

**TITLE PAGE**

**EXAMINATION OF PARENTAL ATTITUDES TOWARDS THE EDUCATION OF THE  
PHYSICALLY CHALLENGE CHILDREN IN ARGUNGU LOCAL GOVERNMENT OF  
KEBBI STATE.**

**BY**

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**BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF  
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## APPROVAL PAGE

This research has been read carefully and approved as having satisfied part of the requirements for the award of Bachelor's Degree in Arts Education B.A.Ed at Usmanu Danfodiyo University, Sokoto.

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## **DEDICATION**

This work is dedicated to my parents, teachers, brothers, sisters, friends and well-wishers under whose financial and moral support we are able to complete our studies.

## **ACKNOWLEDGEMENT**

Our first port of call in this exercise of acknowledgement is Almighty God, who created man, heavens and earth. It is He who thought man what he knew not. We therefore, give our countless thanks and praise to Allah (S.W.T) for creating us and making us what we are. May His blessings and peace be upon to the last Messenger, Prophet Muhammad (S.A.W), His household, his companions and all those who followed the correct guidance forever.

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## **ABSTRACT**

This research, is concern with the examination of parental attitudes towards the education of the physically challenged children in Argungu local government of Kebbi state.

A physically challenged child may be defined as a child who has disability of locomotors or neurological origin which constitutes disadvantages or restrictions in one or more aspect of daily living activities. It may be physical, cognitive, mental, sensory and emotional type. The disability may be congenital or acquired. Oxford dictionary defined disabled as people with permanent illness or injury that makes it difficult for them to use part of their body completely or easily. Also, Child Right Act Law (2006) defines a child as person who has not attained the aged of eighteen (18) years. Therefore, the physically challenged children are under age that need to be nurtured and assisted to overcome physically, emotional and mental challenges to developed into responsible adults. The researchers decided to use descriptive research design to asses the parental attitudes towards the education of the physically challenged children in Argungu.

The researchers found out that, the physically challenged children are being marginalized and discriminated in the society, denying their right to education. Majority of the parents developed negative attitudes towards the education of the physically challenged children and most of the physically challenged children do not received education. Consequently, majority of them end up in begging or stay in their homes useless. As a result the concerned children suffer lack of acceptance, discrimination, social marginalization etc. which highly affect their future lives.

Based on this, as a students of education we realized that it is necessary to make a research on this issue particularly in Argungu, for the purposed of given concrete information that will lead to developing positive attitudes of parents towards the education of the physically challenged children in Argungu local government and society at large.



## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

It is an established fact that the importance of education to the development of any society cannot be over emphasized. The development of any society depends heavily on its level of education. According to Adelowo (2006) Education is the aggregate of all the processes by which a child or a young adult develops the abilities, attitudes and other forms of behavior which are of positive value to the society in which he lives. Dewey (2006) maintains that, education is wise, hopeful and respectful cultivation of learning undertaken in the belief that all should have the chance to share in life.

Similarly, Adedaja (2005) maintains that, education is the training of the entire person to enable him not only to be able to read and write or proficient in a given job, but also to enable him to fit himself for living in a society. Ahmad (2008) education is the process by which an individual born into a human society, learn the ways of life, which include knowledge, skills and values of the society, at home community and schools, so that he can function effectively as a member of the given society (Abosi, 2007).

In view of the above, it is therefore necessary to provide education for every member of the society regardless of any difference in order to achieve maximum development. In an attempt to provide education for all, the United Nations through the United National Educational Scientific and Cultural Organization (UNICEF), United Nations International Children's Emergency Fund (UNESCO) and other agencies are making efforts to make sure that all children received necessary education that will make them responsible members of the society. Government of different countries, non-governmental organizations are also making effort in this regard. Each country has

its own policies and programmes that are concerned with the provision of sound education for all the citizens.

In Nigeria, the past and present government made programme with the aim of making sure that all Nigerians receive education. For example, the government introduced Universal Primary Education (UPE) programme in 1970s which aimed at providing free education for every Nigerian child. The programme helps a lot in this regard. Presently, we have Universal Basic Education (UBE) which replaced the UPE. The programme is an educational programme of the federal republic of Nigeria which aimed at providing free, universal and compulsory basic education for all child aged 6-15 years. The programme was conceived during the administration of President Olusegun Obasanjo and launched on 30<sup>th</sup> September, 1999. It is meant for all Nigerians including the rich, poor, physically fit and challenged, brilliant, the dull etc. Through this programme, different schools were established to cater for the physically challenged children and sometimes they are integrated with normal children in the same school set up to receive education.

Despite the efforts to provide education of the physically challenged children like other normal children, they are still facing a lot of challenges due to parental attitudes towards them. These negative attitudes to the physically challenged children begin from the homes where their parents see them as a shame and thus, there is no need for them to acquire education consequently, majority of them end up in begging or stay in their homes useless. Most of the physically challenged children do not receive education. International statistics of the Convention of the Right of the Child (CRC) (2006) point that only 2% of the disabled children enjoy the privilege of going to school. This is a serious violation of Convention of the Right of the Child (CRC) which guarantees the right of every child's going to school. Based on this, as students of education, we realized that it is necessary to make a research on this aspect in Argungu Local Government of

Kebbi state in order to make parent change their attitudes to good towards the education of the physically challenged children in the society for better development.

### **1.3 Statement of the Problem**

Despite the efforts made by government and other agencies in order to make sure that all children receive qualitative education that will make them responsible members of the society, it has been realized that the majority of the parents developed negative attitudes of discrimination and marginalization towards the education of their physically challenged children in Nigeria including Argungu Local Government of Kebbi state. Most of the parents see disabled children as shameful creatures that are destined for doom. As a result, the concerned children suffer lack of acceptance, lack of recognition, social marginalization etc. which highly affect their future lives. Consequently, most of them roam the streets for alms or used to beg for alms instead of going to school to received education. As contrast to the provision of the National Policy on Education NPE (2012) which provided that every child have the right to education regardless of any difference. It is therefore necessary to make a research on this issue for the purpose of given concrete information that will lead to developing positive attitudes of parents towards education of the physically challenged children of Argungu Local Government of Kebbi state.

### **1.4 Objective of the study**

This research project is designed to achieved the following objectives:

1. To examine the role of parents in providing education for the physically challenged children in Argungu Local Government of Kebbi state.
2. To identify the types of physical challenges children are having in Argungu local government of keebi state.

3. To find out the types of negative attitudes developed by parents and community members on physically challenged children towards their education.
4. To find out the social problems/challenged of education of the physically challenged children in Argungu Local Government of Kebbi state.

### **1.5 Research Question**

This research project is designed to answer the following research question:

1. What are the role of parents in providing education for the physically challenged children in Argungu Local Government of Kebbi state?
2. What types of physical challenges children are having in Argungu Local Government of Kebbi state?
3. What types of negative attitudes are developed by parents and community members on physically challenge children towards their education?
4. What are the social problem/challenged of the physically challenged children in Argungu Local Government of Kebbi state?

### **1.6 Significance of the Study**

This research is concern with the investigation of parents' attitudes towards the education of the physically challenged children in Argungu local government of Kebbi state.

The findings would make the parents of the physically challenge children to be aware of the importance of education and give their children necessary assistance towards being educated.

This would provide information to the teachers about the nature of the physically challenged children and how to educate them effectively by applying various method of instruction.

It would also benefit the students and other researchers in the course of further researches as a reference material, by providing information concerning attitudes of parents towards the education of their physically challenged children

Other stakeholders are also not left behind on this research as it help them in necessary decision making that will improved the education of physically challenged children in Argungu local government of Kebbi state and the society at large.

It would also help the government to increase appropriate provision for the education of the physically challenge children in Nigeria including Argungu local government of Kebbi state. For example, more special schools need to be establish as well as trained and special teachers need to be employed.

By and large, the finding would provide information to the community that would expand the body of knowledge. And help with creative information on how to tackle the problems being face by the physically challenged children in terms of education.

### **1.7 Scope and Delimitation of the Study**

This research is concern with the examination of the attitudes of parents towards the education of the physically challenged children in Argungu Local Government of Kebbi state.

Argungu local government consists ten areas/wards, but due to the financial and time constraints, the researchers would not be able to cover all the areas of the Argungu Local Government. Therefore, they decided to limit themselves to some selected areas to represent the entire population. These areas include: Kokani South Ward, Kokani North Ward, Galadima Ward, Gulma and Alwasa areas of the local government.

The selection was justifiable in the sense that, the areas are politically distributed, because kokani north is representing northern part of Argungu, kokani south is representing southern part of Argungu, while Gulma and Alwasa wards are outside the Argungu metropolis.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter reviews related literature on the examination of parental attitudes towards the education of the physically challenged children in Argungu Local Government of Kebbi state. The review is organized under the following headings:

- Definition of the physically challenged children
- The nature of the physically challenged children in Nigeria and especially in Argungu Local Government of Kebbi state
- Historical development of the physically challenged children education in Nigeria
- Causes of the physical disabilities in children
- The need for the provision of quality education to the physically challenged children in Nigeria with a particular reference to Argungu Local Government of Kebbi state.
- Challenges facing the education of the physically challenged children in Nigeria.
- Methods and materials for the education of the physically challenged children
- Rehabilitation centre for the disabled, Argungu, Kebbi state
- Summary of the chapter

## **2.2 Definition of Physically Challenged Children**

A child (plural: children) is a human between the stages of birth and puberty. The legal definition of child generally refers to a minor, otherwise known as a person younger than the age of majority. The United Nations convention of the rights of the child (2005) defines child as “a human being below the age of 18 years”. Biologically, a child is generally anyone between birth and puberty or in the developmental stage of childhood.

A physically challenged child may be defined as a child who has disabilities of locomotors and neurological origin which constituted disadvantages or restrictions in one or more aspects of daily life activities. It may be physical, cognitive, mental, sensory and emotional type. The disability may be congenital or acquired.

Oxford dictionary defines disable as people with a permanent illness or injury that makes it difficult for them to use part of their body completely or easily. Also, the child rights act Law (2006) defines a child as person who has not attained the aged of eighteen (18) years. The physically challenged children are under age that need to be nurtured and assisted to overcome physically, emotionally and mental challenges to develop into responsible adults.

The convention of the rights of people with disabilities 2006, defines persons with disabilities to include those who have long-term physical, mental, intellectual or sensory impairment which in interaction with various barriers may hinder their full and affective participation in society on equal basis with others.

The convention of the rights of the child (CRC) adopted in the year 1989 is the first international treaty that contained a specific reference to disability, its article no 23 which dedicates itself the same concern explained that: “state parties recognized that a mentally or physically



disabled child should enjoy a full and a decent life, in conditions which ensure dignity promote self-reliance and facilitate the child's active participation in the community" (Art: 23CRC).

### **2.3 The Nature of the Physically Challenged Children in Nigeria**

It is considered that around 150 million children in the world live with a disability 80% of them are living in developing countries. Most often these children do not receive necessary treatment and most of them are discriminated. Impairment in young children need to be reviewed in the disability process, which if not addressed properly, leads to other problems and so many complexes as the child grows. Planning of rehabilitation of such type of child at local level should consider quality and care required accordingly for different types of disabilities.

Specialist in the field of special education has tried to group the physically challenged children in accordance with their disabilities. These include: mental retardations, physical impairments, speech disorder, visually impaired, hearing impaired and behavior disability. Each of these categories of disability required special attention based on his disability.

According to 2006 National Population Census in Nigeria, more than 10% of children are living with disabilities. Condition of physically challenged children in the country attracts little or no attention and because of this, the rights of the disabled are often violated excluded and neglected in planning and national development. Children with physical disabilities need care, love, protection and special infrastructure to survived in challenging environment. Unfortunately, in Nigeria, they are unprotected and exposed to abuse, discrimination, ignored, stigmatized and exploited by families and society. In most cases, family members see disabled children as shameful creatures that are destined for doom. Consequently, most of them roam the streets for alms or are used to beg for alms.

In Argungu Local Government of Kebbi state, the situation is the same. The observation shows that, more than 80% of the physically challenged children are from poor family and majority of them are not attending the school. Most of the parents in Argungu Local Government of Kebbi state use the physical disability of their children as money making venture by involving them in street begging instead of educating them or giving them vocational training in order to be self-reliant.

#### **2.4 Historical Development of the Physically Challenged Children Education in Nigeria**

Nigeria is a federation of thirty six states with a federal capital territory in Abuja. It has altogether 774 local government and is divided into six geo-political zones. A survey of the Nigerian education scene reveals a series of disparities. There is disparities between urban and rural schools, and between schools owned and control by the federal government and those owned and control by the states and private agencies. Gaps are also observed between male and female enrolments, and between admission figures and available teaching resources. Rapid expansion of the education system at all levels, compounded by rapid policy changes and the shrinking economy, have constituted constraints to educational development in the country. The reduction of annual foreign earning has resulted in the reduction of expenditure on social services, education not exempted.

Special education in Nigeria has a fairly short history, only becoming a public concern in 1975. Before the government stepped in at this time, those with special needs were looked after by different religious or voluntary groups such as the school for the blind of Gindiri and the Wesley school for the Deaf in Lagos.

Government's intervention in special education started in 1975. The National Policy on Education of 1977, revised in 1981, which developed section 8 to education, and the launching of

the blueprint on education of the handicapped in Nigeria in 1989, has brought limitless promises and expectation, not only to the handicapped, but also to special education practitioners.

The blueprint on education of the handicapped in Nigeria in 1989, which established several schools catering especially to those with special education needs. There were also schools established that made it possible for those with special education needs.

To co-ordinate programmes for the education of the handicapped in Nigeria, the government established a joint consultative reference committee on special education. As a result of this intervention, three types of schools for the disabled existed in the country. They are schools for children with only one type of disability, i.e. schools for the blind and schools for the deaf; integrated schools for different categories of disability; and ordinary schools where disabled and normal children learn together.

Furthermore, the intervention led to the following achievements:

- a. Regular publication of statistical data on education of the handicapped.
- b. Training of special personnel for the education of the handicapped not only for Nigeria, but also for other countries in Africa.
- c. Integration of about 50% of the estimated enrolment of 15,000 handicapped persons at the different level of education.
- d. Implementation of the free education policy for all handicapped persons up to the tertiary level by some states; and a scholarship programme for handicapped persons founded by the federal ministry of education
- e. Integration of many handicapped children who attend federal government colleges which are schools for normal children, and placement of those who are unable to continue pure academic programmes after junior secondary school into federal technical colleges to learn vocational skills.
- f. Provision of facilities for the education of handicapped in every state of the federation. Some states have started to project at least one special school in every local government area.
- g. Collaboration between the branch which is responsible for the education of the handicapped in the Federal Ministry of Education and several other ministries and bodies in matter of job placement, indigence, human rights, health and rehabilitation for the handicapped (Unesco, 2005).

In Kebbi state, the government establishes a school for the handicapped in 1993 in Birnin Kebbi the state capital to cater for the children with disability. The school serves as an avenue for free training of the concern children which help a lot in reducing the number of uneducated physically challenged children in the state. As an effort to improved the education of the physically challenged children in the state, the government established a new school named “a school for special needs Birnin Kebbi, Kebbi state in 2013” with new improved the facilities and methods.

Specifically, in Argungu local government the physically challenged children are taken to the school for special needs in the state capital. Rehabilitation center for the disabled was established in Argungu town in 2007 with the aimed of training the disabled to acquire different skills that will enable them to be self reliant and avoid being dependent and street begging.

## **2.5 Causes of Physical Disabilities in Children**

The causes of physical disabilities in children are numerous. However, Ahmad (2008), identified six basic causes of physical disabilities in children. These are:

- i. **Genetic problems:** A genetic disorder is a genetic problem caused by more abnormalities in the genome, especially a condition that is present from birth (congenital) (Verlinsky2005). He also maintains that, most genetic disorders are quite rare and affect one person in every several thousands or millions. Genetic disorders may or may not be heritable i.e. passed down from the parents’ genes. In non-heritable genetic disorders, defects may be caused by new mutations or changes to the DNA. In such cases, the defect will only be heritable if it occurs in the germ line. The same diseases, such as some forms of cancer, may be caused by an inherited genetic condition in some people, by new mutations in other people, and mainly by environmental causes in still other people. Whether, when and to what extent a person with the genetic defect or abnormality will actually suffer from the disease is almost always

affected by the environmental factors and events in the person's development. Some people also may inherit disabilities from their parents, for example blindness, deafness etc.

- ii. **Disease (Polio for example):** A disease is a particular abnormal condition, a disorder of a structure of function, that affects part or all of an organism. The causal study of disease is called pathology. Diseases is often construed as a medical condition associated with specific symptoms and sign. It may be caused by factors originally from an external source, such as infectious disease or it may be caused by internal dysfunctions, such as autoimmune diseases. In humans, disease is often used more broadly to refer to any condition that causes pain, dysfunction, disease, social problems, or death to the person afflicted, or similar problems for those in contact with the person. In this broader sense, it sometimes includes injuries disabilities, disorders, syndromes, infections, isolated symptoms deviant behaviors, and atypical variations of structure and function, while in order contexts and for other purposes these may be considered distinguishable categories. According to walker (2008), diseases usually affect people not only physically, but also emotional as contracting and living with a disease can alter one's perspective on life, and one's personality.

Polio, or poliomyelitis is a crippling and potentially deadly infectious disease. It is caused by the poliovirus. The virus spreads from person to person and can invade an infected person's brain and spinal cord, causing paralysis (can't move parts of the body).

**Symptoms:** Most people who get infected with poliovirus (about 72 out of 100) will not have any visible symptoms. However Walker (2007) identified the following as symptoms of poliovirus, which Include:

- Sore throat: A condition marked by pain in the throat, typically cause by inflammation due to a cold or other virus.

- Fever: An abnormally high body temperature, usually accompanied by shivering, headache, and in severe instances, delirium.
- Tiredness: The state of wishing for sleep or rest; weariness.
- Nausea: A feeling of sickness with an inclination to vomit. Is a sensation of discomfort in the upper abdomen, accompanied with an urge to vomit.
- Headache: A continues pain in the head. Headache is a pain anywhere in region of the head or neck. It can be symptom of a number of different conditions of the head and neck.
- Stomach pain: Stomach is the internal organ in which the major part of the digestion of food occurs. A stomach pain means abdominal. It is a strong stomach discomfort cause by stomach virus or indigestion of food.

These symptoms usually last 2 to 5 days then go away on their own. A smaller proportion of people with poliovirus infection will develop other more serious symptoms that affect the brain and spinal cord.

- Paresthesia (feeling of pins and needles in the legs)
- Meningitis (infection of the covering of the spinal cord and / or brain) occurs in about 1 out of 25 people with poliovirus infection.
- Paralysis (can't move parts of the body) or weakness in the arms, legs, or both, occurs in about 1 out of 200 people with poliovirus infection (Welker, 2008).

Paralysis is the most severe symptom associated with polio because it can lead to permanent disability and death. Between 2 and 10 out of 100 people who have paralysis from poliovirus infection die because the virus affected the muscles that help them breathe. Even children who seem to fully recover can develop new muscle pain, weakness, or paralysis as adults, 15 to 40 years later. This is called post-polio syndrome.

**Transmission:** Poliovirus only infects humans. It is very contagious and spreads through person-to-person contact. The virus lives in an infected person's throat and intestines. It enters the body through the mouth and spreads through contact with the feces (poop) of an

infected person and, though less common, through droplets from a sneeze or cough. You can get infected with poliovirus if you have feces on your hands and you touch your mouth. Also you can get infected if you put in your mouth objects like toys that are contaminated with feces (poop). An infected person may spread the virus to others immediately before and about 1 to 2 weeks after symptoms appear. The virus can live in an infected person's feces for many weeks. It can contaminate food and water in unsanitary conditions. People who don't have symptoms can still pass the virus to others and make them sick (Verlinsky, 2005).

**Prevention:** Polio vaccine protects children by preparing their bodies to fight the polio virus. Almost all children (99 children out of 100) who get all the recommended doses of vaccine will be protected from polio. There are two types of vaccine that can prevent polio inactivated poliovirus vaccine (IPV) and oral poliovirus vaccine (OPV). Only IPV has been used in the United states since 2000, OPV is still used throughout much of the world.

- iii. **Malnutrition:** Is a poor condition of health caused by a lack of food or a lack of the right type of food. Individuals are malnourished, or suffer from under nutrition if their diet does not provide them with adequate calories and protein for maintenance and growth, or they cannot fully utilize the food they eat due to illness. People are also malnourished, or suffer from over nutrition if they consume too many calories.

According to Keane (2008), Malnutrition can be defined as the insufficient, excessive or imbalanced consumption of nutrients. Several different nutrition disorders may develop, depending on which nutrients are lacking or consumed in excess. According to the World Health Organization (WHO, 2006), malnutrition is the gravest single threat to global public health. Children who are severely malnourished typically experience slow behavioural

development, even mental retardation may occur. Even when treated, under nutrition may have long term effects in children, with impairments in mental function and digestive problems persisting in some cases for the rest of their lives. Adults whose severe undernourishment started during adulthood usually make a full recovery when treated.

According to the National Health Service (NHS), it is estimated that around three million people are affected by malnutrition (sub-nutrition).

According to the Food and Agriculture Organization (FAO), the number of people globally who were malnourished stood at 923 million in 2007, an increase of over 80 million since the 1990 – 1992 based period.

The World Health Organization (WHO) says that malnutrition is by the largest contributor to child mortality globally, currently present in 45 percent of all cases. Underweight births and inter-uterine growth restrictions are responsible for about 2.2 million child deaths annually in the world. Deficiencies in vitamin A or zinc cause 1 million deaths each year.

WHO adds that malnutrition during childhood usually results in worse health and lower educational achievements during adulthood. Malnourished children tend to become adults who have smaller babies.

While malnutrition to be seen as something which complicated such diseases as measles pneumonia and diarrhea, it often works the other way round- malnutrition can cause diseases to occur.



## Signs and Symptoms

A symptom is something the patient feels and reports, while a sign is something other people, such as the doctor detect. For example pain may be a symptom while a rash may be a sign.

Keane (2008), the signs and symptoms of malnutrition (sub-nutrition) include:

- Loss of fat (adipose tissue)
- Breathing difficulties, a higher risk of respiratory failure
- Depression (a feeling of great sadness)
- Longer recovery from illness
- Longer recover time from infection
- Skin may be come thin, dry, inelastic, pale and cold
- Hair becomes dry and sparse, falling out easily.

What cause malnutrition? Keane (2008), also identified six basic causes of malnutrition which include:

**Poor diet:** Poor diet may lead to a vitamin or mineral deficiency, among other essential substance, sometimes resulting in scurvy – a condition where an individual has a Vitamin C (ascorbic acid) deficiency.

**Mental Health Problem:** Some patient with mental health conditions, such as depression, may develop eating habits which lead to malnutrition. Patients with anorexia nervosa or bulimia may develop malnutrition because they are ingesting too little food.

**Digestive Disorders and stomach condition:** Some people may eat properly, but their bodies cannot absorb the nutrients they need for good health. Examples include patients with crohn's disease or ulcerative colitis. Such patients may need to have part of the small intestine removed (ileostomy). Also patients who experience serious boots of diarrhea and / or vomiting may lose vital nutrients and are at higher risk of suffering from malnutrition.

**Alcoholism:** This is a chronic (long term) disease. Individuals who suffer from alcoholism can develop gastritis, or pancreas damage. These problems also seriously undermine the body's ability to digest food, absorb certain vitamins, and produce hormones which regulate metabolism. Alcohol contains calories, reducing the patient's feeling of hunger, so he/she consequently may not eat enough proper food to supply the body with essential nutrients.

**Food shortages:** In the poorer developing nations food shortages are mainly caused by a lack of technology needed for higher yield found in modern agriculture, such as nitrogen fertilizers, pesticides and irrigation. Food shortages are a significant cause of malnutrition in many parts of the world.

**Lack of breast feeding:** Experts say that lack of breast feeding, especially in the developing world, leads to malnutrition in infants and children. In some parts of the world mothers still believe that bottle feeding is better for the child.

- iv. **War (particularly through anti-personal mines):** War is a state of armed conflict between societies. It is generally characterized by extreme collective aggression, destruction, and usually high mortality. The set of techniques and actions used to conduct war is known as warfare. An absence of war is usually called 'peace'. Total war is warfare that is not restricted to purely legitimate military targets and can result in massive civilian or other non-combatant casualties. War may result in physical disabilities, because some people may be shot with a gun or cut with a sword on their hands, legs or other part of the body.
- v. **Sanitary neglected:** Is one of the causes of disease which may lead to physical disabilities. It is a state of neglecting or refusing sanitary activities; like washing hand after the toilet, before and after eating, regular birthing etc. These may lead to various diseases like typhoid fever, malaria fever, diarrhea, dysentery etc. And all these may result to physical disabilities.

vi. **Poverty:** Poverty is general scarcity or death, or the state of one who lacks a certain amount of material possessions or money. It is a multifaceted concept, which includes social, economic, and political elements. Poverty seems to be chronic or temporary and most of the time it is closely related to inequality. As a dynamic concept, poverty is changing and adapting according to consumption patterns, social dynamics and technological change. Absolute poverty or destitution refers to the deprivation of basic human needs, which commonly includes food, water, sanitation, clothing, shelter and health care. Relative poverty is defined contextually as economic inequality in the location or society in which people live.

Poverty reduction is a major goal and issue for many international organizations such as the United Nations and the World Bank. The World Bank estimated 1.29 billion people were living in absolute poverty in 2008. Of these, about 400 million people in absolute poverty lived in India and 173 million people in China. In terms of percentage of regional population sub-Saharan Africa at 47% had the highest incidence rate of absolute poverty in 2008. Between 1990 and 2010, about 663 million people moved above the absolute poverty level.

**United Nations:** Fundamentally, poverty is the inability of getting choices and opportunities, a violation of human dignity. It means lack of basic capacity to participate effectively in society. It means not having enough to feed and clothe a family, not having a school or clinic to go to, not having the land on which to grow one's food or a job to earn one's living, not having access to credit. It means insecurity, powerlessness and exclusion of individuals, households and communities. It means susceptibility to violence, and it often implies living in marginal or fragile environments, without access to clean water or sanitation.

**World Bank:** Poverty is pronounced deprivation in well-being, and comprises many dimensions. It includes low incomes and the inability to acquire the basic goods and services necessary for survival with dignity. Poverty also encompasses low levels of health and education, poor access to clean water and sanitation, inadequate physical security lack of voice and insufficient capacity and opportunity to better one's life.

**Copenhagen Declaration:** Absolute poverty is a condition characterized by severe deprivation of basic human needs, including food safe drinking water, sanitation facilities, health, shelter, education and information. It depends not only on income but also on access to social services. The term 'absolute poverty' is sometimes synonymously referred to as 'extreme poverty'. Robert McNamara, the former President of the World Bank, described absolute or extreme poverty as, "...a condition so limited by malnutrition, illiteracy, disease, squalid surroundings, high infant mortality and low life expectancy as to be beneath any reasonable definition of human decency".

According to the executive director of the National Primary Health Care Development Agency Nigeria (Muhammad 2013), disabilities in Nigerian children are often caused by poliomyelitis, meningitis, cerebral malaria, accidents, self medication by pregnant women and inadequate prenatal and neonatal health care services. Regrettably, these causes are preventable. For example failure to halt the transmission of wild polio virus in certain parts of the country may derail efforts to reduce disabled children. And almost eight (8) out of 36 states in Nigeria are still transmitting the virus.

## **2.6 The Need for the Provision of Quality Education to the Physically Challenged Children in Nigeria**

Physically challenged children are like all other children. In keeping to the convention of the right of the child (CRC), they are entitled to some rights as any other child. One of their basic rights

is the right to education. statistics however point out that only 2% of disable children enjoy the privilege of going to school. It is a serious violation of the (CRC) which guarantees the right of every child's going to school.

According to Adeniran (2005), a visually impaired Nigerian students in South Africa and author, has urged the Federal government of Nigeria to provide equality education for people living with disabilities. Adeniran, who spoke to reporter in Abuja on Friday, said that adequate training and quality education were crucial to the lives of people living with disabilities. She said, "with quality education, the disabled would activities their potential and contribute meaningfully to the society's development. It is our right to get quality education. we do not need pity from the people, we need the opportunities and necessary assistance". She further said "my parents gave me the needed attention, education, love care and these get me to where I am today".

Adeniran, 13 who said she become blind when she was five years old added that she has no regret over her fate adding that her efforts had brought glory to Nigeria. She advised parents not to discriminate against their challenged children but love them equally she reminded parents that "if you don't give love and care to your disabled children at home, they will seek that love outside and it can expose them to evil and corruption".

According to her, parents should not be ashamed of having children with disability adding that "God loves them too, if you reject them and make them feel unwanted, God will not be happy with you" she however advised the disabled to be hardworking with a view to making their parents and the nation proud. On her book titled "can you imagine" she said it was aimed at telling the people that "there is ability in disability" among others. From Adeniran speech, it could be observed that it is necessary to provide quality education to the physically challenged children for proper development of the society.

## **2.7 Challenges Facing the Education of the Physically Challenged Children in Nigeria.**

According to 2006 National Population Census, there were 3,253,169 persons with disability in Nigeria, with nearly 39 percent of school age. Experts expect the number to increase. For many, the coverage Nigerian child with a disability does not stand a chance but not in the ages of Mrs. “Ikenna Okpala. “His chances are as good as any other child’s” he said. And with good reason too, this lawyer and alumnus of the University of Lagos was born blind. “Being visually impaired is just the absence of sight. It does not affect the other senses’”; he told vanguard learning.

Okpala (2012) however agrees with experts who spoke to vanguard learning that education for children with special needs does have its peculiar challenges. He said “we live in an underdeveloped country where a large percentage of the population is illiterate. How do we expected an illiterate man and his illiterate wife who have a blind son be aware of opportunities to educate him”.

Adebiyi, a lecturer at the department of special education, federal college of education (special) Oyo, said “Because of lack of sensitization, many are not really aware that such people can get good education. We need to sensitize the general public to communicate with such people. Schools, banks and other buildings should be built with them in mind. Currency identifiers should be put in place for the blind, and newspapers should also be written in Braille”.

According to Martins (2007), although, new technologies have made it easier, educating children with special needs is “no walk in the park” as per the amount of money involved. The facilities are quite expensive. A Braille machine costs about N150,000. How much more new technologies such as the jaws and embosser? It is no wonder that Nigeria is lagging behind in this respect. Adebiyi maintains that, “it cost above ten times more to educate a child with special needs than an average child. Generally, the government is trying, but they are not doing enough”.

## **2.8 Methods and Materials for the Education of the Physically Challenged Children.**

The physically disabled children need planning for instituting easily accessible learning programmes, in cooperating existing social welfare and health services. There is a burning need of development of infrastructural facilities for children with disability and creating community awareness regarding childhood disability. There is also a requirement for proper utilization of schemes available. Planning at the local level should consider the difference in quality and quantity of care required for difference types of disabilities in such type of children.

The physically challenged children are requiring special schools as per as their particulars disability problem but those that are continuing their study in the similar schools, therefore are feeling serious difficulties in learning. Enlert et al (2009) has revealed that the students with disabilities have more difficulties in using the learning-to-learn strategies as they read, study and write expository texts, although neither group is judged to highly proficient. However, from the educational point of view, not all the pupils with physically disabilities required special school provisions. There may be variations in duration or severity among physically disabilities.

Ahmad (2008) explored that the major barriers that confront with inclusion of children with special needs for adequate learning are as barriers related to time and skills physical barriers, attitudinal barriers, curricular barriers and communication barriers.

## **2.9 Rehabilitation Centre for the Disabled, Argungu, Kebbi state.**

Argungu rehabilitation centre for the disabled is located beside the Argungu Local Government secretariat in Argungu town. It is established with the aim of training the disabled to acquired different skills that will enable them to be self-reliant and avoid being dependents and street begging. The disable people are being trained different skills such as chairs making, sewing blacksmithing, carving, etc. they are also being taught hints on how to start their own business. The

centre has helped in reducing the rate of begging and dependent in the area. However, the centre is facing a lot of challenges which need to make efforts in confronting them. These include: inadequate materials and manpower, inadequate financial assistance to the concern people, non-attendance of the concern people especially those in villages among others.

## **2.10 Summary**

This chapter presents a literature review on the examination of the attitudes of parents towards the education of the physically challenged children in Nigeria. In doing that, the meaning of the physically challenged children was given. The review also highlights among other things the nature of the physically challenged children, where it is explained that more than 10% of Nigerians live with disabilities and they are being discriminated in the society. We have also mentioned the causes of physical disability which include: genetic problems, malnutrition and diseases among others. The researchers also explained the need for qualitative education to the physically challenged children as only 2% of the concern children enjoy privilege of going to school. The researchers still mentioned inadequate materials and manpower among other as challenges facing the education of the children under study. The chapter also includes methods and materials for education of the physically challenged children, and explained the Argungu rehabilitation centre for the disabled as the area of the research as well as its aims and problems. Finally the overview on the historical development of the physically challenged children education in Nigeria was also given.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

In this chapter, the researcher presents the methodology and design of the study. The researcher will also look at the research design, population of the study, sample and sampling techniques, research instrument, validity and reliability of the instruments, procedure used for data collection and method of data analysis.

#### **3.1 Research Design**

Mwana (1981) defined research designed as a term use to describe a number of decisions which need to be taken regarding the collection of data before ever the data are collected. It therefore means preparing a mental plan or scheme for solving research problems in a systematic manner within the circumstances of the researcher.

The researchers decided to use descriptive research design, as it describes event just as they are without any manipulation of what is been observed (Nworgo, 2005). This research, as a descriptive survey, is aimed at collection of data for the purpose of describing and interpreting existing concision, prevailing circumstance beliefs and attitudes as regard to the examination of parental attitudes towards the education of the physically challenged children in Argungu local government of kebbi state.

#### **3.2 Population of the Study**

Population refers to the entire group or area that the research is concerned with. This research is concerned with the examination of the attitudes of parents towards the education of the physically challenged children in Argungu local government of Kebbi state. The population of this research is therefore all parents of the physically challenged children and other stakeholders. These

categories of people are all involved in this research and therefore serve as population in this research.

### 3.3 Sample and Sampling Technique

Due to the time and financial constrains, the researchers selected and used five (5) areas / wards of Argungu local government of Kebbi state to represent the entire population. These areas include: Kokani South ward, Kokani North ward, Galadima ward, Gulma and Alwasa areas. One hundred people were selected out of these areas. That is to say twenty (20) people were selected from each of these areas bringing to total numbers of one hundred (100) people. However, in the conduction of interview which would be conducted with the parents of the physically challenged children and stakeholders, two (2) people were selected from each of these areas making the total number of Ten (10) respondents as shown in the table below:

s/n	Selected areas	Number of people selected for the questionnaire	Number of people selected for the interview
1	Kokani south	20	2
2	Kokani north	20	2
3	Galadima	20	2
4	Gulma	20	2
5	Alwasa	20	2
Total	5	100	10

The researchers used simple random sampling technique in selecting the research respondents in the questionnaire. This was aimed at giving each respondent the chance of being selected. However, the researchers used systematic sampling in conducting the interview.

### 3.4 Instrument for Data Collection

The instruments used for data collection in this research are questionnaire and interview. However, the questionnaire and interview are chosen as they are considered the most appropriate instruments as regard to this study.

The closed-ended questionnaire was divided into two sections. Section A contains demographic/personal information of the respondents and section B contains ten (10) items which measured the parental attitudes towards the education of the physically challenged children in Argungu.

The unstructured interview contains ten (10) items. Five questions of the interview was conducted with some selected stake holders and the other five questions with some selected parents of the physically challenged children in Argungu in order to get different views as regard to the parental attitudes towards the education of the physically challenged children in Argungu local government of Kebbi state.

### **3.5 Validity of the Research Instruments**

The research instruments was given to expert in the department of educational foundations and department of research method and statistics, faculty of education and extension services, Usmanu Danfodiyo University Sokoto and they validated the instruments designed for this study.

### **3.6 Reliability of the Research Instrument**

Reliability of any test is concerned with the consistency of the measurement. In order to determine the reliability of the instruments, a pilot study was conducted in which the instruments were administrated to some selected group of people in Argungu local government of Kebbi state.

The research instruments were found reliable because it provides the expected outcome as far as the research topic is concerned. Test-retest method was applied. Pearson product moment correlation coefficient was used in correlating the two sets of scores in test-retest method and the coefficient alpha for the instrument was 0.75 which sample high reliability.

### **3.7 Procedure for Data Collection**

In an attempt to provide necessary and essential data on this research, the following procedures were used for the data collection:

1. The questionnaires were distributed and collected personally after the completion from the respondents selected as the sample of the population. The respondents were randomly selected and they were required to fill and return it at the appropriate time. The researchers also visited the houses or places of work of the respondents and collected the questionnaires to make sure that all the completed questionnaires are returned.
2. In terms of the interview, the unstructured type of interview was used which generate qualitative data through the use of open-ended questions, that allow the respondents to express what they think in their own words. This help the researcher developed a real sense of person's understanding of a situation. The responses of the interviewees were jotted down by the researchers. The paper-based and self-report (face-to-face) method was used to analyze the data collected. The researchers planned to visit the interviewees to their places in order to get the responses effectively.

### **3.8 Method of Data Analysis**

This is a segment which is seen as an effort to explain how the data that has been collected during the research could be classified, and analyzed. The data was collected through questionnaires and interview from the parents of the physically challenged children and some selected stakeholders in Argungu and analyzed to answer the research questions formulated for this research. In the interview, the responses from the respondents were carefully analyzed. This research used descriptive statistics in the analysis of the questionnaires which involved the use of frequency distribution that was later converted to percentage to interpret the collected data.

## **CHAPTER FOUR**

### **DATA PRESENTATION AND ANALYSIS**

#### **4.1 Introduction**

This chapter carries presentation of the data collection from the respondents through the administration of questionnaire and interview and the analysis of the data gathered as well as the discussion of the findings.

Questionnaire distributed to the parents of the physically challenged children in the sample area of Argungu local government of Kebbi state

Out of the one hundred questionnaires distributed to the respondents, 92 of them were successfully completed and returned as scheduled while 8 of the questionnaires were not returned, therefore, the data presentation and analysis of each question were based on the number of questionnaires completed and returned.

#### 4.2.1 Analysis of the questionnaires for the parents of physically challenged children in Argungu local government of Kebbi state.

**4.2.2 Table One: Demographic/personal Information.**

Q1.	How many physically challenged children do you have?	frequency	Percentage
A		50	54%
B		40	43%
C		2	3%
TOTAL		92	100%
Q2.	How old is/are your physically challenged child/children?		
A	1-5 years	37	40%
B	5-10 years	33	36%
C	10-15 years	15	16%
TOTAL		92	100%
Q3.	What is the birth position of your physically challenged child/children		
A	1 <sup>ST</sup> position	42	45%
B	2 <sup>nd</sup> position	30	33%
C	3 <sup>rd</sup> position	20	22%
TOTAL		92	100%

From the table above, question one shows that 50 of the respondents representing 54% have one child with the physical disability, while 40 of them representing 43% have two children physical challenged children, but only 2 respondents representing 3% have 2 and above physically challenged children in their houses

Question two indicated that 37 of the respondents representing 40% have child/children that are within 1- years of age while 33 of them representing 36% have children within 5-10 years and 15 of them representing 16% have their children within the ages of 10-15 and only 8% have physically challenged children that are within the ages of 15 and above in Argungu Local Government of Kebbi state.

While question three indicate that 42 respondents representing 45% have their physically challenged children at 1<sup>st</sup> position of birth, while 30 of them representing 33% have their physically challenged children at 2<sup>nd</sup> position of birth while 22% of the respondents' physically challenged are at 3<sup>rd</sup> and above position of birth in Argungu Local Government of Kebbi state.

#### 4.2. 2 Table two: Analysis of the Research Questions

RQ1.	In which category is your child/children's physically challenged?	frequency	Percentage
A	Blindness	20	22%
B	Deafness	38	41%
C	Mental retardation	16	17%
D	Others	18	20%
TOTAL		92	100%
RQ2.	What is the cause of your child/children's disability?		
A	Genetic problems	30	33%
B	Disease/sickness	42	45%
C	Malnutrition	10	11%
D	Accident	8	9%
E	Others	2	3%
TOTAL		92	100%
RQ3.	How did you receive the news that your child/children has/have become physically challenged?		
A	Happily	0	0%
B	Unhappily	56	61%
C	Fairly happy	8	9%
D	Confuse/shocked	28	30%
TOTAL		92	100%
RQ4.	Have you taking your physically challenge child/children to school?		
A	Yes	38	41%
B	No	54	59%
TOTAL		92	100%
RQ5.	What type of education/training do you give to your physically challenged child/children?		
A	Vocational training	30	33%
B	Formal education	41	45%
TOTAL		92	100%
RQ6.	What kind of problem you encountered in educating/ training of your physically challenged child/children?		
A	Financial	45	49%
B	Emotional	12	13%
C	Waste of time and energy	15	16%
D	Frustration	20	22%
TOTAL		92	100%
RQ7.	Have you received any assistance from government, NGOs or a philanthropist to provide education for your physically challenged child/children?		
A	Yes	35	38%
B	No	57	62%
TOTAL		92	100%
RQ8.	Do you treat your physically challenged child/children the same with your normal children?		
A	Yes	30	33%
B	No	62	67%
TOTAL		92	100%
RQ9.	What is the effect of rejecting and neglecting the physically challenged children?		
A	Isolation	32	35%
B	Confusion	12	13%
C	Disintegration	18	19%
D	Hopelessness	30	32%
TOTAL		92	100%

RQ10.	As a father, do you have interest to send your physically challenged child/children to school?		
A	Yes	40	43%
B	No	52	57%
TOTAL		92	100%

From the table above , research question one indicate that the disability of the 20 respondents representing 22% is blindness while 38 of them representing 41% have children with disability of deafness and the percentage of children with mental retardation is 17% other physical disabilities have 20% of the respondents in Argungu Local Government of Kebbi state.

Research question two shows that the cause of physical disability of 33% of the respondents is genetic problems while 45% of the respondents responded sickness and the percentage of malnutrition is 11% while accident carries 9% of the respondents and 3% represents others forms of problems that can causes physical disability in children.

Research question three indicate that none of the respondents was happy when he received the news that his child become physically challenged as it represent 0% while 61% of the respondents received the news unhappily and only 9% are fairly happy for received the news. 28 respondents representing 30% were shocked and confused when they received the news of their children physical disability.

Research question four shows that 38 respondents representing 41% have enrolled these physically challenged children in schools while 54 respondents representing 59% have not taken their children to school and thus, they are kept home idleness or involved in street begging.

Research question five indicate that 33% of the respondents give their physically challenged children vocational training. While 45% take their children to school for formal education 22% of them give their children other kinds of education/training which they feel is better for their children.



Research question six indicated that 49% of the respondents are facing financial problem to cater for the education of their physically challenged children, while emotional and time/energy waste problem represent 13% and 16% respectively and 22% of the respondents face the problem of frustration in attempting to provide education for their physically challenged children.

Research question seven shows that 38% of the respondents have received contribution either from government, NGOs or a philanthropist in education their physically challenged children while 62% of them have not received contributions from any of the above concerned bodies for educating their children.

Research question eight indicate that majority of the respondents representing 67% are not treating the physically challenged children like their other normal children while 33% of them give them the same treatment with the normal children. This shows that the physically challenged child/children are facing problem right from the homes.

Research question nine shows that rejecting and neglecting the physically challenged children in the society could lead them to be isolated as 35% of the respondents attest to that. It could also lead them to be confused and disintegrated in the society as 13% and 19% of the respondents agreed to that respectively, while 33% are of the view that rejecting and neglecting of the physically challenged children could lead them to be hopeless members of the society.

While research question ten indicate that 52% of the respondent were not interested in sending their physically challenged children to school while, 40% of the respondent have interest in the educating their physically challenged children. This clearly shows that majority of the parents are not interested in sending their children to school.

### **4.3 Analysis of the Interview Conducted with the parents of physically challenged children in Argungu local Government of Kebbi state.**

#### **4.3.1 Q.1 what is your role towards the education of your physically challenged children?**

**Respondent 1:** *Hmm! How can I take my blind child to school? After all, you know that he cannot see anything. Therefore he cannot be able to read and write.*

It is clearly shown that, the respondent is of the view that only people that can see have the access to literacy.

**Respondent 2:** *Physical disability to anybody is a will of God. So I treated my physically challenged child the same with my other children in terms of education and other needs.*

Base on the above respond, the father does not treat his children differently irrespective of their health.

**Respondent 3:** *I didn't take my child to school because he is not physically fit, he has only one leg. This is because I am a poor person and as such it is difficult for me to take his school responsibility.*

The above respondent is of the view that, being him a poor he has to earn a living rather than sending his child to school because he has to pay for registration fees, and above all transport money.

**Respondent 4:** *I didn't see any infact to his education. Therefore I didn't take him to school, even if I take my child to school he can't get a job because children of wealthy people occupy the job vacancies.*

The above respondent is of the view that, there is no need to educate physically challenged children because they can not get job even if they were educated.

**Respondent 5:** *My physically challenged child almost everyday get #500 or #300 when he went to for begging. Therefore there is no need for his education.*

According to the above respondent, begging is better than education.

From the data above, it could be observed that the respondent one, three, four, and five didn't support the education of their physically challenged children and therefore they denied their

right to education. However, the parents are the central figures towards the education of their disabled children and thus, they should provide opportunity for their physically challenged children to be educated just as normal children.

**4.3.2 Q2. Have you received any assistance from the government, non – government organisation or a philanthropist toward the education of your physically challenged child?**

**Respondent 1:** *I have not received any assistance from anybody to educate my physically challenged child.*

The above respondent is of the view that, he does not get any support to educate his physically challenged child.

**Respondent 2:** *Hmm! Nobody gave me anything. Because today people are not supporting or helping the poor ones. Especially does with special needs.*

The above respondent is of the view that, wealthy people are not helping the poor ones.

**Respondent 3:** *Well! The government pays for my child registration fees, but most of the responsibilities of my child are under my custody.*

Base on the above respond, only school fees government pays for his child.

**Respondent 4:** *Nobody has ever care about my physically challenged child talk less of taking care of his education.*

This means that he did not get any care from the government, people or other agencies to educate his physically challenged child.

**Respondent 5:** *Nothing! Nobody gave me a helping hand, to educate my physically challenged child.*

This means that, he did not receive any assistance from government, people or any other agency to educate his physically challenged child.

From the responses above, it could be stated that majority of the parents did not received assistance from any of the above concerned bodies for educating their physical challenged children.

#### **4.4 Analysis of the interview conducted with stakeholders**

##### **4.4.1 Q1. What is the benefit of the educating/training of the physically challenged children in Argungu local government of Kebbi state?**

**Respondent 1:** *The education of the physically challenged child like the normal children is of immense benefit to the development of the society.*

Base on the above respondent, no education is waste whether that of normal or physically challenged child.

**Respondent 2:** *The importance of education of the physically challenged child cannot be over emphasized to the development of Argungu local government and the society at large.*

This means that the education of the physically challenged child is of great important to the development of the society particularly Argungu local government of Kebbi state.

**Respondent 3:** *We should not denied the right to education to the physically challenged children as it contribute to the development of the society.*

This means that every human being whether normal or physically challenged has a quota in which he/she can contribute to the development of the society.

**Respondent 4:** *They are like other normal children. They therefore have the contribution to give to the society if they are adequately educated.*

Base on the above respond, equal educational opportunity for all children whether normal or physically challenged can serve as a powerful tool to the development of the society.

**Respondent 5:** *It is very importance! Those children are usually intelligent. Yes the will contribute.*

This means that, there are intellectual children among physically challenged children which if were educated, the society will benefit from them.

From the responses above, it could be observed that the education of the physically challenged children is very important in the society and they should be treated equally as their normal children. This will give them opportunity to play their role as members of the society

#### **4.4.2 Q2. What is the role of government towards the education of the physically challenged children.**

**Respondent 1:** *The government should make their education free. Thereby enabling the parents of the concern children to take them to the school*

This means that free educational opportunity by the government can serve as an avenue in which the physically challenged children can have access to formal education.

**Respondent 2:** *The education of the physically challenged children should be the responsibility of all members of the society not only government alone and thus, all members of the society should contribute to reduce the level of illiterate to physically challenged children.*

This means that apart from government, other agencies should get involve to assist the physically challenged children, so that, they can function like normal human being in the society.

**Respondent 3:** *The government should establish more special schools for the physically challenged children. This would make them useful members of society.*

It is believed that physically challenged children have special need and as such they need more special school for their education

**Respondent 4:** *Adequate materials should also be provided by the government to cater for the need of the physically challenged children*

This means that children are individually different as there are normal and physically challenged ones. Therefore, government should provide adequate teaching materials that are relevant to education of the physically challenged children.

**Respondent 5:** *The government should enlightening the parents and the general public on the importance of education the physically challenged children. The government should employed adequate and well train teachers to effectively teach the physically challenged children in Argungu local government of Kebbi state and the society at large.*

This means that, the role of educating the physically challenged children is not government effort alone, the parent and the general public should get involve. However, government need to employ special and trained teachers to educate the physically challenged children.

From the data collected above, the respondents stress that government has important role to play towards the education of the physically challenged children. The government should establish more special school and employed adequate and well trained teachers with adequate teaching materials to cater for the need of the physically challenged children and also make their education free.

## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSION AND RECOMMENDATION**

#### **5.0 Introduction**

This chapter deals with the summary of the findings, conclusion and recommendations based on the data collected, interpreted and analysed for the purpose of investigating the attitudes of parents towards the education of the physically challenged children in Argungu local government of Kebbi state.

#### **5.1 Discussion of the findings**

From the ongoing presentation and analysis of data, we have seen various responses from the respondents on all the question asked. Based on the available data obtained, it is obvious that the ages of the physically challenged children in Argungu local government in Kebbi state ranges from 1-5 years and 5-10 years as shown in question 2 under demographic information where they represented 40% and 30% respectively. It has also been discovered that majority of the physical disability of the children in Argungu local government of Kebbi state is deafness because it has the highest frequency of 41% as shown in research question one above. Others disabilities blindness (22%) mental retardation (17%) others (20%) are presented in the table.

The data presented also made it clear that majority of the physical disability in Argungu local government of Kebbi state is caused by diseases/sickness because it has the highest frequency of 46%, genetic problems, malnutrition, accident and others carry 33%, 11%, 9%, and 2% respectively as shown in question 2 under research questions. It also shown in the data presentation in research question 3 none of the respondents was happy when he receive the news that his child become physically challenged as it represent 0% in the table, while 61% of the respondents were

not happy about their children's disability. 8% were fairly happy and 30% were shocked with the news.

The analysis of the data presented indicated that majority of the parents of the physically challenged children did not take them to school due to one reason or the other as shown in research question 4 where 59% of the respondents explained, while 41% of them enrolled their children in schools. The data also made it obvious that some parents prepared formal education (45%) and some are interested in other kinds of training / education (22%) as shown in the research question 5.

We have also observed that most of the parents of the physically challenged children (67%) did not receive any assistance from any organization or agency for the education of their children, while others (38%) have received little assistance. We have also realized that financial constraints is the major problem encountered by parents in trying to provide education for their physically challenge children as majority of them are from poor family as shown in research question 6. Some of the problems like emotional (13%) time and energy waste (16%) frustrations (22%) have lower percentage than financial problem with 49%. The data presented also made it clear that the physically challenged children do not receive the same treatment from their parents like other normal children and this highly affect their lives negatively. The questions asked in the questionnaire also shows that neglecting and rejecting the physically challenged children lead them to be isolated (35%) confused (13%) disintegration (19%) and hopeless member of the society (33%) as shown. In the research question 9 of the presentation and analysis of the data.

From the data gathered in an interview with the stakeholders, it is shown that the education of the physically challenged children is very important in the society and they should be treated equally as their normal children. This would give them opportunity to play their role as members of the society. They also advised that the contribution given by the government of Kebbi state to



education of the physically challenged children should be increased. They also said that the parents who are closest to the physically challenged children should give them appropriate care and provide opportunity for them to be educated. Stakeholders also advised that the education of the physically challenged children should be the responsibility of all members of the society and thus, all members of the society should contribute to reduce the level of illiterate to physically challenged children. This would make them useful members of the society in Argungu local government of Kebbi state.

The data collected from the parents of the physically challenged children in Argungu local government of Kebbi state from the interview clearly indicated that majority of the physically challenged children were being marginalized within the society as they were not enjoying the love and care from the society as their fellow normal children. It has also been discovered that majority of their parents do not want to take them to school instead they send them for begging. That is not justices to them as members of the society.

From what has been said so far in the data presentation, analysis and discursion, all the statements made by majority of the responses and advice by the stakeholders should be used in recommendations.

## **5.2 Conclusion**

From the findings in this research through the administration of questionnaires, interview and observation it has been discovered that none of the parents of the physically challenged children in Argungu local government of Kebbi state was happy about his child's physical disability. The research also found out that majority of the parents could not take their children to school either for poverty, negligence or ignorance of the importance of education of the physically challenged children in Argungu local government of Kebbi state.

It has also been discovered in this research that only few parents of the physically challenged children have received contributions from government, non-governmental organizations or philanthropists to educate their physically challenged children in Argungu local government of Kebbi state. The research further confirmed that the Kebbi state government concern and contribution to the education of the physically challenged children in Argungu local government of Kebbi state was not enough to cater for the their needs

Moreover, it has been discovered in the findings of the research that the physically challenged children in Argungu local government of Kebbi state do not receive the same treatment with normal children from their home, community and even in their school as they were been marginalized and look down upon. The findings from the interview with the stakeholders show that if the physically challenged children were given enough opportunity to be educated, they will contribute greatly to the development of Argungu local government and the society at large.

The finding also revealed that the importance of the education of the physically challenged children in Argungu local government of Kebbi state and the larger society cannot be overemphasized. It has also been discovered that if they were given the some opportunity to education as their normal children counter parts, the society would achieve political, economic, social and technological developments.

In view of this, the result from the analysis of the research questions (stated in chapter one) of this study revealed the following:

1. The study revealed that the parents of the physically challenged children are the central figures in the education of their children. They should provide equal opportunity for their physically challenged children with their normal children. It has also been revealed that the government efforts were not enough and thus, the Kebbi state government should provide

free education for the physically challenged children in Argungu local government and the state at large.

2. The physically challenged children in Argungu local government of Kebbi state were unprotected and exposed to abuse, discrimination, ignored, stigmatized and exploited by families and society because most of the families see them as shameful creatures that are destined for doom. Consequently, most of them roam the streets for alms or used to beg for alms instead of going to school to receive education.
3. It has also been discovered in the findings that the physically challenge children are facing the problems of discrimination and lack of recognition in their families, schools and the society which affected their lives especially in terms of education. it was discovered that the problem could be solved if the physically challenged children are given their rights according to the provision of Convention on the Rights of the Child (CRC) in 1989 and African Charter on the Rights and Welfare of the Child (ACRWC) in 1999 as well as the provision of other bodies about the rights of the physically as requires to education.
4. The study also revealed that majority of the physically challenged children are from poor families who could not afford to take care of their children's necessary needs especially education. it has also been examined that majority of the physical disability of the children in Argungu local government of Kebbi state were deafness and blindness that are caused by sickness, genetic problems, malnutrition and accident.

### **5.3 Recommendations**

The following are some of our recommendations concerning investigating the attitudes of parents towards the education of the physically challenged children in Argungu local government of Kebbi state based on the findings of this research:

1. The education of the physically challenged children in Argungu local government of Kebbi state requires all major stake holders such as government, individuals, corporate bodies, civil society organization, NGOs and the media to make concerted efforts to drum up support for the education of the physically challenged children. This will help them to live equal and protected life just like other members of the society as entrenched in Nigerian constitution and various international conventions which the country is a signatory to.
2. Parents should not discriminate against their physically challenged children but love them and give them necessary care because if the parents do not give love and care to them, it can expose them to evil.
3. The parents of the physically challenged children should not be ashamed of having such children because, God, the Almighty gave them to you, so love them and give them necessary care and education in order to fulfill your parental responsibility and make them responsible members of the society.
4. The government should make a law against any maltreatment and discrimination of the physically challenged children and anybody who maltreated such children must be seriously punished in accordance with the law.
5. The education of the physically challenged children in Nigeria including Argungu local government of Kebbi state should be made free at all levels of education and allowances should be given to them at regular intervals. This would encourage them and their parents towards their education.
6. There is strong need to provide special schools and training centers for the physically challenged children in Argungu local government of Kebbi state and the country at large.

Materials should also be provided in abundance for the education of the children in accordance with their various kinds of disabilities.

7. It should be made compulsory that every parent must take his physically challenged child to school and any child of school age who is seen outside street begging, his parents must be summoned before the law.
8. The physically challenged children themselves should be hardworking and bear in mind that disability should not prevent them from achieving their aim with a view to make their parents and the society proud.

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## **Questionnaire for the Parents of the Physically Challenged Children in Argungu Local Government of Kebbi State**

We are undergraduate students of Usmanu Danfodiyo University Sokoto, undertaking a research on “examination of parental attitudes towards the education of the physically challenged children in Argungu local government of Kebbi state.” We shall be very grateful if you respond to the questions below. Your responses will be treated strictly with confidentiality and used for academic purpose.

### **Section “A”**

Demographic/Personal information

Area of the respondent:.....

Age:.....

Sex:.....

Occupation;.....

“Please tick the most appropriate”

Q1. How many physically challenged children do you have?

a. One [ ]

b. Two [ ]

c. Three and above [ ]

Q2. How old is/are your physically challenged children/child?

a. 1-5 years [ ]

b. 5-10 years [ ]

c. 10-15 years [ ]

d. 15 and above [ ]

Q 3. What is the birth position of your physically challenged child/children in the family?

- a. 1<sup>st</sup> position [      ]
- b. 2<sup>nd</sup> position [      ]
- c. 3<sup>rd</sup> position [      ]

**SECTION “B”**

**Research questions**

“Please tick the most appropriate”

RQ 1. In which category is your child/children’s physically challenged condition?

- a. Blindness [      ]
- b. Deafness [      ]
- c. Mental retardation [      ]
- d. Others specify:.....

RQ.2 What is the cause of his/her physically challenged?

- a. Genetic problems [      ]
- b. Disease [      ]
- c. Malnutrition [      ]
- d. Accident [      ]
- e. Others specify:.....

RQ 3. How did you receive the news that your child become physically challenged?

- a. Happily [      ]
- b. Unhappily [      ]
- c. Fairly happy [      ]
- d. Confused/shocked [      ]

RQ 4. Have you taken your physically challenged children/child to school?



- a. Yes [      ]
- b. No [      ]

RQ 5. What type of education/training do you give to your physically challenged child/children?

- a. Vocational training
- b. Formal training
- c. Others specify:.....

RQ 6. What kind of problem (s) have you encountered in educating/training your physically challenged child/children?

- a. Financial [      ]
- b. Emotional [      ]
- c. Time and energy waste [      ]
- d. Frustration      {[      ]

RQ 7. Have you received any assistance from government, NOGs or a philanthropist to educate your physically challenge child/children?

- a. Yes [      ]
- b. No [      ]

RQ 8. Did you treat physically challenged child/children like your normal children?

- a. Yes [      ]
- b. No [      ]

RQ 9. What is the result of rejecting and neglecting the physically challenged children in the society?

- a. Isolation [      ]
- b. Confusion [      ]

c. Disintegration [      ]

d. Hopelessness [      ]

RQ 10. As a father, do you have interest to send your physically challenged child/children to school?

a. Yes [      ]

b. No [      ]

**Interview Questions For the stakeholders In Argungu Local Government of Kebbi State.**

1. What is the benefit of education/training of the physically challenged children in Argungu local government of Kebbi state?
2. What is the role of government towards the education of the physically challenged children in Argungu local government of Kebbi state?

**Interview Question for the parents of Physically Challenged Children in Argungu Local Government of Kebbi State**

1. What is your role towards the education of your physically challenged child?
2. Have you received any assistance from the government, non-governmental organization or a philanthropist towards the education of your physically challenged child?