

**INFLUENCE OF SCHOOL BASED FACTORS ON THE ACADEMIC PERFORMANCE OF CHILDREN WITH DISABILITIES IN JOS NORTH LGA, PLATEAU STATE.**

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**ABSTRACT**

*The study examined some Influences of School Based Factors on the Academic Performance of Children with Disabilities in Jos North LGA, Plateau State. Three research questions and two hypotheses were adopted for the study. Survey research design approach was used while the population of the study was 53 in three special education schools but 50 samples were randomly selected and used for the study within the three selected special schools in Jos North LGA, Plateau State, Nigeria. The study employed simple percentage approaches as method for data collection. The following finding were obtained; the study revealed that reading problem is frequently reported among with disabilities in Jos North, Plateau State, also, the study uncovered that there are no adequate infrastructures, qualified teachers, as well as the problem of overcrowded classrooms being the major factors affecting academic performance of children with disabilities in Jos North. Hence the following recommendations were presented; that only qualified teachers should be employed to teach in special education schools, government should provides infrastructures to ease teaching and learning of children with disabilities in special schools Jos North in order to improve their academic performance.*

**Key point: Disabilities, Learning, Teachers**

**BACKGROUND OF THE STUDY**

The practical implementation of inclusive education places considerable pressure on teachers who are on the frontline of inclusion (Floreen 2018). Likewise, other people's negative attitudes may negatively affect social relationships, behavior, educational outcome of children with debilities, because their self- perception is significantly impacted For instance, if their teachers possess low expectations concerning their academic achievement and right behaviors from disabled students consequently, the probability of these children behaving and performing is significantly defeated (Beattie, 2019).

Learning process of children with disabilities should engulf integrating them not only in the school but in the general society well. Inclusion of children with disabilities requires the customizing the current curriculum in order to meet each child's academic needs (Ridsaleand Thompson, 2012). The supporters of inclusion of disabled children in the mainstream classes lobby for total reconstruction, as well as the integration of fundamental changes in the current curriculum. These advocates of Inclusion states that different curriculum deepens exclusion by separating normal children from disabled/special children. (Ainscow, 2011).

Children with physical disabilities hardly perform academically normal in mainstream schools, although, teachers in these schools play a significant role in counseling these children to cope with their feelings of aggression, self-pity, and hostility (Ingule, Ronoand Ndambuki, 2016). The academic achievement of physically handicapped children is vitally impacted particularly in cases whereby they are hospitalized following health issues. It is worth noting that most children with disabilities do not complete the basic education.

## **OVERVIEW OF SCHOOL BASED FACTORS AFFECTING CHILDREN WITH DISABILITIES**

Factors affecting the education of children with disabilities includes:

### **1. Learner Based Barriers Affecting the Academic Performance of Children with Disabilities**

Reading problem is the most frequently reported academic problem for those with learning disabilities (Bender & Williams, 2004). Examples of areas in reading in which learners with learning disabilities often problems have are in word recognition and reading comprehension. As a group, learners with word recognition problems can display a number of characteristics either in isolation or in combination. These include mispronunciations; omitting, adding, or substituting words; reversing letters or words; and difficulty blending sounds together.

Mathematics is another area in which a learner with learning disabilities might experience problems. Areas in which learners with learning disabilities have been reported as having difficulties include calculation, knowledge of mathematics facts, understanding of mathematics concepts, and problem-solving skills (Smith, 2004). Related areas include difficulty with word problems (Bryant & Dix, 1999), math anxiety (Baloglu & Kocak, 2006), and retrieving math information from long-term memory (Geary, 2003).

Many learners with learning disabilities display problems in the overall area of written language or written expression. Problems with handwriting and spelling often lead to difficulty in composing written products (Berninger & Amtmann, 2003; Graham, 1999), and it appears that many learners with learning disabilities have more difficulty with compositional writing than with writing single words or sentences (Mayes, Calhoun, & Lane, 2005).

Compositional writing involves aspects such as capitalization and punctuation, vocabulary, organization, and theme development. For example, a learner with a learning disability in this area might write a story that is short; is not well thought out; and has numerous capitalization, punctuation, and spelling errors. The above literature identifies common problems experienced by learners with LD as reading, mathematics, written language, expressive language and understanding language. These problems in-turn contribute to poor academic performance (Graham, 1999).

### **Teacher Related Barriers that Affect academic Performance of Children with Disabilities**

The depth and scope of the teachers training are critical in determining the academic performance of Learners with learning disability in a school (Jenny & Snell, 2008). According to Meese (2002), a teacher with sufficient professional training in special needs education has the ability and competency to adapt the curriculum to suit learners with Learning Disabilities. This could in turn contribute to improved academic performance of learners with learning disability.

Teachers are held accountable for learners' performance, sometimes to unrealistic levels especially regarding the Learners with learning difficulties (Ondiek, 2009). The teacher's experiences, values, attitudes and expectations, particularly in respect to the student, affect how the teacher instructs the child and how their interaction develops. Inclusion of all children within the classroom has brought about a new challenge for teachers. A typical class may consists of gifted children, slow learners, mentally retarded children, hyperactive children, emotionally challenged children, and children from low socio-economical status. With such a diverse combination, classroom management, along with focusing on delivering a differentiated instruction that targets each student individually in the classroom has made a regular education teacher's job beyond difficult. (Friend, Cook, Chamberlain, & Shamberger, 2010).

Angrist and Lavy (2001) observe that lack of adequate and proper training received by teachers lead to poor academic performance of children with disability. Thus, lack of adequate teacher training to handle both the disabled and non-disabled learners in the same class

negatively affects the success of inclusive education which ultimately affects academic performance negatively.

Teachers' attitudes and perceptions is another challenge affecting performance of learners with learning disability. Australian research has consistently revealed that many teachers, while philosophically accepting the notion, are resistant to the inclusion of students with significant problems, particularly those with more severe intellectual disabilities, and emotional or behavioral disorders (Conway 2002; Westwood & Graham 2003).

Time demand in teaching learners with LD is another challenge that affects performance. According to Schumm & Vaughn, (1992) most teachers want to help low-achieving students, but do not have the time to prepare special materials. Time was also the major challenge associated with inclusion according to research by Westwood and Graham (2003). Balancing the need for almost constant supervision, and the development of individualized programming and complex behavior management plans with the needs of the whole class affected the willingness of teachers to include high demand students in their classrooms. Added to these are the time demands of collaborating with different professionals, from school-based special education staff, to itinerant support personnel, to representatives from outside agencies (Avrimides et al., 2015).

### **Curriculum Based factors Affecting the Academic Performance of Children with Disabilities**

Many governments in the developing countries have not been able to effectively implement inclusive education policy framework. In some countries like Kenya, the education policy is an exclusively one-sided policy and fails to meet the needs of the challenged learners in inclusive education arrangement. One case in point is the endlessly controversial national examinations, which fails to capture learners' diverse backgrounds and needs (Sugiharto, 2008).

According to a study in Los Angeles(USA) conducted by Oakes and Saunders (2002), shortages of teaching and learning materials has a negative impact on the learners especially those with learning disability and the ones with less knowledge about a subject. This forces most of the parents to remove their children from the schools and take them to special schools. Inadequate teaching materials was also highlighted by a number of researchers (Avrimidis, 2000; Westwood & Graham, 2003) as factors affecting the performance of learners with learning disability. Teachers need greater access to differentiated resources.

A study in USA by Kirk, Gallagher, Anastasiow and coleman (2006) found that the regular school curriculum is not adapted by teachers for learners with LD because teachers lack the necessary skills. In their view, they extent to where any curriculum can be adapted to enhance achievement of learners with LD reinforce the basic curriculum, Lerner (2006) also noted that the regular school curriculum is rigid, more of a routine and does not provide space for adaptation. Learners with learning disabilities experiences problems in specific academic skills such as reading, language, writing and mathematics (Lerner, 2006). It is therefore important that teachers should adapt the curriculum content to respond to the learners with Learning disabilities personal talents and interests. In support of this, Bender (2007) noted that learners with LD exhibit different styles of learning and teachers need different methods at their disposal hence the needs for adaptation.

Studies have shown that flexible approaches in education are needed to respond to the diverse abilities and needs of all learners. According to UNESCO (2009), where curricula and teaching methods are rigid and there is a lack of appropriate teaching materials – for example, where information is not delivered in the most appropriate mode and teaching materials are not available in alternative formats, learners with LD are at increased risk of exclusion. UNESCO (2009) adds that assessment and evaluation systems are often focused on academic performance rather than individual progress and therefore can also be restrictive for children with special education needs.

### **Infrastructural Based factors that Affect the Performance Children with Disability**

School infrastructure in Africa has not been growing fast enough to accommodate all school-age children, and a large part of the current infrastructure are unsuitable for learning and often, inefficiently funds is allocated. If these trends continue, the primary school infrastructure needed to provide quality education for all children will be grossly inadequate (World Bank, 2006).

In Nigeria, there are over 80 pupils per class and 50 students per class in primary and secondary schools respectively. This does not only show discomfort but also compromises the air quality and the few existing facilities in such classes. A major evaluation of the World Bank Ghana education programme concluded that increasing the availability and quality of classrooms and instructional materials directly contributes to both educational attainment and achievement (World Bank, 2004).

### **CHILDREN WITH DISABILITIES**

Children with debilities are individuals with impairment of different forms such as hearing impairment, learning debilities, visual impairment, physically or health challenges, cerebral palsy, emotionally disturbed, mental retarded among others (Akos, 2014). Children with special needs are could be learners who cannot benefit from ordinary classroom without the use of specially trained teachers or trained special facilities such as white cane, sign language, mobile chair, Braille, talking calculator among others assistive devices. The National Policy on Education (2004) provided that all children irrespective of their disabilities status have right to education, the statement automatically opened up opportunities for children with disabilities to benefit from equal opportunities in an inclusion or special school.

### **ACADEMIC PERFORMANCE OF CHILDREN WITH DISABILITIES**

Learning today, explores the daily challenges of people with disabilities in low and middle-income countries, looking at solutions, and asking how to create a disability-inclusive world. No one want to come out to talk about autism, even those whose autistic children were receiving therapy, rarely spoke about their reality. Lack of awareness on learning disabilities in Nigeria coupled with teachers and parents who expect quick, miraculous fixes is another hurdle special needs children encounter. Academic performance of CWD is greatly affected by some school based barriers namely the teacher, the curriculum and the infrastructure that affect the academic performance of learners with learning disabilities.

### **THE ROLE OF GOVERNMENT IN THE EDUCATION OF CHILDREN WITH DISABILITIES**

In Nigeria, the Federal Government holds a major responsibility for public education, at the primary, secondary, and tertiary levels; in terms of learning, learning outcomes, and funding. States are only responsible for funding and supporting the universities and tertiary educational institutions they establish. The Federal Government establishes and funds most of the institutions of higher learning. Therefore, policy changes in education are principally driven by the Federal Government.

The federal government released a National Policy on Education which contained some provisions for special education including the idea of equalizing education for all children irrespective of their physical, mental, and emotional state (Garuba, 2003). One of the first states in the Nigeria to move forward with the dictates for the education of children with special needs in the 1977 National Policy on Education was Plateau State; by enacting the Plateau State Handicapped Law in 1981 which makes the education of children with disabilities compulsory with a provision for the rehabilitation of adults with disabilities.

The Federal Ministry of Education has the responsibility of coordinating Special Needs Education in Nigeria. This is done in collaboration with relevant Ministries and bodies e.g. Federal Ministry of Sports, Federal Ministry of Women Affairs and Social Development, Federal Ministry

of Health, Federal Ministry of Labour and Productivity, Federal Ministry of Justice, National Human Rights Commission, Non-Governmental Organizations as well as International Development Partners (IDPs), - UNICEF, UNESCO, UNDP, WHO, DFID, World Bank, USAID, ILO

### **ROLE OF ADMINISTRATORS IN THE EDUCATION OF CHILDREN WITH DISABILITIES**

Nigerian National Policy on Education (2004) defined Special Needs Education (SNE) as the education of children and adult who have learning difficulties because of the different kinds of handicaps – blindness, partial – sightedness, deafness, hardness of hearing, mental retardation, social maladjustment, limb deformation or malformation etc; due to circumstances of birth, inheritance, social position, mental and physical health patterns, or accident later in life. As a result such children and adult are unable to cope with the regular school class organization and methods. Special needs educators provide instructions specifically tailored to meet individualized needs, making education available to learners of all categories of disabilities status.

Nigeria's National Policy on Education (2004) stated the three key objectives of special needs education as to:

- i. To give concrete meaning to the idea of equalizing educational opportunities to all children, disabilities notwithstanding.
- ii. Provision of adequate education for all people with special needs in order that they may fully contribute their quota to the development of the nation.
- iii. Diversified and appropriate curriculum for all the beneficiaries.

One of the areas where the policy became a barrier has to do with federal government unable to specify the administrative structures or functions of the three tiers of government. This failure made it difficult for proper funding and service delivery (Adebisi & Onye, 2013). More so, the policy does not classify the criteria for those personnel that would head the special needs education departments and institutions. That is why non-professionals are heading special education units in some of the educational agencies.

### **STATEMENT OF THE PROBLEM**

It has been postulated by Gyang (2009) that teacher' job is crucial to education because it could make or mar the implementation of curriculum in the school. It has been observed that academic performance of children with disabilities in Jos North LGA, Plateau state is dwindling down. Children are performing below the acceptable threshold in academics. Government and parents have make enormous efforts in investing huge resources to school for the advancement of education, yet there is no commiserating results, this called for an urgent action to improve the maladies bedeviling educational section. Despite efforts by the government to guarantee right of entry to education by children with disabilities still they are not well represented in the educational system. Only very little effort has been made to put into practice the existing legal frameworks for children with disabilities when compared with their non-disabled counterparts. Not much has been done to collect data on the number of children with disabilities in schools to enable staffing accordingly. Also, most of the existence teachers are either unqualified or lack infrastructures to cater for teaching and learning needs of children with disabilities, hence the topic; influence of school based factors on performance of children with disabilities in Jos North LGA is worthy to be investigated.

### **OBJECTIVES OF THE STUDY**

The study sought to achieve the following objectives:

- 1) To find out some school-based factors influencing academic performance of children with disability in Jos North LGA, Plateau state.
- 2) To examine the qualification among teachers in managing children with disabilities in Jos North LGA Plateau state.

- 3) To suggest what can be done to improve school based factors militating against academic performance of children with disabilities in Jos North LGA Plateau state.

### **RESEARCH QUESTIONS**

- 1) What are the school based factors influencing academic performance of children with disability in Jos North LGA, Plateau state?
- 2) What are the qualifications possessed by teachers of children with disability in Jos North LGA, Plateau state?
- 3) What are some remedial measures that could be design to ameliorate the identified factors in influencing academic performance of children with disabilities in Jos North LGA, Plateau state?

### **HYPOTHESIS**

H<sub>0</sub>: There is no significant difference between school based factors and the academic performance of children with disabilities in Jos North LGA Plateau State.

H<sub>a1</sub>: There is a significant difference between school based factors and the academic performance of children with disabilities in Jos North LGA Plateau State.

### **SIGNIFICANCE OF THE STUDY**

The finding will be useful for teachers, parents, children with disabilities.. The findings will be useful to teachers in schools in inclusive school in countering some challenges affecting provision of equal learning opportunities in the classroom. . Parents will benefit from the study because it is their wish to see all form of discrimination against their children in prevented and open the way for their children to learn as expected. Children with disabilities will benefit from the study in the sense that all form of academic discriminations from teachers inclusion schools will be improve this in turn will help children with disabilities to feel home and improve their academic achievement alongside their non debilities counterparts.

### **SCOPE OF THE STUDY**

The research work focus on the influence of school based factors on the academic performance of children with disabilities in some selected schools in Jos North LGA Plateau State. It also look at disability act in Nigeria, learners based factors barriers affecting performance of children with disabilities, infrastructure based factors that affect the performance of children with disabilities. The research will be restricted to three special schools in Jos North LGA Plateau and they will be use as case study.

### **DESIGN OF THE STUDY**

The design adopted for this study was survey research design. Survey research design was preferably because the opinions of respondents were sought in order to address some identified encountered challenges in teachers and students with learning disability.

### **POPULATION OF THE STUDY**

The Population of the study comprises fifty three (53) primary and secondary in Ganaka international school, Open door special school and Otana Integrated School in Jos North Local Government area of Plateau state.

A sample of fifty (50) teachers from the selected schools were used for the study.

### **SAMPLING TECHNIQUES**

Random sampling technique was adopted to select sample for the study

**INSTRUMENT FOR DATA COLLECTION**

Structured questionnaire was utilized to gather the required data for this study. The questionnaire was structured in order to facilitate analysis of the collected data. The questionnaire consist of (16) analytical item, a likert method options of; Strongly Agree (SA), Agree (A) Disagree (D)Strongly Disagree (SD) was adopted.

**VALIDITY AND RELIABILITY OF INSTRUMENT**

The instrument was validated by the supervisor and experts in the Special Education Department University of Jos, this was to ascertain it effectiveness.

**PROCEDURE OF DATA COLLECTION**

The researcher, with the introduction letter together with the research assistance went to the selected schools and administer the questionnaire and all the filled items was collected the same day for analysis purpose.

**METHOD OF DATA ANALYSIS**

The data collected was analyzed using simple percentage while the hypothesis was tested using Chi-square. Statistical method at a significant level of 0.05

Formula for simple percentage is presented as follows:

Simple percentage (SP)

$$SP = \frac{\sum Fx}{n} X \frac{100}{1}$$

Where:

- F = Frequency of students' responses
- X = Students responses
- N = Total number of responses
- $\sum$  = Summation

The hypotheses were tested at 0.05 level of significance using chi-square with the formula as:

$$\chi^2 = \frac{\sum(F0 - Fe)^2}{Fe}$$

Where:

- X<sup>2</sup>= Chi-Square statistics
- $\Sigma$  = Summation of
- F0 = Observed frequencies
- Fe = Expected frequencies

**DATA ANALYSIS**

**RESEARCH QUESTION ONE: What are the school-based factors influencing academic performance of children with disabilities in Jos North LGA of Plateau State?**

Table 1: School based factors influencing academic performance of children with disabilities

S/N ITEMS	SA	A	D	SD
1. Reading problem is frequently reported academic problem for pupils with learning disabilities	31 (62%)	19 (38%)	0 (0%)	0 (0%)
2. Skills in computation of mathematical facts are some of the factors affecting performance of children with disabilities	23 (46%)	27 (54%)	0 (0%)	0 (0%)

3.	Scope of the teachers training is critical in determining then academic performance of learners with learning disabilities in the school	40 (80%)	9 (18%)	1 (2%)	0 (0%)
4.	Inadequate teachers are factors affecting the performance of learners with learning disabilities	37 (74%)	10 (20%)	2 (2%)	1 (2%)
5.	School infrastructure needed to providing quality education for all children with disabilities is a factor affecting the academic performance of children with disabilities.	30 (60%)	20 (40%)	0 (0%)	0 (0%)
<b>TOTAL</b>		<b>161 (64.4%)</b>	<b>85 (34%)</b>	<b>3 (1.2%)</b>	<b>1 (0.4%)</b>

Source: Researchers Field-Survey, 2021.

Table1; Item 1 above shows that 31 respondents representing 62 percent strongly agree that reading problem is frequently reported academic problem for pupils with learning disabilities, while 19 respondents representing 38 percent agree, no respondent disagree or strongly disagree with the statement, therefore the statement is accepted.

### RESEARCH QUESTION TWO: What are the qualifications possessed by teachers of children with disabilities in Jos North Plateau State?

Table 2: Qualifications and experience Possessed by teachers of children with disabilities

S/N	ITEMS	SA	A	D	SD
6.	Most teachers are professionals of special education	3 (6%)	1 (2%)	21 (42%)	25 (50%)
7.	Most of teachers are NCE holders	8 (16%)	7 (14%)	23 (46%)	12 (24%)
8.	Most teachers are O'Level holders	21 (42%)	20 (40%)	4 (8%)	5 (10%)
9	Most teachers are B.Ed./M.Ed. holders	1 (2%)	2 (4%)	20 (40%)	27 (54%)
10	None of the teachers are professionals of special education	1 (2%)	2 (4%)	20 (40%)	27 (54%)

Source: Researcher's Field-Survey, 2021.

Table 2. Item 2 above showed that 23 respondents representing 46 % strongly agreed that qualification and experience processed by teachers of children with special needs improve their academic performance, 27 respondents representing 54 percent agreed. No respondent disagree or strongly disagree with the claim, therefore the statement is accepted.

68.5% that disagreed to the items. By implication, most of the respondents (teachers) supported that the items in the table are the qualifications possessed by teachers of children with disabilities in Jos North.

**RESEARCH QUESTION THREE: What are some remedial measures that could be designed to ameliorate the identified factors in influencing academic performance of children with disabilities in Jos North LGA of Plateau State?**

Table 3: Remedial Measures that could be designed to ameliorate the identified factors in influencing Academic performance of Children with Disabilities.

S/N ITEMS	SA	A	D	SD
11. Teachers should respect and ensure the rights of each of the child within their jurisdiction without discrimination of any kind	31 (62%)	19 (38%)	0 (0%)	0 (0%)
12. The federal and state Ministries of education in Collaboration with appropriate bodies should provide programmes for gifted and talented persons	23 (46%)	27 (54%)	0 (0%)	0 (0%)
13. Special needs educators should provide instructions specifically tailored to meet individualized needs of children with disabilities	40 (80%)	9 (18%)	1 (2%)	0 (0%)
14. The environmental design for special needs children should focus on senses including touching, smelling, hearing and motor skills having always in mind the major difference of their senses and their physicality	37 (74%)	10 (20%)	2 (2%)	1 (2%)
15. The administrators and teachers of children with disabilities must be experienced professionals of special education	30 (60%)	20 (40%)	0 (0%)	0 (0%)
<b>TOTAL</b>	<b>161 (64.4%)</b>	<b>85 (34%)</b>	<b>3 (1.2%)</b>	<b>1 (0.4%)</b>

Source: Researchers Field-Survey, 2021.

Table 3 item 3 above showed that the 53.2% of the respondents agreed that remedial measures that could be designed to ameliorate the identified factors in influencing the academic performance of children with disability, 32.2% of the respondent seconded by agreeing to the items which make up a total percentage of 85.2% that agreed. While 34% of the respondents disagreed and 34.5% of the respondents strongly disagreed. Therefore the statement is accepted.

**HYPOTHESIS ONE:**

Ho: There is no significant different between mean score of teachers' performance and academic performance of Children with learning disabilities in Jos North LGA in Plateau State.

Chi-square table test of significant relationship between teachers' performance and academic performance of Children with learning disabilities in Jos North LGA in Plateau State.

**Table**

**4.**

Hypothesis	N	Df	X <sup>2</sup> cal	X <sup>2</sup> tabulated	Decision
H <sub>1</sub>	50	4	<b>8.638</b>	<b>5.99</b>	Reject

Level of significance = 0.05

The table 4 shows that chi square test of independence which was analyzed to investigate the relationship in between teachers' performance and academic performance of Children with learning disabilities in Jos North LGA in Plateau State.

The table shows that  $X^2_{cal} = 8.368$  and the  $X^2_{tabulated} = 9.488$  with degree of freedom (df) = 2 at 0.05 level significance.

**Decision:** Since  $X^2$  calculated = 8.638 is lesser than the value of  $X^2_{tabulated} (0.05) = 9.488$ , the null hypothesis ( $H_0$ ) which state that there is a significant difference between teachers' performance and academic performance of Children with learning disabilities in Jos North LGA in Plateau State is accepted.

## DISCUSSION OF FINDINGS

Research question one, it was accepted that reading problem is frequently reported as an academic problem for persons with disabilities, also the study accepted that skills in computation of mathematical problems are some factors affecting performance of children with disabilities.

The study accepted that scope of teachers training is critical in determining the academic performance of learners with learning disabilities in school, it also accept that inadequate teachers are factors affecting learners with learning disabilities. The study further accept the claim that school infrastructure needed to provide quality education for all children with disabilities is a factor affecting the academic performance of children with disabilities.

Also, findings based on research question two as shown in table 5 showed that majority of the respondents strongly agreed that 16.5% of the respondents strongly agreed that items 6,7,8 and 9 are the qualification and experiences possessed by teachers of children with disabilities in Jos North Plateau State. And 15% of the respondent seconded by agreeing to the items which make up a total percentage response of 31.5% that agreed. This finding is in line with the finding of (Chaves & Guapacha, 2014) which reveals that it has always been difficult to define the qualities that constitute a qualified teacher. As a matter of fact, the term has been "a common concern in daily life, in education policies, and in academic literature".

Similarly, findings based on research question three on the problems militating against the success of teachers' job performance in Jos North, Plateau State. It reveals that 53.2% of the respondents strongly agreed that items 10,11,12,13 and 14 are the Remedial measures that could be designed to ameliorate the identified factors which influence academic performance of children with disabilities in Jos North Plateau State and 32.2% of the respondent seconded by agreeing to the items which make up a total percentage response of 85.2% that agreed. The findings are related to the findings of Abdul (1997) which reveals that teacher salaries are too poor and they are poorly remunerated in some cases, teachers' salaries had been misappropriated, embezzled or used to award contract by the disheartening politicians.

## SUMMARY OF FINDINGS

The following are summary of the findings from the study.

Firstly, the study revealed reading problem is frequently reported problem for pupils with learning disabilities in Jos North, Plateau State. This means that this is one of the school based problems that affect learning efficiency of children with disabilities.

With regards to educational qualification and experience possessed by teachers of children with disabilities, it was established that most of the teachers in schools in Jos North Plateau State that engage in teaching children with disabilities are Bsc.Ed/HND holders.

Notwithstanding, findings based on research question three which tallied with the third objective stated earlier in chapter one established remedial measures that can be designed to reduce the identified factors that affect academic performance of children with disabilities; upon this it was established that federal and state government in collaboration with appropriate bodies should provide special programs for gifted and talented. Also environmental design for special needs children should focus on senses including

touching, seeing and hearing and other motor skills; having always in mind the differences in disability challenges and physicality in Schools in Jos North especially Open Door and Ganaka international Special school in Plateau State.

## **CONCLUSIONS**

From the finding of analysis of influence of school based factors on the academic performance of children with disabilities in Jos North, Plateau State. it was revealed that there is difference between performance of teachers and academic performance of students with disabilities in Jos North of Plateau State. Intently, therefore qualified teachers, adequate relationship and counselling series should be used to influence performance of learners with learning disabilities.

## **RECOMMENDATIONS**

Based on the findings the researcher advances the following measures:

- 1) Only teachers who have relevant qualification and teaching experiences should be employed to teach in schools where special needs children are found especially in Plateau State.
- 2) Government and private instituted authorities across states and local government areas should reorient the teachers on how to engage in teaching and learning of methods for special needs education and objectives achievement. Seminars and symposia should be designed in a quarterly to educating the students and professionals of system so as to make these individuals more committed to achieving the general objectives of learning and teaching.
- 3) The classrooms should be conducive for students and adequate accessories should be made available for assistive learning.
- 4) Proactive special education policies should be promulgated and implemented across the state for establishment of learning centers and training institutes for personnel that can be used in then system to achieve the goals of special needs education in Nigeria.

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