

Nigerian Journal of Educational Administration and Planning

Vol. 21, No 4, 2021

SUPPORTED BY:



PROJECT 2021



**Assessment Of Special Educational Resources For The
Teaching Of Hearing Impaired Students In Kwara State
School For Special Needs, Ilorin**

LAWAL, Abdulmumin Abubakar

Department of Educational Management,
University of Ilorin,
Ilorin, Nigeria
lawal.aml@unilorin.edu.ng
08035886290

²ADEDOKUN, Femi Johnson

fmu.yomi@yahoo.com
08066206002

³SULYMAN, Kamaldeen Olorundare

Oksulyman83@gmail.com
08066425211

⁴ADEBAYO, Monsurat Folake

adebayomonsuratfolake@gmail.com
08066414903

², ³ & ⁴Department of Educational Foundation, Federal College of Education,
Iwo, Osun State

Abstract

Educational resources could make or mar the attainment of the goals of education in any educational setting. It is on the basis of this that the paper x-rayed the availability, adequacy and accessibility of educational resources for teaching of learning of impaired students. Checklist was used to gather data after which they were validated and its reliability ascertained. The validity was carried out by two experts in the field of education while reliability was ensured through the use of test re-test method. The data collected were analyzed using descriptive statistics of

percentage. It was discovered that educational resources for hearing impaired students in Kwara State school for special needs were not adequate but were available and accessible. It was therefore recommended that government should encourage private individuals and organization to contribute to the provision of educational resources for the school of special needs.

Keywords: Assessment, Educational Resources, Hearing Impairment, Accessible and Adequacy

Introduction

Special Needs Education could be described as a type of formal education designed to accommodate not only learners with disabilities but also the abused or marginalized learners like nomadic and street children including the gifted and talented who are less challenged with the regular curriculum and classroom activities (Individual with Disabilities Education Act, 2017). According to Ugbo (2017), Special Needs Education is described as a form of education designed to cater for the special educational needs of learners who require individually planned and systematically monitored arrangement of physical settings, special equipment, materials, special teaching procedures, and other interventions.

According to Eleri (2012), Nigeria was directly involved in special needs education in 1974. The Federal Ministry of Education provided the much-needed leadership by establishing a special education unit within the ministry in December, 1974. It also, made funds available not only for the training of all categories of special education teachers, but also for the setting up of special education units within the state ministries of education to provide educational programmes for children with special educational needs across Nigeria (Eleri, 2012).

Another milestone was the insertion and development of a section for special needs education, the first ever produced Nigeria National Policy on Education in 1977 and subsequently

revised in 1981, 1998, 2004, 2007 and 2013. Section 7 of the National Policy on Education (Federal Republic Nigeria, 2013). Focuses on Special Needs Education.

This policy document describes special education as a customized educational programme, designed to meet the unique needs of persons with special needs that the general education programme cannot cater for. The policy document further classifies special needs persons into Visual Impairment, Hearing Impairment, Physical and Health Impairment, Intellectual Disability, Emotional and Behavioural Disorders, Speech and Language Impairment, Learning Disabilities, Multiple Disabilities, the Gifted and Talented and Albinos (Federal Republic of Nigeria, 2013).

Kwara State School for Special Needs Ilorin is a public special need school located along Old Jebba road, opposite Kwara Television Authority, in the Eastern part of Ilorin, Kwara State.

The school was established in March 1974. It was formally named as Kwara State School for the Deaf (that is, Hearing Impaired). In 1976, the state introduced a department for the blind (Visually Impaired) in the school. As a result, the name of the school was changed to Kwara State School for the Deaf and Blind. In 1982, the state also introduced another Department for the Mentally Retarded (MR) also known as Intellectually Disabled (ID) students in the school.

The name of the school consequently changed to Kwara State School for the Handicapped, until 2008 when the state government changed the school's name to Kwara State School for Special Needs due to the derogatory nature of the previous name. Since then, the school has been training and graduating the three categories of students namely: visually impaired, hearing impairment and mentally retarded.

In Kwara State, Special Needs Education Policy was enacted to equip learners with special education needs with the literacy and numeracy skills and others, (particularly teaching facilities, special educational resources and vocational training) knowledge and skills required to make students with disabilities

independent and productive members of the society. In the year 2010, the state government planned to procure more instructional materials for them.

It is therefore, necessary to look in to the educational recourses being procured for the school for teaching and learning of students with special needs education in Kwara State school for special needs Ilorin, by the stakeholders which include the school management, teachers and students caregivers who were responsible for the implementation of special needs education policy in Kwara State School for Special Needs, Ilorin. The present study would therefore focus on assessment of special educational resources for the teaching of hearing impairment students in Kwara State School for Special Needs, Ilorin.

Literature Review

Special Needs Education and Special Education Needs

Special Needs Education has been by various scholars and in different perspectives as a form of education meant for learners with disabilities or handicapping conditions only. To National Teachers' Institute (NTI, 2018), special needs education is a complex and multi-layered system for meeting the special learning needs of learners.

However, the definitions of special needs education as modifications, adaptations, adjustments, innovations and management of the curriculum, methods and materials in addition to the other resources and practices of regular schools to fit and meet the special learning needs of those who present different forms of disabilities and learning difficulties (Obani, 2006), is parochial.

The definition of special education as a specially designed instruction, which meets the unique needs of exceptional children and similar others, have made the concept of special needs education very limited to learners with disabilities or handicapped learners. Also, the general notion of special education as being limited to persons with disabilities, have made it prone to labeling, prejudice and discrimination.

In order to correct the parochial view of special needs

education as an educational programme meant for persons with disabilities alone, and to make it more encompassing as to include other categories of learners whose challenges are not disabilities but social conditions and outstanding cognitive abilities, Ugbo (2017) described special needs education as a broader term used in place of special education to accommodate not only learners with disabilities but also the abused or marginalized learners. Garuba (2006) agrees that Special Needs Education extends the categories of children requiring special educational intervention to include non-traditional disability group like kid soldiers, street children, and those suffering from varying categories of abuse. National Policy on Education (FRN, 2013) simply puts special needs education as a formal education given to Persons with Special Needs. It is tailored towards Individualized Educational Program (IEP).

Therefore, special needs education is a form of education designed to cater for the special learning needs of learners who require individually planned and systematically monitored arrangement of physical settings, special equipment and materials, special teaching procedure and other interventions. It accommodates learners with disabilities, at risk children and gifted and talented children. It is rendered at school, home and hospital bound settings.

However, Special Needs Education is not the same with Special Education Needs. Special Needs Education refers to an education programme designed to cater for learners with disabilities, abused and marginalized learners while Special Education Needs refers to the needs in the learners that must be met before learning can take place (Ugbo, 2017)

Facilities required for the implementation of special needs education policy

National Policy on Special Needs Education (FRN, 2013) listed some special equipment and facilities that would ensure easy access and implementation of Special Needs Education programs and services as follows:

Visual Impairment:

1. Training in Orientation and Mobility (O/M), Braille Reading and Writing, use of computer with 'Job Access With Speech (JAWS)' and repairs of special equipment and so on; and
2. The facilities/equipment for the visually impaired learners include, Everest Braille Embosser, Duxbury Braille translator, ominipage/open book, quick tack, Job Access With Speech (JAWS) for windows, acoustic cabinet, scanner, laptop, low vision aid sand devices, binocular, camera etc.

Hearing Impairment:

1. Training in Sign Language interpretation, audiometric technique (pure tone and speech audiometric) and computer application devices; and
2. The facilities/equipment include: audiometer, tympanometry, otoscope, video otoscope, tuning fork, Otoacoustic Emission (OAE), Auditory Brainstem Response (ABR), Auditory Steady State Response (ASSR) etc. Total communication (include aural, oral, lip reading and Sign Language interpretation), hearing aids, cochlea implants speech synthesizer, Teletype (TTY), doorbell, alarm, auto scope, etc.

Mental Retardation (Intellectual Disability/Intellectual Developmental Disability):

1. Training in daily living skills, self-help skills, livelihood skills; and
2. Materials include toys, plastic drawing sheets, jigsaw, puzzle, radio set, television set, etc.

National Policy on Special Needs Education in Nigeria

A policy is a guide to action, and it relates to a broader framework that involves putting into operation a philosophy, principle, vision and decision that are translated into various programmes, projects, and activities (Khan & Khandaker, 2016). A policy entails the broad statement of future goals and actions

and expresses the means of attaining them. It is a framework of governmental intervention and covers a variety of activities. Special Needs Education Policy is a purposeful course of action that an actor or a set of actors such as professional special educators and paraprofessionals like physiotherapists, pathologists, braillists, sign language interpreters, note-takers, and son on follow in delivering quality and equitable education to students with special learning needs (Anderson, 2010).

Special needs education has being in existence in Kwara State since 1974. According to Obiakor (2011), Kwara State Government was the first in Nigeria to establish a public school for children with special educational needs in March, 1974. The name of the school was Kwara State School for the Deaf (that is, Hearing Impaired).

In 1976, the state introduced a department for the blind (Visually Impaired) in the school. As a result, the name of the school was changed to Kwara State School for the Deaf and Blind. In 1982, the state also introduced another department for the Mentally Retarded (MR) students now known as Intellectually Disabled (ID) in the school.

The name of the school was also changed to Kwara State School for the Handicapped until 2008 when changed its name to Kwara State School for Special Needs due to the derogatory nature of the previous name (Bolu-Steve, Olawuyi & Gbolade, 2017). Since then, the school has being training and graduating these three categories of students with special educational needs in the state. The school has graduated deaf and blind students who are professors, lecturers, medical doctors and so on in their respective field today. Example is Professor Eleweke, a former student of Kwara State School for Special Needs, Ilorin; now a lecturer at Portland State University, Portland presently. The school comprise of three (3) units namely: the Visual Impairment, Hearing Impairment and Intellectual Disability Units. These units have different levels i.e. primary and secondary schools (Bolu-Steve, Olawuyi & Gbolade, 2017).

Statement of the Problem

Field survey reported that the negative impact of inadequate special educational resources might have been

making the graduated Senior Secondary School three students in Kwara State School for Special Needs not to be able to construct correct simple sentence after schooling for 13 to 15 years in the School.

It was noticed that many students of the school dropped out and only few of those who were able to complete their secondary education struggled to be admitted into tertiary institutions due to mass failure in Senior School Certificate Examinations such as WAEC, and NECO, The drop out students and those who could not further their education due to failure live in poverty and constitute nuisance in the society. It is therefore, most beneficial to find a lasting solution to the problem of failure and thereby improve the lives of the disabled in the society in order to enable them contribute their quota to their society.

Many studies have been carried out in a related areas and these include among others Adebisi and Onye (2013) who studied towards implementation and sustainability of special education service in Federal Capital Teritary Abuja. Bolu-Steve, Olawuyi and Gbolade (2017) investigated challenges encountered by students in the Kwara state school for special needs Ilorin. Ademefun (2016) investigated policy brief on inclusive and accessible basic education for children with disabilities in kwara state.

Purpose of the Study

The purpose of this study was to assess special educational resources for the teaching of hearing impairment students in Kwara State School for Special Needs, Ilorin. Specifically, the study aimed at:

1. Finding out the availability of educational resources for the teaching of hearing impairment students in Kwara State School for Special Needs, Ilorin;
2. Determining the accessibility of educational resources for the teaching of hearing impairment students in Kwara State School for Special Needs, Ilorin; and
3. examining the adequacy of educational resources for the teaching of hearing impairment students in Kwara State

School for Special Needs, Ilorin.

Research Questions

The following research questions were raised to guide the study:

1. Are there available educational resources for effective teaching for the teaching of hearing impairment students in Kwara State School for Special Needs, Ilorin?
2. How accessible are the educational resources for effective teaching for the teaching of hearing impairment students in Kwara State School for Special Needs, Ilorin?
3. How adequate are the educational resources for the teaching of hearing impairment students in Kwara State School for Special Needs, Ilorin?

Methodology

Descriptive survey designed is adopted for this study. The population for this study comprised the entire thirty-five teachers, one hundred and ten students, one principal, and three vice principal, four nurses and eight care givers as at August 2021. Purposive sampling technique was adopted to select all the entire staff in the school. Checklist was used as instrument to collect data and it was titled "Assessment of Special Educational Resources For Hearing Impairment Students" The scaled of measurement were in the following order of Available (AV), Not available (NA), Adequate (AD), Not Adequate (NAD), Accessible (AC), Not Accessible (NAC). To ensure validity of the instrument, the drafted copies of the instruments was given to two lecturers in the Department of Educational Management and one lecturer in the department of Social Sciences education, University of Ilorin for face, content and construct validity. Reliability of the instrument was ensured through test re-test method. In this method, twenty copies of the checklist were administered to the principal, vice principal, teachers and students which were not part of the sample within an interval of two weeks. Descriptive statistics of percentage was used to answer the research questions. However, 161 questionnaires

were administered but 159 were returned for analysis.

Results

Answering Research Questions

Research Question 1: Are there available educational resources for the teaching of hearing impairment students in Kwara State School for Special Needs, Ilorin?

In order to answer this research question, respondents' responses to items on the questionnaire were collated. The output of the analysis revealed in Table 1

Table 1
Availability of Educational Resources for Hearing Impaired Students

S/N	Items	AVAILABILITY	
		Available	Not Available
1	Amplifier	11 (6.9%)	148 (93.1%)
2	Computer Laboratory	149 (93.7%)	10 (6.3%)
3	Special Library	150 (94.3%)	9 (5.7%)
4	Special Laboratory	151 (95%)	8 (5%)
5	Vocational Training Center	152 (95.6%)	7 (4.4%)
6	Special Hostel Facilities	151 (95%)	8 (5%)
7	School Farm/Poultry Pen/Fish Pond	148 (93.1%)	11 (6.9%)
8	School Clinic/Health Facilities	150 (94.3%)	9 (5.9%)
9	Sign Language Textbook	153 (96.2%)	6 (3.8%)
10	Posters	148 (93.1%)	11 (6.9%)
11	Television Set	147 (92.5%)	12 (7.5%)
12	Video Player	148 (93.1%)	11 (6.9%)
13	Hearing Aids	148 (93.1%)	11 (6.9%)
14	Cochlea Implant Speech Synthesizer/Speech Trainer	12 (7.5%)	147 (92.5%)
15	Audiology Resources	147 (92.5%)	12 (7.5%)
16	Hearing Aids	143 (89.9%)	16 (10.1%)
17	Audio Meter	145 (91.2%)	14 (8.8%)
18	Charts	150 (94.3%)	9 (5.7%)
19	Football	149 (93.7%)	10 (6.3%)
20	Basketball	150 (94.3%)	9 (5.7%)
21	Volleyball	155 (97.3%)	4 (2.5%)
Total Average		2857 (85.6%)	482 (14.3%)

Source: Fieldwork, 2021

for effective teaching for the teaching of hearing impairment students in Kwara State School for Special Needs, Ilorin. It is evident from the table that, Amplifier was available with 11 (6.9%) while 148 respondents with 93.1% was not available. Also computer laboratory set was available with 149 (93.7%) while 10 respondents with 6.3% was not available. Moreso, television set was available with 147 (92.5%) while 12 respondents with 7.5% was not available. Analysis of table shows that minority of the respondents 7.5% supported the view that cochlea implant speech synthesizer/speech trainer was available; 94.3% agreed that basketball was available while 9 (5.7%) was not available for effective teaching for hearing impaired students in Kwara State School for special needs. The table further shows that a large number of respondents 97.3% supported that volleyball was available for effective teaching for hearing impaired students in Kwara State School for special needs. In conclusion, majority of the respondents 85.6% supported the view that educational resources for effective teaching for the teaching of hearing impairment students in Kwara State School for Special Needs, Ilorin were available.

Research Question 2: How accessible are the educational resources for the teaching of hearing impairment students in Kwara State School for Special Needs, Ilorin?

In order to answer this research question, respondents' responses to items on the questionnaire were collated. The output of the analysis revealed in Table 2

Table 2

Accessibility of Educational Resources for Hearing Impaired Students

S/N	Items	ACCESSIBILITY	
		Accessible	Not Accessible
1	Amplifier	11 (6.9%)	148 (93.1%)
2	Computer Laboratory	12 (7.5%)	147 (92.5%)
3	Special Library	10 (6.3%)	149 (93.7%)
4	Special Laboratory	147 (92.5%)	12 (7.5%)
5	Vocational Training Center	12 (7.5%)	147 (92.5%)
6	Special Hostel Facilities	144 (90.6%)	15 (9.4%)

7	School Farm/Poultry Pen/Fish Pond	141 (88.7%)	18 (11.3%)
8	School Clinic/Health Facilities	143 (89.3%)	16 (10.1%)
9	Sign Language Textbook	141 (88.7%)	18 (11.3%)
10	Posters	143 (89.3%)	16 (10.1%)
11	Television Set	144 (90.6%)	15 (9.4%)
12	Video Player	20 (12.6%)	139 (87.4%)
13	Hearing Aids	142 (89.3%)	17 (10.7%)
14	Cochlea Implant Speech Synthesizer/Speech Trainer	13 (8.2%)	146 (91.8%)
15	Audiology Resources	144 (90.6%)	15 (9.4%)
16	Hearing Aids	142 (89.3%)	17 (10.7%)
17	Audio Meter	144 (90.6%)	15 (9.4%)
18	Charts	15 (9.4%)	144 (90.6%)
19	Football	142 (89.3%)	17 (10.7%)
20	Basketball	23 (16.4%)	133 (83.6%)
21	Volleyball	11 (6.9%)	148 (93.1%)
	Total Average	1844 (55.3%)	1492 (44.7%)

Source: Fieldwork, 2021

Table 2 shows how accessible are the educational resources for the teaching of hearing impairment students in Kwara State School for Special Needs, Ilorin. It is evident from the table that, Amplifier was accessible with 11 (6.9%) while 148 respondents with 93.1% was not accessible. Also, computer laboratory set was accessible with 12 (7.5%) while 147 respondents with 92.5% was not accessible. Moreso, television set was adequate with 144 (90.6%) while 15 respondents with 9.4% was not accessible. Analysis of table shows that minority of the respondents 8.2% supported the view that cochlea implant speech synthesizer/speech trainer was accessible; 23 (16.4%) agreed that basketball was accessible while 133 (83.6%) was not accessible for effective teaching for hearing impaired students in Kwara State School for special needs. On the question on the accessibility of volleyball, a sizeable number of respondents 6.9% indicated positive support. In conclusion, majority of the respondents 55.3% supported the view that educational resources

for the teaching of hearing impairment students in Kwara State School for Special Needs, Ilorin were accessible.

Research Question 3: How adequate are the educational resources for the teaching of hearing impairment students in Kwara State School for Special Needs, Ilorin?

In order to answer this research question, respondents' responses to items on the questionnaire were collated. The output of the analysis revealed in Table 3

Table 3
Adequacy of Educational Resources for Hearing Impaired Students

S/N	Items	ADEQUACY	
		Adequate	Not Adequate
1	Amplifier	12 (7.5%)	147 (92.5%)
2	Computer Laboratory	16 (10.1%)	143 (89.9%)
3	Special Library	17 (10.7%)	142 (89.3%)
4	Special Laboratory	16 (10.1%)	143 (89.9%)
5	Vocational Training Center	19 (11.9%)	140 (88.1%)
6	Special Hostel Facilities	142 (89.3%)	17 (10.7%)
7	School Farm/Poultry Pen/Fish Pond	150 (94.3%)	9 (5.7%)
8	School Clinic/Health Facilities	150 (94.3%)	9 (5.7%)
9	Sign Language Textbook	143 (89.9%)	16 (10.1%)
10	Posters	15 (9.4%)	144 (90.6%)
11	Television Set	146 (91.8%)	13 (8.2%)
12	Video Player	139 (87.4%)	20 (12.6%)
13	Hearing Aids	140 (88.1%)	19 (11.9%)
14	Cochlea Implant Speech Synthesizer/Speech Trainer	16 (10.1%)	143 (89.9%)
15	Audiology Resources	17 (10.7%)	142 (89.9%)
16	Hearing Aids	140 (88.1%)	19 (11.9%)
17	Audio Meter	143 (89.9%)	16 (10.1%)
18	Charts	147 (92.5%)	12 (7.5%)
19	Football	13 (8.2%)	146 (91.8%)
20	Basketball	17 (10.7%)	142 (89.3%)
21	Volleyball	15 (9.4%)	144 (90.6%)
Total Average		1613 (44.7%)	1726 (51.7%)

Source: Fieldwork, 2021

Table 3 shows how adequate are the educational

resources for the teaching of hearing impairment students in Kwara State School for Special Needs, Ilorin. It is evident from the table that, Amplifier was adequate with 12 (7.5%) while 147 respondents with 92.5% was not adequate. Also, computer laboratory set was adequate with 16 (10.1%) while 143 respondents with 89.9% was not adequate. Moreso, television set was adequate with 146 (91.8%) while 13 respondents with 8.2% was not adequate. Analysis of table shows that minority of the respondents 10.1% supported the view that cochlea implant speech synthesizer/speech trainer was adequate; 17 (10.7%) agreed that basketball was adequate while 142 (89.3%) was not adequate for effective teaching for hearing impaired students in Kwara State School for special needs.

The table further shows that a small number of respondents 9.4% supported that volleyball was adequate for effective teaching for hearing impaired students in Kwara State School for special needs. In conclusion, majority of the respondents 51.7% supported the view that educational resources for effective teaching for the teaching of hearing impairment students in Kwara State School for Special Needs, Ilorin were not adequate.

Discussion of Findings

This section gives detailed discussion of the findings from the research questions raised. Table 1, 2, 3 showed that educational resources for effective teaching for hearing impaired students in Kwara State School for special needs are available, accessible but not adequate for hearing impaired. This implies that impaired students in Kwara State of special needs have access to educational resources but the educational resources were not adequacy for effective teaching and learning. These findings corroborate the findings of Eleri (2012) which stated that educational resources for the implementation of the elements of special education curriculum are available, accessible but not adequate in Kwara State School for Special Needs, Ilorin, Nigeria.

Conclusion

Educational resources, resources for teaching are very significant in education generally, and in special needs education in particular. For effective teaching and learning to take place in special needs education, necessary educational resources/teaching and learning materials must be readily available, accessible and adequate as no significant learning can take place in abstraction. Based on the findings of this study, it could be concluded that majority of the needed educational resources for effective teaching of hearing impaired students are available, accessible but not all are adequate.

Recommendations

From the findings and conclusions of this study, the following recommendations were made:

1. The government should encourage private participation in providing necessary educational resources in schools for students with special needs. Government alone may not be able to effectively equip the schools with all necessary educational resources;
2. Government should ensure provision of adequate educational resources for effective teaching of hearing impaired students;
3. Government should make educational resources available for effective teaching of hearing impaired students; and
4. The government should make educational resources accessible to hearing impaired students so that effective teaching and learning can take place.

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