

**AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN
SOCIETAL ATTITUDES AND THE EDUCATION OF
HANDICAPPED CHILDREN IN KADUNA STATE**

BY

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DECLARATION

I hereby declare that this Thesis submitted for the master in Education Degree (Curriculum and Instruction) of Ahmadu Bello University, Zaria is a record of my own research work, except where reference is made to published literature and duly acknowledged. It has not been presented before in whole or in part for application for a higher degree.

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CERTIFICATION

This Thesis, entitled “An Investigation into the Relationship between Societal Attitude and the Education of the Handicapped Children In Kaduna State” by Amao, Bolanle Tolulope, meets the requirement governing the awards of the degree of Master of Education (Curriculum and Instruction) of Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literacy presentation.

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DEDICATION

This Thesis is dedicated to my family, Deacon and Mrs. S. O. Amao, Biola Ejidare and Abimbola Amao who contributed financially, morally and spiritually while I was pursuing this programme.

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ABSTRACT

The study investigated the relationship between societal attitudes and the education of the handicapped children in Kaduna State. The social welfare workers, Local Government Education Authority workers, classroom teachers and the handicapped people were used for the research. 423 questionnaires were given out to collect data from the respondents, but 416 questionnaires were retrieved. The analytical tools employed include summary of statistics of frequency and percentage distribution, the Pearson Product moment correlation co-efficient and one tail-t-test were used to test the hypotheses. The results obtained revealed that society has a negative attitude towards the education of the handicapped children. They believe that attitudes like pity, over-protection, preferential treatment etc will help the handicapped child to learn faster. The society seems to have preference towards educating handicapped male children compared to handicapped female children. Also, findings revealed that there is only one special school in the entire Kaduna State for educating the handicapped child.

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OPERATIONAL DEFINITIONS

For the purpose of this study, the following operational definitions will be used to describe the following words:

1. Society

Society is defined as the system in which people live together in organized communities. A community of people living in a particular country or regional and having shared customs, laws, organizations etc could be described as the society.

For the purpose of this study, the society will be stratified into the Local Government Education Area workers, social welfare workers, the handicapped and government secondary school teachers in Kaduna state.

2. Attitude

Attitude refers to certain regularities in an individual's feelings, thoughts and predispositions to act towards some aspects of his environment. It can otherwise be referred to as a way of thinking about something/somebody.

3. Education

It refers to the process of training and instruction especially to children in schools, which is designed to give knowledge and

develop skills that will enable them to be useful to themselves and the society at large.

4. Special Education

It refers to the education of children who have learning difficulty because of different sorts of handicap; blindness, partial sightedness, deafness, hardness of hearing, physical handicap etc due to circumstances of birth, inheritance or accident.

5. Handicapped

Handicapped refers to those who have any form of impairment or disability that significantly restrict their functions and performance in one or more major life activities to the extent that they need some special education, equipment or rehabilitation.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

This study is an investigation into the relationship between attitude of the society and the education of the handicapped children. The definition of the society for the purpose of this study will be a group of people who work hand in hand with the handicapped children. This group includes the social welfare workers, the classroom teachers (who teach the handicapped children) the handicapped people themselves and Local Government Education Authority workers. It is believed that this group of people comes to deal with the handicapped children in one way or the other. It could be emotionally, educationally or physically. The handicapped people considered are physically handicapped (i.e. lame and cripple), visually impaired and hearing impaired.

A handicapped child is a child who suffers from certain disability, which could be classified under physical or psychological disability. Handicap is a disadvantage for a given individual resulting from an impairment that limits or prevents the fulfillment of a role that is normal for that individual (Taiwo, 2000). Disabled is a term used to describe people, who have a physical or mental impairment that interferes with

their ability to lead a happy productive life (World Book Encyclopedia, 2002).

Disabled is the most generally accepted term to refer to people with a permanent illness or injury that makes it difficult for them to use part of their bodies completely or easily. Handicapped is considered to be slightly old-fashioned and many people now think it is offensive. People now prefer to use the word disability rather than handicap (Horny, 2004).

A major problem of many people with disability is limited ability to perform ordinary daily activities. Disabled individuals may also experience special psychological problems. They may become depressed because their disability makes them different from most other people.

Disability is the limitation in an individual's capacity as a result of physical or mental functional incapability to perform activities which are generally accepted as basic components of daily living; self care, social relation, economic activity, sex and social responsibility (Alamu, 1991).

Most disabled persons want to be recognized. They want to be able to achieve the maximum level of success attainable in the society. They want to be recognized as equal citizens who could contribute just like able bodied people to the development of the society.

One of the most basic human needs is the drive towards self-actualization, the desire to develop one's potentialities and to make oneself as good and complete as possible. This psychological need is possibly more prominent in the disabled. There is also the related tract of self-concept. The person's well-being is known to be greatly influenced by his view about himself and about his position in the world. This holds true for the disabled. By handicapped child, it is meant the blind, deaf, lame crippled and the dumb.

The study draws its inspiration from the global concern for the disabled children. According to the World Health Organization (WHO) 1980, disability is any restriction or lack of ability to perform an activity in the manner or within the range considered normal for human being. Handicap refers to the restrictions a person with any kind of disability suffers in the process of fulfilling daily obligations. Kolo (1994) defines disability as physical or physique that tends to limit a person's ability to perform certain tasks.

It is worthwhile to observe that nations, governments, NGO's and philanthropists have taken certain steps to improve the state of the disabled in the society. For example, the United Nations General Assembly in its 37th session adopted the World Programme of Action for

disable persons. The action stipulated that member nations conduct studies about disabled persons focusing on prevention, rehabilitation and equalization of opportunities for education, employment and social role (Ozoji, 1993).

The United Nations during the past decade has devoted considerable attention to the rights of the disabled and has made several declarations dealing with human rights, some of a universal nature and some aiming at special groups of people including the disabled (Gulbadan, 2002). In 1975, the United Nations General Assembly adopted the declaration on the rights of the disabled persons, recommending that all relevant international organizations and agencies should include in their programmes provision to ensure the effective implementation of the rights and principles of this declaration (Genevieve, 1999).

Since the declaration of the United Nations International Year of the disabled in 1981, many nations both developed and developing, have initiated measures for the prevention of disabilities, rehabilitation and restoration of goals for the full participation of persons with disabilities in social life, development and education (Deku, 2002). UNESCO (1994) in the framework for Action on special needs to education stressed the right of children including those with special needs. The framework states that:

All children have a fundamental right to education and must be given the opportunity to achieve and maintain an acceptable level of learning. Therefore, educational systems should be assigned and educational programmes implemented to take account of the whole diversity of characteristics and need that exist among children because all children can learn including those who have special needs (p.4).

Guided by the rights of the child, the UNICEF takes a right-based approach to disability by including disability as a ground for protection against discrimination (Gulbadan, 2002). Rehabilitation and the problems of preventing disability have been on the agenda of WHO both at headquarters and at the regional level. The United Nations General Assembly continued to give high priority to disabled persons by proclaiming 1983-1992 the decade of disabled persons and adopting world programmes of action for its implementation (Sue, 1997).

The African Charter on the rights and welfare of the child upholds the right of disabled children to special protection measures. Article 23 of the African Charter states that “a physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self reliance and facilitates the child’s active participation in the community”. It goes on to state that such children have a right to special care and that state should provide assistance that is appropriate to the child’s condition

and the circumstance of parent's or other care givers. Assistance should be provided free of charge whenever possible and should be designed to ensure that the disabled child "receives education, training, health care services, rehabilitation services, preparation for employment and recreational opportunities in a manner conducive to the child's fullest possible social integration and individual development".

Gani (1985) stated that of the world's 500 million handicapped, 12 million are Nigerians i.e. 2.4% of the entire world's handicapped population. Akilu (1989) said that 15% of the physically handicapped are children between the ages of 6-12 years. This age bracket signifies primary school children. The primary school is the foundation of education. This signifies that instant attention should be given to the education of these children. The handicapped condition of these children includes amputated limbs, spine muscles injury, auditory problems, visual problems, leprosy, epilepsy and mental retardation (Maicibi, 2005). Education is recognized as crucial to the aspirations of disabled people to enjoy full and equal opportunities (Doyle, 1996).

These children have the right to be educated. They need a sound education as much as anyone else that is normal. In fact, even more because, physically fit who are uneducated may find jobs but physically

handicapped with no education may have to resort to begging all their lives in Nigerians streets, churches, mosques, clubs, markets and other public places. This has to be the case because most of them cannot till the land, and people, companies and even government do not willingly employ them. To avoid wastage of human resources, the talents of the handicapped have to be development for subsequent exploitation for national development (Maicibi, 2005).

Before 1975, the education and care of the handicapped in Nigeria was the concern of religious and voluntary bodies. Government's intervention in special education started with the Federal Government in 1975. Special Education facilities are the most comprehensive and well focused services provided by the state to meet the special needs of children with disabilities.

The National Policy on Education (2004) made provision for such educational opportunities for all children irrespective of their physical, mental or emotional disabilities. Alongside the Federal and State Governments, Non-Governmental Organizations (NGOs) and religious organization have been especially active in the provision of education, welfare and rehabilitation services for the disabled.

The National Policy of Education of 2004 devotes section 8 to special education and the launching of the Blue print on Education of the Handicapped in Nigeria in 1989 has brought limitless promises and expectations, not only to the handicapped, but also to special education practitioners. To coordinate programme for the education of the handicapped in Nigeria, Government set up a joint consultative Reference committee on special Education. (International Conference on Education).

Some important questions are: Who cares about the frustration of the paraplegic who is unable to get up and move about like other people in Nigeria? Who cares about the silence that envelops the deaf or the loneliness of being cut off from your world while living therein? Who can really perceive the bitterness of the dumb man who has so much to say but cannot vocalize his thought, the worse for him if he cannot write! Who understands the problem of being in a dark world, of not being able to read one's own letters, which is the unhappy lot of the blind? Who really cares if these people get education or not? Who cares about their future? Who cares what become of this set of people? This study will help the society to see ways through which they can help the handicapped to become skilled, self-relevant and useful to themselves and the society at large.

To be handicapped is a physical state but disability is of the mind. A handicapped person does not mean handicapped mind. There are possibly more handicapped minds harbored in able bodies. Orebola (1988) opines that perhaps this account for the prevalent apathy accorded matters that concern the lot of the handicapped in our society.

The manner, with which attitudes influence behavior, has singled out the former as one of the most fascinating issues for behaviour scientists. The Nigerian society has been uncritically accused of hurling negative attributes towards disabled persons.

Attitudes have been defined as an acquired persistent tendency or predisposition to feel, think or act in a certain way towards a particular object. It is a motivational force that defines what an individual expects or desires, which in turn affects responses or behaviours. (Akinpelu, 2004).

The society perceives physical disability as permeating into other physical aspect of the person. The traditional explanation of disability has a vehement hand in planting negative attitude towards disability. Some culture believes disability to be a sort of punishment for sin by God. (Ozaji, 1981).

The attitude of the society ranges from total rejection or over protection, sometimes relegating the handicapped person to educational, economic,

social and political situations far below that which he has the ability to achieve. Sometimes this poor attitude towards the handicapped person affects their overall development. (Best, 1993). Attitude is a state of readiness, a tendency to respond in a certain manner when confronted with certain stimuli (Oppenheim, 1992). Attitude towards disabled people have been predominantly negative in direction and the intensity of beliefs and behaviours appears to vary according to not only factors such as culture (Ingstad & Whyte, 1995; Stone, 2001), but also impairment. Children are generally regarded as holding more positive attitudes towards disabled people than the adult population (Townsend et al, 1993). Most Nigerians are anxious to see the disabilities instead of their abilities. The plight of persons with disability can only be reduced if the society gives attention to their abilities. (Snabi, 2001).

A 1990 survey by the World Health Organization shows how various countries in the European Region gave diverse opportunities to the disabled. Consequently, disabled people are increasingly able to earn their own living, travel about, live independently and take part in social and educational projects. This is due not only to changing attitude but also to the increase emphasis on the importance of education for the disabled and the provision of conducive opportunities to enhance learning.

In 1975, the United States passed a law, which outlines the constitutional right of every handicapped child to education. Through education a disabled child will learn how to look after himself. The degree of his dependence on others for support or survival will be greatly minimized (Alamu, 1991).

From the foregoing, it would seem that attitude towards physically handicapped persons tend not to be generally very favourable. Do these attitudes influence their adjustment significantly? This study is therefore aimed at finding out the attitude of the society towards the handicapped child and especially the education of handicapped children and to proffer ideas that could uplift their predicament.

1.2 Statement of the Problem

Disabilities put children in a more vulnerable situation than they would normally face, particularly in developing countries. As a result of their disabilities, they are all too often handicapped in various aspects of social life, receiving less education, becoming marginalized in social activities and having less opportunity for gainful employment in latter life. (Okogbe, 1994). People who have physical disabilities and suffer from chronic ill-health are often considered in social interaction and hence tend to have fewer chances of making friends (Hellandendu, 1992).

Sociologists have studied physical disability and its social ramifications particularly from the point of view of stigma. Stigma is an undesirable attribute, which disqualifies an individual from full social acceptance. (Goffman, 1981). Shearer (1981) has observed that the stigma attached to physical disability and chronic diseases also affect family, friends and the community at large.

Society tends towards stigmatization of the handicapped. Stigmatization is a phenomenon whereby an individual reacts to another person on the basis of a disability. This reaction is expressed in various ways such as not wanting to live in the same house with handicapped or marry from their family. The attitude of the society to the handicapped which invariably affects their education may be as varied as Nigeria's ethnic, religious and cultural diversities. This study investigated the attitudes of the society despite the enlightenment put in place by all these global concerns towards the education of the handicapped children.

Based on the enlightenment campaign structures and publicity put in place by a number of global concerns about the need for educating handicapped children, it has become necessary to determine the extent to which the attitudes of the society has affected the education of these individuals in Kaduna State

Is the attitude of the society that of sending the handicapped out of sight and out of mind? Is it an attitude of “I am ashamed of you”, you are worthless? Is it that the society regards them as worthless? Is it that nobody really wants them in their homes? Is the attitude that of rejection or is it that of love and acceptance? Is the attitude that of regarding them as nuisance? Are they worthy of education? Does anybody take up the interest of a handicapped child and pushes up his/her interest/right? Is the attitude of the society favourable to the education of a handicapped child? Does anybody want to train him/her in a profession?

1.3 Research Questions

The following research questions were raised:

1. What are the attitudes of the society towards the education of the handicapped children in Kaduna State?
2. Do the attitudes of the society influence the educational development of an handicapped children in Kaduna State?
3. To what extent and in what ways do the attitudes of the society affect the education of the handicapped female children compared to the handicapped male children in Kaduna State?
4. Does the educational sector make provision for the education of the handicapped children in Kaduna State?

1.4 Hypotheses

The following hypotheses were raised for the study:

1. There is no significant relationship between the attitudes of the society and their bearing on the education of the handicapped children in Kaduna State.
2. The attitudes of the society have no significant influence on the educational development of the handicapped children in Kaduna State.
3. There is no significant relationship between the attitudes of the society and the education of the handicapped male children in Kaduna State.
4. There is no significant relationship between the attitudes of the society and the education of the handicapped female children in Kaduna State.
5. There is no significant difference amongst respondents regarding the view about evidence of availability of educational facilities and equipment including special institutions for educating handicapped children in Kaduna State.

1.5 Purpose of the Study

The purpose of this study is to:

1. Find out and document the attitude of Nigerian society towards the education of the handicapped child.
2. Suggest ways by which handicapped children can be educated and become useful citizens in the society so that they can make meaningful contributions to the Nigerian society and to themselves.
3. Suggest how the handicapped can be looked upon and regarded not as “the wretched of the earth” but as “the salt of the earth”.

1.6 Significance of the Study

This study is significant in the following ways. It will:

1. Highlight the various attitudes of some sectors of the society towards the handicapped children and how it affects education of the handicapped child.
2. Indicate areas where the handicapped could be helped to become useful citizens in the society instead of being regarded as parasites.
3. Suggest the appropriate kind of training that the handicapped should be exposed to.

4. Help to sensitize the relatives of the disabled about their needs and their situation and this will help the relatives to take appropriate measure in rehabilitating the handicapped child.
5. Help the society at large and even planners in such areas as medical care, schools, transportation into to take consideration the plight of the handicapped children in the design of equipments, systems and building for this category of individuals.
6. Come out with ideas and suggestions that can make the disabled in the society to be accorded recognition and lifted to a position where they can be more useful not only to themselves but to the entire society.

1.7 Scope and Delimitation of the Study

The study covered Kaduna State and taps the views of the social welfare workers, classroom teachers, the handicapped people themselves, and Local Government Education Authority workers. This group of people works hand-in-hand with the handicapped children almost on a daily basis.

1.8 Assumption

The attitudes of the society should be positive towards the education of the handicapped. The basic assumption of the study is that the attitude of the society towards the education of the handicapped children should be positive because the able-bodied who are uneducated can have alternative job but an uneducated handicapped child can only resort to begging on the Nigeria streets.

1.9 Summary

The chapter gave an introduction on the attitudes of the society towards the education of the handicapped children. The problem of the study was stated to be the poor way in which the handicapped children are viewed in the society and the misconception the society has about disability. Some research questions and hypothesis were raised. The study is aimed at finding out the attitudes of the society towards the education of the handicapped children and tries to suggest ways of improving their lot.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The review of literature covered in this study is tailored at addressing issues which bear on the following: Nature and Importance of Attitude, Effects of Attitudes on the educational development of handicapped children, How the society affects the handicapped children, Rights of the handicapped children, Educational provisions for the handicapped children, Gender disparity in the attitudes of the society towards the education of the handicapped children, Attitudes towards provision of educational facilities by the educational sector.

2.2 Theoretical Framework

Disability has many meanings to others. The disabled person often does not know when he enters a social situation whether he will be an object of curiosity, pity, sympathized with, helped, patronized, exhibited, praised for his abilities, avoided or actively rejected. The attitude of person with disability towards his own disability, towards other disabled persons and towards the members of his society as well as the attitude of society towards him are determining factors for the development of his personality and for his integration in society.

The feelings of inadequacy and anxiety combined with insecurity and frustration among the person with disability may result in withdrawal, introversion, aggressiveness etc. Whether or not these negative feelings, behaviours and personality maladjustment would take place in the case of a particular individual will largely depend on the society's attitudes and behaviour toward him. The person with disability who considers himself stigmatized due to his disability condition may be more vulnerable to anxiety than a nondisabled person. High level of anxiety may reduce his ability to cope realistically with his environment and he may tend to react impulsively, compulsively and rigidly. The individual may develop defenses, which may restrict his activity and maintain low level of aspiration.

Societal attitude

An individual is part and product of his social environment and so is a person with disability. His relationship, attitude and behavior patterns are vitally affected by the nature and extent of the harmony or disharmony of his relationship with the family members, relatives, friends, community members, workplace colleagues and employers etc. Tragically enough, the persons with disabilities are "less handicapped by their own disability

than by the social attitude” (Silver, 1957) meted out to them in every walk of life (Shrivastava, 1970).

Attitudes, prejudice, discrimination and stereotypes about disability

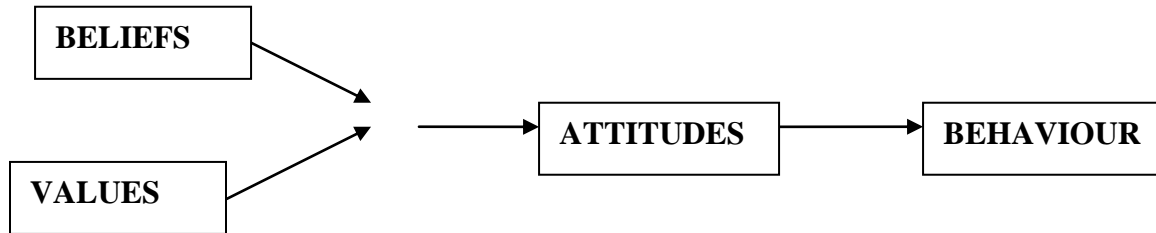
Most definitions of attitude comprise 3 components;

1. Cognitive
2. Affective
3. Behavioural

The cognitive component refers to our beliefs about the object or person to whom the attitude is directed we may believe, for example, that the blind people have a ‘sixth sense’ our belief may or may not be correct.

The affective component refers to our evaluation of the object or person to whom the attitude is directed. We may think, for example, that the ‘sixth sense’ of the blind people makes them superior beings. The evaluation is based on the underlying values we hold which represent ethical codes and social and cultural norms. Beliefs represent what we know, values represent what we feel. Gross (1987) points out that in order to convert a belief into an attitude a value ingredient is needed. The more important or central our beliefs and values, the more difficult they are for ourselves or for others to change. This is because they tend to underpin our other attitudes and may influence the way we behave. Our beliefs and values

may, in turn affect our behaviour. We may, for example, fail to assist the blind person when he or she needs it. These ideas are summarized below:



(Fishbein & Ajken, 1975)

2.3 The Nature and Importance of Attitude

Good (1991) defined attitude as a readiness to react towards or against some situation, person or thing in a particular manner. For example, different people will react in different ways to a particular person, thing or situation. This simply indicates that attitude is the individual's reaction to some situations with which the person is confronted. Attitude is the way one thinks or feels about something or a person. It is your disposition towards a thing or a person. Ozoji (1992) described attitude as a tri-element concept embodying beliefs, emotions and behaviours. These characterize human beings in intra-personal and in their social interactions. Ozoji (2003) viewed attitudes as perceptual force that influences the outlook of the society including what the society says

or plans to do or not to do. To him, societal attitude plays a formidable role in deciding what goes to persons with disability in almost all significant aspects of their lives.

According to Abiri (1986), attitude is a predisposition to respond in a certain way to a person, object, situation, event or idea. For instance a person may show a certain attitude towards a subject rather than to its actual status.

From the foregoing, attitude is seen to be a form of disposition, feeling, and thought towards a person or thing. Hence, the feelings or thoughts about a person or thing will determine the reaction to the person or thing.

Mukherjee (1978) ascertained that individual's behavior is measurable but that it could be difficult to trace the underlying factors of the individual's feelings, such as why he behaved in that manner. There may be hundreds of instances where individuals are forced to act in a manner where they would not be acting out of choice. He said attitudes are best expressed when individuals make statements about their feelings or opinions about certain objects, issues or things.

The above idea implies that actions at times do not really show the attitude but situations influence actions i.e. the situation in which a person

is, will determine the attitude. Adebisi and Dada (2005) suggested that attitude towards the handicapped can be viewed in two ways: the attitude of the society towards persons with disability and attitude of persons with disability to themselves. Attitude is but one of man's acquired behavioural dispositions. Campbell (1983) identified more than seventy terms and concepts, which related to or are affected by attitude. Some of these include value, opinion, habit, ideology, nature, etc. In this context, attitudes towards disabled would seem complex and diverse, reflecting our own differences in background, perception, situation constraints, social expectations and variations among the disabled themselves. All these hinge on an assumption among special educators that disabled people are like us, except that their conditions set them apart from the rest of us. Because this assumption has persisted for too long, it has become resistant to change, confirming that a pre-planting attitude depends on contact with, and information about what it concerns. Attitudes are also profoundly influenced by actions of people around us whom we respect and trust. Thus if friends treat the disabled as equals, the tendency is that we will at least show some interest. In the same vein, if adults join others in avoiding the disabled adults, children quickly join others in ridiculing disabled children.

Adelowo (1993) attested that there was a catalogue of negative behaviours toward the disabled, sources of which could be traced to a number of points; you are familiar with anger of the gods, and various other taboos. It is pertinent to highlight a historical progression of societal attitudes towards persons with disabilities in various societies. Abang (1995) stated clearly that handicapped children were mistreated and sometimes ruthlessly killed in the primitive days.

Adebiyi (2005) said there was renaissance period, which had direct concern for the disabled. This was the period when people began to have another outlook about life. It was an era of reasoning; period when superstitious beliefs gave way to facts finding ventures.

The beginning of 17th century was a watershed in the life of the disabled. It was the period when the disabled began to regain their status in the society, which gave them not only the right to live but also be educated, protected and assisted. This era was the era of self-emancipation for persons with disabilities because they showed outstanding achievements in various fields of endeavour.

From all the above, it is clear that one's attitude may be associated with an object, abstraction or feelings which influence acceptance or rejection of a person, situation or thing. An element of acceptance or

avoidance is present in any attitude. An attitude is, therefore, the individual's acceptance of an opinion or statement about something. An attitude is, therefore, the individual's acceptance of an opinion or statement about something or the total rejection of an opinion or statement about something. Attitude can also indicate whether one is associated with a certain object, particular person or situation or not. Attitudinal meanings are to a great extent personal, which has no standard of wrong or right.

Mukherjee (1977) emphasized the great influence of social environment on the attitudinal formation of any child. He said that during the growth period of every child his/her home, his/her neighbourhood, his/her community inculcate in him/her certain values,, beliefs and opinions. Some of these values are later accepted by the child while some are rejected.

Weslie (1991) stated that these acquired values in social content shape attitudes to various things, issues and objects. As soon as these feelings, thoughts and opinions are firmly rooted in the child's personality, the child will not depart from them, but use them to act in ways corresponding to attitudes.

Tannerban (1990) established that there exists three major types of attitudes towards given objects or concepts. These are:-

- (a) The like/dislike or evaluated attitude which the individual reveals in response to words such “good”, “bad”, etc
- (b) The activity or participative attitude revealed by the use of words such as “active”, “statics; etc; and
- (c) The potency attitude associated with individual’s feelings about the utility of the object or concept and revealed by the use of words such as “useful and useless”.

One’s feeling towards a person, a thing or situation affects one’s attitude towards the situation one is confirmed with, and eventually leads to one’s acceptability or rejection of such a situation, person or thing. In other words, positive feelings lead to positive disposition to act and total acceptance of the particular situation, person or thing, while negative feelings lead or rejection of the particular situation, person or things.

2.4 Effects of Attitude on the Educational Development of the Handicapped Children

Exceptionality or disability has a lot of negative effects on the individual, the parents and the society (Rauf and Olawale, 1999). For instance, this disabled individual is different, atypical and fertile ground for needed and unneeded pity from acquaintances, peers and strangers. But it is a sure fact that on one has delight in being pitied because the concept of pity has a negative effect on one’s ego and integrity. How does

needed and unneeded pity affect the educational development of handicapped child. Are they also pitied in school? Do the teachers and classmates pity them also? These the study will find out.

However, since many factors affect a child's development, the fact that many physical handicapped children are restricted in mobility by reason of their handicaps or prolonged stay in the hospital, thus limits the range and type of their experience. Again, many parents are apt to over-protect their physically handicapped children for fear that he might aggravate his problem or elicit negative attitudes from others in the environment. Occasionally, though, even the parents themselves as well as others in the neighbourhood reject the child because his disability is unsightly. This can only serve to affect adversely the child's concept of himself and his education (Adeshina, 2001). Is it because of restricted mobility that the children are not trained in school? Does over-protection by parent include not sending them to school? Will the school help the handicapped children to have good concept of themselves?

Children and adolescents are sensitive about being different from what is considered normal. They want to be like their peers. This will satisfy their needs of belonging, acceptance, value and equality. When members of the society see and treat any handicapped. The effects of such

differential treatment can be more devastating on the child than the real handicapping condition. Unfortunately, until very recently, there has never been equal treatment of the able and disabled persons. (Maicibi, 2005). Do people in Kaduna give equal treatment to the able and disabled persons? Will educating the child satisfy his need of belonging, acceptance, value and equality? Will educating the handicapped child change the way the society see and treat the handicapped children?

Gaye (1972) stated that there are five basic needs common to every person or individual in life, and when these basic needs are met to the individual. These needs are” the need for food, air water and the need for excretion. The second is the need for love and affection. This is the need for acceptance in the society. The third need is the need for security, the fourth need is the need for enjoyment and confidence and respect for those around and to be respected too. The last need is the need for self-esteem and self-actualization. If these needs are met the handicapped child will settle down fine even take education seriously. The author didn't say whether education will satisfy the need for self-esteem and self-actualization. What is the link between these needs and education for the handicapped child?

Disabled children are often victims of negative social perceptions which in addition lead to their social isolation. This has a harmful impact on their self-esteem, hence on their educational development. That is why UNICEF undertakes communication campaigns aiming to inform people and call for non-discriminatory behaviour. (Thorburn, 1998). Are people in Kaduna informed or aware of this campaign? Does isolation have a negative effect on educational development.

The prevailing attitudes to people with disability are reflected in the vocabulary often used. The vocabulary used to refer to people is often socially demeaning. The most revealing, unfortunate and irritating is the discriminate use of the term 'disable group of people with to behavioural communalities on which it is not sensible or proper to generalize (Shindi, 1991). Because attitude serve as a mediating construct in behaviour they play a potent role in the effective treatment and rehabilitation of persons with disabilities. What are some of the vocabulary often used in Kaduna to describe the disabled?

The degree of acceptance of the disabled person by the non-disabled is seen to be related to age, sex, self-esteem, relationship, sophistication, and perhaps, knowledge about handicaps. Evidence points to the fact that negative attitudes particularly of parents and others who

matter to him, create in the person with physical dualities anxiety and guilty feelings, some of the consequences of which are difficulties in social, emotional, and educational well being. (Shindi, 1991). What knowledge do people in Kaduna have about the handicapped child? It is true that the degree of acceptance by the non-disabled people will affect the education development of the disabled child because a child tends to learn more under a loving environment.

According to Thompson (1988), social bias and perceived discrimination have a lot to do with the individual's ability to adapt to his disability and social surroundings. If we look at the history, may be we can see why. Disabled individuals have realized that they are a minority group with discrimination practiced against them. Many disabled individuals feel that prejudices and discrimination are the primary problems, and not his inability to function physically as other people. When an individual adapt to his disability and social surrounding, he will pay more attention to education and even learn more. It is that because of the way the disabled see themselves, they don't want to learn?

According to Thorburn (1988), the extent to which children with impairments are disabled or not depends on many things: the attitudes and behaviour of others towards them (parents, teachers, neighbours); the

satisfaction of their needs (for survival, food, shelter, stimulation, love); the policies which include or exclude them; the accessibility of the environment. The access to appropriate basic support for their physical, social, mental, communication, personal development (could be basic aids and equipment, appropriate help from parents, health and education services, and access to early childhood care and education). Is the author saying that access to education services determine the extent children with impairment are disabled?

2.5 Attitudes of the Society Towards the Handicapped Children

Although attitudes towards person with handicaps vary from one handicap to another, it is possible to make certain generalizations about attitude of certain categories of persons toward people with handicap in general. Specifically we can consider the person with handicap in his family and the attitudes of family members, the attitudes of helping professionals and agencies, and finally, those of the community or society at large.

The role of the family in the life of every individual is an important aspect of one's life. The home is the smallest unit of the society, and it is the first institution that the child, whether handicapped or non-handicapped comes across in his/her life. Thus the parents are the first

natural teacher in the home. Parents' attitudes toward the handicapped seem to matter in the growth and development of the handicapped children.

In 1974, the Kenya National Commission and UNESCO undertook a short study on the attitude of the public towards the handicapped in Kenya. The commission was particularly interested in knowing what the public felt about a number of issues concerning the handicapped. The results of the study indicate that: there is a great concern with the problem of the handicapped and also a keen desire to see something done; there is a willingness to contribute towards the welfare of the handicapped people generally; there is a feeling that some categories of mentally retarded people could benefit from education and government allocate funds to such education; there is a feeling that the handicapped should be given a chance to overcome their handicap in order to facilitate their integration into the rest of the society and there is a conviction that certain jobs should be allocated to the handicapped.

This study will also try to find out the attitude of the society towards the education of the handicapped children. But the revelations did not specify whether education is part of the welfare of the handicapped

people and whether education will facilitate their integration into the society.

Yukeri (1970) gave an extensive review of studies of attitudes of the public towards the disabled people. The result of the studies indicated that there is little evidence of a relationship between the level of education of adults and attitudes towards the handicapped

Rubin and Roessler (1995), identified five determinants of societal attitudes towards persons with disabilities:

the perceived cause of the disability; the perceived responsibility of the disability;

the perceived threat of disability; the prevailing economic conditions within society; the prevailing socio-cultural milieu.

What we believe to be the cause of the disability and our belief system are critical in how the disabled are perceived. The spectrum ranges from divine punishment to the common opinion that if someone with a disability has taken better care of him/herself, then this would not have happened (Wendell, 1996).

Rubin and Roessler stated that “persons with disability have been seen as a treat in at least two ways; as a threat to personal safety and to economic well-being”. The perceived threat of personal safety can be

linked to societal reaction of resistance. For example, in past eras, individuals with leprosy were segregated into colonies which were society separated from the society. In contemporary society, people with HIV/AIDS are often feared by those who lack education regarding the transmission of the virus. The cause of the disability and our belief system which influence the way disability is perceived has a hand in education of the handicapped child. Because when the handicapped is seen as curse of punishment of sin, there will be no interest to educate such a child.

Another point is the prevailing economic condition. The prevailing conditions at a particular time can significantly affect the responses of the society towards its members with disability. The economic conditions include: state of the economy, level of economic development and the prevailing economic philosophy. How do people in Kaduna State see the handicapped child? Are they segregated or put together in study the society? This, the study will find out.

The prevailing socio-cultural milieu encourages that one looks at attitudes through the eyes of different movements and activities such as the civil rights movement, multiculturalism, new legislation and the voice of the disabled. The prevailing economy situation like scarcity or

abundance resources will affect the training of the handicapped child in school.

A significant portion of the society would argue that attitudes do not influence societal behaviour. According to this school thought, what a person feels or thinks is only important if it can imply productivity of conduct. On the other hand, there is a contrary view that behaviour is determined by social structural factors i.e. the social structure is regarded as an independent variable while attitudes are products of its structure. It is however possible for attitude to vary independently of structural factors (Adelowo, 1993).

Within a society, there are beliefs of rationalism which people engage in to handle a moral dilemma. The conflict of values is found in every strand of a culture, economic, political institutions, and in the mind of citizens. This implies a link between public attitudes and prevailing ideologies of people. People's attitudes to disabilities and disabled persons arise from conflict between societal values and structural moral dilemma (Good, 1990).

For example, Anyatunwa (1977) found among the Ngwa Igbo's that the attitudes of society towards the physically disabled arose from the beliefs in the supernatural or discretion of the gods. This conclusion

probably arose from the society's belief in reincarnation and respect for special rules. Are the people of Kaduna aware of any civil right movement or legislation on the education of the handicapped child and do these movements pursue the right of the handicapped child to education. Are the legislation also implemented? Thus, this study will try to find out.

One attitudinal perspective discussed by Soder (1990) was the minority-group syndrome. By this the disabled persons are regarded as the unfortunate minority in the society. Consequently, their views & identities have always been appropriated or subjected. Such persons are fated to be at the mercy of the invisible powers that be. When such views are held over time, a devastating indicator of prejudice is manifest. This is stereotyping which freezes every element of personality of the disabled person. What is the belief of the Zaria people towards the handicapped? Does belief have any impact on the education of the handicapped child? Prejudice can be in the form of not educating the handicapped child.

2.6 Rights of Handicapped Children to Education

One way of understanding how desperately the disabled are struggling for their own rights in society is through activities with their own organizations. These may exist at the local, state, national and at international levels. Examples of such organizations are: The disabled

people's International; The Nigeria Association of the Blind, the Joint Association of Disabled Persons, etc. How many of such organizations are in Kaduna State?

Most advocates believe that legislation should cover two major area:

- (a) Education: State and federal laws to ensure that all handicapped children receive education alongside non-handicapped children in primary, secondary and higher institutions without discrimination
- (b) Employment: A law to ensure that all disabled citizens who receive vocational training in Federal and State rehabilitation centres and in centre elsewhere should secure employment as a right.

Are these legislations implemented? Are there schools where handicapped children receive education alongside non-handicapped in Kaduna. There are cases where Head teachers and principals have rejected handicapped candidates seeking admissions on grounds of their disabilities. The discriminative attitude also applies in the case of those seeking employment.

Chigier (undated), Former National Secretary of Israeli Society for Rehabilitation of the Disabled, suggested the following rights:

- (i) The rights to be informed

- (ii) The right to be educated
- (iii) The right to sexual expression
- (iv) The right to marry
- (v) The right to become parents
- (vi) The right to receive services from the community

Of all these rights, the rights to be informed, right to be educated and right to receive services from the community are the ones related to this study. But are these rights available in Nigeria? To what extent does the handicapped child have the right to be educated, informed, receive services in the community.

Another area of concern relates to the religious rights of the handicapped. Henry (1979) outlined four basic rights of children:

- (i) Every child has right to know that he or she is loved and appreciated for who he/she is
- (ii) Every child has the right to be saved (loved by God)
- (iii) Every child has the right to be given and taught Godly wisdom
- (iv) Every child has the right to come under authority (of the home, church, state and nation).

All these rights are not related to education except the right to be taught Godly wisdom. But Godly wisdom can be taught alongside with knowledge and skills.

2.7 Educational Provisions for the Handicapped Children

Generally in Nigerian society, when a child with characteristics related to defects or abnormality is given birth to, the normal joy and celebrations are replaced with sadness, reservation and sometimes uneasy calm and feeling of guilt (Onaolapo 1995). The concept of every Nigerian's right to education prompted the launching of University Primary Education (UPE) scheme in 1976., followed soon afterwards by the promulgation of the National Policy on Education of the handicapped and gifted children. Is it being implemented in this area? It is the demand that all should be educated being utilized?

Education has been one of the major tools in rehabilitating the handicapped all over the world. Historically, a number of structures and educational facilities were put in place to cater for the interests and welfare of handicapped persons. Today, handicapped persons are known to have made significant contributions to the development of the society so much so that they are now accorded first class status in most developed nations. It is not a surprise therefore, that the declaration of the Rights of

Disabled Persons by United Nations General Assembly of 1975 stated that; “disabled persons have the right to education which enables them develop their capacities and skills and will hasten the process of their social integration”. In Nigeria and Kaduna State, one doubts whether there are rehabilitation centres for educating the handicapped children and whether they are accorded status or if they are aware of any declaration. In Kaduna, are handicapped children educated using rehabilitation centres? How many rehabilitation centres are there?

The idea of the “Right to Education” of 1975 led to the “democratization of education”, the objective of which focuses on ensuring that every person without exception, has the opportunity to exercise his/her right to education. Special education is the area of education that caters for the educational needs of this special group of individuals.

The National Policy of Education (2004, Revised) makes clarification on special education:

Special education is the education of children and adults who have learning difficulty because of their different sorts of handicaps: blindness, partial sightedness, deafness, hardness of hearing, mental retardation, physical handicap etc due to circumstances of birth, inheritance, social position, mental and physical health pattern, or accident in later in life. (p.36).

This clarification helps give a concrete definition of the handicapped. Special education is also seen as an era within the framework of general education that provides;

- (a) Appropriate facilities
- (b) Specialized materials and methods; and
- (c) Teachers with specialized training for children considered to be handicapped.

To what extent are these facilities provided in Nigeria and are they provided in Kaduna. The purpose and objectives of special education, as stated in the National Policy on Education (NPE) 2004 are:

- (a) To give concrete meaning to the idea of equalizing educational opportunities for all children, their physical, mental, emotional disabilities notwithstanding
- (b) To provide adequate education for all handicapped children and adults in order that they fully play their roles in the development of the nation; and
- (c) To provide opportunities for exceptionally gifted children to develop at their own pace in the interest of the nation's economic and technological development.

These purpose and objective is very useful to this study but are people in Kduna aware?

One of the features of the American Public Law 94-142, as stated by Kirk and Gallagher (1989), is that handicapped children should be educated in the least restrictive environment. That is, as much as possible, children who are handicapped must be educated with the children who are not handicapped. The physiology is to move as close to the normal setting (regular classroom) as feasible for each child. This idea confirms the position of the Nigerian government when it stated in the National Policy of Education (2004) that “Integration is the most realistic form for special education since handicapped children are eventually expected to live in the society” (p. 37). The Nigeria government stated it but is it being implemented?

Integration is a process by which handicapped children are placed in a regular school environment to receive instruction with regular students.

This form of integration can be partial or total. Partial integration involves providing a “unit” in the regular schools for handicapped children who are taught separately by their specialist teachers. During school activities and other non-academic activities, the handicapped

students associate with their normal peers. This form of integration has been adopted by Methodist Grammar School, Ibadan in Oyo State; State Grammar School, Eric Moore Road, Lagos State; Baptist High School Benin City, Edo State. It is pertinent to note that schools like Kwara State School for the handicapped, Ilorin, Niger State School for the handicapped, Ilorin, Niger State School for the Handicapped, Minna and Imo State School for the Deaf, Owerri, Kaduna State School for the Deaf and Dumb, Kaduna are solely for handicapped children. These schools are referred to as “special schools”.

The importance of education for children with special needs cannot be overemphasized. UNESCO (1994) in the framework for Action on Special Needs Education stressed the right of children, including those with special needs. The framework states that:

All children have a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptance level of learning. Therefore educational systems should be designed and educational programmes implemented to take account of the wide diversity of characteristics and needs that exist among children because all children can learn including those who have special needs (p.4).

Today, we have scattered all over Nigeria, special education institutes and 54 special schools and settlement for persons with

disability. (Ozoji, 1993) statistics from the Federal Ministry of Education (1986) estimated 64 special education facilities in Nigeria.

However, one may observe that these efforts notwithstanding societal attitudes and perceptions towards the disabled remain largely negative.

In summary, the society's image of the handicapped is negative. It thus contributes a problem to their education. The society does not have the will to allow the handicapped individuals survive amongst able-bodied individuals. People do not feel comfortable with handicapped individuals even to the extent of rejecting "useful" suggestions, gifts issued from such individuals. This affects their full integration into the school and into the larger society. It is a serious misconception on the potentials of the handicapped. Do the people of Kaduna see any ability in disability? How do they treat the handicapped ones amidst them?

2.8 Gender Disparity in the Attitudes of Society Towards Education of the Handicapped Children

Basic education is considered to be the essential learning required by all members of the community to ensure social and economic progress. Everyone has a right to education, which shall be directed, to the full development of human resources, dignity and potential with particular attention to women and the girl child (Johnson, 2005).

Gender refers to the qualitative and interdependent character of women's positions in the society. Gender relations are considered in terms of the relations of power and dominance that structure the life chances of men and women. Thus gender division is not biologically fixed, but constitutes an aspect of the wider social division of labour and this, in turn, is rooted in the conditions of production and reproduction and reinforced by the cultural, religious and ideological systems prevailing in the society (Ostergaard 2000).

Certain groups of girls are more likely to be excluded from school on the basis of caste, ethnicity, religion or disability. In a recent World Bank report, it is estimated that only about 1-5 per cent of all disabled girl children attend schools in developing countries (Kharfarr 1998).

Girls with disabilities are a large and diverse group whose educational needs are largely gone unnoticed by those committed to promoting (either) gender equity. It seems clear that disabled girls are not faring well. Widespread cultural biases on both gender and all disability greatly limit the educational opportunities of disabled girls (Holdsworth, 2000). How do people in Zaria see the handicapped girl child?

Disabled children are at severe risk of exclusion from school and other social activities. Especially in the case of girl, the victims may be

sees as a burden on the family because marriage prospects may be family (Atshan, 1997).

Woman and girls with disabilities do not fare well in the educational arena than their disabled male or non-disabled female counterparts. For example, UNESCO, the World Blind Union and others estimated the literacy rate of disabled women at only one percent, compared with an estimate of about the three percent disabilities as a whole (Groce, 1996).

There is a circular relationship between poverty and disability, which also accentuates gender. On the other hand, disability can also contribute to poverty because of the difficulties facing the disabled. Thus, disabled girls are more likely to grow up in poor families a reality that places them at further educational disadvantage (Rouso, 2003). Is this also applicable to Nigeria? What is the situation in Nigeria?

There is a dearth of programmes specifically aimed at addressing the educational needs of disabled girl. In Nigeria, while there is a range of initiatives to promote educational equality for girls, these have largely overlooked disabled girls (Froshi et al., 2001). But the extent to which they are overlooked has not being defined by any research work.

Similarly, strong disability rights/legislation has produced a range of efforts to promote educational equity for disabled children, but few initiatives have included gender-specific components to address the unique barriers facing disabled girls.

2.9 Attitudes Towards Provision of Educational Facilities for Handicapped Children

The social relay involving the disabled and the society is mediated by attitudes. Proper management of attitude issues in special education may mean happiness for the handicapped. The converse also applies. Educational opportunities are grossly limited because of prevailing discriminatory practice against the handicapped children. Public perception about people with disabilities has been at best, mere sympathy and at worst, outright scorn and rejection. This mindset is even exacerbated by the government's apathy in the area of infrastructural facilities in public places and even schools that will improve the enabling environment for the disabled. Except the few higher institutions of learning which give consideration for the handicapped, the doors of most of our universities are shut to the disabled, as learning equipments are either scanty or in most cases absent (Ajaya, 2005).

Despite advances in education in developing countries like Nigeria, less five of disabled children are enrolled in schools. Most disabled

children are silent and invisible members of many communities. In addition, most disabled children are often risk of abuse, expectation and neglect (Karin, 1999).

Mostly, formal provision for handicapped children is interpreted to mean special schools or unit. Provision is seen as ranging from boarding schools through the materials to support teaching in regular classes (Sue, 1994). In Nigeria, it is believed that educating disabled person is not a good investment in human resources. It is argued that the large population of illiterates in our midst should take precedence educational investment over the disabled. The society's image of the handicapped is negative. It thus contributes a problem to their education. The society does not have the will allow the handicapped individuals survive amongst able-bodied individuals. People do not feel comfortable with handicapped individuals and this affects their full integration into school and into the larger society (Atoyebi, 1995).

Many parents are yet to see any good thing in training the handicapped. To them, when one is born with any deformity one automatically becomes a beggar (Nwanguma, 1985). Parents with this type of attitude will not even take handicapped child out of the house. Since family is the smallest unit of the society, this kind of attitude may

generate to the entire society. A disabled child in a normal school environment may experience problems of identification as he compares himself with normal children rather than children with similar disabilities (Olusanya, 1983).

2.10 Review of Empirical Studies

There has been relatively few research works done in Nigeria on attitudes towards the handicapped children but an investigation into the relationship between the societal attitude and the education of the handicapped children in Kaduna State is a virgin area of study. Alamu (1991) noted that a lot of research work has been carried out on rehabilitation and attitudes towards handicapped children but very little have been said on the education of the handicapped children.

At undergraduate level, Auta (1995) covered five secondary schools in Kaduna metropolis to investigate the present and future challenges posed to the handicapped children. The result of the findings showed that there is societal ignorance towards the handicapped children. This is evident in the way the society disregard them, refusing to accept them and viewing them as unproductive and mere consumers. He said they are looked upon as inferior people who should be begging on the streets. He was also able to find out that there were no specially trained

teachers and equipment to teach the few handicapped children that are in school.

This study failed to look into the fact that may be the society was not even interested in the education of the handicapped child. The study is based on the challenges posed at handicapped children and not the society's general attitude towards their education.

According to Shehu (1995) there was no facility to train handicapped children in Sokoto State and that most handicapped children were not even granted admission. This could be seen as one of the attitudes towards the education of the handicapped child.

Ariyo (1993) in her study on the attitudes of teachers towards special education chose three selected teachers' colleges in Zaria involving 100 teachers. Ariyo (1993) found out that teachers see special education as a humanitarian service. Most of the teachers have never attended any seminar or workshops to sensitize them about the needs of the handicapped child. 15 out of 33 teachers said they would love to teach the handicapped children despite their lack of training. Teachers are part of the society, so this can be concluded to be one of the attitudes of the society towards the handicapped children. She was also able to find out that in the three selected colleges, there was no handicapped child in any

of the classes. This is still the situation in the society even 20 years later; there is little or no awareness on the education of the handicapped child.

Aderonmu (2001) carried out a research on managerial attitudes towards hiring disabled persons. She used 200 randomly selected managers of both private and public sector in Kano city.

Aderonmu (2001) showed that a large proportion of the managers exhibited negative attitudes towards hiring disabled persons and also that 148 managers indicated their preference for male disabled persons. She also suggested that the reasons why some managers did not employ disabled person was because of their lack of education.

It is worthy to note that it is possible to an able-bodied person with education to be employed while it is very difficult for a handicapped person without education. Hence, the need to pay very close attention to the education of the handicapped children.

2.11 Summary

The review of related literature gave a broad spectrum of various authors on the attitudes of the society towards the education of the handicapped children. The literature review revealed that the society's attitude towards the education of highlighted some of the reasons to be the various belief people have about the cause of the disability. Also, the

literature highlighted that the attitude of the society has a very strong impact on the educational development of the handicapped child. (If a child feels he/she is accepted and loved, the child tends to perform better in class, hence the campaign for integration). The attitude ranges from total rejection and or over protection, sometimes relegating the handicapped person to educational situations far below that which he has the ability to achieve.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter explains the methodology and procedures to be used in the study. The main focus of the chapter will include the research design, the population of the study, sample procedures, research instrument, research procedure and analytical technique.

3.2 Research Design

The descriptive research design using the survey method was employed for this study. This is due to the fact that it is best suited for collecting information from a large population. It is a design, which attempt to document current condition or attitude to describe what exists at the moment (Wimmer and Domick, 1987).

The survey research design is appropriate for this study because the social-personal correlate of positive or negative attitudes of some segments of society towards the education of handicapped children will be determined.

3.3 Population

The population of this study was Kaduna State; the Local governments and Secondary Schools. There are 23 Local Government and

528 Secondary Schools in Kaduna State. The population was stratified and the entire stratified population was used.

3.4 Sample and Sampling Procedure

Due to the nature of this research a particular set of people were used. The social welfare workers, the Local Government Education Authority workers, the handicapped people and class room teachers in Kaduna State. There are 23 local government areas in Kaduna State and one quarter of this population was used. Purposive sampling was used to select 8 secondary schools that have handicapped children:

197 teachers

72 handicapped children

87 social welfare workers

60 Local Government Education workers

3.5 Research Instrumentation

The technique of data collection provides vital information on how a researcher obtains the needed details on which the results and conclusions from the study are based (Kerlinger, 1973).

To collect data for this study, which is focused on respondents' attitude or opinion, the study used the following instruments; Questionnaire and interview.

Questionnaire was used to gather information necessary to answer the research questions raised in chapter one. On the other hand, information from interview was used to confirm the information from the Questionnaire.

The Questionnaire was made up of close-ended items and was titled Attitudes of the society towards the education of the handicapped children. It was designed to obtain the following information from the respondents:

The respondents' personal data.

- (a) Attitudes towards the education of the handicapped children.
- (b) Effect of attitudes on the educational development of the handicapped children.
- (c) Gender disparity.
- (d) Attitudes towards educational provision by the educational sector of the economy.

The research believes that the information gathered will be adequate for the purpose of this study. The section of the questionnaire was made up of Likert 5-point scale. The items were scaled as follow:

Strongly agreed (SA)	-	5 score
Agreed (A)	-	4 score
Undecided (U)	-	3 score

Disagreed (D)	-	2 score
Strongly disagreed (SD)	-	1 score

3.5.1 Pilot Study

In order to ascertain the reliability of the questionnaire for data collection, the Researcher conducted a pilot study using 20 respondents in Zaria. The respondents were from Hope for the blind. The respondents were given questionnaire to fill. The questionnaires were collected back after one week and verified by the researcher and assisted by the supervisor.

The data collected from the respondents were coded and subjected to analysis using the statistical package for the social sciences (SPSS). It was observed that questions 1 and 8 in section B; 1 and 2 in section C were not given the correct responses. The questions were therefore refrained.

3.5.2 Reliability and Validity of the Instrument.

The split-half method was used to test the reliability of the items in the instrument. The result of the test gave reliability co-efficient of 0.875 and the internal consistency of the instrument was 0.789. This is in line with the preposition of Mukherjee (1980) that the average value of

correlation coefficient must be around 0.80. Therefore, this co-efficient indicates that the instrument was reliable.

3.6 Data Collection Procedure

The researcher administered the questionnaire with the help of four well trained research assistant. The respondents were given a period of three days to complete the questionnaire, after which the researcher and the assistant went round to retrieve them.

3.7 Statistical Analysis Procedure

Data collected were subjected to statistical package for social science (SPSS). Among the statistical tools selected are summary statistics of frequency and percentage. For the test of hypothesis, the Pearson Product moment correlation was used to test hypotheses 1 and 3 because of the quantitative nature of the variables. The one tail t-test was used to test hypothesis 2 and 4 because it has to do with the comparison of two variables against a constant.

3.8 Summary

The research methodology gave a breakdown of how the entire research was carried out. The survey research and purposive sampling methods were used. Questionnaires were used to collect data and the data was subjected to statistical package for social science using summary of statistics of frequency and percentages and Pearsons Product Moment Correlation and one tail-t-test was used to test the hypothesis.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

Introduction

The findings from the data collect for the study are presented in this chapter. Eighty-seven (87) social welfare workers (60) Local Government Area workers, hundred and ninety-seven (197) classroom teachers and Seventy-two (72) handicapped people were involved. The chapter is structured into presentation of results, test of hypothesis and the general discussion.

4.1 Socio-Economic Characteristics of Respondents

Table 4.1.1 Distribution of respondents according to age

	Frequency	%
20-25	96	23.1
26-30	175	42.1
31-35	42	10.1
36-40	61	14.7
41 and above	42	10.1
Total	416	100

Table 4.1.1 shows the age distribution of respondents. The table shows that 23% of the respondents were between the ages of 20-25 years.

About 42% were between ages 26-30 years, while about 10% were between ages 31-35 years. This implies that the bulk of the respondents were youth between ages 26-30 years.

Table 4.1.2 Distribution of Respondents by Sex

Sex	Frequency	%
Male	285	68.5
Female	131	31.5
Total	416	100

Table 4.1.2 show the sex distribution of respondents. The table shows that 69% of the respondents were male, While 32% were female. There were more male probably because the culture of the people interviewed allowed more male to work than the female. Hence more male respondents were available for the interview.

Table 4.1.3 Distribution of Respondents by Educational Qualification

Level of Education	Frequency	%
Primary	28	6.7
Secondary	37	8.9
NCE	175	42.1
Bachelor's Degree	157	37.7
Master's Degree	19	4.6
Total	416	100

Table 4.1.3 shows the educational distribution of respondents the table shows that 7% of the respondents had primary education, 9% had secondary education, 42% had NCE, another 38% had bachelor's degree while 5% had Master's Degree. This implies that a substantial number of respondents have a first degree. This is good because the categories of people interviewed are enlightened.

Table 4.1.4 Distribution of Respondents by Occupation

Occupation	Frequency	%
Social Welfare worker	87	20.9
Classroom Teacher	197	47.4
Handicapped	72	17.3
L.G.E.A. worker	60	14.4
Total	416	100

Table 4.1.4 shows the occupation distribution of the respondents. The table shows that 21% were social welfare, 47% were classroom teachers, and 17% were handicapped while 14% were Local Government Education Authority workers. The large population of the respondents was classroom teachers who come in class with handicapped children and understood what education can do in the life of a handicapped child.

4.2 Attitudes of the Society towards the Education of Handicapped Children

Table 4.2.1: Respondents' view on whether society wants the handicapped Children to be educated

	Frequency	%
Strongly disagree	16	3.9
Disagree	22	5.3
Undecided	25	6.0
Agree	180	43.3
Strongly agree	173	41.6
Total	416	100

Table 4.2.1 shows the respondents view on whether the society wants the handicapped children to be educated. The table shows that 4% strongly disagreed and 5% disagreed with the idea that the society wants the handicapped child to be educated. Altogether about 9% of the entire population believes that the society does not want the handicapped children to be educated. On the contrary, 43% agreed and 42% strongly agreed that the society want the handicapped children to be educated. Hence about 85% of the entire population wants the handicapped children to be educated. Although about 6% could not decide. Hence, it can be concluded that the society wants the handicapped children to be educated.

It will be more important to note that this as a want, a mere desire but what we see on the street may not support this finding.

Table 4.2.2: Respondents’ view on whether the handicapped children are as educated as the non-handicapped children

	Frequency	%
Strongly disagree	70	16.8
Disagree	140	33.7
Undecided	39	9.7
Agree	114	27.4
Strongly agree	53	12.7
Total	416	100

Table 4.2.2 shows the view of respondents on whether the handicapped children are as educated as the non- handicapped children. The table shows that about 17% strongly disagreed and 34% disagreed that the handicapped receive education as their non-handicapped counterpart. In all, about 51% of the respondents feel that we don’t have as many handicapped children in schools as non-handicapped children.

About 9% cannot decide but about 27% agreed and 13% strongly agreed that handicapped children receive education as their non-handicapped. About 40% of the respondents are positive about the view

that the handicapped children are as educated as the non-handicapped children.

From the finding, it can be concluded that the handicapped children are not as educated as the non-handicapped children in this area of study, since a large percentage of the respondents disagreed.

Table 4.2.3: Respondents’ View on whether handicapped children are given primary education

	Frequency	%
Strongly disagree	72	17.8
Disagree	69	16.6
Undecided	99	23.8
Agree	138	33.2
Strongly agree	36	8.7
Total	416	100

Table 4.2.3 shows the respondents’ view on whether handicapped children are given primary education. The table shows that 18% of the respondents strongly disagreed and another 17% disagreed. Hence about 35% are of the opinion that a lot of handicapped children are not given primary education. About 33% agreed and about 8% strongly agreed with the view that a lot of handicapped children receive primary education, in all, about 41% of the respondents said that a lot of handicapped children

start school at the primary level. Although about 24% of the respondent could not decide. It can be concluded that the handicapped children are given the opportunity of primary school education.

Table 4.2.4: Respondents’ view on whether handicapped children are given secondary education

	Frequency	%
Strongly disagree	90	21.6
Disagree	123	29.6
Undecided	81	19.5
Agree	103	24.8
Strongly agree	19	4.6
Total	416	100

Table 4.2.4 shows the respondents’ view on whether handicapped children are given secondary education. The table shows that 22% strongly disagree and 30% disagreed with the view that a lot of handicapped children are given secondary education. About 52% of the respondents believe that a lot of handicapped children are not given secondary education. About 25% agreed and 5% strongly agreed that a lot of handicapped children are given secondary education. About 30% said that a lot of handicapped children received secondary education. It can be

concluded that a lot of handicapped children are not given secondary education and what we observe in the streets seems to support the finding of this research. Although about 20% cannot decide.

Table 4.2.5: Respondents’ view on whether the society encourages the Handicapped children to beg

	Frequency	%
Strongly disagree	44	10.6
Disagree	25	6.0
Undecided	46	11.1
Agree	212	51.0
Strongly agree	89	21.4
Total	416	100

Table 4.2.5 shows the respondents’ view on whether the society encourages the handicapped children to beg. The table shows that 11% strongly agreed and 6% disagreed that the society encourages the handicapped children to beg. About 17% believe that the society prefer the handicapped children in school and not on the streets. Also, about 51% agreed and 21% strongly agreed that the society encourages the handicapped child to beg on the streets. About 72% of the respondents support this idea and it seems that this is what we can see on our streets.

The society encourages the handicapped children to beg rather than to be educated. The findings reveal that the society encourages the handicapped children to beg probably because they feel that the physical disability will affect the brain hence handicapped children cannot benefit from education.

4.3 Effect of Attitudes of Educational Development of Handicapped Children

Table 4.3.1: Respondents' view on whether positive attitudes will encourage the handicapped Children to learn fast

	Frequency	%
Strongly disagree	8	1.9
Disagree	11	2.6
Undecided	19	4.6
Agree	162	38.9
Strongly agree	216	51.9
Total	416	100

Table 4.3.1 show the respondents view on whether positive attitudes like scholarship, free education etc will encourage the handicapped children to learn faster. The table shows that 2% strongly disagreed and about 3% disagreed with the idea that offers of scholarship will encourage the handicapped children to learn faster. About 5% does

not believe that positive attitudes can do anything about the educational development of the handicapped children. While about 39% agreed and 52% strongly agreed that offers like free education will encourage the handicapped child to learn faster. About 91% believe that positive attitude has a positive impact on the educational development of handicapped children. About 5% cannot decide. From the findings, it can be concluded that positive attitudes will be a strong source of encouragement for the handicapped children to learn.

Table 4.3.2: Respondents’ view on whether attitudes like pity, over protection etc will encourage the handicapped children to learn faster

	Frequency	%
Strongly disagree	39	9.4
Disagree	47	11.3
Undecided	33	7.9
Agree	154	37.0
Strongly agree	143	34.4
Total	416	100

Table 4.3.2: shows respondents’ view on whether attitudes like pity; over-protection etc will encourage the handicapped children to learn. The table shows that 9% strongly disagreed and 11% disagreed with the view

that attitudes like pity will encourage the handicapped children to learn. About 20% of the respondents believe that attitudes like pity or preferential treatment will not encourage the handicapped children to learn, it will rather make them see themselves as different from others. About 37% agreed and 34% strongly agreed that attitudes like pity or over-protection will help the handicapped children to learn faster. About 71% of the respondents believe that attitudes like pity, over-protection, preferential treatment etc has a positive impact on the educational development of the handicapped children. About 8% cannot even decide. From the table, the kind of attitude that they society has towards the handicapped can be seen glaringly. Is this attitude that the handicapped children really need to learn?

Table 4.3.3: Respondents’ view on whether the handicapped children have the right to education

	Frequency	%
Strongly disagree	11	2.6
Disagree	8	1.9
Undecided	53	12.7
Agree	182	43.8
Strongly agree	162	38.9
Total	416	100

Table 4.3.3 shows the respondents view on whether the handicapped children have right to education. The table shows that about 3% strongly disagreed and 2% disagreed. About 5% believe that handicapped children do not have right to education. About 44% agreed and 39% strongly agreed. About 83% of the respondents feel that handicapped children have right to education that is, disability is not inability.

4.4 Gender Disparity

Table 4.4.1: Respondents' view on whether the opportunity of education of male and female handicapped children is the same

	Frequency	%
Strongly disagree	40	9.6
Disagree	75	18.0
Undecided	86	20.7
Agree	154	37.0
Strongly agree	61	14.7
Total	416	100

Table 4.4.1 shows the respondents' view on societal attitude towards the education of the handicapped male and handicapped female children. The table shows that 10% strongly disagreed and 18% disagreed

that the attitude (of the attitude) of the society towards the education of the handicapped male is different from the attitude they have towards educating the handicapped female children. About 28% of the respondent disagreed with the view that the society has the same attitude towards the education of the handicapped male and female children. On the other hand about 37% agreed and 15% strongly agreed that the society want the handicapped female children to be as educated as the handicapped male children.

Table 4.4.2: Respondents’ view on the education of more handicapped male children than female children

	Frequency	%
Strongly disagree	16	3.9
Disagree	17	4.1
Undecided	84	20.2
Agree	221	53.1
Strongly agree	78	18.8
Total	416	100

Table 4.4.2 shows the respondents view on the education of more male handicapped children than their female counterpart. The table shows that about 4% strongly and another 4% also disagreed with the view that

more handicapped male children are educated than the female handicapped children. About 8% of the respondents believe that we have as many handicapped male children in schools as the female handicapped children. On the contrary, about 53% agreed and 19% strongly agreed that more male handicapped children receive education than the female handicapped children. About 20% cannot even decide. It can be concluded that more male handicapped children are given education than the female handicapped children.

Table 4.4.3: Respondents’ view on female handicapped children not given Education

	Frequency	%
Strongly disagree	100	24.0
Disagree	272	65.4
Undecided	36	8.7
Agree	3	0.7
Strongly agree	5	1.2
Total	416	100

Table 4.4.3: shows respondents view on the education of the female handicapped children. The table shows that 24% strongly disagreed and about 65% disagreed with the view that female handicapped children

should not be given education. About 89% are of the view that female handicapped children should be sent to school while about 0.7% agreed and about 1% strongly agreed that female handicapped children should not receive education. About 2% of the respondent feels that educating female handicapped children is probably a waste. About 9% cannot even decide.

4.5 Provisions by the Educational Sector of the Economy.

Table 4.5.1: Respondents' view on the availability of special school/materials for the handicapped children

	Frequency	%
Strongly disagree	64	15.4
Disagree	132	31.7
Undecided	117	28.1
Agree	56	13.5
Strongly agree	47	11.3
Total	416	100

Table 4.5.1 Shows the respondents view on availability of special schools/materials for the handicapped children. The table shows that 15% strongly disagreed and 32% disagreed with the idea, that is, about 47% are not aware of special school/materials for the handicapped children while about 14% agreed and 11% strongly agreed on the availability of special

school/material but are there really special schools for the handicapped children in this area? But from the findings, it can be concluded that there is probably no special schools/materials for the handicapped children in this area of study.

Table 4.5.2: Respondents’ view on the existence of equal education opportunity for the handicapped and non-handicapped children

	Frequency	%
Strongly disagree	72	17.3
Disagree	152	36.5
Undecided	70	16.8
Agree	116	27.9
Strongly agree	6	1.4
Total	416	100

Table 4.5.2 shows respondents view on the existence of equal educational opportunity for the handicapped and non-handicapped children. The table shows that about 17% strongly disagreed and 37% disagreed that there are no equal education opportunity for the handicapped and the non-handicapped children while 28% agreed and about 1% strongly agreed that there are equal educational opportunity. From the data, it seems that there is no equal educational opportunity for

the handicapped and non-handicapped children because a large percentage is of the view that there is no equal educational opportunity.

4.6 Test of Hypotheses

Hypothesis 1: There is no significant relationship between the attitudes of the society and the education of the handicapped children

This hypothesis was tested with the mean scores of the respondents in section 4.2 and 4.5. The two sections measured the attitude of the society and the provision of education for the handicapped in the society. The Pearson Product Moment correlation procedure was used in the test of the hypothesis because of the quantitative nature of the two variables (Attitude and Educational Provision) which were measured in a five point interval scale. The result of the test of relationship between the two variables is presented below.

4.6.1 Correlation Between societal Attitude and the Education of the Handicapped Children

Variables	Mean	SD	DF	r	P	r-critical
Societal attitude	3.0559	0.6406	149	-0.3197	0.000	0.159
Handicapped education	2.8950	0.8184				

Note: SD = Standard Deviation, r=observed correlation coefficient,

df= Degree of freedom, P= observed level of significance.

The result in the table indicated that the two variables are significantly related. The observed significant level (P) is at 5% probability level or confidence level. The observed correlation coefficient (-0.3197) is higher than the critical value (0.159). The null hypothesis cannot be retained. The negative sign of the observed correlation coefficient (-0.3197) implies that the societal attitude and the handicapped child is inversely related. In other word, the society does not have a positive attitude towards the education of the handicapped child.

Hypotheses 2: The attitude of the society has no significant influence on the education development of the handicapped children.

The effect of the societal attitudes on the educational development of the handicapped child was assessed in section 4.3. In the test of this hypothesis, the mean scores of the respondents on the items were subjected to a one tail t-test in order to determine whether the societal attitude affects the educational development of the handicapped child or otherwise. The use of one a t-test was prompted by the need to compare the observed mean with a constant. This will enable the interpretation of the mean score either positively or negatively depending on its magnitude. The result of the test is presented below.

4.6.2: One tail t-test on effect of societal attitude on the education development of the handicapped children

Variables	Mean	SD	DF	t	P	t-critical
Effect of Attitude	3.8179	0.699	150	14.38	0.000	1.96

Note: SD= Standard Deviation, t= observed t-value, df=Degree of freedom, P=observed level of significance.

The result shows that societal attitude has significant effect on the educational development of the handicapped children. The observed level of significance is less than 0.05 and the t-observed (14.38) is greater than critical value of t (1.96). The null hypothesis is therefore rejected.

Hypotheses 3&4: There is no significant relationship between the attitudes of the society and the education of the male and female handicapped children.

The mean score of the respondents on gender disparity in the education of male and female handicapped children along with the expressed societal attitude in section 4.2 were used in the test of this hypothesis. The Pearson Product Moment correlation procedure was used in the test of the hypothesis because of the reasons advanced for the use of the method in the test of hypothesis 1 above. The result of the test is presented below.

4.6.3: Correlation between Societal Attitude and Gender Disparity in the Education of the Handicapped Children

Variables	Mean	SD	df	r	P	r-critical
Societal Attitude	3.0559	0.6406	149	-0.3145	0.000	0.159
Handicapped Education	2.7831	0.6774				

Note: SD = Standard Deviation, r= observed correlation coefficient, df = Degree of freedom, P = observed level of significance.

The two variables in the table are significantly related considering the observed level of significance for the test at 5% probability level or confidence level. The observed correlation coefficient (-0.3145) for the test is higher than the critical value (0.159) at 5% probability level or confidence level. The null hypothesis is therefore rejected. This means that the society is biased in the education of the male and female handicapped child. In other words, the society tends to have preference when it comes to the education of the male handicapped child over the female handicapped child.

Hypothesis 5: There is no significant difference amongst respondents regarding the view about evidence of availability of educational facilities and equipment including special institutions for educating handicapped children in the area of study. This hypothesis is aimed at assessing the availability of educational facilities and equipments including special

institutions for the handicapped child education in Kaduna State. To test the hypothesis, the number of available institutions for the handicapped was compared with an average provision for each of the handicapped type. Thus a mean of two institutions (for the blind and the deaf and the dumb) was used in comparing the respondent's opinion of the availability of such institutions. The one tail t-test was used in the test of the hypothesis because of the need to compare the observed mean with the constant. The result of the test is presented below.

4.6.4: One tail t-test on evidence of handicapped educational provision by the educational sector

Variables	Means	SD	df	t	P	t-critical
Effect of Attitude	3.6233	1.076	150	15.72	0.000	1.96
Constant	2.000	0.6774				

Note: SD= Standard Deviation, t= observed t-value, df=Degree of freedom, P=observed level of significance.

The observed t-value (15.2) for the test is higher than the critical value and the observed level of significant (P) is at 5% probability level or confidence level. The null hypothesis could thus be rejected because the test revealed that there was no significance evidence in the educational sector for the provision of special schools and materials for the education

of the handicapped child. This means that there is actually no provision for the handicapped children education in the study area.

4.7 Treatment of Research Questions

Research Question 1: What is the attitude of the society towards the education of the handicapped children? From the response gotten from the respondents, it shows that although the society wants the handicapped child to be educated, they will still prefer to see them begging on the streets. This can be evident through the fact that we have more non-handicapped (able-bodied) children when compared to the handicapped children.

Research Question 2: Does the attitude of the society affect the educational development of the handicapped children? The attitude of the society has a very great impact on the educational development of the handicapped child. From the response gotten, the society has a negative attitude towards the handicapped children. This in turn has a negative effect on their educational development.

Research Question 3: To what extent and in what ways does the attitude of the society affect the education of the handicapped male children? From the response gotten from the respondents, it can be

deduced that the society has preferential treatment naturally towards the education of the male child; this also affect the education of the handicapped child.

Research Question 4: To what extent and in what ways does the attitude of the society affect the education of the handicapped female children? From the survey result, it is evident that the society has preferential treatment naturally against the education of the female child; this also affects the education of the handicapped children

Research Question 5: Does the society make provision for the education of the handicapped children in Kaduna State? From the respondents' view, there is no provision for the education of the handicapped children in Kaduna State. This is evident from the absence of special schools and materials for the education of the handicapped children.

4.8 Discussion

From the analysis of the data collected, it was found that the society has a negative attitude towards the education of the handicapped children. This answered the research question which asked what the attitudes of the society toward the education of the handicapped children are and the first hypothesis which states that there is no significant relationship between

the attitudes of the society and the education of the handicapped children. This attitude includes pity, not supporting their education with money, encouraging them to beg on the streets etc. These findings corroborate with the findings of Adewole (1993) who attested that there is a catalogue of negative attitudes towards the education of the handicapped children. Also, Campbell (1983) identified more than seventy terms and concepts which are related to or are affected by attitude. This finding is contrary to what Adebisi (2005) called the watershed of the life for the disabled. The period in which the disabled begin to regain their status in the society which give them not only the right to live but to be protected, educated and assisted.

Then when will the society get to this level? The negative attitude could probably be attributed to various factors such as what can be regarded as the band wagon-effect described by Campbell (1983). He said attitudes are profoundly affected by actions of people around us whom we respect and trust. If friends treat the disabled as equal, the tendency is that we will also show some interest and vice-versa. So it may be that the society seems to follow the attitude exhibiting by the members of the society. This attitude could also be attributed to their various beliefs of the sources of the disability (Wendell, 1996).

Treatment of Hypothesis 2

Also from the analysis; it was also evident that the attitude of the society has significant effect on educational development of the handicapped children. This answered the research question on whether societal attitudes affect the educational development of the handicapped children and the second hypothesis which states that the attitudes of the society has no significant influence on the education development of the handicapped children.

One of the attitude of Kaduna people is pity, and this is contrary to what Rauf Olawale (1999) said, it is believed that no one has delight in being pitied because the concept of pity has this may hinder the child from learning adequately. Maicibi (2005) said children and adolescents are very sensitive about being different from what is considered normal. They want to be treated different from others considered normal, tension is created in the handicapped child to learn, hence on their educational development.

Treatment of Hypotheses 3 & 4

It was also found out that the attitude of the society towards the education of the male handicapped child is more favourable compared to the female handicapped children. This answer the research question on to

what extent and in what ways does the attitude of the society affect the education of female handicapped children compared to male handicapped children and the third and fourth hypothesis which states that there is no significant relationship between the attitudes of the society and the education of the male and female handicapped children.. This finding collaborate with the findings of Kahsfare (1998) that certain group of girls are likely to be excluded from school on the basis of disability. Holdsworth (2000) also said it seems dear that that disabled girls are not faring well in terms of education. Abang-Wushishi (2004) stated that boys were more pressured towards assertiveness, responsibility, achievement and self- reliance than girls. This situation is even worse when the girl in question is handicapped, (Obi 2004). Women and girls with disability fare less well in the educational arena than their disabled male on non-disabled female counterparts.

Treatment of Hypothesis 5

The analysis of findings also showed that there is no educational provision for the handicapped child. This answers the research question on if there is any provision of materials/schools for the education of the handicapped child by the educational sector and the fifth hypothesis which states that there is no significant difference amongst respondents

regarding the view about evidence of availability of educational facilities and equipment including special institutions for educating handicapped children in the area of study. . The finding collaborate with the findings of Ajaya (2005) that the doors of our universities are shut to t he disabled and learning equipments are scantly or in most cases absent. Karin (1999) also found out that less than five percent of disabled children in Nigeria are enrolled in schools.

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATION

5.1 Summary

The society seems to have negative attitude towards the education of the handicapped child. From the findings, the society does not support the education of the handicapped child with money, even in the society it is evident that the handicapped children are not as educated as the non-handicapped children in our primary, secondary and tertiary institutions. The number is so small that it can be considered as nothing. It has also revealed that the society will rather encourage the handicapped child to be on the street than to be educated.

The society also believe that positive attitudes like offer of scholarship, free education etc will encourage the handicapped children to learn faster and they also believe that attitude like pity, preferential treatment, over-protection etc will also help the handicapped children to learn. They see these attitudes as positive ones that will help the handicapped but one likes being pitied and seen differently from others. The society also believes that there should be a legislation to enforce the education of the handicapped children. The handicapped has a right to education hence, they should be educated and not hidden at home. These

entire attitudes have a significant effect on the education of handicapped children. The findings also revealed that the society is biased in the education of the handicapped male and female children. The society tends to have preference towards educating the handicapped male children compared to the female handicapped child. It was revealed that handicapped male children are more educated than the female handicapped children. The society unanimously agreed that there is no equal education opportunity for the handicapped and non handicapped children in this area. There is no higher institution of learning for the handicapped children neither is there special materials and teachers for the handicapped children.

5.2 Conclusion

Based on the analysis of the study we conclude that the society has a negative attitude towards the education of the handicapped children.

However, the society needs to know that the handicapped children do not need pity instead they should be given the opportunity to prove what they can do for the society. There are many people who are not handicapped physically but are in their minds, these greater help and pity.

5.2 Recommendation

On the basis of findings of this study, the following recommendations are made:

- i. The government should enlighten the society about the importance of educating the handicapped children.
- ii. Government and private individuals should try to create special schools and equip them to cater for the needs of the handicapped children.
- iii. Special teachers should be trained in our colleges of education and universities to cater for the needs of the handicapped children
- iv. The curriculum expert should come up with methods and modes of teaching that will meet the educational needs of the handicapped children.
- v. There should be conferences to sensitize the society about the ability that is in disability.
- vi. The society should be more enlighten on the need for educating the handicapped female children alongside with their male counterparts.

- vii. The society should be more enlighten that the handicapped children does not need pity preferential treatment but rather equal treatment like the non-handicapped children.

For the further study, the availability of method of teaching handicapped child in the Nigerian schools can be explored. Other studies can look into the need for special methods of teaching the handicapped children in the society. Also, further research can also be carried out on the attitude of the society towards the education of the handicapped children using another segment of the Nigerian society.

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**QUESTIONNAIRE ON ATTITUDES OF THE SOCIETY
TOWARD THE EDUCATION OF THE HANDICAPPED CHILD**

SECTION A: THE RESPONDENT'S PERSONAL DATA

1. Age: 20 – 25 () 26- 30 () 31- 35 () 36 – 40 ()

2. Sex : M () F ()

3. Level of education

Primary school certificate ()

Secondary School Certificate ()

N.C.E ()

Bachelor Degree ()

Masters Degree ()

Other Levels (please indicates)_____

4. Occupation

Social welfare worker ()

Classroom teacher ()

Handicapped ()

Local Government Education Authority worker ()

SECTION B: ATTITUDE TOWARD THE EDUCATION OF THE HANDICAPPED CHILD

1	The society wants the handicapped children to be educated	SA	A	US	SD	D
2	The society supports education of the handicapped child with money					
3	The handicapped children are as educated as the non-handicapped children					
4	A lot of handicapped children are given primary education in Zaria					
5	A lot of handicapped children are given secondary education in Zaria					
6	A lot of handicapped children are given tertiary/university education in Zaria					
7	Educating the handicapped children is not given priority by local governments in Zaria					
8	The society encourages the handicapped child to beg rather than to be educated					
9	Many conferences are organize to sensitize the society about the education of the handicapped child in Zaria					
	Section C: Effect of attitudes on the Educational development of the handicapped child					
1	Positive attitudes like offer of scholarship, free education of the etc will encourage the handicapped child to learn					
2	Attitudes like pity, over-protection will encourage the handicapped child to learn faster					
3	Handicapped child need to be hidden and sent to school					
4	There should be legislation to enforce the education of the handicapped					
5	All handicapped children have a right to be educated in schools					
6	All handicapped children have a right to education and other services provide in the community, e.g. health care					
	SECTION: GENDER DISPARITY					
1	The attitude of the society towards the education of the handicapped male and handicapped female child in Zaria is the same					

2	There are more handicapped males that are educated than the females ones					
3	There are separate schools for handicapped males and females children					
4	Female handicapped child should not be educated					
	SECTION E: EDUCATIONAL PROVISIONS FOR THE HANDICAPPED CHILD.					
1	There are special schools for the handicapped in Zaria					
2	There are rehabilitation centres for the handicapped Zaria					
3	The schools and rehabilitation centres for the handicapped children are properly equipped					
4	There are teachers specially trained to teach the handicapped in Zaria					
5	There are specialized developed materials and methods of teaching to teach the handicapped child in this area					
6	There are equal chances of education provided for both handicapped and non- handicapped child in this area					
7	The handicapped children are in the same class with non-handicapped children					

As a member of the society, do you think education of the handicapped child is necessary? If you have three children with one handicapped, you will rather educate the two non-handicaps before educating the handicapped one.

Comment freely below about our own personal assessment of the way the handicapped children.

Why do you think treatment is meted on them?
