

## Insecurity of the School Environment Detriment to Inclusive Education Physically Impaired Children in Regular Primary School in Potiskum-Yobe State

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### Abstract

This research was set out to investigate the insecurity of the school environment as detriment to inclusive education of physically impaired children in regular primary schools in potiskum town Yobe State. Thus, to what extent does insecurity of the school environment exclude physically impaired children's education in our regular primary schools? However, "is there significant relationship between insecurity of the school environment and inclusive education or physically impaired children in our regular primary schools? Survey design was used, a total of 300 respondents from both private and public primary schools. The major instrument used for data collection was questionnaire, with was proofread and validated by expert collages, simple percentage statistics been used to analyse data. The finding revealed that, majority of regular primary schools are not conducive and insecured for inclusive education. Finally suggestions were made.

### Keywords:

Insecurity,  
School environment,  
Detriment and  
Inclusive education

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## **Background to the Study**

Inclusive education has received very widespread attention today. It is defined as a policy that all children and young people with or without disabilities or difficulties learn together in regular pre-school, primary school, college and university with appropriate network of support. The major thrust of inclusive education is that, no child should be denied inclusion in mainstream education provision and that this provision should offer full range of support or specialist services necessary to give all children their full entitlement to a broad and balanced education. The physically and health impaired include the crippled, amputated (congenital or acquired) children who have physical impaired that restricts movement, education and self-care which necessitate physical structural modification to maximize their movement and education. Some of them require special type of chair, others may need slight modification in the physical structure of the school/classroom buildings, the child on wheel chair may need a ramp into the classes, library laboratory, toilet, assembly hall, etc. In spite of these restrictions, the physically impaired child remains in the classroom use the same text books, the same facilities, the same equipment and share the same educational experiences with his/her peers.

However, the physical insecurity of the primary school environment plays a significant role in excluding education of the physically impaired children. Significantly, this study would cause awareness among teachers, head teachers and non-teaching staff in potiskum, the need to re-structure the school physical environment in a manner that ensure safety or security of physically impaired children. Also provide information for contractors, policy makers, parents and those in support to an end to segregated education on the grounds of physical disability.

## **Research Questions**

This study intends to provide answers to the following questions:-

1. To what extend does insecurity of the school environment in our regular primary exclude education of the physically impaired?
2. To what extend are ramps into classrooms, library, examination hall, toilets etc. at regular primary schools provide physical security to children on wheel chair?

## **Research Hypothesis**

The following hypotheses guided this research:-

- H1.** There is significant relationship between physical security of the school and the implementation of inclusive education of the physically impaired children at regular primary schools in Potiskum.
- H2.** Physically impaired children (children on wheel chair) are not adequately enrolled into regular primary schools in Potiskum because of physical insecurity of school buildings (lake of ramps).

### **Review of Literature**

The leaning needs of all young people and adults (including pupils with disability) are to be met through equitable access to appropriate leaning needs and life style programme. Some of the learners (children on wheel chair) may require slight modification in the physical structure of the school/classroom building, ramp into the classes, library, examination hall, toilets etc.

Inclusive education best practices require not only the child's presence in the regular school/classroom but equally to include removal of architectural barriers that the physically impaired persons face. In Nigeria today, the tendencies are filled with confusion to move children with special needs into regular schools/classrooms without insuring adequate physical security of the physically impaired (T.C.Obani, O.C. Abosi and R.M. Ogbue, 1991). Structuring the physical planning environment in a manner that eliminates the effect of physical impairment. Such modification of the physical planning environment as clearly pointed out in National Policy on Education Section 8 (Nos 80-86, 2004). All necessary facilities that would ensure easy access to education shall be provided. Federal, state and local government shall fund these programmes within their areas of jurisdiction. Architectural design of school building shall take into account the special needs of the handicapped.

### **Result and Discussion**

The result of the analysis shown from the appendix that 35% of the respondents have heard of inclusive education, 25% of the respondent think the physically and health impaired child should be educated in regular school/class, 66.7% of the respondents are not willing to admit physically and health impaired child 70% of the respondents agreed that the physical structure of the school are accessible to a child on a wheel chair because reasonable percentage of the respond indicate that: no special chair for the physically impaired child, no ramp into the classrooms, no ramp into the admin blocks, no ramp into the library, no ramp into the laboratories, no ramp into the examination hall, no ramp into the toilets, no ramp into the assembly hall, no ramp into the staffrooms. However, 88.7% respondents feel that the school/classroom is not physically accessible for physically and health impaired children and 85.3% respondents feel that the school physical learning environment is not secured for inclusion of physically and health impaired children.

### **Conclusion**

While most educators consider inclusive education to be ethically and morally sound, a number of stumbling blocks have interfered with its widespread implementation in this country. For example architectural design of school buildings do not take into account the special needs of the physically and health impaired children. Lack of ramp into the classrooms, library, assembly hall, examination hall, etc. creates difficulty, sadness, fear and insecurity to a child on wheel chair in our regular school settings. Architectural design of the school buildings that would ensure easy access to education of the physically and health impaired child is the big task ahead in the struggle.

### **Recommendations**

This investigation found out that an alarming high proportion of architectural design of school buildings do not take due consideration of the special needs of the physically and health impaired child. There for, to influence successful inclusion of the physically and health

impaired child at primary school, there is an urgent need for federal, state and local government as well as non-governmental organization to actualize the national policy on education (NPE) section 8 (NOS 80-86, 2004) architectural design of school buildings should take in to account the special needs of the handicapped. Also inclusive education of the physically and health impaired child should enjoy full governmental backing for it's to succeed. Government should go beyond policy specification as the case in the national policy on education-by developing effective legislative framework for inclusive.

**Reference**

Federal Republic of Nigeria, (2004). *National Policy on Education (Revised)*. Lagos: Federal Government Press.

Obari , T.C, Abasi,O.C & Ogbue, R.M, (1991). *Special Education a Reading Text*. Ibadan: He, Nemann Education Books Nigeria Plc.

**Appendix**

**Table 1:- Respondent by Gender.**

Sex	Number	%
Male	160	53.3
Female	140	46.7
Total	300	100

**Sources:** Field work 2015

**Table 2:- Respondents by Qualification**

QUALIFICATION	NUMBERS	%
	35	11.7
N.C.E	110	36.7
O.M.D/HND	105	35
GRADUATES	25	8.3
MASTERS	25	8.3
TOTAL	300	100

**Source:** Field work 2015

**Table 3:- Respondents by Public/ Private Schools.**

TYPE OF SCHOOL	NUMBERS	%
Public school	25	29.4
Private school	60	70.6
Total	85	100

### Question

To what extent are ramps into classroom, library, examination hall etc. at primary school in providing physical security to the child on wheel chair?

Table 4:- Respondents insuring physical security to the physically and health impaired children on their inclusion in regular primary schools.

S/n	Item	Yes %	No %	Not total sure %	Total %
1.	Have you had of inclusive education?	105 35%	100 33%	95 31.2%	300 100%
2.	I think the crippled/amputated child should be educated in the regular school/class	75 25%	200 66.7%	25 8.3%	300 100%
3.	I will be willing to admit physically and health impaired child in my school/class	25 8.5%	210 70%	65 21.6%	300 100%
4.	Beside the steps, there is ramp into the toilets.	00 00%	295 98.3%	05 1.7%	300 100%
5.	Beside the steps, there is ramp into the assembly hall.	09 3%	275 91.7%	16 5.3%	300 100%
6.	Beside the steps, there is ramp into the staffroom.	11 3.7%	266 88.7%	23 7.7%	300 100%
7.	I believe the physically and health impaired children should best be educated in regular schools.	04 1.3%	285 95%	11 3.7%	300 100%
8.	I believe the physical and health impaired children should best be educated in special school.	267 89%	14 4.7%	19 6.3%	300 100%
9.	Do you have physically and health impaired child in your school?	65 21.7%	210 70%	25 8.3%	300 100%
10.	I feel my school is not physically.	266 88.7%	10 3.3%	24 8%	300 100%