EFFECTIVENESS OF SEGREGATION AND INCLUSION MODELS AS STRATEGIES FOR EDUCATING PUPILS WITH SPECIAL NEEDS IN IBADAN METROPOLIS, OYO STATE, NIGERIA.

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Abstract
The study probed relative effectiveness of segregation and inclusion models as strategies for educating primary school pupils with special needs in Ibadan Metropolis with the aim of evolving appropriate educational policy regarding operation of special schools. The research is a descriptive survey research of the ex-post-facto type. The population of the study consisted of pupils of special schools whether public or private. The selected subjects were drawn through purposive sampling technique. Teacher-Made-Test and Social Skill Questionnaire were the two instruments used in the study. The t-test statistic was employed to test the two hypotheses at 0.05 alpha levels. The finding revealed that pupils with special needs perform better in both academic achievement and Social Skills in inclusive schools than their counterpart in the segregated schools. (t cal. = 4.9, t-tab = 2.76 df = 78, P < .05). The study therefore recommends that inclusive schools should be encouraged with adequate staff and facilities.

Keywords: Segregation, Inclusion, Primary schools, Pupils, Policy implication

Background to the Study
Access to quality education is a “sine qua non” to socio-economic development of every nation. The Federal Government of Nigeria (2004) recognized education as “an instrument par excellence” for effecting national development. The World Conference on Education for All (1990) held in Jomtien, Thailand affirmed that every nation of the world should provide education for all her citizens irrespective of social, economic, political or religious status. It is recognition of this that prompted the Federal Government of Nigeria to make education available to every child including children with special needs. Special need persons are adults and children who as a result of one disability or the other cannot benefit from ordinary schools without a specialized service. In a similar vein Gbegbin (2007) describes special needs students as children or adults who have different sorts of handicaps ranging from blindness, partial sightedness, deafness and hard of hearing to mental retardation, social maladjustment and physical handicap. According to Gearheart in Okeke (2001) these group of children were often labelled as exceptional children. Exceptional children are those whose educational requirements are so different from the average or normal children that they cannot be effectively educated without the provision of special education programmes, services and facilities. Differing disabilities among these group of students presupposes use of special strategies or programmes for educating the so called disabled.
One of the earliest strategies of educating the special needs students is to have a separate school for them. This approach of educating the special need students including the hearing impaired students is called segregation model. Gbegbin (2007) describes the approach as the opposite of inclusion and it is based on differences of children with disabilities from ordinary children. This mode of educating the special needs students has been in existence since the introduction of special education in Nigeria. It is not uncommon therefore to see several schools labeled according to the type of disabilities of the students. For instance, School for the Deaf, Ijokodo, Ibadan, School for the Blind, Gindiri, Jos.

However, the adoption of the resolution of the 1994 World congress on Education of Special Needs Persons in Salamanca represented a paradigm shift in the approaches of educating students with special needs. Adediran (2008) reported that the congress proposed that regular schools should accommodate all children regardless of whether “abled” or disabled. In a similar vein, Mittcer, (2000) describes inclusion as a process of reform and restricting of the school as a whole with the aim of ensuring that all pupils/students can have access to the whole range of educational and social opportunities.

This approach is based on the philosophy that since disabled children would eventually live in the society with their normal abled counterparts, it would be better if they are not segregated from other children from childhood. However, there are differing opinions and perspectives as to the effectiveness of the approach. Menzies and Falvey (2008) using medical model believe that disability is something to be treated with special procedure and special needs students are better catered for in separate placements. The Salamanca Declaration (1994) opined that it is morally wrong to deprive the disabled ones the opportunity to be educated alongside the normal children. In the recent time inclusion as a model of educating special needs students has gained widespread acceptance and currency in educational literature. In spite of this, there has not been rigorous attempt to assess the efficacy of this approach vis-à-vis segregated placement. This study is therefore riveted to assess the comparative efficacy/effectiveness of segregation and inclusion as approaches to educating special needs students in general with a view to making appropriate educational policy decisions on the subject matter.

Since the adoption of inclusion as a preferred strategy for educating pupils with special needs, a number of researchs on the relative effectiveness of segregation and inclusion had been carried out. Freeman and Alkin (2000) concluded from a review of over one hundred studies that integrated student performed better on the measures of academic achievement and social competence than their segregated counterparts. However, the author noted with dismay that students with disabilities did not receive as high a social acceptance ratings from their non-disabled ones. The implication of this revelation is need to pay attention to building social skill and relationship among the pupils whether or not disabled.

Hunt and Goetz (1997) observed that parental involvement is very essential. The readiness of parents to place and support their children in inclusive schools would go a long way in achieving the laudable objectives of inclusion. Waldon and Mcleskey cited in Jackson (2008) reported that students with mild disabilities who were fully included performed better in learning outcome when compared with those in resource rooms. Heiman (2000) similarly reported that students in segregated setting reported feelings of loneliness than students in the inclusive model.
In spite of the above opinions and research findings on the benefit of inclusion, there are some scholars who hold contrary opinion about the usefulness of inclusion vis-à-vis segregation.

Criticism of the Inclusion Model
Critics of partial or full inclusion, include all the stakeholders in the education sector. Teachers, school administrators and parents have expressed certain misgivings about the usefulness of inclusive placement. Barkley (1998) observed that one of the flaws of inclusive approach is the neglect to acknowledge the fact that most students with significant special needs require individualized instruction or a highly controlled environment. Similarly, a child with serious inattention challenge may not be able to be focused in a class that contain several students. Thomas and Loxley (2007) were of the opinion that teachers general education curriculum did not prepare teachers for dealing with special need students. Patton (2011) also expressed the view that parents are often wary of placing their children in inclusive schools for the fear that the special needs children may be bullied and or ridiculed. It is also the general opinion of critics of inclusion that general education class does not solve most of the problems of children with disabilities as general education teacher lacks specialized expertise which the special needs children require.

The study therefore intends to investigate the relative effectiveness of the approaches in terms of academic achievement and social adjustment. There have been raging arguments as to the relative efficacy of segregation and inclusion as approaches to educating hearing impaired students in particular and special needs students in general. Hence there is a dire need to undertake an empirical study to ascertain the relative efficacy of the two approaches. Findings from such a seminal study would provide a pathway to making sound decisions by educational administrators.

Objective of the study
Among other things this study intends to accomplish the following objectives.

i. To examine strategies/approaches used in educating special need students in Nigeria
ii. To assess the relative effectiveness of segregation and inclusion as approaches to educating hearing impaired students.
iii. To assist educational administrators in making decisions based on objective facts.

Significance of the study
1. The study showed the relative effectiveness of segregation and inclusion as approaches to educating pupils with special needs. The findings would be immense value to educational policy makers.
2. In addition, the result of the study would afford judicious use of fund in running of educational institutions.

Statement of the Problem
Two approaches or strategies for educating children with special needs had been existence. The earliest of these approaches is segregation. The relatively new strategy or approach is inclusion. There has been raging argument as to the relative efficacy of segregation and inclusion as approaches to educating special needs
students. The problem of the study is therefore the investigation of the relative effectiveness of the approaches in terms of students’ academic achievement and social skill.

**Research Hypotheses**

H₀₁: There is no significant difference in the academic achievement between pupils in segregated and inclusive schools.

H₀₂: There is no significant difference in the social skills of pupils between segregated and inclusive schools.

**Scope of the study**

The study compares relative effectiveness of segregation and inclusion as models of educating students with special needs in the areas of academic achievement and social skills.

**Methodology**

The study adopted survey research design which was carried out ex-post-facto since the researcher has no opportunity to manipulate variables of interest in the study. Eighty pupils from five special schools in the Ibadan Metropolis participated in the study. Out of the five schools three schools practiced inclusion while two of the schools were segregated institutions. On the pupils who participated in the study, thirty five were from inclusive schools were forty five were from segregated schools in the Ibadan Metropolis.

The research subjects were selected through purposive sampling technique as there were few special schools that practiced special education. Teacher-Made-Test was constructed by the researcher to collect relevant information in students learning outcomes in the selected schools. The second instrument employed in the study is a questionnaire tagged “Pupil Social Skill Questionnaire (SSQ) which probed the ability of the special need students to associate and relate cordially with peers in the school.

The test items were scrutinized by experts on test construction from the Department of Curriculum and Instruction, Federal College of Education, (Special) Oyo. Split half method of reliability test was used to ascertain the consistency of the measuring instruments especially the questionnaire that measured the social skill of the pupils. The data obtained was further treated with Pearson Product Moment correlation analysis which yields 0.78. The t-test statistic was used to test the hypotheses provided for the study. The researcher in conjunction with the teachers of the sampled schools administered the questionnaire and the test.

**Results**

H₀₁: There is no significant difference in the learning outcomes between the segregated and inclusive schools.

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>X</th>
<th>S.D</th>
<th>Df</th>
<th>t.cal</th>
<th>t.tab</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Segregated Schools</td>
<td>45</td>
<td>27.33</td>
<td>5.76</td>
<td>678</td>
<td>4.91</td>
<td>2.76</td>
<td>Significant</td>
</tr>
<tr>
<td>Inclusive Schools</td>
<td>35</td>
<td>30.53</td>
<td>6.077</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Level of significance 0.05**
The table as shown above revealed that there is a significant difference in the academic achievement of segregated and inclusive schools (t.cal = 4.9, t.tab = 2.76, df = 78, p < .05). The hypothesis is therefore rejected.

Hₐ: There is no significant difference in the social skill between the pupils of segregated and inclusive schools.

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>X</th>
<th>S.D</th>
<th>Df</th>
<th>t.cal</th>
<th>t.tab</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Segregated Schools</td>
<td>45</td>
<td>4.15</td>
<td>1.18</td>
<td>78</td>
<td>3.16</td>
<td>2.00</td>
<td>Significant</td>
</tr>
<tr>
<td>Inclusive Schools</td>
<td>35</td>
<td>8.14</td>
<td>6.34</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above table shows that there is a significant difference in the social skills of pupils between segregated and inclusive schools. (t.cal = 3.16, t.tab = 2.00, df = 78 P<05). The hypothesis is therefore rejected.

Discussion

The findings of the study are discussed as follows. The first hypothesis which stated that there is no significant difference in the learning outcomes of pupils between segregated and inclusive schools was rejected as the study revealed that there is a significant difference. The mean value of the academic achievement of the pupils in the inclusive schools was substantially higher than the mean performance of the pupils in the segregated schools. This finding is in line with the opinion of Jackson (2008), who expressed the view that for over forty years, no review could be found comparing segregation and inclusion that come out in favour of segregation. Similarly, Lindsay (2007) provided a report which shows that those children included increased their rate of learning at a high rate than those in segregated schools. However, Kluth, Villa and Thousand (2001) expressed the view that segregated schools provide better useful educational services than inclusive schools. The finding of these authors would appear as an isolated case. The authors remarked that where a pupil has a severe case of disability, segregation appears to be a better placement. Baker, Warg and Wilberg cited in Jackson (2008) concluded that inclusive education demonstrates a small to moderate benefit on academic and social outcomes of special need children. It was their conclusion that special need children perform better in regular classes than if separated into special classes. In the same vein, Brinker and Thorpe (2007) found that the degree of inclusion was a major determinant of educational progress regardless of the functional level of the student. This means that students who were included fulltime did better than those who were included 50% of the time.

Markussen (2004) who carried out an extensive study in the whole of Dutch Educational System came to the conclusion that students in the segregated education do less well than those who were included, and the longer they were segregated the larger the gap with their included peers. The second hypothesis relates to the social skills of students with special needs. The study revealed that the social skills of included students were better than the segregated ones. Apart from the other similar research findings, it would appear
plausible that students/pupils who interact with both the disabled and the abled will naturally acquire social skills than pupils who were segregated. On the issue of social impact, Heiman and Margalit (1998) found that after the adolescent stage pupils in inclusive schools showed better social skills. In addition, the authors revealed that children in segregated schools tended to have fewer friends and met these friends during school time only. In another study, Kennedy, Shukla and Fryxell (1997) showed significant social benefits from inclusion with enduring relationship development among the children irrespective of disability status. On the impact of inclusion on the social skill one must not forget that students with special needs will naturally prefer segregated placement to inclusion because of the possibility of being bullied by their abled counterpart. This is an area that teachers and other stakeholders in the educational system have to look into to make inclusion acceptable and rewarding to special needs students.

Conclusion

Special education provides a unique opportunity for students or pupils with special needs to be educated. One of the early means of educating such children was through segregated schools which were meant for a particular group of students with the same disabilities. However, in the recent time inclusion has become a better alternative to other forms or strategies of special education.

The study in line with similar researches revealed that inclusion model has a lot of advantages over segregated schools. However, care must be taken to ensure that certain measures are put in place to accommodate pupils with severe cases of disability in the inclusive schools.

Recommendations for Educational Policy Makers

(1) Parents, guardians and other stakeholders should be sensitized to the benefits of inclusive educational model.

(2) Necessary resources in terms of teaching materials and manpower should be provided to realize the objectives of inclusive education.

(3) Both the Federal and State Governments should embrace inclusion in the establishment and running of special schools in Nigeria.

References


