CHAPTER ONE
INTRODUCTION

Background to the Study

Inclusion and equity in education have become central themes in global educational discourse, particularly in the context of persons with physical disabilities. Education of persons with disability is now going inclusive after several years of exclusivist and separatist paradigms. This change in approach came as a result of a number of influences, especially a paradigm shift from defect to social model education programmes (Majoko, 2017). Inclusive education has become an official education outcome in many countries as well as a cornerstone of the Education for All agenda of the UNESCO (UNESCO, 2020). It is estimated that there are 750 million people with special needs in the world which is approximately 10% of the world's population. This population includes 150 million children and 80% live in low-income countries with little or no access to service (WHO, 2024). Only 2-3% of children with disability in poor countries could go to school (World Bank, 2019). The Education for All (EFA) Global Monitoring Report and UNESCO (2018) estimated that 77 million children are out of school and more than one child is disabled.

Disability is a restriction or an inability to perform an activity in the manner or within the range considered normal for a human being, mostly resulting from impairment (Barbotte, Guillemin, Chau, & Lordhandicap Group, 2021). It is important to emphasize the activities and roles that society considers being "normal," depending on age, sex as well as several social and cultural factors. In the light of the current scenario, learners with developmental disabilities find it difficult to learn literacy and numeracy in a conventional school system. They may also find it difficult to keep pace with other learners and consequently suffer in terms of their educational

progress and academic achievement. They are often seen to suffer from educational failure by playing truancy, repeating the class or leaving the school totally as dropouts. Teachers in integrated educational institutions play a great role in teaching such learners and also, they carry great challenges. Teachers try different ways to help them. They spend a large amount of time on these learners.

In Nigeria, public secondary schools represent a critical stage in formal education and a space where inclusivity can either be strengthened or undermined. While several national policies, such as the National Policy on Education and the Discrimination Against Persons with Disabilities (Prohibition) Act of 2018, support inclusive education, their practical implementation has often been limited. Many students with disabilities face systemic obstacles ranging from physical inaccessibility of school environments to a lack of tailored pedagogical support. More importantly, the perceptions of those who interact most closely with these students their peers and teachers significantly shape their educational experiences and sense of belonging. Students' and teachers' attitudes, awareness, and understanding of disability issues play a critical role in either facilitating or impeding inclusion. While some individuals may demonstrate empathy, cooperation, and support, others may express pity, prejudice, or outright rejection. Negative perceptions often arise from deeply rooted social and cultural stereotypes that view disability as a limitation or a burden. Such perceptions can translate into exclusionary behaviors, social isolation, and reduced expectations of academic performance and personal achievement for students with disabilities.

According to Suzanne (2017) including children with special needs in regular classrooms has widened the range of ability represented in groups of young children. These trends have increased the complexity of inclusive early childhood classrooms. The right to education for all children is enshrined in the universal declaration of human rights and more recently in the

Millennium Development Goals (MDGs). However, in developing countries, the proportion of disabled children attending school is estimated between less than 10% (UNESCO, 2018). Also, there is a large gap between children who are physically challenged and those without special needs. In developing countries, there are up to 50% student with special needs attended schools which means at least 1-2 children at school have special needs.

Students who are physically challenged tend to experience challenges in their learning process as a result of self-isolation from other students which may in turn limits their access to education. In this way, these students may feel a state of negligence and stigmatism that they are not considered or supported even while everyone in the community knows that such physically challenged individual exists and have right to education. Students with disabilities in secondary schools often experience learning challenges that extend beyond the effects of their particular disabilities. While disability may affect the way a student receives, processes, communicates, or responds to information, the learning environment can either reduce or intensify these difficulties. Recent research shows that students with disabilities in mainstream secondary schools commonly encounter barriers associated with teaching practices, inaccessible facilities and learning materials, inadequate support services, negative attitudes, social exclusion, and limited use of assistive technology (Subban et al., 2022). One major challenge is inadequate access to appropriate learning materials. Students with visual, hearing, physical, or learning disabilities may require materials in alternative or adapted formats to participate effectively in classroom activities. Where such resources are unavailable, students may struggle to understand lessons and complete academic tasks at the same pace as their peers. Another challenge is inadequate teacher preparation or unqualified teachers. When teachers are unable to modify their teaching methods to accommodate individual learning needs, students with disabilities may have difficulty following lessons,

participating in classroom activities, completing assignments, and demonstrating their actual academic abilities.

Lack of Physical facilities in the school environment also presents considerable difficulties. Some secondary schools lack ramps, accessible toilets, suitable classroom furniture, elevators, handrails, or other facilities required by students with physical disabilities. Consequently, students may experience difficulties moving between classrooms, laboratories, libraries, assembly areas, and other parts of the school. Physical barriers can also reduce students' independence and participation in school activities. Another challenge is negative attitudes, stigma, and discrimination. Students with disabilities may be treated differently by classmates, teachers, or members of the wider school community. They may experience teasing, rejection, bullying, isolation, or low expectations because of their disability. Such experiences can reduce self-esteem and confidence and may discourage students from participating actively in classroom discussions and social activities. Research among secondary school students with disabilities in Kwara State, Nigeria, found high levels of social rejection and reported a negative relationship between social rejection and academic performance. This demonstrates that social experiences within the school environment can have consequences beyond students' emotional wellbeing and can also affect their academic engagement.

Inclusive education has gained prominence as a means to ensure equal learning opportunities for all children, including those with autism. Inclusive education has received much attention globally and it is viewed as a major challenge for educational systems across the world (Srivastava, Boer & Pijl, 2015). Differences in access to and outcomes from, education depend not only on children‘s individual circumstances, but also crucially on the country in which they live and in many cases, where they live within that country. In successful countries, such as Scotland, with its long history

of compulsory school attendance, such concerns may seem irrelevant, but even here, not all children are in school. And even when they are in school, some children do not have positive experiences of education, nor do they have much to show for their time in school. This drawback is traceable to lack of inclusive education which all students, including those with special needs and disabilities are considered in the teaching methods instead of being isolated. Failure to develop schools capable of educating all children not only leads to an educational setback, but also a social and economic setback which has serious consequences for society now and in the future (Majoko, 2019). Therefore, the development of successful inclusive schools for all in which the learning and participation of all children is valued, is an essential task for every nation.

Inclusion of students with special needs is prevalent in some countries. One of many goals of special education is to give students with disabilities the opportunity to participate in the least restrictive environment so that they receive as much education as possible with non-disabled students. There are many strategies and models teachers and school systems are using to ensure special education students are participating within the mainstream classroom setting. A major administrative strategy is the development of a clear and inclusive school vision and policy. A shared vision helps all stakeholders' teachers, students, parents, and support staff understand and commit to inclusion as a school-wide goal. Another critical strategy is capacity building through professional development. Teachers being the front-liners of inclusion must be effective as their effectiveness depends on adequate training and ongoing support. Resource allocation and infrastructure modification is another key administrative responsibility that directly affects inclusive education. In many schools, the absence of ramps, elevators, wide doorways, or adapted toilets makes it difficult for students with physical disabilities to participate fully.

However, the inclusion model seems to prove to be the most beneficial in the areas of academic achievement and social interaction. The inclusion model centers on educating students with disabilities in the general education setting along with their non-disabled peers. General education teachers do have concerns about teaching students with learning impairments including lack of training, planning time, and resources so research is essential to demonstrate how the inclusion model can have a positive impact on academic achievement as well as social interaction among students with disabilities (Florian & Linklater, 2019). Understanding the perceptions of students and teachers toward the challenges faced by persons with challenges is, therefore, essential. These perceptions not only influence day-to-day interactions but also impact school policies, classroom dynamics, and the overall climate of inclusion within the learning environment.

Statement of the Problem

Disabled persons may be faced with lot of challenges in most public schools. Many public schools are still ill-equipped to cater for the academic, physical, and emotional needs of students with challenges. Beyond infrastructural and policy gaps, one of the most pervasive challenges confronting students with disabilities is the communication barrier between them and other students and also the way they are perceived and treated by others, especially their peers and teachers. Overtime, Children with disability often experience stigma, discrimination, and violence which exclude them from the education system. This becomes a social problem and an area of concern as these students become isolated from their peers and friends due to their disabilities. Some are even taking to a different school for children with special needs where they easily adapt to the pedagogies. The situation has made most children with disabilities feel discriminated against; some may be compelled to live a self-dependent life. Students may view their disabled classmates with pity, fear, or disregard, leading to exclusion, mockery, or social isolation. Teachers,

on the other hand, may lack adequate training, awareness, or sensitivity, which may result in low expectations, poor instructional support, or neglect in classroom interactions. These perceptions whether conscious or unconscious can included the importance and limited scope in literature of information with disabilities. Based on these challenges, there is need to investigate the perceived challenges and strategies for effective inclusive education among persons with physical disabilities in public schools in Edo State.

Purpose of the Study

The purpose of this study is to investigate the perceived challenges and strategies for effective inclusive education of persons with physical disabilities in special school in Edo State. Specifically, the study seeks to determine the:

1. Perceived challenges of adequate facilities for effective inclusive education of persons with physical disabilities in special schools in Edo State
2. Perceived challenges of effective social integration of persons with physical disabilities in inclusive education in special schools in Edo state
3. Perceived challenges of qualified teachers for effective inclusive education for persons with physical disabilities in special schools in Edo State.
4. Perceived administrative strategies for effective inclusive education of persons with physical disabilities in special schools in Edo State

Research Questions

The following research questions were raised to guide the study:

1. What is the perceived of the level of challenges of facilities for effective inclusive education of persons with physical disabilities in special schools in Edo State?

2. What are the perceived extent of the challenges of effective social integration of persons with physical disabilities in inclusive education in special schools in Edo State?
3. What are the perceived extent of the challenges of qualified teachers for effective inclusive education of persons with physical disabilities in special schools in Edo State?
4. What are the perceived administrative strategies for inclusive education of students with physical disabilities in special schools in Edo State?

Hypotheses

The following hypotheses were formulated and tested at 0.05 alpha level of significance

1. The responses on the level of challenges of facilities for effective inclusive education of students with physical disabilities in special schools in Edo State are not significantly different
2. The responses on the challenges of effective social integration of persons with physical disabilities in inclusive education are not significantly different
3. The responses on the challenges of adequate number of qualified teachers for effective inclusive education of persons with physical disabilities are not significantly different
4. The responses on the administrative strategies for effective inclusive education of students with physical disabilities in special schools in Edo State are not significantly different

Significance of the Study

The findings of the study will be of benefit to teachers, students, curriculum planners, school administrators, the government, and the general public.

To teachers, this study will provide insights into the importance of specialized training in inclusive education and how it enhances their ability to accommodate students with physical

disabilities. It will help identify gaps in their knowledge and equip them with strategies for effective classroom management, instructional adaptation, and fostering a supportive learning environment for all students.

The study will also be beneficial to students with physical disailities as they will gain better classroom accommodations, and increased teacher support, leading to enhanced learning experiences and academic performance. The study will also help promote a more inclusive and accepting school environment, reducing discrimination and fostering social integration.

To curriculum planners, findings from this study will assist them in designing and modifying teacher training programs to incorporate effective principles and teaching aids in school curriculum that fosters inclusive learning. It will also provide them data-driven recommendations for developing training modules that address the unique needs of students with physical disabilities, ensuring that teachers are well-equipped to implement inclusive practices.

To school administrators this study will serve as a guide for them in policy formulation and decision-making regarding teacher recruitment, professional development, and resource allocation for inclusive education. It will highlight the need for schools to invest in continuous training programs and provide necessary infrastructural support to facilitate inclusion.

The study will also be beneficial to the government as findings from the study will help in assessing the effectiveness of current teacher training programs and how the government can support in order for more teachers to be trained on inclusive education. It will also provide justification for increased funding, teacher capacity-building initiatives, and the enforcement of inclusive education policies in line with national and international educational frameworks.

The general public will also benefit from this study as it will raise awareness among parents, guardians, and society at large about the importance of inclusive education and the role every individual has to play in promoting equal learning opportunities

Scope of the Study

This study covers the perceived challenges and strategies for effective inclusive education of persons with physical disabilities in special school in Edo State. Specifically, the study focused on the challenges of facilities, social integration, and qualified teachers. The study also investigate the administrative strategies for effective inclusive education in Edo State. The geographical scope comprised of all public schools with physically disabled students within Edo State. The study will be carried out among principals, teacher and students.

Definition of Terms

Effective inclusive education: This refers to equity, accessibility, participation, and academic achievement for all learners through the use of appropriate curriculum adaptations, teacher training, supportive infrastructure, and collaborative teaching practices of students with physical disabilities**.**

Inclusive Education: Inclusive education refers to the practice of integrating students with physical disabilities into regular school settings, ensuring they receive equal learning opportunities, appropriate support, and necessary accommodations to participate fully in the educational process.

Perception: Perception refers to the way an individual interprets, understands, or makes sense of information or events based on their experiences, beliefs, knowledge, and emotions. In educational research, it often relates to how people view or feel about a concept, situation, or policy.

Physically disabled: Physical disabled, as used in this study, refer to students with impairments that affects mobility, motor skills, or physical functioning, which may require special support, assistive devices, or modifications to the learning environment to ensure full participation in educational activities.

CHAPTER TWO
LITERATURE REVIEW

This chapter provides a review of literature on the perceived challenges and strategies for effective inclusive education of persons with physical disabilities in special school in Edo State. The chapter is organized under conceptual framework, theoretical framework, empirical review and summary of literature reviewed.

Conceptual Framework

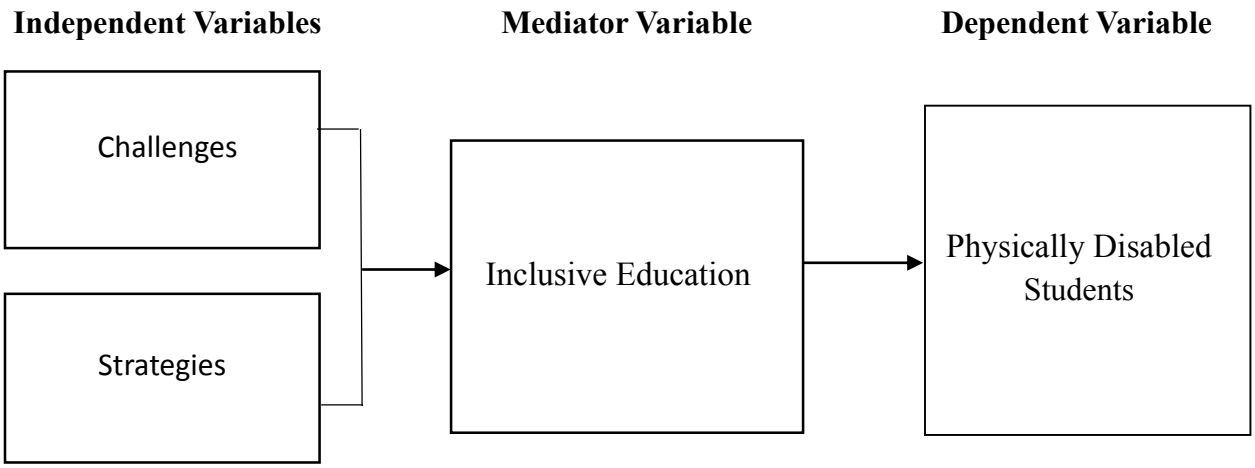


Figure 1: Conceptual Model of the study.
Source: Developed by the Researcher

The conceptual model of the study shows the association between the dependent and independent variables. The model also shows the interaction of the moderating variable on the dependent and independent variables. This explicates the association between inclusive education and physical challenges persons in public school in Edo State. More so, the conceptual model also showed challenges that may influence the link between inclusive education and persons with physical challenges and strategies for ensuring inclusive education among persons with physical challenges in public schools in Edo State.

Concept of Inclusive Education

Inclusive education is a transformative approach that aims to provide equitable learning opportunities for all students, regardless of their physical, intellectual, social, or emotional differences. This educational philosophy promotes the idea that every child has the right to learn in a mainstream educational environment, which is both supportive and accommodating to their unique needs. According to Donohue and Bornman (2024), by integrating students with disabilities into general education settings, inclusive education seeks to break down barriers and build a more inclusive society. The principle of inclusive education is rooted in the broader framework of Education for All (EFA), an international commitment to provide quality basic education for all children, youth, and adults. Inclusive education is not just a separate strategy but a critical component of achieving EFA. It emphasises systemic changes in the school environment, focusing on creating responsive and adaptive educational settings rather than segregating or labeling students based on their abilities.

The goals of inclusive education are multifaceted. Inclusive education includes ensuring access to education for marginalised and disadvantaged communities, providing high-quality and child-centered learning experiences, implementing inclusive education policies at all community levels, and building the capacity of educators and administrators to support inclusive practices (Frankel, Gold, Ajodhia-Andrews, 2020). Achieving these goals requires a comprehensive and coordinated effort from all stakeholders, including policymakers, educators, families, and the community. Despite the recognised benefits of inclusive education, several barriers hinder its effective implementation. These barriers include negative attitudes towards disabilities, physical inaccessibility of educational facilities, inappropriate curricula that do not cater for diverse learning needs, a lack of trained teachers, inadequate funding, poor organizational communication,

and unsupportive policies. Addressing these challenges is crucial for the successful implementation of inclusive education.

Inclusive education supports settings where each student may study and feel appreciated as a member of the wider society (Moriña, 2017). It aims to make education accessible to all citizens, including those with disabilities (Khasanah & Salim, 2018). Its ensures that every student has equal opportunities for involvement, engagement, and achievement in their neighborhood public educational institution, thereby enhancing accessibility in the learning environment with great academic opportunities and results (Ainscow, 2020; Balansag, Natividad, Evangelista; Slee, 2018). In 1994, The International Assembly on Teaching Children with disability, a body associated with the United Nations Educational, Scientific, and Cultural Organization (UNESCO) produced a comprehensive document that aimed to address the educational concerns of individuals with disability. The Salamanca Statement highlights the significance of inclusive mainstream schools in eradicating prejudice, promoting inclusive settings and guaranteeing fair educational opportunities for people, especially those with unique academic needs. Over the years, following the Salamanca declaration, the world community has made a continuous global initiative to support the inclusion of persons with impairments into society with policies and recommendations within several global organizations, inclusive education is specifically defined as incorporating many desirable components drawn from a human rights perspective (Hardy & Woodcock, 2015).

The Convention on the Rights of Persons with Disabilities (CRPD), adopted by the UN in 2006, played a pivotal role in advancing the significance of inclusive education. Article 24 of the this rights recognizes the entitlement of disabled individuals to access education at the same opportunity as those without disabilities. This global accord marked a great advancement by acknowledging the need for inclusive education on a worldwide basis. According to the

convention, individuals with disabilities must be given fair and equal opportunities to receive excellent, inclusive, and free education at the primary and public levels in their localities. This right is to be ensured without discrimination, allowing disabled persons to receive equal education as their non-disabled peers.

Despite the worldwide and national policies on inclusive education having admirable intentions, disabled children are still the more disadvantaged and excluded minority in any current society (Savarimuthu, Innamuri, Tsheringla, Shonima, Mammen, Alwinneshe, Russell & Kuppuraj, 2021).This highlights the significant problem of inequality and exclusion that these children encounter throughout various areas of life, encompassing school, healthcare, and social engagement. It follows that it is evident that learners with disabilities struggle to obtain fair access to a quality educational experience (Singh, Kumar & Singh, 2020). Students with disabilities are currently encountering difficulties that involve a range of barriers, including facilities that are not accessible, a lack of adequate resources, and the necessity for personalized support. These factors has led to an educational inequity that requires attention and action.

The idea of Inclusive education is loaded with positive terms-full participation, tolerance, individualized instructional approach in group environment, security, assurance, friendship, teamwork, problem-solving, integration, acceptance, recognition, localization, resource mobilization, humane, access to all, success for all, barrier free and alike. All these must operate in a harmonious environment in the regular class room settings. In inclusive education, all children irrespective of their varied ability levels are admitted in the mainstream schools with least restrictive environment and they are considered as children first and then they are taught equally. The teachers adjust their teaching strategies and curriculum so that the children can benefit to the optimum. This helps to ward off wastage of resources and shattering of hopes, giving space for

universal teaching–learning approach. From certain study reviews it is found that the rate of dropouts and grade repetitions is comparatively less and can visualize upgrade in the levels of achievement in inclusive education system than those systems that are not inclusive in nature.

Inclusive Education provides a foundation for the disabled children in ways that are not possible in special education schools and classes. It tries to bring desired educational opportunities in the vicinity of the disabled children rather than expecting from them to move and try for themselves to avail the opportunities. As it follows the principle of inclusion, the neighborhood general education system is the first placement for any disabled child (Florian, & Spratt, 2023). Children with all shades of exceptionalities and normality's get opportunity to participate in shared educational experiences. Inclusive education also facilitated educational experiences with the peers of same age group. It seeks for all round development of the child in terms of academic, physical social, emotional and vocational educational programmes of the schools. It makes the children with disabilities learn the art of living and get adjusted to real life situations as independently as possible by erasing their feeling of insufficiency or limitedness, or of being different and disabled. It provides an opportunity for the children with diverse needs to participate without discrimination and an opportunity to get integrated in the mainstream schools.

Physical disabilities

The term physical disabilities is broad and covers a range of disabilities and health issues, including both congenital and acquired disabilities (Mifflin 2023). People with physical disabilities, also known as disabled people or physically disabled people, have a physical impairment which has a substantial and long-term effect on their ability to carry our day-to-day activities. Someone with a moderate physical disability would have mobility problems, for example, unable to manage stairs, and need aids or assistance to walk. Someone with a severe

physical disability would be unable to walk and dependent on a care for mobility. Siebers (2018) argued that many causes and conditions can impair mobility and movement. The inability to use legs, arms, or the body trunk effectively because of paralysis, stiffness, pain, or other impairments is common. It may be the result of birth defects, disease, age, or accidents. These disabilities may change from day to day. They may also contribute to other disabilities such as impaired speech, memory loss and hearing loss. People with mobility and movement impairments may find it difficult to participate when facing social and physical barriers. Quite often they are individuals of courage and independence who have a desire to contribute to the fullest level of their ability. Some are totally independent, while others may need part- or full-time assistance (Johnstone, 2021).

Physical disabilities and health conditions are classified as either congenital or acquired. Students with congenital conditions either are born with physical difficulties or develop them soon after birth. Acquired disabilities are those developed through injury or disease while the child is developing normally. Neads (1999) identified types of physical disabilities as follows: Paraplegia, Quadriplegia, Multiple sclerosis (MS), Hemiplegia, Cerebral palsy, Absent limb/reduced limb function Dystrophy and Polio. Paraplegia and Quadriplegia are what people first identify with a physical disability. Paraplegia results from injury to the spinal cord, occurring below the neck, while quadriplegia refers to damage to the spinal cord in the neck. Varying degrees of loss of limb and other mobility may result from either condition. Other forms of physical disability, such as polio (an acquired disease), cerebral palsy (damage to brain tissue during fetal stages) and some genetic conditions can result in loss of mobility.

Wilkinson and Pickett (2020) reported that students with physical disabilities' performance and behaviour in educational and extracurricular tasks can be profoundly affected by the way they feel, their perception of how they are seen and judged by others. Thus, when they feel the society

view them as inferior, their abilities seem to diminish. Likewise, the report of a national study conducted by National Centre for Educational Restructuring and Inclusion, in 1995 on inclusion, suggested that placement in inclusion programmes led to academic gains for students with disabilities, including improved performance on standardized tests, mastery of Individualized Education Program (IEP) goals, grades, on-task behaviour, and motivation to learn (National Council on Disabilities, 2015). Students with disabilities are reported to contribute and participate more within the general education setting as a result of competence and confidence gained from the exposure the general education setting provides (National Council on Disability, 2015). Students with disabilities may reassure their competence and develop tremendously from the positive impact that the inclusive instructional setting may offer (Leatherman, 2017).

Challenges of Adequate Facilities for Effective Inclusive Education

School facilities consist of all types of buildings and equipment for academic and non-academic activities, sports and games, landscape, farms and gardens including trees, roads and paths. Others include furniture and toilet facilities, lighting, acoustics, storage facilities and parking lot, security, transportation, ICT, cleaning materials, food services, and special facilities for the physically challenged persons (Asiabaka, 2018). The global challenge to the future of most developing and underdeveloped nations of the world is the provision of qualitative and sustained education to their citizenry. Sustained qualitative education is fundamental to the much-needed technological development, a significant ingredient to the advancements of the third world nations (Alimi, Ehinola & Alabi, 2022). The significance of physical facilities could not be relegated. To ensure effective inclusive education, facilities like modern laboratories, libraries and classrooms must be put in place in schools. Adesola (2018) found out that the level of available resources is indeed a plus to the teachers in inclusive education and it goes to show the level of ingenuity and

commitment of the teachers toward efficient delivery of the lesson. Akinfolarin (2018) identified school facilities as a significant factor contributing to academic performance in the school's system. The subject of school facilities had received considerable attention from the public as well as educators in recent times. Building Educational Success Together (BEST, 2015) stated that every administrator must ensure that every child had access to quality education in school facilities that provide an educational setting that was suited for teaching and learning. Similarly, implementing educational policies that resulted in high quality, high-performing, well-designed and maintained school facilities had a direct and indirect impact on the teaching and learning process. Effective facilities management, therefore, contributes to the success of every student in any school. In a study carried out by Hale (2022) revealed that students in classrooms with large windows, natural lighting and well-designed skylights were found to perform well from 19 to 25% better than their peers in classrooms without this feature. Not only that environmental conditions in schools influence the students but also the staff (Hunter, 2016), which include the faulty heating system, inadequate ventilation and poor lighting system. The overall building condition, the age of the building, and the windows in the instructional areas were positively related to students' achievement in learning (Bullock, 2017).

School facilities are all the existing assets of a school that could be employed to foster and facilitate effective teaching and learning as well as to protect the physical well-being of the occupants. Dare (2020) observed that the school facilities are the physical expression of the school curriculum. That is, the school curriculum determines to a large extent the nature of school facilities to be erected and the purpose it will serve. School facilities are expected to be adequately and carefully planned, developed and maintained to ensure their relevance to the school curriculum and towards effective teaching and learning in educational institutions. Well designed and

functional school buildings with a wide array of teaching aids, therefore, provide efficient delivery of the school's curriculum and are positively related to student's academic performance.

Some of the Nigerian secondary schools are dilapidated owing to not enough funding whereas most tertiary institutions exist in their past credits. Such a situation obstructs effective teaching and learning, making the process rigorous and uninteresting to students and teachers (Ajayi, 2019). Similarly, Owuamanam (2015) noted that the inadequacy of infrastructural facilities and lack of maintenance for available facilities were significant difficulties faced by the Nigerian educational system. The school amenities are utterly inadequate to match the student's population, besides that, the available facilities were poorly maintained. The accessibility and maintenance of school facilities will enhance teaching and learning and improve the academic performance of students. School facilities had not been maintained by school administrators and hence their depreciation (Asiyai, 2022). The administrators appear to spend much time on instructional planning, curriculum development, personnel's development and community relations claiming that the management and maintenance of school facilities are the sole preserves of the government. School facilities serve as a pillar of support for effective teaching and learning in schools and the vital role played by school facilities in students' achievement, and teachers' job performance cannot be overemphasised (Akinsolu, 2016).

Asiabaka (2018) on effective management of schools in Nigeria noted that the government's failure to establish policy directive on minimum standards in relation to schools facilities has led to disparities in acquisition. This is because while some have well equipped laboratories, libraries and other facilities for effective teaching and learning others have none and where they exist, such facilities are poorly equipped. On the same vein Olaniyan and Ojo (2018) also noted that lack of textbooks and training manuals was one of the challenges facing successful

implementation of introductory technology in Nigerian secondary schools. This is supported by Chiriswa (2022) who noted that effective teaching and learning depends on the availability of suitable adequate resources such as books, laboratories, library materials and host of other visual and audio teaching aids which enhance good performance in national examination.

Philias and Wanjobi (2022) argued that lack of facilities for teaching and learning are negatively affecting the academic achievement of schools. The result is in agreement with Hallak as cited in Owoeye and Yara (2021) as he posited that facilities form an important pillar in the academic achievement of students. He further argues that availability, relevance, adequacy and proper utilization of school facilities such as the entire school layout, playground and recreational equipment, buildings and accommodation, classrooms and furniture, libraries, laboratories and their apparatus and other instructional materials contribute to academic achievement. According to World Bank (2014), low quality schools can suppress schools‟ enrolment and impede student progression and achievement in developing countries. In the same vein Buhere and Ochieng (2023) argued that schools had inadequate resources and that the few resources available were inappropriate and, therefore, could not be effectively used in inclusive schools in Kenya. According to a study done Agbenyega (2017) in Ghana, the classrooms were inaccessible to learners in wheel chairs and were overcrowded. A study done by Majinge and Stilwell (2013) in Tanzania pointed out that layout for library buildings did not allow special needs learners to access these buildings. They did not have functional lifts or ramps to enable these learners reach upper floors where libraries were located. According to Haddad (2019), stairs are often the first barrier for many children and adults to access schools or other public buildings and enjoy the services these facilities have to offer. Muga (2013) contends that Educational Assessment and resource center in Kenya have some of the objective like equalizing education opportunities for children

with special needs and facilitating their full integration into school system and the community. A study done by Ajwang, Wamukukoya and Simiyu (2020) in Joyland special school revealed that physical education is effective in improving the health related fitness of pupils with physical disabilities.

The adequacy of learning facilities determines the success or failure of the educational system. A method of determining the extent of teacher's adequacy is through Students- Teacher ratio which is the number of students assigned to teachers for teaching. Student-Teacher ratio is used to determine the number of students that are to be allocated to a teacher in a given educational level. This shows a teacher's workload at a particular level of education. It also helps in determining the number of teaching manpower needed for a projected student's enrolment. Thus, it could be used to determine either teachers are over-utilized or underutilized (Afolabi, 2015). An educational institution's facilities consist of human resources which includes teachers and other support staff who engage in the process of teaching and learning. They include, laboratory assistants, cooks amongst others. There should be optimum use of the available human resource especially teachers if good performance is to be achieved. A school should adequately utilize the available facilities to advance learning opportunities offered to pupils. It is the responsibility of the head teacher to ensure that there is adequate classroom space to enable teaching learning process to take place and should ensure that all facilities are efficiently and effectively utilized so as to achieve educational goals and improve learning outcomes.

Puri and Abraham (2014) emphasize that classroom need to be colourful, interesting, for learners to feel enthusiastic about coming to pre-school centres. For easy access, ramps (for children with physical disabilities), hand-rail (for children with visual impairment), Braille for reading and writing and wheelchairs are needed. A mug and a bucket of water too may be kept

outside the classroom to ensure that learners maintain basic hygiene by washing their hands after playing outside. Eleweke and Rodda (2022) noted that social facilities to accommodate learners with special needs are often non-existent or inadequate in many institutions. Few facilities may be found within the urban centres but none in rural areas. Many colleges or universities provide training for regular and special needs teachers but there is concern regarding the adequacies of the programs, teaching and learning resources. These programs tend to concentrate on the pathology of disabilities, rather than instructing on modifications to suit the needs of the child. The curriculum should be adapted to enable learners with special needs to learn at their own pace. Train the learners to make use of their functional parts of their bodies and to provide extra work for exceptionally talented and intellectually gifted learners (Ngugi, 2017).

Adesina and Ogunsanji (2022) in their recognition of the need for a well-equipped school noted that for effective teaching and learning situations, physical facilities and educational goals should be viewed as being closely interwoven and inter-dependent. Apart from protecting students from sun, rain, heat and cold, the school building represents a learning environment which has a tremendous influence on the learners. Therefore, in order to facilitate this high level of teaching and learning process, there is need for well-planned and organized school facilities. A conducive teaching and learning environment is important for inclusive education. Disabled people has little chances and subordinate standard of life compared to non-disabled. Most physically challenged are confronted with higher defies and problems in terms of inclusive environment. Talhatu and Olumide (2015) investigated the accessibility of public buildings by the wheelchair users across Ibadan metropolis of Nigeria. The study demonstrated that the most accessible places were hospital buildings while none of the social and recreational buildings were accessible. According to the researchers, the work unveiled that low level wheelchair accessibility of public buildings in Ibadan

Nigeria decline chances for integration participation of the wheel users in academic activities. This indicates how, in the absence of institutional support, disabled leaners are often dependent on their peers for basic services. Thus, lack of adequate teaching and learning resources has affected enrolment of learners and effectiveness of inclusive education in most secondary schools.

Challenges of Social Integration

Classrooms, like all other social situations, involve routinized activities and patterns of interaction. Teachers seek ways to include all their students in the social activities through which learning and community building take place; they also strive to find creative, constructive ways to handle potential disruptions. Effective management thus is not only about accommodating students' learning needs, but also about helping them regulate their behavior. Second, there is the challenge of how to meet the learning, social and developmental needs of all students, both those who are typically developing and those with special needs and impairments. Here, the goal is to devise and implement academic and social curricula that can reach every child while also maximizing each individual's potential. Third, there is the challenge of how to confront the ever-present risk of stigmatizing those who are perceived as "different." In other words, there is a need to recognize and to try to lessen the many forms of literal and symbolic exclusion that may emerge, even in a setting that is devised to minimize these problems.

Social integration encompasses full participation in academic, social, and recreational aspects of school life, and it is particularly significant in shaping the educational experience of students with physical disabilities. One of the most glaring challenges to social integration faced by students with physical disabilities is physical inaccessibility within school environments. Many secondary schools are not designed with accessibility in mind, especially in developing countries.

Buildings often lack ramps, elevators, or adapted restrooms, making it difficult for students using wheelchairs, crutches, or other mobility aids to access classrooms, libraries, and assembly halls.

Meynart (2018) explain that the term integration refers to how schools modify their environment to best meet the individual needs of students. He further state that the concept is related to how children are included within the school system. Through integration, students would be able to form social relations and build their self-esteem. It also provide students with an opportunity to participate in certain subjects at mainstream classrooms. During childhood, Banks (2018) emphasize that the model of social learning claims that children learn and acquire social skills and behaviours from their peers, whether these behaviours are positive or negative. This further explain that the dimensions of the social interaction of children with disabilities includes: relationships and friendships, playing and participating in activities together, and being accepted by typically developing peers. Coon (2018) explained that building friendships and social relations supports children's development and strengthen their skills and abilities. However, several previous studies suggest that children with disabilities might have difficulties in building social relations with their typically developing peers (Sigstad, 2018). For example, Frostad and Pijl's (2017) conducted a study in mainstream schools in Norway and found that around 25% of the children with disabilities were not socially included in their peer group relations. Moreover, Sigstad (2018) found that most of the peer social relations and friendships were within the same group of children with disabilities. He further suggest that the insufficient sets of children's social skills can lead to difficulties in initiating social bonds with typically developing peers, at the same time, the lack of having social bonds can in return lead to hindering the social skills of children with disabilities.

It is crucial to place children with disabilities near their typically developing peers so both sides can have the opportunity to interact together. When children with disabilities are involved in an inclusive setting, they demonstrate higher social functioning than when they were in a segregated setting. However, children with disabilities may also have less social interaction due to 'divergent attitudes among typically developing peers' affected by 'egocentricity' or being labelled as having friends with disabilities. Nevertheless, in Sigstad's study, these same students showed 'a great deal of care' in their social interaction with their peers who have intellectual disabilities. Therefore, through social interactions with peers, children with disabilities can become more socially accepted. When children with disabilities form social relations with their typically developing peers, this means that their differences and needs were both acknowledged and accepted. On the other hand, Skolverket (2022) state that the school is a safe meeting environment which offers several social and cultural aspects for all children to develop. Moreover, the participation of children in school activities promotes their theoretical and social comprehension. The social participation at schools means that children are not only involved in specific specialized activities but are also participating in several different forms of activities, such as during breaks, play, and leisure times.

According to Eleweke and Rodda (2022), infrastructural barriers remain a major obstacle to inclusive education in sub-Saharan Africa, where many schools are ill-equipped to accommodate students with physical impairments. The absence of accessible infrastructure not only restricts movement but also isolates these students from peer activities and full classroom participation, reinforcing exclusion. In addition to physical barriers, negative societal and peer attitudes is another challenge of social integration of students with physical disabilities. Students with physical disabilities often face stigma, discrimination, and stereotyping from peers and

sometimes even teachers. These attitudes create an unwelcoming environment and discourage social interaction. According to Avoke (2022), negative labeling and low expectations contribute to social marginalization of disabled students in school settings. Peers may view their classmates with disabilities as burdensome or less capable, leading to exclusion from group tasks, games, or social circles. For adolescents, who are particularly sensitive to social belonging and acceptance, such exclusion can lead to low self-esteem, loneliness, and emotional distress.

Teachers may also play a role in social integration of physically disabled students in inclusive education. Some teachers may lack the training, awareness, or resources necessary to support students with physical disabilities in both instructional and social dimensions. As observed by Florian and Black-Hawkins (2021), inclusive education demands a shift in teaching practices, classroom management, and assessment to cater to diverse learners. However, in many secondary schools, teachers are not adequately trained to adapt their teaching styles or classroom environments to accommodate physical differences. This lack of preparedness may inadvertently result in the exclusion of physically disabled students from classroom discussions, practical activities, or extracurricular engagements. More so insufficient policy implementation and institutional support hinder the realization of inclusive practices. While many countries have adopted inclusive education policies in line with international conventions such as the UN Convention on the Rights of Persons with Disabilities (2016), actual implementation often falls short. In Nigeria, for example, although inclusive education is officially recognized, there remains a gap between policy and practice, largely due to inadequate funding, poor monitoring, and lack of political will (Ajuwon, 2018). Without strong institutional backing, efforts to integrate students with physical disabilities remain superficial, leaving many to struggle with limited accommodations and social isolation.

The role of peer relationships and social dynamics in adolescent development cannot be overemphasized, and for students with physical disabilities, forming and sustaining friendships can be particularly challenging. Many adolescents with physical impairments report difficulties in initiating and maintaining peer interactions, often due to physical limitations, self-consciousness, or fear of rejection. As noted by Rose and Shevlin (2019), social integration is not just about physical presence in mainstream classrooms, but about forming meaningful relationships and being accepted as part of the school community. The lack of structured peer-support programs in many schools further exacerbates the problem, leaving these students to navigate social spaces alone. Bullying and victimization are also prevalent among students with physical disabilities, further undermining their integration. Research has shown that students with disabilities are more likely to be targets of bullying compared to their non-disabled peers (Carter & Spencer, 2016). Such experiences not only hinder social development but also affect academic performance and psychological well-being. The fear of bullying may lead some students to withdraw socially or avoid participating in school activities, deepening their sense of exclusion. Beyond the school environment, family and societal expectations also play a role in shaping the integration experience. In some cases, families may unintentionally contribute to exclusion by being overprotective or by internalizing societal stereotypes that discourage their children from full participation in school life. As Debele (2017) argues, disability is not only about individual impairment but also about how society constructs limitations around those impairments. If families do not advocate for inclusion or if society continues to portray disability as a tragedy or burden, students with physical impairments are likely to internalize these messages and limit their own aspirations.

Challenges of Qualified Teachers

Teachers are the foundation of inclusive education, yet some teachers are unprepared to effectively accommodate physical impairments in their classrooms. This inadequacy significantly undermines students' academic progress, self-esteem, and overall participation in school life. Onyekuru and Ibegbunam (2023) reported that the low employment opportunities prevalent in most countries, including Nigeria, have contributed to the high level of non-professional teachers to consider teaching as a stop-gap which should be jettisoned as soon as their dream jobs are obtained. Professional teachers are those who possess relevant training in education for their teaching subjects up to a minimum level. For instance, a chemical engineer who teaches chemistry, physics or mathematics in a secondary school is regarded as a non-professional teacher as he neither received training in physics education, chemistry education nor mathematics education as the case may be. Such teachers are not familiar with the teaching pedagogy; they are likely to display low motivational level and may not bother much about their efficiency or teaching effectiveness.

Akporehe (2021) argued that the quality of any educational system depends to a great extent on the quality of teachers in terms of academic and professional qualification and experience as well as their level of competence in and dedication to their functions. It must be noted that the quality of education is directly related to the quality of instruction in the classrooms. It is a fact that the academic qualifications, knowledge of the subject matter, competence, skills of teaching and the commitment of the teacher have effective impact on the teaching-learning process (National Education Policy (2014). Unfortunately, in most Nigeria schools, teachers who are not qualified or competent enough to teach English are employed to do so resulting in mass failure among the students at external examinations such as West African Examination Council (WAEC)

or the National Examination Council (NECO) and even the Joint Admission and Matriculation Board (JAMB) examinations. A professional teacher is one who has acquired training from any recognized institutions of education in any country, (Agwu, 2019). Thus, there are full time, part time, pre-service and in-service programmes in various tertiary education institutions that provide teacher education programme in Nigeria. Teachers with educational background such as Nigerian Certificate in Education (NCE), Bachelor of Science in Education (B.Sc.Ed), Bachelor of Education (B.Ed), and Masters in Education (M.Ed) are regarded as skilled and professionally qualified teachers while those with Higher National Diploma (HND), and university degrees are regarded as being academically qualified teachers. The National Policy on Education (FGN 2014) stipulates that the minimum qualification for entering the teaching profession in Nigeria is Nigerian Certificate of Education (NCE). In 1993, the government set up the Teachers Registration Council of Nigeria (TRCN) to control and regulate the teaching profession. Other degrees acceptable by TRCN are B.Sc.Ed, B.Ed, M.Ed and Ph.D in Education. Also anyone with a degree or diploma aside from the aforementioned must possess a Post Graduate Diploma in Education (PGDE) or Technical Teachers Certificate (TTC). According to Ngada (2019) professional teachers affect students' achievement positively than the unprofessional teachers. The professional teachers' background training in Education is the bane behind this clear cut difference. Similarly, Owolabi and Adedayo (2022) study on teachers' qualification revealed that students taught by teachers with higher qualification performed better than those taught by teachers with lower qualifications.

A major issue lies in the inadequate inclusion of disability-focused training in teacher education curricula. Pre-service teacher training programs in many countries pay limited attention to inclusive pedagogies, particularly regarding physical disabilities. As a result, teachers graduate without the skills to modify instructional delivery, learning materials, or classroom environments

for physically disabled students (Eleweke & Rodda, 2022). This lack of training means teachers often rely on trial and error or avoid engaging students with physical disabilities altogether. Even where inclusive education is part of policy, implementation is often weak, and in-service training for teachers is rare. Ajuwon (2018) observes that in Nigeria, for instance, while inclusive education is enshrined in policy documents, most practicing teachers lack exposure to the necessary pedagogical tools and techniques to facilitate meaningful inclusion. Without continuous professional development and institutional support, even well-meaning teachers struggle to deliver appropriate instruction to students with physical disabilities.

Another issue stems from negative teacher attitudes. Teachers who are not confident in their ability to teach students with disabilities often harbor low expectations or stigmatizing beliefs. According to Avramidis and Norwich (2022), teachers' attitudes towards inclusion are influenced by their knowledge of disabilities, their experience, and the training they receive. When teachers view students with physical disabilities as incapable or burdensome, those students experience psychological alienation, often withdrawing from active learning and peer interaction. Many teachers lack awareness of adaptive technologies and assistive tools, such as voice-recognition software, adapted science equipment, or mobility devices. Without training in how to integrate these tools into lesson planning and classroom practice, students with physical disabilities are often excluded from laboratory work, group projects, or physical education activities (Florian & Black-Hawkins, 2021). These exclusions reinforce marginalization and can lead to reduced academic achievement. The absence of specialist support staff such as special educators, physiotherapists, or aides places additional burden on general classroom teachers. In resource-constrained settings, teachers are often left alone to manage large classrooms with diverse learning needs. This challenge, combined with their lack of specialized training, results in students with physical

disabilities receiving minimal or no personalized support (Ainscow & Miles, 2018). The strain on teachers can lead to burnout, further reducing their capacity or willingness to embrace inclusive practices.

School infrastructure also impacts teaching quality for students with physical disabilities. Even when teachers are qualified, they may be limited by inaccessible classrooms, lack of ramps, or absence of inclusive teaching materials. As Moti and Gill (2016) argue, inclusion requires more than teacher competence it demands an enabling environment that supports learning for all. Some teachers may also have issues of disabilities themselves, who often face employment discrimination or lack access to accommodations. Promoting the inclusion of disabled teachers could not only increase the pool of qualified personnel but also serve as a model of possibility for students (Chimhenga, 2016).

Administrative Strategies for effective Inclusive Education

Despite the challenges faced by people with disabilities in inclusive education, there are promising strategies and interventions that can enhance the social integration of students with physical disabilities. School administrators, including principals, vice-principals, and education officers, play a pivotal role in shaping policies, allocating resources, and fostering an environment that supports inclusive learning. In secondary schools, where academic rigor and social dynamics intensify, the role of administration becomes even more critical in accommodating the needs of diverse learners, particularly students with disabilities. Implementing strategic administrative actions is essential to operationalizing the principles of inclusive education and transforming them into everyday practice.

One of the foremost administrative strategies for fostering inclusive education is the development of a clear and inclusive school vision and policy. A shared vision helps all

stakeholders teachers, students, parents, and support staff understand and commit to inclusion as a school-wide goal. According to Ainscow and Miles (2018), inclusive schooling begin with leadership that articulates values of equity, participation, and respect for diversity. School administrators must integrate inclusive goals into mission statements, staff development plans, and teaching objectives to ensure alignment and sustainability. Policies that explicitly commit to non-discrimination, curriculum modification, and disability accommodation serve as guiding documents that inform practice. Another critical strategy is capacity building through professional development. Teachers being the front-liners of inclusion must be effective as their effectiveness depends on adequate training and ongoing support. Therefore, school administrators must organize regular workshops, seminars, and collaborative learning sessions that build teachers' confidence in using inclusive pedagogies. Florian and Black-Hawkins (2021) emphasize that inclusion is not merely about placing students with disabilities in conventional classes but about adapting teaching methods to accommodate diverse needs. Administrators can collaborate with universities, NGOs, and government agencies to provide training on topics such as differentiated instruction, Universal Design for Learning (UDL), behavior management, and the use of assistive technologies.

Resource allocation and infrastructure modification is another key administrative responsibility that directly affects inclusive education. In many schools, the absence of ramps, elevators, wide doorways, or adapted toilets makes it difficult for students with physical disabilities to participate fully. Administrators must advocate for funding, plan for accessibility upgrades, and ensure that learning materials such as Braille books, hearing aids, and computer-assisted devices are available. According to Eleweke and Rodda (2022), infrastructural and material inadequacies remain major hindrances to inclusive education in many developing countries, highlighting the need for proactive and strategic resource management by school leadership.

Furthermore, administrative support for collaborative teaching and inclusive school culture is essential. Inclusive education requires collaboration among teachers, specialists, parents, and sometimes peers. School administrators can establish structures that promote team teaching, peer mentoring, and interdisciplinary planning. As noted by Villa and Thousand (2015), inclusive education thrives in schools where collaboration is embedded into the culture, supported by administrative policies and time allocations. Creating inclusive committees or task forces that include students with disabilities and their families can also foster collective decision-making and accountability. An often-overlooked but vital strategy is data-driven decision-making. Effective administrators use data to identify gaps, monitor progress, and inform improvements. By tracking attendance, academic performance, disciplinary records, and student feedback disaggregated by disability status, administrators can tailor interventions to specific needs. According to Mitchell (2018), the use of school-level data is essential in identifying exclusionary practices and ensuring targeted support. This also enables school leaders to evaluate the impact of inclusive strategies and advocate for additional resources where necessary. In addition, creating partnerships with external stakeholders can significantly strengthen inclusive education. School administrators should actively engage with community organizations, health services, local education authorities, and parent associations. These partnerships can provide additional support such as counseling, therapy, transportation, and vocational training. Moti and Gill (2016) argue that inclusion is not the responsibility of schools alone; it requires a network of community-based support systems that are coordinated and facilitated by school administrators.

Another administrative strategy involves inclusive student leadership and peer support systems. Empowering all students to participate in decision-making processes promotes a sense of ownership and belonging. Administrators can support the formation of inclusive student councils,

peer buddy programs, and disability awareness campaigns. Research by Carter, Asmus, and Moss (2014) shows that peer involvement enhances the social inclusion and emotional well-being of students with disabilities, while also cultivating empathy and leadership skills in their peers. Monitoring and evaluation mechanisms also form part of effective administration. School leaders must regularly assess the implementation of inclusive practices through classroom observations, teacher evaluations, student interviews, and feedback from families. Developing internal benchmarks and aligning them with national standards ensures that schools remain accountable and responsive to emerging challenges. Policy enforcement and advocacy at higher levels is vital in ensuring effective inclusive education. School administrators must go beyond internal leadership to influence district and national policy. By documenting successful inclusive practices, participating in education forums, and contributing to policy consultations, administrators can advocate for systemic changes that benefit all learners. UNESCO (2020) stresses the role of school leadership in influencing policy environments and creating a ripple effect of inclusive practices across education systems.

Outcomes and Impact of Inclusive Education Implementation

The main aim of inclusive education setting is to provide the opportunity to acquire knowledge to special students as well as their non-disabled peers. This can have a substantial influence on several social and academic outcomes. Empirical research consistently shows that inclusive educational environments can lead to improved academic performance for students with impairments. When taught in inclusive courses, these children experience higher expectations, a more stimulating environment and having complete access to the general education curriculum. This often leads to positively improved academic performance compared to those in segregated settings (Hehir, Grindal, Freeman, Lamoreau, Borquaye & Burke, 2016). Based on these findings,

inclusive education enhances the academic achievements of children with impairments and fosters fairness and equality.

Students with disabilities derive significant advantages from inclusive education, both in terms of their social growth and their academic performance. Inclusion provides opportunities for significant peer relationships, which can foster the development of social skills, friendships, and a sense of community (Carter, Tuttle, Asmus, Moss & Lloyd, 2024). These social benefits are crucial for the personal and holistic growth of students with impairments. Inclusion is beneficial for all students as it helps to eliminate preconceived notions and stereotypes, while promoting acceptance and understanding. Research indicates that non-disabled children who participate in inclusive classes not only develop empathy and collaborative skills, but also cultivate more favorable attitudes towards their peers with disabilities (Alzahranı, 2020). Inclusive classrooms provide instructors with numerous benefits. When educators teach in inclusive contexts, they often experience professional development and increased job satisfaction (Black-Hawkins & Florian, 2022).

Inclusive education's collaborative feature, which involves co-teaching and teamwork, can create a more positive and energetic learning atmosphere. Moreover, the need to adapt and customize education to meet various demands stimulates teachers' ingenuity and proficiency enhancement, hence promoting their professional advancement (Sharma & Sokal, 2015). These benefits demonstrate that inclusive education has a greater positive impact beyond simply enhancing student academic achievement. Insufficient financing and help can undermine the benefits of inclusion, leading to suboptimal outcomes for students with disabilities (Mitchell & Sutherland, 2020). To fully maximize the benefits of inclusive education, it is crucial for schools to possess the necessary financial resources, highly skilled personnel, and comprehensive training.

Moreover, consistent commitment and collaboration among all stakeholders, including teachers, school administrators, parents, and policymakers, are essential for the achievement of successful inclusion (Ainscow, 2020). The evidence indicates that inclusive education has a positive influence on lives of children with disabilities, even beyond the high school graduation. Individuals who were educated in inclusive settings generally exhibited greater levels of employment, community involvement, and independent living compared to those who obtained their education in segregated conditions (Carter, et al., 2024). These results emphasize the importance of inclusive education in promoting long-term opportunities and enhancing the quality of life for disabled people. In addition, it also has the immediate benefits in academics and social interactions.

Insufficient resources may provide a difficulty for schools in providing individualized attention and necessary accommodations to students with disabilities, hindering their capacity to succeed in an inclusive setting. A major hindrance is the insufficient provision of professional development and training for teachers. As a result of insufficient training in inclusive techniques during their first teacher education programs, numerous educators express a sense of incapacity in stating the diverse needs of individual with disabilities (Smith & Harvey, 2021). In order to equip teachers with the necessary skills and confidence to effectively cater to every student, it is imperative to offer them continuous professional development opportunities that focus on inclusive strategies, differentiated instruction, and behavior management (Schuelka, 2018). In the absence of this type of training, educators may encounter challenges in implementing inclusive approaches, potentially leading to suboptimal learning settings for children with disabilities. Inclusive education strategies can only be recognized when all relevant variables that regulate the implementation process are in control. This is because policy implementation is concerned with working within the school systems through which policy goals are put into practice. Some of the

problems associated with practices of inclusive education policy that are evident during implementation are as a result of errors made from the other stages (Gallup, 2017).

According to Mulugeta (2015), five variables influence school strategies towards policy implementation namely; the policy content and the context through which the policy must be implemented. He further argued that the commitment of implementers towards the policy, the capacity of the implementers to implement the policy and the support of policy consumers and partners whose interests are affected by the policy. Policy content is one of the crucial pillars on which school strategies on inclusive education policy are founded. The content of policy is generally viewed as a fundamental factor in creating the parameters and guidelines for implementation, although it does not determine the exact sequence of implementation (Fullan, 2015; Bell & Stevenson, 2015). The policy content includes: what it sets out to be done; how it communicates about the problem to be solved and how it aims to resolve the problem. Commitment of policy implementers is usually assumed to be the most significant factor in policy objectives achievement process. Commitment is biased and very hard to measure, (Gallup, 2017). However, there are pointers that show the level of commitment of a school to a particular mission. One pointer is accomplishing responsibilities and assurances, especially when the school knows what its roles are towards policy implementation. Practices of policy may be noble, but if the implementers are reluctant to come up with effective strategies to carry it out, implementation will not occur (Mason, 2016; Pont, 2017) Formation of policy consumers and partners, among those affected by the practice of policy is one of the most central components during the implementation process. The success or failure of practices of policy, in this case, school strategies, depends on the support the policy produces among those who are affected (Hopfenbeck, Florez & Tolo, 2015). Policy implementation researches have revealed that the understanding of any public policy rests

on the capability to implement it . It is mostly known that many development efforts are unsuccessful in many countries because they lack organizational ability to implement and sustain the practices of policy. Capacity is normally defined as the ability to accomplish policy functions, solve problems, set and realize policy objectives (Hopfenbeck et al., 2015; Bell and Stevenson, 2015). The general organization‟s ability, as the structural, functional and cultural capacity is to implement the policy objectives (Burns et al., 2016). An institutional (school) capacity to modify its strategies and systems to enhance accessibility for all learners is crucial to the implementation on inclusive education policy. These strategies include: authorization, financial investment, building an enabling environment, ethos, and the way the individuals and institution intermingle in the public sector and within community as a whole (Bell and Stevenson, 2015). The school is a key player to the implementation of practices of inclusive education policy.

Embracing inclusive education as a guiding principle naturally requires transformation of education systems, and this change process is consistently challenged with several encounters. To understand change within the school, it is important to discern what change looks like from different points of view (Sarton & Smith, 2018). Reforming school systems to become inclusive is not only about putting in place developed inclusive policy guidelines that meet the needs of learners, but also about transforming the schools‟ strategies, believes and values (UNESCO, 2015). It is important to note that the transformation process towards inclusion involves overcoming some obstacles such as; a) existing noninclusive ethos, beliefs and tenets (Elder, Damiania & Oswago, 2016).) lack of understanding of inclusive policy, c) lack of inclusive education skills among teachers, d) limited physical, human and financial resources and e) unsuitable school organization. Well-intentioned transforming process develops confidence, applicability and the yearning to get better results.

Accountability and improvement can be meritoriously intertwined, but it requires great expertise. There are several crucial strategies that contribute to successful transformation process towards inclusion in a learning institution. This include; a) clarity of purpose, b) having realistic goals on inclusive education, c) motivating the key player and partners, d) support to the implementers, e) provision of necessary resources, f) monitoring and evaluation of the entire process of transformation (Timmons and Thompson, 2017; UNICEF, 2015; Subban and Mahlo, 2017) One of the fundamental ways of determining the impact of school strategies that aid in overcoming physical barriers towards the implementation of inclusive education is through quantifiable tools that measure the access and participation of learners with special education needs. It is a straight forward method of counting the number of learners previously and currently enrolled in schools. However, measuring the success of inclusive education strategy in a school should go beyond merely counting students to evaluate access, but should include measures of educational quality, learning outcomes, completion rates and students‟ personal encounters (UNESCO, 2017; Carrington et al., 2017). A well-known measurement tools such as the Index for Inclusion (Booth and Ainscow, 2011) provides an approach to developing schools and educational institutions based on three dimension process namely; a) school culture that build relationships deeply rooted in establishing shared inclusive values and beliefs, b) policies that enable the school to plan for change for the purpose of increasing participation for all and c) practices that deal with what is learnt and taught and that promote positive interactions. Loreman, Forlin, Sharma (2014) suggest that evaluating effective school strategies to successful inclusive education can be identified through Inputs, Processes, and Outcomes. Arguably the most significant strategy is the transformation of school systems, making it possible for inclusive education to take place structurally and culturally. This increases access, presence, participation and success for all

students in education (Booth and Ainscow, 2016). Hence, the schools identify and eliminate both structural and cultural barriers that hinder the implementation of inclusive education.

Theoretical Framework

The theoretical basis of this study is hinged under the Social Cultural Theory by Lev Vygotsky (1978). Psychologist Lev Vygotsky established this theory of learning, believing that parents, teachers, peers, caregivers, and society at large influences an individual's cognitive development. Vygotsky asserted that learning was a cultural phenomenon, with children from different cultures embracing different styles of learning. According to Vygotsky, learning is a process of acquiring knowledge, beliefs, and problem solving strategies through interactions with what he termed "more knowledgeable others". It is through our interactions with others that we make sense of the information we encounter. It is an inherently social process, one in which we depend on others to help us understand the world. Social learning thus precedes individual development and is unique to the individual.

The sociocultural theory of learning emphasizes the need for scaffolding of information. That is, teaching is done to build knowledge and skill in incremental stages. For example, a teacher may demonstrate a technique, have the learner practice it under supervision, and provide guidance for skill improvement. Cycles of this may occur until the learner is able to practice the skill in its entirety independently Children are immersed in a social environment where it represents them with all social, cultural and interpersonal experiences. The engagement in cultural connections proves the influential impact of social environment as a key source of development. No human, for instance, born a culturally proficient member; it is necessary to be taught the appropriate cultural practices within the interactions in a society (Rogoff, 2003). Veresov (2017) illustrates that every function in cultural development appears twice: first

among people, at the inter-psychological level and later in within the child as an intra-psychological category. The other fundamental concept of the theory according to Veresov is that social relations, social reality is the source of development, and development is the process of how the social becomes an individual. Poehner (2008) mentions that based on the political and historical conditions, there was a delay of several decades for Vygotsky's outstanding works to be accessible for western psychologists, and has got the attention since the last two decades. The learning in this theory is defined as a social process formed by human intelligence in the culture or society

Vygotsky's sociocultural theory of learning states that learning takes place as a result of social interactions. In education approaches through the theory practice it's encourage social interaction and active involvement in learning activities by the relationships build. Students are learning about it through observation, listening and talking through their tasks. Vygotsky's theory attempts to understand consciousness as the result of socialization. His theories also stresses that social interaction plays a vital role in the growth of cognition for a children. Vygotsky believed that social interaction plays an essential role in enhancing cognition development. Vygotsky emphasizes the significance of social and cultural context. According to Vygotsky, the influence on cognitive development occurs within a culture. This goes against Piaget's theory of universal developmental stages and material. As a result, Vygotsky implies that different cultures perceive cognitive development differently, whereas Piaget asserts that most cultures have shared cognition patterns. Vygotsky stresses on the importance of language in cognitive development more (and in a different way) than others psychologist. According to Piaget, the development of language is based on thought (for example, thought in minds comes before the language). In other opinion, as per Vygotsky concept or idea that language are initially separate systems from birth, merging

around three years of age to produce verbal thought (inner speech). Vygotsky believed that learning as an integration of language resulting from the cognitive development.

Generally, the social interactions that occured within the environment develop these skills. Besides that, these skills are developed into more sophisticated and effective cognitive processes. These are referred to as "higher mental functions". Across each culture children is provided with tools and procedures of cultural adaptation that allowed them to use the basic mental functions more efficiently. An intellectual adaptation is Vygotsky's concept for methodologies of thinking and problem-solving strategies that children have to embrace through social interactions towards more knowledgeable members in the society. One of the examples of this is the limited ability of children's memory to function in early childhood due Vygotsky's Sociocultural Theory stands out for its profound emphasis on the role of social interaction, cultural tools, and scaffolding in learning. This theory offers critical insights into how students with physical disabilities can be fully integrated and supported in the learning process, not as passive recipients of knowledge, but as active participants in a shared educational journey. Lev Vygotsky, a Russian psychologist, developed his sociocultural theory in the early 20th century with the belief that learning is a socially mediated activity. According to him, children develop cognitively through interactions with more knowledgeable others whether adults, teachers, or peers within their social and cultural environment. One of the cornerstone concepts of his theory is the Zone of Proximal Development (ZPD), which refers to the range between what a child can accomplish independently and what they can achieve with appropriate support. This concept is particularly valuable in inclusive education, where learners with physical disabilities may face challenges in performing tasks unaided but can succeed significantly when supported by structured guidance.

Closely related to the idea of ZPD is the concept of scaffolding. Scaffolding involves the temporary support given by teachers or peers to help learners accomplish tasks just beyond their current capability. As students gain mastery, this support is gradually withdrawn. In an inclusive classroom, scaffolding might take various forms, such as modifying teaching methods, adapting instructional materials, or using assistive technologies. For example, a student with limited hand movement might be unable to write notes at the same speed as peers. However, with the use of voice-to-text software and verbal explanations provided by a teacher or peer, the learner can participate effectively in the lesson and demonstrate understanding.

Language, which Vygotsky viewed as the most powerful cultural tool, also plays a central role in inclusive education. Through language, children internalize knowledge and develop the ability to think, plan, and self-regulate. For students with physical disabilities particularly those with accompanying speech or communication challenges the use of alternative and augmentative communication systems can bridge gaps and ensure meaningful participation. Teachers, therefore, need to create language-rich environments where verbal, written, and technological means of communication are recognized and valued. In this way, Vygotsky's emphasis on mediated learning finds direct application in classrooms striving to be inclusive and responsive.

The sociocultural theory also redefines the role of the teacher. Rather than acting as a sole dispenser of knowledge, the teacher becomes a facilitator who understands the learner's current level of development and provides suitable interventions to support growth. In an inclusive classroom, this role is vital. Teachers must assess each student's needs and then design learning experiences that promote progression. This might involve modifying lesson plans, employing visual aids, incorporating tactile materials, or allowing extra time for task completion. Such flexibility helps to ensure that students with physical disabilities are not left behind or excluded

from meaningful learning opportunities. Furthermore, Vygotsky's theory shows the importance of peer interaction in learning. Inclusive education can thrive when schools promote cooperative learning strategies that enable students with and without disabilities to work together. Group activities, peer tutoring, and collaborative projects are not only effective in enhancing academic outcomes but also in fostering empathy, mutual respect, and social cohesion. These experiences reduce stigma and promote a sense of belonging for learners who might otherwise feel marginalized due to their physical condition. The use of cultural tools, another central aspect of Vygotsky's theory, also supports inclusive practices. Cultural tools include both symbolic tools like language and numbers and material tools such as computers, writing instruments, and learning aids. For students with physical disabilities, access to adaptive devices such as touch-screen tablets, ergonomic writing instruments, wheelchairs, or specialized keyboards can make the difference between exclusion and participation. When such tools are integrated meaningfully into teaching and learning processes, they serve not just to compensate for physical impairments but to empower learners to engage actively with educational content.

Empirical Review

Challenges of adequate facilities for effective inclusive education of persons with physical disabilities

Oluremi and Ojo (2023) conducted a study on the Impact of facilities on academic performance of students with special needs in mainstreamed public schools in Southwestern Nigeria. The study examined the availability and convenience of the facilities that were provided to students with special educational needs in mainstreamed schools in southwestern Nigeria. It ascertained the qualifications of teachers teaching in mainstreamed public secondary schools. The study adopted the descriptive research design. The study determined the relationship between

availability of facilities and academic performance of students with special educational needs; and also compared the academic performance of male and female students with special educational needs. The population of the study was made up of 120 disabled respondents, the entire population of the study was used as sample of the study. The finding of the study showed that essential facilities and materials like hand railings, hearing aids, Braille, instructional materials, and lower toilets were not available, although the few that were available (typewriters, resource rooms, wheel chairs) were in poor condition. The study also showed that specialist teachers were inadequate in mainstreamed public schools in Southwestern Nigeria. There was a significant relationship between availability of facilities and academic performance of students with special educational needs. However, there was no significant difference between the academic performance of male and female students with special educational needs. The study concluded that inadequate provision of facilities and materials to mainstreamed public schools would lead to poor academic performances of students with special educational needs.

Kiprono, Yagan and Kimeli (2019) carried out a study on Infrastructural Access Challenges and Their Effects on Enrolment of Physically Challenged Learners Integrated Into Public Primary Schools In Uasin Gishu County, Kenya. The study investigated the infrastructural access challenges and their effects on enrolment of physically challenged learners integrated in public primary schools in Uasin Gishu County, Kenya. The study employed a descriptive survey design in collecting data. Data was analyzed using descriptive statistics that involved frequency and percentages, with the help of computer Statistical Package for Social Science (SPSS). Documentary review was used to examine infrastructure situation in public primary schools Uasin-Gishu County. The finding of the study revealed that (75.8%) of learning institution had inadequate or total lack of infrastructure that directly support learners with physical impairments. Eighty five

percent (85.3%) of infrastructure was accessible but with difficulty to learners with physical disabilities whereby (35.4) and (25.2) respectively were reported as being average and poor conditions. The findings implies a low availability of learning facilities to disabled learners. The study recommended based on its findings that existing School infrastructural facilities should be re inspected and evaluated with the aim of promoting access for learners with physical disabilities.

Baraka and Joseph (2017) carried out a study titled Accessibility to Inclusive Education in Arusha Region Public Secondary Schools, Tanzania. The study investigated the accessibility to inclusive education in Public Secondary Schools in Arusha, Tanzania. The descriptive research design was used for the study. A total of 360 teachers and students in three sampled districts in Arusha region, Tanzania. The instrument used for the study was a questionnaire. Data was analyzed using descriptive and inferential statistics. Validity was ensured through expert judgment and reliability of the questionnaire was done using Cronbach's Alpha and a reliable value of 0.64 and 0.83 were obtained respectively. The study revealed that teachers and students are prepared for inclusive education and have positive attitude toward learners with disability. However, there is nonavailability of reading materials for the blind and the school ground is not favorable for them to walk comfortably. There are no wheel chairs for physically challenged students and schools have no ramps and special toilets for learners with disability. Based on these findings, it was recommended that school administration should provide teachers with workshops and seminars on how learners with special needs can be included in the learning process. Teachers should also provide appropriate location for visually impaired to sit and ensure availability of reading facilities for the blind.

Limaye (2016) conducted a study on factors influencing the accessibility of education for children with disabilities in India. The study explored the factors Influencing the Accessibility of

Education for Children with Disabilities in India. The study also explores the broader challenges in the current education system with respect to issues of quality of education and drop-out rates of primary students with disabilities. The study adopted a qualitative research design. Finding from the study showed that a number of factors that influence the accessibility of education for children with disabilities are presented including: perceptions of parents of children with disabilities and their difficulties in helping their children with disabilities, the general attitude of society, government officials, school staff and infrastructure, inadequate levels of training of key stakeholders, invisibility of disability in community, poverty, lack of acceptance, lack of interest, gender discrimination, lack of awareness, poor physical access, availability of various support systems, and government policies focusing on the education of children with disabilities in specific.

Dyliaeva, Rothman and Ghotbi (2024) conducted a study on the challenges to inclusive education for students with disabilities in Japanese higher education institutions. The study sought to elucidate the current challenges to inclusive education (IE) at the university level in Japan, thereby addressing the gap between policy and the provision of inclusion. The research design adopted for the study was a qualitative case study of a private university supporting inclusive policies in Japan included content analysis of data collected through semi-structured interviews to ascertain themes. The study reviewed four (4) themes which were: inclusion practices as a conceptual challenge, conflicting practice of reasonable accommodations, inclusion management gaps, and barriers to and opportunities for inclusive education. The findings of the study showed that there was a significant negative correlation between inclusion policy and practice related to students with disabilities which hinders the provision of inclusive education to disabled university students in Japan.

Moyi (2017) carried out a study titled School Participation for Children with Disabilities in Kenya, focusing on the availability and effectiveness of assistive services in secondary schools. The purpose of the study was to estimate the number of people with disabilities, their regional distribution, and their demographic and socio-economic characteristics. The study also investigated the challenges faced by students with disabilities. Two research questions guided the study. A purposive sample involving disabled students, teachers, and education administrators totaling 200 participants from diverse schools was used for the study. The instrument used for the collection of Data included questionnaires and interview the reliability of the instrument was done using the test□retest method and a reliability coefficient of (r = 0.81) was obtained which showed that the instrument was reliable for the study. Data were analyzed using descriptive statistics and thematic qualitative analysis. The finding of the study revealed that fewer than 25% of school□aged disabled students received required assistive devices or services, and physical infrastructure remained poorly adapted.

Ubani, Bumaa, Ayagere and Amakiri-whyte (2020) carried out a study titled "Public Buildings and Facilities Challenges for school of the Disabled in Port Harcourt City, Nigeria". The study investigated the availability of facilities and its effect on physically challenged people in secondary schools in Port Harcourt. Descriptive survey design was adopted for the study. The population comprised 500 respondents in special needs secondary schools within Port Harcourt environs, Nigeria. The instrument used for the study was a questionnaire titled "Public buildings and challenging relation of people with disabilities questionnaire in secondary school (PBCRPDSSQ) which was used for data collection. The data collected were analyzed using standard deviation and chi-square of goodness-of- fit for test at 0.05 significance level. The findings revealed that the was low availability of building and facilities for people with physical

disabilities in secondary school in port Harcourt and this had negative effect on people with disabilities at ($x2 = 126.44$, df 1, $p = 0.05>0.00$). Based on the findings of this research, it was recommended among other things that the government should take prompt action to resolve issues responsible for non-inclusion of crucial facilities that enhanced the facilities accessibility by the physically challenge persons in secondary school in port Harcourt.

Challenges of effective social integration of persons with physical disabilities in inclusive education.

Hanková and Kalenda (2022) carried out a study titled Social inclusion into mainstream classes: Voices of high school students with congenital physical disabilities. The study examined obstacles hindering social inclusion of disabled students into mainstream classes from the perspective of Czech high school students with congenital physical disabilities. The descriptive survey research design was used for the study. Data used for the study were obtained from in-depth interviews which were subjected to a situational analysis. The sample of the study was made up 89 respondents who were physically impaired. The finding of the study revealed that the participants (N=10) perceived as challenging their social inclusion into mainstream classes, which took place in four phases. The study participants reported three elements which can be seen as barriers to their social inclusion: (1) their classmates' lack of information regarding special educational needs, even not being informed that a such a student would be joining the class; (2) the presence of an assistant in the classroom; and (3) the lack of out-of-school interactions of the participants with their classmates. Based on the findings, it was recommended more concentration should be given to anticipative psychosocial class preparation as well as on strengthening social interactions based on cooperative learning and disability awareness techniques.

Jardinez and Natividad (2024) carried out a study on the Advantages and Challenges of Inclusive Education: Striving for Equity in the Classroom. The study examined the challenges faced by students with physical disabilities in classroom while striving for equity. The study also emphasized the importance of embracing diversity and promoting acceptance among students who are impaired. The study adopted a descriptive research design with a population of 121 physically disabled students. Data for the study were collected using secondary sources. The findings of the study showed a low level of effectiveness of inclusive education among physically disabled students. The study also revealed that majority of students with impairments had physical barriers in their academic activities which hinders their incorporation into conventional classrooms. Based on the findings, it was recommended that a transformative nature of inclusive education be introduced in secondary school which fosters a learning atmosphere that promotes diversity, empathy, and acceptance, contributing to students' overall development.

Okoro, Okoiye, Opara, and Uche (2020) carried out a study titled Integration of Learners with Physical Disabilities: Panacea for Sustainable Development in Nigeria. The study investigated the integration of learners with physical disabilities as panacea for sustainable development. The research design used for the study was a descriptive survey research design, data were collected using questionnaires from 185 purposively selected teachers involved in teaching students with physical disabilities in fifty secondary schools in South East Nigeria. Three research questions were answered and data was analysed using descriptive statistics. The result of the study revealed that when students with physical disabilities are integrated with non-physically challenged learners, they adjust favourably to overcome their challenges, are well focused and determined to excel academically and in other extra curricula activities. Therefore, integration policy should be practiced with more vigour.

El-Adham and Osman (2024) carried out a study on attitudes of Schools' teachers' towards the integration of students with physical disabilities into regular schools and health services provided to them in schools. The study sought to determine the attitudes of schools' teachers towards the integration of students with physical disabilities into regular schools and the health services provided to them in schools A descriptive study design was adopted for the study. The population of the study was made up of 390 school teachers from 6 governmental private, basic education, and secondary general and special education schools in Mansoura and fayoum cities, A self-administered questionnaire was the instrument used for the study, covering socio-demographic characteristics details of teachers, Attitudes of teachers towards the inclusion of special needs students in general schools it comprises six topical groups. The findings of the study showed that most teachers had a positive attitude towards the integration of special needs students. The study also revealed that private schools' teachers had significantly higher level attitudes than the governmental schools' teachers. Also, primary school teachers had a lack of support and environment towards the integration of special needs students. The study recommended that large focus should be placed on facilities and attitudes in governmental schools for disabled students, especially in primary schools.

Challenges of qualified teachers for effective inclusive education for persons with physical disabilities.

Akeem and Usman (2022) conducted a study on institutional Challenges faced by persons with Disabilities in Nigeria. The study investigated Disabilities as a global issue and how it exposes victims to various challenges. The study was qualitative in nature, thus, it adopted the use of literatures and online article for its analysis. Finding from the study, based on the undertaken published literature review by the authors from related journal articles and books dealing with

disabilities, it was discovered that many victims of disabilities face institutional challenges. These challenges range from discrimination, exploitation, violence, stigma, inadequate housing, and education to healthcare. It was also observed that disabilities could develop at any time during one's life, limiting victims' access to many opportunities in society. The study envisages family members physically, verbally and emotionally abusing their members with disabilities. This paper observed that the excessive dependence of people with disabilities on significant others to carry out certain activities have their inheritances and resources abused, and their rights violated. Also, it observed that PWDs face challenges in schools due to a lack of adequate training for teachers in both conventional and special schools, a lack of provision of assistive devices and materials, and lackadaisical attitudes from peers. Disability poses a significant obstacle for many victims at some time in their life, whether at home or school. In order to enable the victims to learn, play, and engage fairly in a diverse setting.

Lydia and Kabuta (2024) carried out a study titled problems facing students with physical disabilities in higher learning institutions in tanzania. The main objective of the study was to examine problems facing students with physical disabilities in higher learning institutions in Tanzania. Its specific objectives included; (1) examining infrastructural situations in higher learning institutions to determine whether they support students with physical disabilities to study and live comfortably or not, (2) examining academic, social and financial problems facing the physically disabled students as well as (3) assessing stakeholders' views on means they consider appropriate to address problems that face the physically disabled students at higher learning institutions. The study employed quantitative and qualitative research methods in collecting and analyzing data. Documentary review was used to examine infrastructure situations in 5 higher learning institutions. Questionnaires and interviews were also used to collect data from 12

physically disabled students. These techniques were further used to collected data from 5 heads of institutions, 21 tutors/lectures, 40 parents as well as 82 students without disabilities. Findings revealed that, 75 percent of higher education institutions' infrastructures were available but inadequate. Eight five percent (85%) of the infrastructure was accessible with difficult to students with physical disabilities whereby 35 percent and 25 percent of all infrastructure conditions were average and poor respectively. The study also found high inadequacy of teaching and learning materials as well as lack of special schemes, trained staff, funds and scholarship for students with physical disabilities. Hence it was recommended that government and other stakeholders should take special considerations and actions in order to accommodate students with physical disabilities in higher learning institutions.

Administrative strategies for effective inclusive education of persons with physical disabilities

Poly, Navya, and Harishma. (2023) carried out a study titled Inclusive Education; Strategies and Challenges. The study investigated the strategies for exterminating challenge of inclusive education among disabled students in Universities. The design of the study was a descriptive research design. The population of the study comprised 118 respondents. The instrument used for the study was a questionnaire. The data obtained were analyzed using Mean and Standard deviation. The finding of the study showed that some of the strategies for ensuring inclusive education were; creation of adequate policy that adopts inclusive education teaching methods in traditional classroom; employed of well trained and qualified teachers and provision of technological tools that aids seamless teaching and learning process among impaired students.

Osuji and Semenitari (2024) conducted a study on School administrators' strategies for implementation of the national policy on inclusive education in secondary schools in Port-Harcourt

Metropolis. The study investigated which administrative strategies school leaders employed to implement Nigeria's inclusive education policy for students with physical disabilities. Seven research questions with their corresponding hypotheses guided the study. The study had a sample of 328 school administrators (287 from private schools and 41 from public schools) which were selected using purposive sampling for private schools and full inclusion of all public school administrators. The instrument used for the study was a questionnaire which was validated by experts through Cronbach's Alpha method and found to be reliable with coefficients ranging from 0.70 to 0.91). The mean and standard deviation were used to answer the research questions, and z□tests was used to test the hypotheses at $\alpha = 0.05$. The finding of the study revealed that some of the strategies for effective inclusive education was stakeholder engagement, advocacy, stakeholder training, resource mobilisation, curriculum adaptation, and ensuring accessibility to infrastructural facilities.

Bettini and Aldosiry (2022) conducted a study titled Administrative Support and Teacher Effectiveness in Mainstream Schools with Students with Special Needs. The study aimed to assess the impact of administrative job and emotional support on teacher effectiveness in inclusive settings and solutions to ensuring inclusive education in secondary schools. Two research questions guided the investigation. A sample of 200 special education teachers working with physically disabled students was drawn using stratified sampling. Data were collected using validated questionnaires. The reliability was done using Cronbach's Alpha and a reliable value of (> 0.80) was obtained. Pearson product moment correlation and multiple regression were used to analyse the data obtained from the study. The findings from the study showed that administrative support in the form of autonomy, meaningful task assignments, and emotional/appraisal support significantly reduced teacher burnout and improved instructional effectiveness.

Munduru and Sekiswa (2024) carried a study titled disability and It's Impact on Students Academic Performance in Secondary School Around Oluko Region in Arua District. The study examined the impact of disability on students' academic performance in secondary schools around Oluko Region, Arua District. The research specifically aimed to identify the major causes of disability among students, evaluate the effects of disability on academic performance, and explore the intervention measures implemented for students with learning disabilities. Using a mixed-methods approach, quantitative data were collected from 200 students, teachers, and administrators across five secondary schools in the region. The study employed multiple linear regression analysis to assess the relationships between disability types, intervention measures, and academic outcomes. The results revealed significant negative correlations between disabilities (especially physical and learning disabilities) and academic performance. Physical disabilities were found to have the most significant adverse effect, with a regression coefficient of-0.45 ($p<0.05$), while learning disabilities showed a moderate negative impact with a regression coefficient of-0.34 ($p<0.05$). Intervention measures such as special education teachers, classroom modifications, and assistive technologies were found to positively impact academic performance, with regression coefficients of 0.40 ($p<0.05$) for special education teachers and 0.38 ($p<0.05$) for classroom modifications. Additionally, results indicated that family support and peer interaction had a moderate positive influence on academic success, with coefficients of 0.29 ($p<0.05$) and 0.26 ($p<0.05$), respectively. The study concludes that disabilities significantly affect academic performance, but the implementation of targeted interventions can mitigate these effects. It recommends enhancing teacher training in inclusive education, expanding the use of assistive technologies, and improving school infrastructure to accommodate students with disabilities. The study also suggests increasing parental and community involvement to further support students

with disabilities. These findings provide valuable insights for policymakers, educators, and community stakeholders aiming to improve educational outcomes for students with disabilities in rural Uganda.

Summary of Literature Reviewed

The literature review was discussed under conceptual framework, theoretical framework, and empirical studies of related studies. The conceptual framework focused on concepts relating to the topic under study perceptions of principals on the challenges and strategies for effective inclusive education of persons with physical disabilities. A conceptual analysis was also done on the challenges of facilities availability, challenges of social integration and challenges of qualified teachers which may influence effective inclusive education among students with physical disabilities and possible strategies for effective inclusive education. The theoretical framework of the study was based on the Social Cultural Theory by Lev Vygotsky (1978). Lev Vygotsky asserted that learning was a cultural phenomenon, with children from different cultures embracing different styles of learning. According to Vygotsky disability is not solely an individual's impairment but a social construct shaped by cultural values, societal norms and interaction within specific environment. Therefore the process of inclusive education as a socio-cultural construct ensures wide-range learning of different students irrespective of their abilities or disabilities.

The empirical review was done based on previous studies that are related to the present study. From the reach of all the empirical studies reviewed in this study, it was observed that none of the studies reviewed was carried out in Edo State to investigate the perceived challenges and strategies for effective inclusive education of persons with physical disabilities which creates a gap that this study filled.

CHAPTER THREE

METHODOLOGY

This chapter deals with the methods and procedures which were adopted in carrying out this study. These are discussed under the; research design, population of the study, sample and sampling technique, research instrument, validity of the instrument, reliability of the instrument, method of data collection and method of data analysis.

Research Design

The study adopted the descriptive research design. This research design is one in which a group of people or items is studied by collecting and analyzing data from the number of people or items considered to be representative of the entire group. The design showed the connection between the independent variable and the dependent variable. This design is appropriate for this study in determining the perceived challenges and strategies for effective inclusive education of persons with physical disabilities in secondary schools in Edo State.

Population of the Study

The population of this study comprised 525 respondents in special schools for the disabled within Edo Sate in Edo State. This population is made up of 11principals, 102 teachers, and 412 learners in all special schools for the disabled within Edo Sate. The table below shows the representation of the number of principals, teachers and learners from all special schools for the disabled within Edo State.

Table 1: Population of the Study

S/N	Local Government Area	Name of School	No of Principals	No of Teachers	No of Learners
1	Oredo	Uwa School for the Visually impaired	1	19	22
2	Oredo	Izevbiegie School for the Hearing Impaired	1	18	122
3	Oredo	Eyanugie School for the developmentally challenged	1	3	19
4	Oredo	Izevbiegie School for the developmentally challenged	1	7	24
5	Oredo	Payne School for the developmentally challenged	1	4	29
6	Owan East	Special school for the physically challenged	1	14	89
7	Owan East	The Handicapped (Hearing impaired)	1	5	15
8	Etsako West	Akpekpe School for the Handicapped	1	6	25
9	Esan North East	Special School for Handicapped	1	4	22
10	Oredo	Ihogbe Secondary School (Special Units)	1	6	31
11	Oredo	Idia College (Special Units)	1	16	14
		Total	**11**	**102**	**412**

(Source: Ministry of Education, 2025)

Sample and Sampling Technique

The sample of the study comprised 230 respondents in special schools for the disabled within Edo State. This was done by adopting the proportionate stratified sampling technique in determining the sample from the population of the study. The implementation for the selection was based on the use of ballot papers labelled yes or no. Those of them that pick the yes paper were selected as the sample for the study.

Table 2: Sample distribution of the Study

S/N	Local Government Area	Name of School	No of Principals	No of Teachers	No of Learners
1	Oredo	Uwa School for the Visually impaired	1	8	10
2	Oredo	Izevbiegie School for the Hearing Impaired	1	8	53
3	Oredo	Eyanugie School for the developmentally challenged	1	1	8
4	Oredo	Izevbiegie School for the developmentally challenged	1	3	10
5	Oredo	Payne School for the developmentally challenged	1	2	13
6	Owan East	Special school for the physically challenged	1	6	35
7	Owan East	The Handicapped (Hearing impaired)	1	2	6
8	Etsako West	Akpekpe School for the Handicapped	1	3	11
9	Esan North East	Special School for Handicapped	1	2	10
10	Oredo	Ihogbe Secondary School (Special Units)	1	2	13
11	Oredo	Idia College (Special Units)	1	7	6
		Total	**11**	**44**	**175**

(Source: Ministry of Education, 2025)

Research Instrument

The research instrument that was used for this study is a questionnaire titled "Perceived challenges and strategies for effective inclusive education of persons with physical disabilities in Edo State" (PCSEIEPPCQ). The instrument was divided into two sections A and B. Section A contained items that seek opinion of respondents on the challenges of inadequate facilities, social integration and qualified teachers for effective inclusive education while Section B contained items on administrative strategies for effective inclusive education. Items on the questionnaire were

measured using a five-point Likert scale of 5 = Very High Extent (VHE), 4 = High Extent (HE), 3= Moderate(M), 2 = Low Extent (LE), and 1 = Very Low Extent (VLE). Other scale used was Strongly Agree (SA) = 5, Agree (A) = 4, Undecided (U)=3, Disagree (D) = 2, and Strongly Disagree (SD) =1

Validity of the Instrument

To determine the validity of the instrument, a copy of the instrument which was developed by the researcher was submitted to the supervisor who made some adjustment to it. Thereafter, the instrument was given to three research experts. One from measurement and evaluation, and two others from Educational Administration and Planning, all from the Department of Education, Benson Idahosa University. Their inputs were collated and incorporated into the final copy of the questionnaire which was approved by the supervisor for the study. This procedure was necessary in order to ensure face and content validity.

Reliability of the Instrument

The reliability of the instrument was done using the Cronbach's Alpha internal consistency reliability statistics. This was done by administering the questionnaire to thirty (30) respondents which were not part of the sample. The data collected were analyzed for its reliability and the reliability coefficient of .903, .784, .859, and .751was obtained for each cluster of the instrument which implies that the instrument was reliable for the study.

Method of Data Collection

The researcher first submitted a letter of introduction to the principals in order to obtain permission to administer the questionnaire. After this, copies of the questionnaire were administered on the respondents. This was done by the researcher and two other trained Research

Assistants. The instrument was administered to respondents and retrieved on the spot after completion to avoid misplacement

Method of Data Analysis

The Mode, Median, and the one sample Chi-square test was used for the analysis of data. The mode and median was used to answer the research questions while the Chi-square test was used to test the hypotheses at 0.05 level of significance. The probability value (p) was used in taking the decisions with regards to the hypotheses. For p-value less than or equal to 0.05 the null hypotheses was rejected, and if otherwise, the null hypothesis was retained.

CHAPTER FOUR

ANALYSIS OF DATA AND PRESENTATION OF RESULTS

In this chapter the summary of the analysis of the data collected from the sample of respondents drawn from the area of study is presented. The results are presented in relation to the research questions and the hypotheses stated in chapter one. These are as follows:

Research Question 1

What is the perceived level of challenges of facilities for effective inclusive education of persons with physical disabilities in special schools in Edo State?

The perceptions of the level of challenges of adequate facilities for effective inclusive education of persons with physical disabilities in special schools in Edo State are presented in table 1

Table 3: The Responses on the Level of Challenges of Adequate Facilities for Effective Inclusive Education of Persons with Physical disabilities in special Schools in Edo State

SN	Item	SUM	Mode	Median	Skewness	Remark
1	Lack of adequate classrooms suitable for persons with physical disabilities	175	5.00	5.00	-.1.072	VHE
2	Inadequate provisions of elevators	146	4.00	4.00	-..493	HE
3	Insufficiency of learning materials and equipment for the physically challenged	147	5.00	4.00	.602	HE
4	Library and laboratory are not suitable for the physically challenged	138	5.00	3.00	-.074	ME
5	Poor availability of digital learning devices for the physically challenged	138	5.00	3.00	-.017	ME
6	Government funding of facilities for the physically challenged is inadequate	152	5.00	4.00	-.519	HE
7	Physical environment of the school discourages the physically challenged	123	5.00	3.50	-.168	ME

Table 3 statistics showed that the modal response values of the respondents on the level of challenges of adequate facilities for effective inclusive education of persons with physical disabilities are 4 and 5 while the medians are 3 and 5 in a 5- point scale. The distributions of the responses are skewed with values ranging from -.017 to -.1.072. The table showed that item 1

poses a very high challenge to inclusive education while item 2 and 3 equally constitute a high constraint to the realization of inclusive education in public schools in Edo State. The table also showed that items 4 to 7 are moderately limiting the quest for inclusive education. It is therefore concluded that the perceptions of the level of challenges of adequate facilities for effective inclusive education of persons with physical disabilities in special schools in Edo State is high.

Research Question 2

What are the perceived extent of the challenges of effective social integration of persons with physical disabilities in inclusive education in special schools in Edo State?

The perceptions of the challenges of effective social integration of persons with physical disabilities in inclusive education in special schools in Edo State are presented in table 2

Table 4: The Responses on the Challenges of Effective Social Integration of students with Physical Disabilities in Inclusive Education in Special Schools in Edo State.

SN	Item	SUM	Mode	Median	Skewness	Remark
1	The physically challenged students often face stigma from other students	170	5.00	5.00	-1.01	VHE
2	Lack of peer support makes social integration of the physically challenge students difficult	157	4.00	4.00	-.461	HE
3	Negative attitudes from students affect the confidence of the physically challenged students	132	3.00	3.00	-.029	ME
4	Bullying and discrimination hinder the social integration of the physically challenged students	142	5.00	3.00	-.145	ME
5	Physically challenged students are excluded from extra-curricular and sporting activities	120	3.00	3.00	-.070	ME
6	Teachers pay less attention to the physically challenged students	141	4.00	3.50	-.326	HE

Table 4 statistics showed that the modal response options of the respondents on the level of challenges of effective social integration for effective inclusive education of persons with physical disabilities are 4 and 5 while the medians are 3 and 5 in a 5- point scale. The distributions of the responses are skewed with values ranging from -.017 to -.1.072. The table showed that item 1 poses a very high challenge to the implementation of inclusive education while the challenges

posed by items 2 and 6 to the provision of inclusive education in public schools in Edo State is also high. Furthermore Items 3 to 5 from the table are not exempted as they exact moderate challenges to the goal of inclusive education. It is therefore concluded that the perceptions of the challenges of effective social integration of persons with physical disabilities in inclusive education in public schools in Edo State is high.

Research Question 3

What are the perceived extent of the challenges of qualified teachers for effective inclusive education of persons with physical disabilities in special schools in Edo State?

The perceptions of the challenges of adequate number qualified teachers for effective inclusive education of persons with physical disabilities in special schools in Edo State are shown in table 5

Table 5: The Perceptions of the Challenges of Adequate Number of Qualified Teachers for Effective Inclusive Education of Persons with Physical Disabilities in Special Schools in Edo State

SN	Item	SUM	Mode	Median	Skewness	Remark
1	Some teachers lack training in handling the physically challenged students	157	5.00	5.00	-1.08	SA
2	Shortage of special education teachers affects the success of inclusive education	122	3.00	3.00	-.041	Not sure
3	Teachers are not adequately exposed to professional strategies for inclusive education	125	3.00	3.00	-.168	Not sure
4	Teachers often find it difficult to adapt the curriculum to inclusive education	126	1.00	3.00	.134	Not sure
5	Inadequate government support for training teachers in inclusive education	128	5.00	3.00	-.176	Not sure

Table 5 statistics showed that the modal response options of the respondents on the level of challenges of adequate number of qualified teachers for effective inclusive education of persons with physical disabilities range from 1 to 5 while the medians range from 3 to 5 in a 5- point scale. The distributions of the responses are skewed with values ranging from -.017 to -.1.072. The table showed that the respondents strongly agreed that item 1 poses a challenge to inclusive education but the median responses of the respondents showed that they are not sure whether items 2 to 5 constitute a challenge to the provision of inclusive education in public schools in Edo State.

Research Question 4

What are the perceived administrative strategies for inclusive education of students with physical disabilities in special schools in Edo State?

The perceptions of the administrative strategies for effective inclusive education of students with physical disabilities in special schools in Edo State are presented in table 4

Table 6: The Responses on the Administrative Strategies for Effective Inclusive Education of Students with Physical Disabilities in Special Schools in Edo State

SN	Item	SUM	Mode	Median	Skewness	Remark
1	Provision of adequate resources by the government for the physically challenged students ensures effective inclusive education	140	5.00	4.00	-1.07	SA
2	Provision of clear school–based policies improves effective management of inclusive education	132	4.00	4.00	-.565	A
3	Adequate allocation of resources for the physically challenged by school administrators leads to effective inclusive education	119	1.00	3.00	-030	Not sure
4	School administrators support for the implementation of inclusive policies ensures effective inclusive education	125	3.00	3.00	-.111	Not sure
5	Organisation of awareness campaigns for inclusive education enhances its effectiveness	120	5.00	3.00	-.166	Not sure
6	Provision of incentives and motivation enhances special education teachers	122	3.00	3.00	-.293	Not sure

Table 6 statistics showed that the modal response options of the sampled of respondents on the administrative strategies for effective inclusive education of persons with physical disabilities range from 1 to 5 while the medians range from 3 to 4 in a 5- point scale. The distributions of the responses are skewed with values ranging from -030 to -1.07. The table showed that the respondents agreed that items 1 and 2 are effective for operating inclusive education. However the median responses showed they are not sure whether items 3 to 6 are effective for the provision of inclusive education in public schools in Edo State

Summary of the Test of the Hypotheses

The summary of the test of the hypotheses are presented in the following section

Hypothesis 1

The responses on the level of challenges of adequate facilities for effective inclusive education of students with physical disabilities in special schools in Edo State are not significantly different.

The summary of the One Sample Chi-Square test of the Difference between the Categories of Responses on the Level of challenges of adequate facilities for effective inclusive education of students with physical disabilities is presented in table 7

Table 7: One Sample Chi-Square test of the Difference between the Categories of Responses on the Level of Challenges of Adequate Facilities for Effective Inclusive Education of Persons with Physical Disabilities

SN	Items	SUM	Median	Test Stat	df	Sig. (2-sided)	Decision
1	Lack of adequate classrooms suitable for persons with physical disabilities	175	5.00	49.56	4	.000	Significant
2	Inadequate provisions of elevators	146	4.00	6.46	4	.168	Not Significant
3	Insufficiency of learning materials and equipment for the physically challenged	147	4.00	16.25	4	.003	Significant
4	Library and laboratory are not suitable for the physically challenged	138	3.00	.222	4	.994	Not Significant
5	Poor availability of digital learning devices for the physically challenged	138	3.00	8.67	4	.070	Not Significant
6	Government funding of facilities for the physically challenged is inadequate	152	4.00	12.93	4	.012	Significant
7	Physical environment of the school discourages the physically challenged	123	3.50	9.11	4	.059	Significant

Table 7 statistics showed that the test statistics of the difference between the categories of responses level of challenges of adequate facilities for effective inclusive education of persons with physical disabilities in public schools in Edo State range from .222 to 49.56. And the corresponding p – values range from .000 to .994. Items 1, 3, 6 and 7 have p –values less than or equal to .05. Thus the null hypothesis is rejected at 0.05 alpha level. This shows that the categories of responses are significantly different on each of the items. Therefore, it could be concluded that the level of

challenges of adequate facilities for effective inclusive education of students with physical disabilities in public schools in Edo State is significantly different.

Hypothesis 2

The Responses on the challenges of effective social integration of persons with physical disabilities in inclusive education are not significantly different

The summary of the One Sample Chi-Square test of the Difference between the Categories of Responses on the challenge of effective social integration for effective inclusive education of persons with physical disabilities is presented in table 6

Table 8: One Chi-Square test of the Difference between the Categories of Responses on the Challenges of Effective Social Integration of Persons with Physical disabilities in Inclusive Education

SN	Item	SUM	Median	Chi-square stat	df	Sig (2-sided test)	Decision
1	The physically challenged students often face stigma from other students	170	5.00	34.41	4	.000	Significant
2	Lack of peer support makes social integration of the physically challenge students difficult	157	4.00	6.61	4	.158	Not Significant
3	Negative attitudes from students affect the confidence of the physically challenged students	132	3.00	8.05	4	.090	Not Significant
4	Bullying and discrimination hinder the social integration of the physically challenged students	142	3.00	3.50	4	.478	Not Significant
5	Physically challenged students are excluded from extra-curricular and sporting activities	120	3.00	2.00	4	.736	Not Significant
6	Teachers pay less attention to the physically challenged students	141	3.50	3.05	4	.550	Not Significant

Table 6 statistics showed that the test statistics of the difference between the categories of responses on the challenge of effective social integration for effective inclusive education of students with physical disabilities range from 2.00 to 34.41. And the corresponding p –values range from 000 to .736. Since item 1 has p –value less than 0.05 the null hypothesis is rejected at 0.05 alpha level. Thus the

categories of responses are significantly different on the stigma faced by the physically challenged students from other students**.**

Hypothesis 3

The responses on the challenges of adequate number of qualified teachers for effective inclusive education of persons with physical disabilities are not significantly different

The responses on the challenges of adequate number of qualified teachers for effective inclusive education of persons with physical disabilities presented in table 9

Table 9: One- Sample Chi-Square Test of the Difference between the Perceptions of the Challenges of Adequate Number of Qualified Teachers for Effective Inclusive Education of Students with Physical Disabilities

SN	Items	SUM	Median	Chi-square stat	df	Sig (2-sided test)	Decision
1	Some teachers lack training in handling the physically challenged students	157	5.00	40.75	4	.000	Significant
2	Shortage of special education teachers affects the success of inclusive education	122	3.00	13.00	4	.011	Significant
3	Teachers are not adequately exposed to professional strategies for inclusive education	125	3.00	6.25	4	.181	Not Significant
4	Teachers often find it difficult to adapt the curriculum to inclusive education	126	3.00	.789	4	.940	Not Significant
5	Inadequate government support for training teachers in inclusive education	128	3.00	2.75	4	.600	Not Significant

Table 9 statistics showed that the test statistics of the difference between the categories of responses on the challenges of adequate number of qualified teachers for effective inclusive education of students with physical disabilities range from .789 to 40.75. And the corresponding p –values ranges from 0.000 to .940. Since items 1and 2 have p – value less than 0.05 the null hypothesis is rejected. Thus the categories of responses are significantly different in each of the items - lack training of some teachers in handling the physically challenged students and on the shortage of

special education teachers affects the success of inclusive education for effective inclusive education of students with physical disabilities.

Hypothesis 4

The responses on the administrative strategies for effective inclusive education of students with physical disabilities in special schools in Edo State are not significantly different

The responses on the administrative strategies for effective inclusive education of students with physical disabilities in special schools in Edo State are presented in table 10

Table 10: One Sample Chi – Square test of the Difference between the Categories of Responses on the Administrative Strategies for Effective Inclusive Education of Persons with Physical Challenges

SN	Items	SUM	Median	Chi-Square Stat	df	Sig(2sided test)	Decision
1	Provision of adequate resources by the government for the physically challenged students ensures effective inclusive education	140	4.00	17.46	4	.002	Significant
2	Provision of clear school–based policies improves effective management of inclusive education	132	4.00	9.75	4	.045	Significant
3	Adequate allocation of resources for the physically challenged by school administrators leads to effective inclusive education	119	3.00	4.24	4	.374	Not Significant
4	School administrators support for the implementation of inclusive policies ensures effective inclusive education	125	3.00	11.56	4	.021	Significant
5	Organisation of awareness campaigns for inclusive education enhances its effectiveness	120	3.00	3.41	4	.492	Not Significant
6	Provision of incentives and motivation for special education teachers enhances inclusive education	122	3.00	2.87	4	.581	Not Significant

Table 10 statistics showed that the chi-square statistic of the difference between the categories of responses on the administrative strategies for effective inclusive education of students with physical disabilities in public schools in Edo State range from 2.87 to 17.46. And the corresponding p –values range from 002 to .581. Thus the null hypothesis is rejected because items 1 and 2 have p – values less than 0.05. Thus the categories of responses were significantly different

in each of the items - the Provision of adequate resources by the government for the physically challenged students ensures effective inclusive education and the Provision of clear school–based policies improves effective management of inclusive education in public schools in Edo State.

Summary of Findings

1. The study showed that physical facilities highly posed challenges to the operation of inclusive education. The categories of responses were significantly different in each of the following items - the lack of adequate classrooms suitable for persons with physical disabilities; insufficiency of learning materials and equipment for the physically challenged; government funding of facilities for the physically challenged is inadequate and the Physical environment of the school discourages the physically challenged.
2. The study showed that the median responses on the challenges of social integration of the physically challenged persons are high for effective inclusive education. The categories of responses on the stigma faced by the physically challenged students from other students were significantly different.
3. The study showed that the respondents strongly agreed in the main that the level of challenge of the lack training of some teachers in handling the physically challenged students is high for inclusive education The negative and the positive categories of responses were significantly different in both items – the challenge of the lack training of some teachers in handling the physically challenged students and the challenge posed by the shortage of special education teachers for effective inclusive education of students with physical disabilities.
4. Finally, the study showed that the respondents agreed in the main that items 1 and 2 are effective for implementing inclusive education. These are - Provision of adequate resources

by the government for the physically challenged students ensures effective inclusive education and the Provision of clear school–based policies improves effective management of inclusive education in public schools in Edo State. The negative and the positive categories of responses in both items were significantly different.

Discussion of Findings

The finding of the study showed that physical facilities such as lack of adequate classrooms suitable for persons with physical disabilities, insufficiency of learning materials and equipment for the physically challenged and government funding of facilities for the physically challenged highly posed challenges to the operation of inclusive education. This finding implies that the provision of inclusive education in the Edo state which may result in students with physical disabilities to encounter difficulties in mobility, classroom participation, and access to learning resources. This could also be traceable to inadequacy of government funding as it limits the ability of school authorities to procure assistive devices, and provide appropriate learning materials for inclusive learning. This finding is in agreement with the findings of Oluremi and Ojo (2023) who conducted a study on the impact of facilities on academic performance of students with special needs in mainstreamed public schools in Southwestern Nigeria. The study examined the availability and convenience of the facilities that were provided to students with special educational needs in mainstreamed schools in southwestern Nigeria. The finding of the study showed that essential physical facilities and materials like hand railings, hearing aids, Braille, instructional materials, and lower toilets were not available, although the few that were available (typewriters, resource rooms, wheel chairs) were in poor condition. The finding is in agreement with the findings of Kiprono, Yagan and Kimeli (2019) who carried out a study on Infrastructural

Access Challenges and Their Effects on Enrolment of Physically Challenged Learners Integrated into Public Primary Schools in Uasin Gishu County, Kenya and found out that (75.8%) of learning institution had inadequate or total lack of infrastructure that directly support learners with physical impairments. Eighty five percent (85.3%) of infrastructure was accessible but with difficulty to learners with physical disabilities whereby (35.4) and (25.2) respectively were reported as being average and poor conditions.

The second finding of the study showed that challenges of effective social integration faced by physically challenged persons in inclusive education was stigma from other students and the categories of responses on the stigma faced by the physically challenged students from other students were significantly different. This finding highlights the influence of social and cultural perceptions on the effectiveness of inclusive education. Social integration is a critical component of inclusion, as it ensures that learners with disabilities are not only physically present in schools but are also actively engaged and accepted within the school community. However, negative attitudes and misconceptions about disability among students may results in discriminatory behaviours such as exclusion, ridicule or bullying toward physically challenged students. These behaviours can adversely affect the self-esteem and participation of students with physical disabilities. This finding is in agreement with the findings of Hanková and Kalenda (2022) who conducted a study on Social inclusion into mainstream classes among high school students with congenital physical disabilities. The finding of the study showed that physically challenged students face high level of isolation emanating from classmates' lack of information regarding special educational needs. The study also revealed that lack of the presence of an assistant in the classroom for physically challenged students results in low levels of social integration among classmates. The finding is however, in contrast with the findings of El-Adham and Osman (2024) who carried out a study on

attitudes of Schools' teachers' towards the integration of students with physical disabilities into regular schools and health services provided to them in schools. The findings of the study showed that most teachers had a positive attitude towards the integration of special needs students. The study also revealed that private schools' teachers had significantly higher level attitudes than the governmental schools' teachers.

The third finding of the study showed that the respondents strongly agreed that the level of challenge of the lack of training of some teachers in handling the physically challenged students is high for inclusive education. The negative and the positive categories of responses were significantly different in both items. This finding points to the shortcoming of some teacher in preparation and professional development with respect to inclusive education. Effective inclusion requires teachers to possess specialized skills and competencies that enable them to address diverse learning needs, adapt instructional strategies, and manage inclusive classrooms effectively. However, it appears that many teachers in Edo state lack adequate exposure to training in special needs education, thereby limiting their capacity to support students with physical disabilities. This inadequacy may lead to ineffective teaching practices, reduced teacher confidence, and, in some cases, negative attitudes towards inclusion. This finding is in line with the findings of Akeem and Usman (2022) who conducted a study on institutional Challenges faced by persons with Disabilities in Nigeria. The study investigated Disabilities as a global issue and how it exposes victims to various challenges. Finding from the study showed that many victims of disabilities face institutional challenges such as unqualified teachers, poor facilities for learning and understaff. The study also revealed social challenges ranging from discrimination, exploitation, violence and stigma. It was also observed that disabilities could develop at any time during one's life, limiting victims' access to many opportunities in society. The finding of the study is also in agreement with the findings of

Lydia and Kabuta (2024) who investigated the problems facing students with physical disabilities in higher learning institutions in tanzania. The findings revealed that, 75 percent of higher education institutions' infrastructures were available but inadequate. Eight five percent (85%) of the infrastructure was accessible with difficult to students with physical disabilities whereby 35 percent and 25 percent of all infrastructure conditions were average and poor respectively. The study also found high inadequacy of teaching and learning materials as well as lack of qualified teachers, trained staff, funds and scholarship for students with physical disabilities.

The fourth finding of the study revealed that for effective implementation of inclusive education there must be provision of adequate resources by the government for the physically challenged students and provision of clear school–based policies that improves effective management of inclusive education in secondary schools in Edo State. The negative and the positive categories of responses in both items were significantly different. This finding shows the importance of institutional and administrative support in achieving inclusive education. Without sufficient funding and resource allocation, schools may be unable to implement necessary modifications or provide essential support services. Similarly, clear school-based policies serve as a guiding framework for the implementation of inclusive practices. Such policies help to define roles, establish standards, and ensure accountability among stakeholders, thereby promoting consistency and sustainability in implementation efforts towards inclusive education. This finding is in line with the findings of Poly, Navya, and Harishma. (2023) who carried out a study titled Inclusive Education; Strategies and Challenges. The study investigated the strategies for exterminating challenge of inclusive education among disabled students in Universities. The finding of the study showed that some of the strategies for ensuring inclusive education were; creation of adequate policy that adopts inclusive education teaching methods in traditional

classroom; employed of well trained and qualified teachers and provision of technological tools that aids seamless teaching and learning process among impaired students. The finding is also corroborates the findings of Osuji and Semenitari (2024) who conducted a study on School administrators' strategies for implementation of the national policy on inclusive education in secondary schools in Port-Harcourt Metropolis. The finding of the study revealed that some of the strategies for effective inclusive education was stakeholder engagement, advocacy, stakeholder training, resource mobilisation, curriculum adaptation, and ensuring accessibility to infrastructural facilities.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

This study examined the perceived challenges and strategies for effective inclusive education of persons with physical disabilities in special school in Edo State. Specifically, the study sought to investigate the challenges of adequate facilities, social integration and qualified teachers for effective inclusive education for persons with physical disabilities in secondary schools in Edo State and to provide administrative strategies for effective inclusive education of persons with physical disabilities in public schools in Edo State. Four research questions were raised to guide the study with their corresponding hypotheses tested at 0.05 alpha level of significance. The research questions raised were:

1. What is the perceived of the level of challenges of facilities for effective inclusive education of persons with physical disabilities in special schools in Edo State?
2. What are the perceived extent of the challenges of effective social integration of persons with physical disabilities in inclusive education in special schools in Edo State?
3. What are the perceived extent of the challenges of qualified teachers for effective inclusive education of persons with physical disabilities in special schools in Edo State?
4. What are the perceived administrative strategies for inclusive education of students with physical disabilities in special schools in Edo State?

The hypotheses were stated as follows:

1. The responses on the level of challenges of facilities for effective inclusive education of students with physical disabilities in special schools in Edo State are not significantly different

2. The responses on the challenges of effective social integration of persons with physical disabilities in inclusive education are not significantly different
3. The responses on the challenges of adequate number of qualified teachers for effective inclusive education of persons with physical disabilities are not significantly different
4. The responses on the administrative strategies for effective inclusive education of students with physical disabilities in special schools in Edo State are not significantly different

The design of the study was descriptive and the population of the study comprised of five hundred and twenty-five (525) respondents from all special schools in Edo State. The sample size of the study was made up of 230 respondents selected using the proportionate random sampling technique. The research instrument used for this study was a questionnaire. The instrument was validated and tested for its reliability and a dependable coefficient value was obtained. The data collected in the study were analysed using median, mode and one sample chi-square test. The results obtained from the study revealed that:

1. The study showed that physical facilities either highly or moderately posed challenges to the operation of inclusive education. The categories of responses were significantly different in each of the following items - the lack of adequate classrooms suitable for persons with physical disabilities; insufficiency of learning materials and equipment for the physically challenged; government funding of facilities for the physically challenged is inadequate and the Physical environment of the school discourages the physically challenged.
2. The study showed that the median responses on the challenges of social integration of the physically challenged persons are moderate or high for effective inclusive education. The

categories of responses on the stigma faced by the physically challenged students from other students were significantly different

3. The study showed that the respondents strongly agreed in the main that the level of challenge of the lack training of some teachers in handling the physically challenged students is high for inclusive education The negative and the positive categories of responses were significantly different in both items – the challenge of the lack training of some teachers in handling the physically challenged students and the challenge posed by the shortage of special education teachers for effective inclusive education of students with physical disabilities.
4. Finally, the study showed that the respondents agreed in the main that items 1 and 2 are effective for implementing inclusive education. These are - Provision of adequate resources by the government for the physically challenged students ensures effective inclusive education and the Provision of clear school–based policies improves effective management of inclusive education in public schools in Edo State. The negative and the positive categories of responses in both items were significantly different.

Educational Implication

The study have important implications for educational policy, planning, and practice as the importance of inclusive education cannot be overemphasized in ensuring that physically challenged students are not segregated but are given fair opportunity to learn. The identification of inadequate physical facilities as a major challenge implies that educational planners and policymakers must reconsider the design and structure of school environments. Inclusive education cannot be effectively achieved in schools that are not physically accessible to all learners. This suggests that future educational planning should incorporate disability-friendly infrastructure as a fundamental requirement rather than an optional addition. It also implies that

existing schools need to be modified to meet accessibility standards, thereby ensuring equal participation of students with physical disabilities in all school activities. The findings on poor social integration show the need for the education system to address not only academic inclusion but also social inclusion. This implies that schools must go beyond providing access to education and actively promote positive interpersonal relationships among students. Furthermore, the study implies that there is utmost necessities for teacher to be well that teachers trained in handling students with physical disabilities. Therefore, teacher preparation programmes must be restructured to include comprehensive training in inclusive education. Without adequately prepared teachers, the goals of inclusive education may not be realized. The issue of inadequate funding implies the need for increased investment in inclusive education. Governments must prioritize funding for infrastructure, teaching materials, and training programmes that support inclusion.

Conclusion

In conclusion, various challenges has been revealed to have hindering the effectiveness of inclusive education in Edo state, ranging from poor funding from government which results in lack of physical facilities for effective learning to the stigma and segregation faced by students who are physically challenged. Therefore, from the outcome of this study, it is evident that the implementation of inclusive education for persons with physical disabilities in public schools in Edo State goes beyond policy declarations and requires deliberate and practical commitment from all education stakeholders. The findings have revealed that although structures for inclusive education may exist in principle, their functionality and effectiveness remain limited in practice. This issue is traceable to inadequate physical facilities, as revealed in the study. This situation do not only restricts participation but also subtly reinforces inequality within the school setting.

Furthermore, the challenges associated with social integration points to societal negative attitudes toward disability. The presence of stigma among students implies that inclusive education is not merely an educational issue but also a social and cultural one and without intentional efforts to reshape these attitudes physical inclusion alone may not translate into genuine participation and acceptance of physically challenged person in educational system. Finally, the lack of adequately trained teachers shows a critical weakness in the human resource aspect of inclusive education. This indicates that inclusive education has not been sufficiently prioritized within teacher development programmes, thereby limiting the capacity of educators to deliver quality instruction in diverse classrooms. However, provision of adequate in-service training to teachers would go a long way in enhancing their knowledge and preparedness to effectively manage physically challenged students and ensure a well-organized academic development.

Contributions to Knowledge

This study has made several significant contributions to existing knowledge in the field of inclusive education, particularly with respect to physically challenged persons in secondary schools within Edo State and Nigeria at large.

1. The study has provided evidence on the challenges affecting the implementation of inclusive education in Edo State.
2. The study also contributes to knowledge by establishing that the presence of inclusive education policies alone does not guarantee effective implementation.
3. The findings showed a clear gap between policy provisions and actual practice, particularly in terms of facility availability, teacher preparedness, and student social integration. This supports the argument that successful inclusion requires not only policy formulation but also adequate resources and consistent monitoring.

4. The study has extended the discourse of inclusive education beyond physical access to include the social and psychological dimensions of inclusion. This contribution shows the importance of addressing attitudinal barriers in order to achieve complete inclusion.
5. Finally, the study has also contributed to existing literature by focusing specifically on persons with physical disabilities, thereby providing a more targeted understanding of their unique educational needs and challenges. This specificity helps to fill gaps in research that often treat persons with challenges as a homogeneous group, without considering the distinct requirements of different disability categories.

Recommendations

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

1. The government should ensure the provision and improvement of adequate and accessible physical facilities in schools.
2. The government should also ensure provision of increased and sustained funding specifically dedicated to inclusive education.
3. Teachers should be provided with regular training and capacity-building programmes on inclusive education and special needs teaching strategies.
4. Schools administrators should implement sensitization programmes aimed at promoting positive attitudes toward students with physical disabilities in order to avoid segregation.
5. School administrators should develop and enforce clear policies that guide the implementation of inclusive education.
6. Relevant authorities should establish effective monitoring and evaluation systems to ensure that inclusive education policies are properly implemented. Regular assessments and feedback mechanisms will help identify gaps and improve practice.

- Government, schools, parents, non-governmental organizations, and community leaders should collaborate to support inclusive education initiatives either financially or materially.

Suggestion for Further Studies

The following studies are suggested for further findings;

1. Accessibility of School Facilities and Its Effect on Learning Among Physically Challenged Public School Students in Edo South Local Government Area of Edo State.
2. Teachers' Attitudes and Preparedness for Inclusive Education of Physically Challenged Students in Public Schools in Edo South Local Government Area of Edo State.
3. Barriers to Effective Inclusive Education for Physically Challenged Students in Public Schools in Oredo Local Government Area of Edo State.
4. Impact of Inclusive Education on Academic Achievement and Self-Esteem of Physically Challenged Public School Students in Edo South Local Government Area of Edo State.

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APPENDIX II

QUESTIONNAIRE
PERCEIVED CHALLENGES AND STRATEGIES FOR EFFECTIVE INCLUSIVE EDUCATION OF PERSONS WITH PHYSICAL DISABILITIES IN SECONDARY SCHOOL IN EDO STATE

INSTRUCTIONS: Please tick (√) in the appropriate box that relates to you. Do not tick more than one for each statement.

SECTION A:

Challenges of Adequate Facilities for Effective Inclusive Education

INSTRUCTION: Please tick (√) to indicate the extent to which you agree or disagree with each statement by selecting one of the following options: Key: Very High Extent (VHE) = 5, High Extent (HE) = 4, Moderate (M) = 3, Low Extent (LE) = 2 and Very Low Extent (VLE) =1

	Challenges of Adequate Facilities	**VHE**	**HE**	**M**	**LE**	**VLE**
1.	lack of adequate classrooms suitable for students with physical disabilities					
2.	Inadequate provision of elevators which makes mobility difficult for students with physical disabilities					
3.	Learning materials and equipment adapted for physically disabled students are insufficient					
4.	Library and laboratory facilities are not disability-friendly in many secondary schools.					
5.	Poor availability of digital learning devices for effective communication with disabled students.					
6.	Government funding allocation for provision of facilities for inclusive education is inadequate					
7.	The physical environment of your schools discourages active participation of students with physical disabilities.					
	Challenges of Effective Social Integration	**VHE**	**HE**	**M**	**LE**	**VLE**
8.	Students with physical disabilities often face stigma from their peers who are not disabled					
9.	Lack of peer support makes social integration difficult for students with disabilities					
10.	Negative attitudes from non-disabled students affect the confidence of physically disabled students					

11.	Bullying and discrimination hinder effective social interaction for physically disabled students.					
12.	Students with disabilities are often excluded from extracurricular and sporting activities.					
13.	Teachers pay more attention to non-disabled students during classroom interactions than disabled once.					

INSTRUCTION: Please tick (√) to indicate the extent to which you agree or disagree with each statement by selecting one of the following options: Key: Strongly Agree (SA) = 5, Agree (A) = 4, Undecided (U)=3, Disagree (D) = 2, and Strongly Disagree (SD) =1

	Challenges of Qualified Teachers	**SA**	**A**	**U**	**D**	**SD**
14.	Some teachers lack training in handling students with physical disabilities.					
15.	Shortage of special education teachers affects the success of inclusive education					
16.	Teachers are not adequately exposed to professional development strategies for inclusive practices.					
17.	Teachers often find it difficult to adapt the curriculum to meet the needs of physically disabled students.					
18.	There is inadequate government support for training teachers in inclusive education					

SECTION B:

Administrative Strategies for Effective Inclusive Education

	Administrative Strategies for Effective Inclusive Education	**SA**	**A**	**U**	**D**	**SD**
19.	Provision of adequate resources by the government for physically disabled students ensures effective inclusive education.					
20.	Provision of clear school-based policies improves effective management of inclusive education.					
21.	ensuring adequate allocation of resources provided for physically disabled students by school administrator leads to effective inclusive education.					
22,	School administrators' provision of support for implementing inclusive education policies ensures effective inclusive education.					
23.	Organisation of awareness campaigns on disability inclusion in school ensures effective inclusive education					
24.	Provision of incentives and motivation for teachers involved in inclusive education aids effectiveness of inclusive education.					

APPENDIX III
QUESTIONNAIRE
PERCEIVED CHALLENGES AND STRATEGIES FOR EFFECTIVE INCLUSIVE EDUCATION OF PERSONS WITH PHYSICAL DISABILITIES IN SECONDARY SCHOOL IN EDO STATE

RELIABILITY TEST

CHALLENGES OF ADEQUATE FACILITIES FOR EFFECTIVE INCLUSIVE EDUCATION

```
RELIABILITY
  /VARIABLES=ITEM1 ITEM 2 ITEM 3 ITEM 4
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE
  /SUMMARY=TOTAL.
```

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.903	7

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
14.0345	21.534	4.64053	7

CHALLENGES OF EFFECTIVE SOCIAL INTEGRATION

```
RELIABILITY
  /VARIABLES= ITEM 8 ITEM 9 ITEM 11
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE
  /SUMMARY=TOTAL.
```

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.784	6

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
13.0690	3.281	1.81129	6

CHALLENGES OF QUALIFIED TEACHERS

```
RELIABILITY
  /VARIABLES= ITEM 14 ITEM 15
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE
  /SUMMARY=TOTAL.
```

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.859	5

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
9.4138	.751	.86674	5

ADMINISTRATIVE STRATEGIES FOR EFFECTIVE INCLUSIVE EDUCATION

```
RELIABILITY
  /VARIABLES= ITEM 19 ITEM 20 ITEM 21
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE
  /SUMMARY=TOTAL.
```

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.751	6

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
14.0690	1.209	1.09971	6