational systems must take into cognizance the wide diversity or difference in learners' characteristics and needs which is perceived as the most effective means of curtailing discriminatory behavior, creating a welcoming environment, building an inclusive atmosphere and making an educational system for all.

The formulation of an educational policy sets the stage for implementation which according to Rustad and Ostby (2017) is perhaps the most important aspect of planning. However, policy implementation in education is a flashy national problem that has

become a major discuss in Nigeria as it stands on the gateway between societal objectives and national needs, as well as it also encourages deviations from planned courses of action. According to Aderounmu *et al.* (2021), educational policies are designed to promote the quality of life of the citizenry, satisfy individual needs, and community pressures, and the degree of complexity and sophistication to which socialized individuals must be educated or trained to be useful to themselves and the society he belongs.

Moreso, virtually all the schools in the different states of Nigeria have no environment that incorporates both special needs students and students who are without any form of disability, the implication is that the policy and programme of inclusive education are obviously domesticated in theory but in terms of its practicality, the policy lacked the loco-standee. Hence creating room for moral decadence, loss of faith in government, cause of nuisance as most special needs individuals are mostly used as beggars on the streets, segregation, and stigmatization, etc. it implies that the aforementioned, in a rare sense, is not supposed to be what Nigeria should be facing at the 21st century, but corruption, political instability, selfishness, and host of many other issues are some predisposed factors responsible for what Nigeria is facing in terms of policy implementation, also there is lack of support for inclusive education from stakeholders, government, parents and the larger society. Ibrahim (2018) affirmed that most parents of special needs learners are cautioned or misinformed about placing their children in an inclusive programme based on the fears that their young will be ridiculed by other children, or will be unable to develop normal life skills in an inclusive environment.

The importance of education should not be overemphasized, as Orlunga (2021) affirmed, the most proficient and essential tool in the security of life and property in any

developing nation is education, education is the bedrock through which every successful society relies. From the above definition, one can conclude by saying that education is an inevitable entity in society, this is why it becomes imperative to educate every member of the society whether with a particular disability or impairment which is the central message of inclusive education. Inclusive education helps in removing apathy in the minds of learners and the entire society as it creates an enabling environment where students see and accept their peers for who they are and learn to associate with them. On the other hand it will also create an enabling environment for those with special needs to participate actively in any function or event they found themselves.

The problems hindering the effective implementation of inclusive education in Nigeria include poor planning process, lack of trained personnel, inadequate educational facility, corruption, location of institution, lack of proper sensitization, etc.

1. ascertain the adequacy of the educational resources for the implementation of inclusive education policy for the equal skills opportunities in junior and senior secondary schools in Anambra State, Nigeria.
2. identify challenges facing the implementation of inclusive education policy for the attainment of equal skills opportunities in junior and senior secondary schools in Anambra State Nigeria.
3. highlight the inclusive education policy implemented for the equal skills opportunities in junior and senior secondary schools in Anambra State, Nigeria
4. ascertains the equal skills opportunities for the equal skills opportunities in junior and senior secondary schools in Anambra State, Nigeria

Research Questions

RQ1: What are the Adequate Educational Resources Policy for the equal skills opportunities in junior and senior secondary schools in Anambra State, Nigeria?

RQ2: What are the challenges facing the implementation of inclusive education for the equal skills opportunities in junior and senior secondary schools in Anambra State, Nigeria?

RQ3: What are the inclusive education policy implemented for the equal skills opportunities in junior and senior secondary schools in Anambra State, Nigeria?

RQ4: What is the level of Equal Skills Opportunities for the equal skills opportunities in junior and senior secondary schools in Anambra State, Nigeria?

Method

This study adopted the descriptive research design. 248 junior and senior secondary school students in Anambra State, were sampled using the simple random sampling technique. 20-item self-structured questionnaire were instruments used to collect data from the respondents. Mean was used to analyse the data collected. Any percentage, which is above the average acceptable percent of 50% is considered “Adequate” while below 50%, is considered “Not adequate”. The questionnaire was entitled: “effects of inclusive education as determinants of equal skills opportunities Questionnaire,” was used to elicit information on the variables, and was structured after the four-point modified Likert rating scale.” It had two sections: A and B. Section A elicited information on demographic data of the respondents whereas Section B elicited information on the variables. It was structured after the four-point modified Likert rating scale of Strongly Agree = 4, Agree = 3, Disagree =2 and Strongly Disagree = 1 for research questions 2 ,3 and 4. The instruments were duly validated by two experts from Test and Measurement Department, and one expert from Educational Management in Faculty of Education, Nnamdi Azikiwe University, Anambra State. The reliability of the instrument was tested using the Cronbach’s Alpha method to establish the internal

consistency of the questionnaire items, and coefficients of 0.79 and 0.83 were obtained for the two clusters respectively.

Results

Research Question One: What are the Adequate Educational Resources Policy for the equal skills opportunities in junior and senior secondary schools in Anambra State, Nigeria?

Table 1: Adequate Educational Resources Policy

S/N	Item Description	SA(%)	A(%)	N(%)	D(%)	SD (%)	\bar{X}	S. Dev.	Rank
1	Teachers with inclusive education skills.	77 (31.0)	83 (33.5)	60 (24.2)	25 (10.1)	3 (1.2)	3.83	1.02	6
2	Special education teachers that can assist the general teachers.	77 (31.0)	107 (43.1)	31 (12.5)	31 (12.5)	2 (0.8)	3.91	1.00	5
3	Teacher-student ratio of 1:5-10.	100 (40.3)	74 (29.8)	39 (15.7)	34 (13.7)	1 (0.4)	3.96	1.07	4
4	Curriculum that addresses learners' diversity needs.	92 (37.1)	98 (39.5)	39 (15.7)	18 (7.3)	1 (0.4)	4.06	0.92	3
5	Provision of adequate instructional materials that can meet diversified needs of the learners.	112 (45.2)	92 (37.1)	28 (11.3)	16 (6.5)	0 (0.0)	4.21	0.88	2
6	School physical structures that are disability-friendly.	115 (46.4)	94 (37.9)	29 (11.7)	10 (4.0)	0 (0.0)	4.27	0.82	1
7	Funds in form of "impress" given to principals to implement inclusive classrooms.	70 (28.2)	84 (33.9)	45 (18.1)	47 (19.0)	2 (0.8)	3.70	1.09	9
8	Outdoor play areas that are barrier-hazard free.	78 (31.5)	71 (28.6)	50 (20.2)	48 (19.4)	1 (0.4)	3.71	1.11	7
9	Classrooms with enlarged entrances, ramps, untracked floors, etc,	51 (20.6)	81 (32.7)	50 (20.2)	65 (26.2)	1 (0.4)	3.47	1.10	10
10	Disability-friendly sanitary facilities.	76 (30.6)	76 (30.6)	42 (16.9)	53 (21.4)	1 (0.4)	3.70	1.13	8
N=248, Average mean=3.88, Weighted mean=3.50							3.88	1.01	

Key; Strongly Agree(SA=5), Agree (A=4), Neutral (N=3), Disagree(D=2), Strongly Disagree(SD=1)

Table 1 present results on the adequate educational resources policy for the equal skills opportunities in junior and senior secondary schools in Anambra State, Nigeria and findings shows that 209 (84.3%) of the respondents agreed that School physical structures that are disability-friendly while 39(15.7%) disagreed and supported with (4.27

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± 0.82) follows by 204(82.2)% of the respondents agreed that provision of adequate instructional materials that can meet diversified needs of the learners while 44(17.8%) of the respondents disagreed supported with (mean= 4.21 ± 0.88), also 190 (76.6%) of the respondents agree that curriculum that addresses learners' diversity needs while 58 (23.4%) of the respondents disagreed supported with (4.06 ± 0.92). In addition, 174 (74.1%) of the respondents agreed that teacher-student ratio of 1:5-10. while 74 (25.9%) disagree and supported with (3.96 ± 1.07).

Also, 184 (74.2%) of the respondents agreed that special education teachers that can assist the general teachers while 64 (25.8%) disagreed and supported with (3.91 ± 1.00) etc. This are shown with the weighted average mean greater than grand mean score of (Weighed Average mean=3.88, Grand mean=3.50), that its, there is adequate educational resources policy for the equal skills opportunities in junior and senior secondary schools in Anambra State, Nigeria as the items rated average mean (3.88) are above weighted mean (3.50) in the table above. This thus implies that there is adequate educational resources policy for the equal skills opportunities in junior and senior secondary schools in Anambra State, Nigeria.

Research Question Two: What are the challenges facing the implementation of inclusive education for the equal skills opportunities in junior and senior secondary schools in Anambra State, Nigeria?

Table 2: Challenges Facing the Implementation of Inclusive Education for the equal skills opportunities in junior and senior secondary schools in Anambra State, Nigeria

S/N	Item Description	SA(%)	A(%)	N(%)	D(%)	SD (%)	\bar{X}	S. Dev.	Rank
1	Public school buildings have not been upgraded to be user-friendly for students with disability.	76 (30.6)	100 (40.3)	43 (17.3)	29 (11.7)	0 (0.0)	3.90	0.97	2
2	Insufficient funds to restructure the physical facilities, procure suitable instructional materials, train teachers, etc.	72 (29.0)	86 (34.7)	61 (24.6)	28 (11.3)	1 (0.4)	3.81	0.99	3
3	Lack of teachers' preparedness on inclusive practices.	59 (23.8)	110 (44.4)	52 (21.0)	26 (10.5)	1 (0.4)	3.81	0.93	4
4	Low public awareness on inclusive education.	71 (28.6)	116 (46.8)	36 (14.5)	23 (9.3)	2 (0.8)	3.93	0.93	1
5	Discriminatory admission procedures.	52 (21.0)	86 (34.7)	43 (17.3)	64 (25.8)	3 (1.2)	3.48	1.12	7
6	Poorly equipped classrooms.	62 (25.0)	67 (27.0)	37 (14.9)	81 (32.7)	1 (0.4)	3.44	1.19	8
7	Nom-availability of policy frameworks required for the implementation of inclusive education.	46 (18.5)	75 (30.2)	47 (19.0)	79 (31.9)	1 (0.4)	3.35	1.12	9
8	Overcrowded classrooms.	42 (16.9)	75 (30.2)	48 (19.4)	82 (33.1)	1 (0.4)	3.30	1.11	10
9	Lack of extra time to assess students with learning difficulties.	70 (28.2)	66 (26.6)	46 (18.5)	62 (25.0)	4 (1.6)	3.55	1.18	5
10	Negative attitudes of teachers to practise inclusive classrooms.	72 (29.0)	59 (23.8)	36 (14.5)	81 (32.7)	0 (0.0)	3.49	1.22	6
N=248, Average mean=3.60, Weighted mean=3.50							3.60	1.07	

Table 2 present results on the challenges facing the implementation of inclusive education for the equal skills opportunities in junior and senior secondary schools in Anambra State, Nigeria and findings shows that 187 (84.4%) of the respondents agreed that Low public awareness on inclusive education while 61 (15.6%) disagreed and supported with (3.93±0.93) follows by 176 (70.9%) of the respondents agreed that public school buildings have not been upgraded to be user-friendly for students with disability while 72 (29.9%) of the respondents disagreed supported with (mean=3.90±0.97), also

158 (63.7%) of the respondents agree that insufficient funds to restructure the physical facilities, procure suitable instructional materials, train teachers, etc while 90 (36.3%) of the respondents disagreed supported with (3.81 ± 0.99) . In addition, 169 (68.1%) of the respondents agreed that lack of teachers' preparedness on inclusive practices while 79 (31.9%) disagree and supported with (3.81 ± 0.93) .

Also, 136 (54.9%) of the respondents agreed that lack of extra time to assess students with learning difficulties while 112 (45.1%) disagreed and supported with (3.55 ± 1.18) etc. This are shown with the weighted average mean greater than grand mean score of (Weighed Average mean=3.60, Grand mean=3.50), that its, there is the challenges facing the implementation of inclusive education for the equal skills opportunities as the items rated average mean (3.60) are above weighted mean (2.50) in the table above. This thus implies that there is challenges facing the implementation of inclusive education for the equal skills opportunities in junior and senior secondary schools in Anambra State, Nigeria

Research Question Three: What are the inclusive education policy implemented for the equal skills opportunities in junior and senior secondary schools in Anambra State, Nigeria?

Table 3: Inclusive Education Policy Implemented

S/N	Item Description	SA(%)	A(%)	N(%)	D(%)	SD (%)	\bar{X}	S. Dev.	Rank
1	Recruitment of teachers with special education skills who can assist the available general teachers.	67 (27.0)	47 (19.0)	47 (19.0)	86 (34.7)	1 (0.4)	3.38	1.22	10
2	Ensuring that every student is enrolled no matter his/her disability.	85 (34.3)	54 (21.8)	41 (16.5)	65 (26.2)	3 (1.2)	3.62	1.23	5
3	Sensitization of parents on inclusive education.	68 (27.4)	60 (24.2)	48 (19.4)	70 (28.2)	2 (0.8)	3.49	1.19	9
4	Restructuring of school buildings with ramps so as to overcome physical barriers.	82 (33.1)	50 (20.2)	47 (19.0)	67 (27.0)	2 (0.8)	3.58	1.22	7
5	Continuous training of teachers on inclusive education pedagogical skills, assessment of special needs students, handling of mixed-ability groups, etc.	91 (36.7)	73 (29.4)	23 (9.3)	59 (23.8)	2 (0.8)	3.77	1.19	1

6	Provision of adequate funding that will promote inclusion in the education system.	77 (31.0)	80 (32.3)	35 (14.1)	56 (22.6)	0 (0.0)	3.72	1.13	4
7	Promoting adaptive curriculum that considers the inclusive process where learners are expected to learn according to their abilities.	68 (27.4)	78 (31.5)	44 (17.7)	56 (22.6)	2 (0.8)	3.62	1.13	6
8	Earmarking of feasible extra time for assessing students with learning difficulties.	84 (33.9)	70 (28.2)	39 (15.7)	52 (21.0)	3 (1.2)	3.73	1.17	2
9	Provision of adequate learning facilities, equipment, instructional materials, etc.	74 (29.8)	60 (24.2)	44 (17.7)	69 (27.8)	1 (0.4)	3.55	1.19	8
10	Regular monitoring of infrastructural facilities in order to meet the needs of learners with physical disabilities.	81 (32.7)	80 (32.3)	27 (10.9)	59 (23.8)	1 (0.4)	3.73	1.16	3
N=248, Average mean=3.61, Weighted mean=3.50							3.61	1.18	

Table 3 present results on the inclusive education policy implemented for the equal skills opportunities in junior and senior secondary schools in Anambra State, Nigeria and findings shows that 164(66.1%) of the respondents agreed that continuous training of teachers on inclusive education pedagogical skills, assessment of special needs students, handling of mixed-ability groups, etc while 84 (33.9%) disagreed and supported with (3.77 ± 1.19) follows by 154(62.1%) of the respondents agreed that Earmarking of feasible extra time for assessing students with learning difficulties while 94 (37.9%) of the respondents disagreed supported with $(\text{mean}=3.73 \pm 1.17)$, also 161 (65.0% of the respondents agree that regular monitoring of infrastructural facilities in order to meet the needs of learners with physical disabilities while 87 (35.0%) of the respondents disagreed supported with (3.73 ± 1.16) .

In addition, 157 (63.3%) of the respondents agreed that Provision of adequate funding that will promote inclusion in the education system while 91 (36.7%) disagree and supported with (3.72 ± 1.13) . Also, 139 (56.1%) of the respondents agreed that Ensuring that every student is enrolled no matter his/her disability while 109 (43.9%) disagreed and supported with (3.62 ± 1.23) etc. This are shown with the weighted average mean greater than grand mean score of (Weighed Average mean=3.61, Grand

mean=3.50), that its, there is the inclusive education policy implemented for the equal skills opportunities as the items rated average mean (3.61) are above weighted mean (3.50) in the table above. This thus implies that there is inclusive education policy implemented for the equal skills opportunities in junior and senior secondary schools in Anambra State, Nigeria.

Research Question Four: What is the level of Equal Skills Opportunities for the equal skills opportunities in junior and senior secondary schools in Anambra State, Nigeria?

Table 4: Equal Skills Opportunities

S/N	Item Description	SA(%)	A(%)	N(%)	D(%)	SD (%)	\bar{X}	S. Dev.	Rank
1	Equal skills opportunities in education are visible in Nigerian schools, including disability)	90 (36.3)	63 (25.4)	33 (13.3)	60 (24.2)	2 (0.8)	3.72	1.221	4
2	Unfortunately, equal skills opportunities in many schools are neglected, and cannot continue their education.	106 (42.7)	57 (23.0)	29 (11.7)	53 (21.4)	3 (1.2)	3.85	1.22	2
3	Equal skills opportunities in Nigeria does not make adequate provisions for these students.	105 (42.3)	66 (26.6)	29 (11.7)	47 (19.0)	1 (0.4)	3.92	1.15	1
4	Equal skills opportunities provisions were made students living with needs to have equal education as others	70 (29.2)	71 (28.6)	27 (10.9)	80 (32.3)	0 (0.0)	3.53	1.21	9
5	Equal skills opportunities for students with motion impairment have special work ways to climb the staircase for any activity	81 (32.7)	63 (25.4)	33 (13.3)	70 (28.2)	1 (0.4)	3.62	1.12	6
6	Equal skills of female trafficking for prostitution are obstacles to education	80 (32.3)	71 (28.6)	34 (13.7)	62 (25.0)	1 (0.4)	3.67	1.18	5
7	Educational equal skills is in religion.	88 (35.5)	46 (18.5)	45 (18.1)	67 (27.0)	2 (0.8)	3.61	1.12	7
8	equal skills opportunities among universities are rated among the best in Nigeria can attend these universities	83 (33.5)	77 (31.0)	40 (16.1)	47 (19.0)	1 (0.4)	3.78	1.11	3
9	equal skills opportunities for formal education, while the easterners love business	43 (17.3)	79 (31.9)	51 (20.6)	73 (20.6)	2 (0.8)	3.35	1.10	10
10	Equal skills opportunities were available for students Special needs	62 (25.0)	80 (32.3)	42 (16.9)	62 (25.0)	2 (0.8)	3.56	1.14	8
N=248, Average mean=3.66, Weighted mean=3.50							3.66	1.15	

Table 4. present results on the level of Equal Skills Opportunities for the equal skills opportunities in junior and senior secondary schools in Anambra State, Nigeria and findings shows that 171 (66.9%) of the respondents agreed that Equal skills opportunities in Nigeria does not make adequate provisions for these students while 77 (33.1%)

disagreed and supported with (3.92 ± 1.15) follows by 163 (65.7%) of the respondents agreed that unfortunately, equal skills opportunities in many schools are neglected, and cannot continue their education while 85 (34.3%) of the respondents disagreed supported with (mean= 3.85 ± 1.22), also 160 (68.9%) of the respondents agree that equal skills opportunities among universities are rated among the best in Nigeria can attend these universities while 88 (31.1%) of the respondents disagreed supported with (3.78 ± 1.11).

In addition, 153 (61.7%) of the respondents agreed that Equal skills opportunities in education are visible in Nigerian schools, including disability while 95 (38.3%) disagree and supported with (3.72 ± 1.22). Also, 151 (60.9%) of the respondents agreed that Equal skills of female trafficking for prostitution are obstacles to education while 97 (39.1%) disagreed and supported with (3.67 ± 1.18) etc. This are shown with the weighted average mean greater than grand mean score of (Weighed Average mean= 3.66 , Grand mean= 3.50), that its, there is equal skills opportunities for the equal skills opportunities as the items rated average mean (3.66) are above weighted mean (3.50) in the table above. This thus implies that there is equal skills opportunities for the equal skills opportunities in junior and senior secondary schools in Anambra State, Nigeria

Discussion

From the result of the findings: there was adequate educational resources policy for the equal skills opportunities in junior and senior secondary schools and there was challenges facing the implementation of inclusive education for the equal skills opportunities also there was inclusive education policy implemented for the equal skills opportunities and there was equal skills opportunities for the equal skills opportunities in Anambra State, Nigeria. It was also observed that most of the school infrastructures have not been upgraded to accommodate students' diversities and needs. The implication of this finding is that Anambra State is yet to practise inclusion in the secondary schools.

The finding agrees with Adetoro (2014), who observed that physical facilities for the handicapped are not available or insufficiently adequate, and that the mainstream classrooms are overcrowded to the tune of 1:80 teacher-pupil ratio as against the 1:10 for inclusive classes recommended in the National Policy on Education. It is also in line with Igbokwe *et al.* (2014) who discovered in their various studies that Nigerian public schools are not accessible to the physically challenged children. The finding is also in line with Ajuwon (2012), who found out that Nigerian public secondary schools lack trained special educational personnel and specialized instructional materials. The finding also corroborated with Kusimo and Chidozie (2019), who discovered inadequate school resources and facilities, insufficient funds to restructure the schools and lack of teacher preparedness on inclusive practices in Nigerian public schools as barriers to effective implementation of inclusive education. This finding is in agreement with Osero (2015), who revealed in their different studies that inaccessible school environments, lack of supporting infrastructural facilities, negative attitudes of teachers, discriminatory admission procedures, teachers' lack knowledge of the types of learners, shortage of resources, poor funding and inadequate teacher training in inclusive practices hinder the effective implementation of inclusive education in Africa. The finding also agrees with Andai and Mwatela (2017), who conducted a study and found out that there is very low public awareness on issues of inclusive education. Hence, this implies that principals encounter myriads of challenges in the bid to implement inclusive education.

Conclusion

Education is seen as the foundation to which every society that seeks to develop must embrace wholeheartedly, every society must as a matter of necessity ensure that her populace whether normal or persons with special needs gets educated at least up to the basic level as this will not only help in developing the society but also aid in helping those

who come across it, lead a useful life and contribute to the society. However, it is disheartening to state clearly that the problem of policy implementation has taken center stage in Nigeria in the 21st century which is pointed directly to poor governance and has affected the policy of inclusiveness in education. Hence, inclusive education in Nigeria is still wallowing in the realm of rhetoric and far from effective practice as a result of poor policy implementation and the unperturbed attitude of the government, the populace, and both state and non-state actors. The paper made its case using examples from literature to show how these issues seriously affect national security. The article claimed that much money intended for infrastructure and job creation was spent on purchasing weapons to fight insurgency and other associated crimes

Recommendations

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

1. Anambra State Government should double efforts in ensuring that true inclusion is practised in the secondary education system by ensuring that there are adequate human, material and financial resources that will enable the principals to effectively implement inclusive education.
2. Stakeholder should create awareness on inclusive education among teachers, students, parents and community so as to disabuse them from the myths that physically challenged children must be separated from their peers, and learn in a special school.
3. Ministry of Education should constantly organise training and retraining of teachers on inclusive education pedagogical skills and handling of diversified learners in the same classroom.

4. Every policy that is articulated in the educational sector should be taken seriously and should be devoid of persons with questionable characteristics if the sole aim of that particular policy is to be achieved.
5. National Policy on Education Statement 2003 which maintained that education of special needs persons shall be free at all levels should be cross-examined to ascertain if the process is carried out in practical terms and if it is true.

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