

Parental Attitude Towards Children with Disabilities - The Biggest Handicap to Inclusive Education as Sustainable Development Goals 2030, Potiskum Town, Yobe State, Nigeria

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Abstract

The parental traditional, cultural, and religious activities often influence attitudes towards others. The sustainable Development Goals 4 ensure inclusive and quality education for all and promote lifelong learning gives specific attention to inclusive education thereby recognizing the need for all category of learners to access quality education. This research was set out to investigate the Parental attitude Towards Children with Disabilities. The biggest handicap to inclusive Education as sustainable development goals 2030 in Potiskum Town Yobe State Nigeria. A sample of 500 (five hundred) parents from different wards, Bolewa "A", Bolewa "B", Dogo Nini, Yarimaram and Hausawa asibiti wards. The major instruments used for the collection of data was checklist type of questionnaire/structured interview, simple percentage statistics used to analyze data. The findings of this work revealed that most parents hold negative attitude towards inclusive education of children with disabilities, the biggest handicap to sustainable Development goals 2023-4 in Potiskum, Yobe State, Nigeria. Also, suggestions were made.

Keywords: *Parental attitude towards children with disabilities, The biggest Handicap to inclusive Education, Sustainable Development Goals.*

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Background to the Study

It is universally recognized that education is a prerequisite to effective nation building. According to Nigerians national policy on education (NPE, 2013) Education is an instrument of national development and social change, the Nigerian education hinges on the development of the individual in to a sound and effective citizen and the provision of the equal opportunities for all citizen of the nation at the basic secondary and tertiary levels both within and outside the formal school system (P1). In a sense, education should be seen as the most viable strategy to combat poverty and bring about desirable change in society. To this end the federal government has made significant commitment to the education of children with special needs (children with disabilities) some of the aims and objectives of special education (i.e inclusive education) as enumerated in section 7 of the National Policy on Education 6th edition, are:-

- i. Provide access to education for all persons, in an inclusive setting.
- ii. Equalize educational opportunities for all persons, irrespective of their genetic composition, social, physical, sensory, mental, psychological or emotional disabilities.
- iii. Provide adequate education for all persons with special needs in order that they may fully contribute their own quota to the development of the nation.
- iv. Provide opportunities for exceptionally gifted and talented persons to develop their talents, natural endowment/traits at their own pace in the interest of national development and design a diversified and appropriate curriculum for the different target groups.

To achieve the foregoing aims and objectives, the federal Ministry of Education, would contribute to funding and provide matching grants for special education programmes, modify policies, as well as work closely with all the stakeholders, including state ministries of education, local and national non-governmental organization (NGOs), and international agencies like UNICEF, UNESCO, UNDP and WHO.

More fundamentally, the sustainable Development Goals- Goal 4 2030 ensure inclusive and quality education for all and promote lifelong learning gives specific attention to inclusive education, thereby recognizes the need for all categories of learners to access quality education. Apart from physical (Architural Barriers) hindering smooth inclusive education, there are also psychological, parental attitudinal barriers. There are barriers which are not artificial but brought about by the way parents think and act towards the handicapped child unless parental negative attitude towards inclusive education of the persons with disabilities (as barriers) are removed, the success of inclusive education of children with disability as Sustainable Development Goals 2030 will merely be a mirage/ nigh-mare in our schools. Really, parental beliefs, values, and behaviours can affect their interaction with children who have disabilities. Therefore, parental socio-cultural factors, ethnic and religious come into play as they influence values, thoughts, behaviours and beliefs.

The child with disability according to Ozoji (1993), is the member of the family/society that is different from the norms, a condition that makes a person to deviate markedly from the

normal social order, In short she/he is a person who requires special educational needs. The child in most cases has a feeling of inadequacy self-devaluation and emotional set back. He/she therefore, needs some parental positive support for him/her to lead self –reliance, self-respect and acceptable contributive member of the society. This off course proves a challenge to many concerned/helping professions. There is the need to assist/guide or enlighten parents against holding negative attitude towards children with disabilities thus the biggest handicapped to inclusive education.

Research Question

This study seeks to provide answers to the following questions:

1. What perception do parents hold of inclusive education of children with disabilities in Potiskum Yobe State?
2. What extent does parental negative attitudes towards inclusive education of children with disabilities affect Sustainable Development Goals-2030?

Research Hypotheses

The following hypotheses guide this research:-

H₁ There is a significant relationship between parental attitude and inclusive education of children with disabilities in Potiskum Town.

H₂ Parental negative attitude towards inclusive education of children's with Disabilities is the biggest handicap to sustainable Development Goals – 2030.

Review of literature

Globally there are about (1) one billion people living with disability. Per the world Disability report it is estimated that about (100) one hundred million children are living with disability (1 in every 10 people) about 80% of these children live in developing countries such as Nigeria (NPE, 2017). Inclusive education being the current trends in the field of special education be made to operate in Nigeria if the implementation of the UBE (universal Basic Education) Program is to be realized. In doing so, special education personnel, resource room, physical structural reform special instructional equipment/instrument should be provided for efficiency. More fundamentally, the policy would ensure the children with special needs shall have easy access to quality education and necessary facilities that would enhance this process. Nigeria has been signatory to a few international protocols that seek to uphold the right of every child to an education and a good quality of life. Accordingly, the federal Government acknowledge that the right to education is universal and must extent to all children, youths, and adults with disabilities. This philosophy is enshrined in the convention on the rights of the child (1989) and addressed in several significant and internationally approved declarations, including the world Declaration for Education for All (1990). The standard rules on equalization of opportunities for person with Disabilities (1993), the UNESCO Salamanca statement and framework for action (1994), the Dakar Framework for action (2000), and the sustainable Development Goals. The world Health Organization (WHO) global disability action plan 2014-2021 is also a significant step towards achieving health and wellbeing ns human rights for people with disabilities.

The sustainable Development Goals- 4 ensure inclusive and quality education for all and promote lifelong learning give specific attention to inclusive education thereby recognizes the need for all categories of learners to access quality education. Implementation of SDGs builds on the success during the implementation of MDGs in Nigeria. SDGs offices are present in all states of the nation and the provision of special education has been accorded prominence. An array of programmed is being made available for person with special needs as well as capacity building programme for special education teachers/ officers who are primarily responsible for implementing special education projects in their jurisdictions.

Despite the above-mentioned legislation, conventions and declarations clearly highlight the need for children with special needs to be treated as human beings and not be discriminated against. It also highlights the need to include them in the mainstream of society and recognize the right of people living with disabilities to have access to education. Parents still could not realize that disable can be educated/trained to be an independent individual therefore he/she is excluded from school altogether.

Methodology

This research is a survey in nature whereby seeks to find out parental attitude towards children with disabilities, the biggest handicap in inclusive education as sustainable development goals 2030, Potiskum Town Yobe State, Nigeria. As survey design, respondents respond to the questionnaire/ interview in their natural settings, variables involved in this problem have been taken into consideration. A sample of 500 drawn from 5 wards in Potiskum Town (male and female) in random form. As detail of respondents by ward, sex and age are presented in appendix in tables 1-3. Questionnaire (check list)/ structured interview were used for data collection, items on the questionnaire/interview were gotten based on content validity/ relevance, which were critiqued by experts and colleagues to ascertain its validity. Some items were objectively improved. The questionnaires /interviews were administered by the researcher directly. Respondents responded promptly, so therefore, there was hundred percent (100%) return. Simple percentage statistics procedure been used in the analysis of data in which respondents' expression per attitude/perception to a given question.

Result and Discussion

The key to better inclusion of child with dis ability in regular schools, undoubtedly lies in parental attitude towards the program. Attitude represents on orientation towards or away from some object, concepts or situations and a readiness to respond in a predetermined manner to these or related objects, concepts or situations. The analysis of the result shown on the appendix 4 that, only 10% of the respondents (Parents) think of education for the disabled child, 88% of the responds do not even think of educating the disabled is a waste of resources, for this reason, 97% of the respondent's belief that it is not obligatory to educate the child. 95% of the respondents hold strong belief that all is lost with the disable child, no hope. Respondents tend misperceive disability as the same as inability, trying to generalize the specific limited disability of the child whereby result into the feelings of hopeless, and apathy for the child. However, inclusive education as sustainable Development Goals – 2030 with plans, policies and programmes as well goals to be achieved, parental negative attitudes prove the biggest handicap.

Table 1: Respondents by ward

WARD	NUMBER	%
Bolewa A	100	20
Bolewa B	100	20
Dogo Nini	100	20
Yarimaram	100	20
Hausawa Asibiti	100	20
Total	500	100%

Source: Survey 2022

Table 2: Respondents by sex

SEX	Number	%
Female	200	40
Male	300	60
Total	500	100%

Source: Survey 2022

Table 3: Respondents by age

AGE	NUMBER	%
30-50	310	62
51-60	130	26
61-70	35	7
71 above	25	5
Total	500	100%

Source: Field work 2022

Table 4: What perception/attitude do parents held of inclusive education of children with disabilities in Potiskum?

SN	Items	Yes%	No%	Not sure%	Total%
1	Imagine you have a disabled child, do you think on the education of the child?	50 10%	442 88%	8 02%	500
2	Do you feel a disabled child has an equal right to membership of group as everybody else?	82 16.2%	416 83%	2 1%	500
3	Have you heard of inclusive education program?	80 16%	410 82%	10 2%	500
4	Do you feel educating the disabled child is a waste of resources?	415 83%	70 14%	15 3%	500
5	We could not finished educating the normal children, so talk less the disabled child.	404 81%	90 18%	6 15	500
6	Do you think it is obligatory to send disabled handicapped child to school?	5 1%	486 97%	2 1%	500
7	Do you feel reluctant to send the disabled child to school?	7 1%	491 98%	2 1%	500
8	Do you think the disabled child is incapable of learning and that has to be fed by the society?	64 12%	415 83%	21 6%	500
9	Do you feel ashamed as your disabled child is publically seen?	473 95%	20 4%	7 1%	500
10	Do you think a disabled child is like other normal children likes to play and learn with other children?	25 5%	470 94%	5 1%	500
11	Do you belief that the disable child can be educated, to be an independent individual	37 7%	415 83%	48 10%	500
12	Do you belief all is lost with your disabled child or there is still something to hope for?	480 96%	17 3%	3 1%	500
13	Do you fear of your disabled child being knocked down by a car while going to school?	483 97%	10 2%	7 1%	500

Source: Field work 2022

Conclusion

As the era of integration/inclusion emerges, the outcry for inclusion of handicapped children is resounding from various camps and parts of the globe. There is the outcry from militant parent groups, who feel that their children are being unjustly treated by excluding them from public education. There are governments, educators and other professionals who are in support of inclusive at different parts of the world. In this context, mention can be made of inclusive education as Sustainable Development Goals-2030.

Words are a mirrow of society's/parent's attitudes and perceptions. Attitudes can be the most difficult barrier parents/people/ children with disabilities might face in gaining full integration, acceptance and participation in society. About five decades ago, in Nigeria, handicapped children were excluded from school altogether. This practice was not peculiar to Nigerian parents alone. It was also practiced in the entire African continents until compulsory attendance laws were introduced in these countries. With the advent of the compulsory

attendance laws, the schools and the handicapped children have been forced into a reluctant mutual recognition of each other. Most parents do not feel obligated to send their handicapped children to school. It is believed that if parents/family members are unable to realize that their disabled child can be educated/trained to be an independent individual, it would enable them to perceive that child/member of the family negatively rather than establishing and maintaining positive feeling/believe towards him/her. Parent attitude change is an important as any requirements/prerequisites for inclusive education of children with disabilities Sustainable Development Goals 2030, this study presents that parents attitude towards the handicap to be included into regular primary, secondary and tertiary institutions are negative, the biggest handicap.

Recommendations

The key to better inclusive of children with disabilities in regular schools, undoubtedly depends on positive parental attitudes towards these plans, philosophies, policies, programmes and implementations. These are some few suggestions as to way out: Careful presentation of information about children with disabilities can help overcome negative attitudes and shape positive ones. The situation of parental negative attitudes towards inclusive education of their children with disabilities necessarily begs for professional intervention strategies- thus involves parents' education as programme designed to improve knowledge about scientific causes of disabilities, various task in bringing up a handicapped child, the idea of disability as different from inability and as well disability as specific not general. For this purpose, the goals of parent education should cover: -

1. To enable parents, understand, accept and provide specialized knowledge necessary for the child's acceptance, love, training and education.
2. To inject optimism, dynamism, carefulness and naturalness into parents.
3. To help parents out in the difficult task of making the child fee wanted, acceptable and loveable.
4. To help parents to go off unscientific/superstitious beliefs, thinking and actions – of the outside world.

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