

Attitude of Academic Community towards Physically Challenged Students in the University of Maiduguri: Implications for Financing Inclusive Education for Sustainable Development

Racheal Modupe Bamiteko¹ Mustapha Baba Ibi (PhD)² Ibrahim Bulama Bukar(PhD)³
^{1,2}Department of Education, University of Maiduguri
³Kashim Ibrahim College of Education, Maiduguri

Abstract

This study examined the attitude of academic community towards physically challenged students in the University of Maiduguri as it affect the financing of inclusive education for sustainable development in Nigeria. Four objectives, two research questions and two hypotheses were set and tested for the study. Descriptive survey was adopted as a design while the population comprised 987 academic staff and 89 administrators. Using Stratified and random techniques, 20% of the population were sampled as respondents for the study. Questionnaire was used as the instrument for data collection. The reliability index of the instrument stood at 0.85. Checklist was also used to verify the availability of physical facility in the University of Maiduguri. Frequency counts and percentage were used in answering research questions while Chi-square was used to determine difference between the attitude of male and female, lecturers and administrators towards the physically challenged students in the University of Maiduguri. The results of the analysis showed that there was no significance difference between gender of administrators and lecturers and their attitude towards the physically challenged students. The study also revealed that there was minimal discrimination of physically challenged by both lecturers and administrators in the University of Maiduguri with 35% and 27% respectively, lecturers and administrators support the welfare of physically challenged in the University of Maiduguri. Based on the result of this study, the researchers recommended among others that the management of the University of Maiduguri should ensure the provision of appropriate facilities for all the categories of physically challenged students to encourage inclusive education; architectural planner should consider physically challenged students in classrooms buildings, offices and hostel accommodations for easy utilization, integration and inclusive education that could lead to sustainable development in Nigeria.

Keywords: *Attitude, Physically challenged Students, Inclusive Education, Sustainable development.*

Introduction

Inclusive education is based on the simple idea that every child and family is valued equally and deserves the same opportunities and experiences. Inclusive education is about people with disabilities whether the disability is mild or severe, hidden or obvious participating in everyday activities, just like they would if their disability were not present. It's about building friendships, membership and having opportunities just like everyone else. Inclusive education happens when learners with and without disabilities participate and learn together in the same classes. Research shows that when a child with disabilities attends classes alongside peers who do not have disabilities, good things happen.

For a long time, children with disabilities were educated in separate classes or in separate schools. People got used to the idea that special education meant separate education. But we now know that when children are educated together, positive academic and social outcomes occur for all the children involved. Obi and Ashi (2016) expressed that Inclusive education involves bringing together persons with disabilities and the non-disabled to study in the same classroom with adaptable facilities and equipment.

The general understanding of 'inclusive education' encompasses a continuous process useful for establishing strategies and policies, but also refers to a service delivered (UNICEF, 2012), aimed at changing and adapting the education system to children with different needs (UNESCO, 2009). Forlin (2007) viewed that guiding principle that underpins inclusion is that regular schools should accommodate all pupils regardless of their physical, intellectual, sensory, emotional or other special needs. Inclusion in an educational context, then, means that every child should be a valued member of the school community and none should be marginalized, alienated, humiliated, teased, rejected or excluded .

Essentially, improved strategies for financing education must ensure better targeted investments to achieve the desired outcomes, leading to a more efficient use of funds. Said efficiency only relates to enhancing advantages

that are not solely connected to knowledge acquisition. For decades, it has been widely acknowledged that all children are able to learn and that education has positive consequences for social skills and future income. Furthermore, it is recognized that investing in inclusive education is beneficial for society as a whole because of its returns in social, economic and political aspects (UNESCO, 2014, UNICEF, 2015; World Bank, 2014). Moreover, some findings show that proper implementation of inclusive education has positive outcomes for all learners, not just learners who experience inclusion and diversity, but also for all learners who can improve soft skills (Mitchell, 2009). Soft skills include collaboration, creativity, problem solving, communication skills and critical thinking. Many researchers argue that, when it comes to preparing learners for their working and social life, these lifelong learning skills are just as important as knowledge acquired in school (Greenberg and Nielsen, 2015).

The attitude of lecturers and administrators towards physically challenged students can go a long way to determine how far the challenged students will cope with their educational needs. The National Policy on Education (NPE, 2013) stipulates the need for equality of educational opportunities to all Nigerians irrespective of any real or imagined disabilities by fostering each to his/her ability. In addition, people should acquire skills, ability and competence in both mental and physical education that will equip the individual to live and contribute to the development of the community and the nation. Education of the Physically Challenged is the education of children and adults who have learning difficulties because of different kinds of handicaps such as:- blindness, partial sightedness, deafness, hardness-of-hearing, mental retardation, social maladjustment, limb deformity or malformation due to circumstances of birth, inheritance or accident in later life. Because of these, the children and adults affected are not able to cope with the regular school class activities and programmes. However, a person is considered to be challenged if he/she does not behave in a way majority of people do. Although normality is a relative concept in that, a person /child's behaviour may be seen as normal or abnormal depending on the time, environment and circumstance in which the behaviour occurs. Therefore, challenge has been defined differently by many authors and scholars. Despite the fact that government in its National Policy on Education (2013) made it mandatory for people not to discriminate against the physically challenged person, discrimination and rejection have occurred, even from policy implementers. For instance, in the process of seeking admission into schools there is a portion where one has to indicate any form of disability. The mere statement or sighting on the application form the nature of disability disqualifies such candidate from admission, because of the fact that the administrator(s) cannot cope with their disabilities

In the organization and structure of the University of Maiduguri, the researcher observed that architectural accessibility posed physical barriers to the independent functioning and free movement confronting the physically challenged students. These and other inconveniences make the integration of the challenged to be difficult. Absence of ramps does not allow students on wheel chairs or on crutches to enter buildings easily. In many buildings, doorways need expansion to allow wheel chairs to pass. Entrance to hostel accommodation are not also conducive. Grab bars or support railings that are supposed to help along the classrooms, chalk boards, toilets, ramps, lifts and conveniences in getting access into the library to aid the progress of Physically challenged in their educational pursuit are not accessible.

Observation by the researchers shows that the physically challenged students have some needs that arise from their relationship with the teachers as well as their peer group, and that when their social needs are not met, the challenged students become disappointed, unhappy and anti social. Hence, lack of social support, non-acceptance, prejudice and devaluation faced by the challenged students compounds their problems. It was further observed that, the physically challenged students have not been given special attention and proper care rightly deserved. This study assessed the attitude of lecturers and administrators toward physically challenged students in the area of admission, access to facilities in the classroom, transportation and hostel accommodation as it relate to the financing of inclusive education for sustainable development in the University of Maiduguri, Nigeria.

Objectives

The objectives of the study were to determine the:-

1. attitude of lecturers towards Physically challenged students in University of Maiduguri.
2. attitude of administrators towards Physically challenged students in the University of Maiduguri.
3. difference between male and female lecturers' attitude towards Physically challenged students in University of Maiduguri.

4. difference between male and female Administrators attitude towards Physically challenged students in University of Maiduguri.

Research Questions

The study provides answer to the following questions:

1. What is the attitude of lecturers towards the physically challenged students in University of Maiduguri?
2. What is the attitude of administrators towards the physically challenged students in University of Maiduguri?

Hypotheses

That there is no significant difference between the attitude of male and female:

Ho₁: administrators towards the physically challenged students in the University of Maiduguri.

Ho₂: lecturers toward the physically challenged students in University of Maiduguri

Methods

Survey research design was adopted for the study. The population comprises all the 987 academic staff and 89 administrators of the University of Maiduguri. The administrators were the principal officers in the University of Maiduguri that includes the Vice Chancellor, Registrar, Deputy Registrars, Faculties officers, Student Affairs officer, Hall and admission officers. A total of 197 lecturers and 18 administrators representing 20% of the population were selected using stratified random sampling techniques. Checklist and self developed questionnaire were used in collecting data on the attitude of lecturers and administrators towards physically challenged students, the curriculum, and favourable environment for learning.

33 items questionnaire was administered on 215 respondents which elicited responses on Gender, Administrative responsibility, experience in service, attitude of lecturers and administrators towards the physically challenged students as well as admission of the physically challenged students into the academic programme of the University of Maiduguri. Physical facilities and equipment available for inclusive teaching and learning in the University were verified. Checklist was used to verify the availability, provision of learning materials, physical facilities such as classroom, hostel accommodation and accessible spots facilities used for inclusive education. The instruments were validated and the reliability index of 0.88 was recorded.

Descriptive statistics was used to answer the research questions while Chi-square was used to test the hypotheses raised in the study.

The Results

Responses were based on the questions raised as:

1. *What are the attitudes of Lecturers towards the physically challenged students in the University of Maiduguri?*

Table 1: Frequency and Percentage distribution on attitude of Lecturers towards the physically challenge students in the University of Maiduguri

S/No	STATEMENT	Yes	No
2	I don't like to see the physically challenged in my class.	66(34.6%)	125(65.4%)
3	Physically challenged students are difficult to teach.	80(41.9%)	111(58.1%)
4	I am not trained to teach the physically challenged.	81(42.4%)	110(57.6%)
5	I love to teach physically challenged students.	69(36.1%)	122(63.9%)
6	I feel comfortable teaching physically challenged students with non-physically challenged students in the same class.	76(39.8%)	115(60.2%)
7	Separate classes should be created for physically students	75(39.3%)	116(60.7%)
8	Physically challenged students are serious with their studies	80(41.9%)	111(58.1%)
9	Lack of facilities makes me to hate physically challenged students in my class.	75(39.3%)	116(60.7%)
10	Coping with the physically challenged is enormous.	84(44.0%)	107(56.0%)
11	I do not clear physically challenged persons for admission in my Department.	71(37.2%)	120(62.8%)

		SA	A	D	SD
12	The University of Maiduguri has policy on admission of physically challenged candidates.	14(7.3%)	44(23.0%)	54(28.3%)	79(41.4%)
13	The number of physically challenged in University of Maiduguri is satisfactory.	8(4.2%)	40(20.9%)	81(42.4%)	62(32.5%)
14	The University offer admission to all categories of physically challenged.	11(5.8%)	38(19.9%)	72(37.7%)	70(36.6%)
15	Special consideration should be given to admission of the physically challenged candidates.	60(31.4%)	97(50.8%)	19(9.9%)	15(7.9%)
16	The University seems to have interest in admission of physically challenged persons.	23(12.0%)	42(22.0%)	65(34.0%)	61(31.9%)
17	There is no need for physically challenged persons to have university education.	24(12.6%)	13(6.8%)	31(16.2%)	123(64.4%)
18	I feel that physically challenged persons should not be given admission into the University.	16(8.4%)	18(9.4%)	42(22.0%)	115(60.2%)
19	National Policy on the admission of physically challenged is not implemented in the University of Maiduguri.	75(39.3%)	70(36.6%)	19(9.9%)	27(14.1%)
20	Physically challenged students take more time during lectures and examination.	12(6.3%)	32(16.8%)	95(49.7%)	52(27.2%)
21	I hate supervising project of any type of physically challenged student.	24(12.6%)	64(33.5%)	60(31.4%)	43(22.5%)
22	More time should be given to physically challenged students when writing a test or examination.	48(25.1%)	86(45.0%)	33(17.3%)	24(12.6%)
23	Extra time should be given to physically challenged students to submit assignment and answer script.	61(31.9%)	80(41.9%)	39(20.4%)	11(5.8%)
24	Physically challenged students should not be penalized for sumitting their assignments late.	52(27.2%)	98(51.3%)	25(13.1%)	16(8.4%)
25	Application forms should be given free to the physically challenged applicants.	48(25.1%)	108(56.5%)	21(11.0%)	14(7.3%)
26	Physically challenged candidates should not be admitted into the full time university programme.	68(35.6%)	94(49.2%)	16(8.4%)	13(6.8%)
27	Distance Learning is the only programme for the physically challenged.	94(49.2%)	74(38.7%)	14(7.3%)	9(4.7%)
28	Special means of transportation should be made available for the physically challenged.	92(48.2%)	79(41.4%)	11(5.8%)	9(4.7%)
29	Access road should be provided for wheel chair bound students.	102(53.4%)	76(39.8%)	9(4.7%)	4(2.1%)
30	Road guide should be made available for physically challenged students	98(51.3%)	76(39.8%)	13(6.8%)	4(2.1%)
31	Physically challenged students should pay less transport fair on campus.	94(49.2%)	78(40.2%)	10(5.2%)	9(4.7%)
32	Free transportation should be provided to physically challenged students by the University.	88(46.1%)	93(48.7%)	3(1.6%)	7(3.7%)
33	Physically challenged students should pay tuition fees.	67(35.1%)	102(53.4%)	14(7.3%)	8(4.2%)

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

From Table 1, above, 65.4% of the Lecturers support the inclusion of the physically challenged students in academic activities. While 41.9% of lecturers believe that the physically challenged students are difficult to teach, 58.1% do not see any difficulty in teaching physically challenged students. 57.6% do not see the need for any special training to teach the physically challenged and 63.9% show a passion to teach the physically challenged. 60.7% subscribe to the idea of creating a separate class for the physically challenged. 58.1% believe that physically challenged students are serious with their studies even as 56.0% feel that coping with them is enormous.

69.7% disagree, some strongly, that the University of Maiduguri have any policy on admission of the physically challenged. 64.4% of the lecturers strongly disagree with the statement that the physically challenged do not need education and 16.2% disagree with the statement. 60.2% strongly disagree and 22.0% disagree that physically challenged candidates should not be given admission into the university. 39.3% agree strongly, and 36.6% agree, that the national policy on admission of the physically challenged is not implemented in the University of Maiduguri. 81.7% of the lecturers supported that free application forms should be given to

physically challenged applicants, but 87.9% believe they are more suitable for admission into the distance learning programme. 89.4% agree that special means of transportation should be made available for the physically challenged. 93.2% agree that access road should be provided for wheel-chaired students. For the provision of road signs and free transportation, about 90% agreed.

Question 2: What are the attitudes of Administrators towards the physically challenged in the University of Maiduguri?

Table 2 Percentage distribution of attitude of Administrators towards the physically challenged Students

S/No	STATEMENT	Yes	No		
2	I don't want to see the physically challenged in the University	5(27.8%)	13(72.2%)		
3	Physically challenged students are difficult to teach.	7(38.9%)	11(61.1%)		
4	The University does not have trained personnel to teach the physically challenged.	8(44.4%)	10(55.6%)		
5	I hate listening to complaints from physically challenged students.	13(72.2%)	5(27.8%)		
6	I feel comfortable listening to complaints from physically challenged students.	14(77.8%)	4(22.2%)		
7	Separate classes should be created for physically students	10(55.6%)	8(44.4%)		
8	Physically challenged students are serious with their studies	14(77.8%)	4(22.2%)		
9	Lack of facilities prevents me admitting physically challenged students into the University.	5(27.8%)	13(72.2%)		
10	Coping with the physically challenged is enormous.	12(66.7%)	(6%)33.3		
11	We do not clear physically challenged persons for admission in our University.	5(27.8%)	13(72.2%)		
		SA	A	D	SD
12	The University of Maiduguri has policy on admission of physically challenged candidates.	3(16.7%)	5(27.8%)	3(16.7%)	7(38.9%)
13	The number of physically challenged in University of Maiduguri is satisfactory.	1(5.6%)	5(27.8%)	10(55.6%)	2(11.1%)
14	The University offer admission to all categories of physically challenged.	1(5.6%)	8(44.4%)	3(16.7%)	6(33.3%)
15	Special consideration should be given to admission of the physically challenged.	5(27.8%)	9(50.0%)	2(11.1%)	2(11.1%)
16	The University seems to have interest in admission of physically challenged persons.	0(0.0%)	6(33.3%)	11(61.1%)	1(5.6%)
17	There is no need for physically challenged persons to have university education.	2(11.1%)	4(22.2%)	2(11.1%)	10(55.6%)
18	I feel that physically challenged persons should not be given admission into the University.	0(0.0%)	2(11.1%)	7(38.9%)	9(50.0%)
19	National Policy on the admission of physically challenged is not implemented in the University of Maiduguri.	4(22.2%)	11(61.1%)	1(5.6%)	2(11.1%)
20	Examination and other procedures for evaluating student's academic achievement should be fashioned to reflect student's achievement rather than area of challenge.	0(0.0%)	5(27.8%)	10(55.6%)	3(16.7%)
21	Separate accommodation should not be provided for physically challenged students.	2(11.1%)	9(50.0%)	5(27.8%)	2(11.1%)
22	Very few physically challenged candidates should be offered admission into the University.	3(16.7%)	11(61.1%)	3(16.7%)	1(5.6%)
23	Smooth learning process should not be provided for physically challenged students.	5(27.8%)	12(66.7%)	1(5.6%)	0(0.0%)
24	Physically challenged candidates should offered admission without requirement.	0(0.0%)	12(66.7%)	5(27.8%)	1(5.6%)
25	Application forms should be given free to the physically challenged applicants.	2(11.1%)	10(55.6%)	4(22.2%)	2(11.1%)
26	Physically challenged candidates should not be admitted into the full time university programme.	3(16.7%)	10(55.6%)	5(27.8%)	0(0.0%)
27	Distance Learning is the only programme for the physically challenged.	5(27.8%)	12(66.7%)	0(0.0%)	1(5.6%)

28	Special means of transportation should be made available for the physically challenged.	4(22.2%)	11(61.1%)	1(5.6%)	2(11.1%)
29	Access road should be provided for wheel chair bound students.	2(11.1%)	16(88.9%)	0(0.0%)	0(0.0%)
30	Road guide should be made available for physically challenged students	7(38.9%)	10(55.6%)	0(0.0%)	1(5.6%)
31	Physically challenged students should pay less transport fair on campus.	7(38.9%)	10(55.6%)	1(5.6%)	0(0.0%)
32	Free transportation should be provided to physically challenged students by the University.	6(33.3%)	11(61.1%)	1(5.6%)	0(0.0%)
33	Physically challenged students should pay tuition fees.	7(38.9%)	9(50.0%)	2(11.1%)	0(0.0%)

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

In Table 2, 72.2% rejected the statement, "I don't want to see the physically challenged in the University," and the same percentage said they do clear the physically challenged for admission into the University. 77.8% are comfortable attending to the needs of the physically challenged.

55.6% of administrators disagree, some strongly, that the University of Maiduguri have any policy on admission of the physically challenged. 55.6% of the administrators strongly disagree with the statement that the physically challenged do not need education and 11.1% disagree with the statement. 50.0% strongly disagree and 38.9% disagree that physically challenged candidates should not be given admission into the university. 22.2% agree strongly, and 61.1% agree, that the national policy on admission of the physically challenged is not implemented in the University of Maiduguri. 11.1% of the strongly agree supported, and 55.6% support that free application forms should be given to physically challenged applicants, but 94.4% believed that the physically challenged are more suitable for admission into the distance learning programme. 83.3% agree that special means of transportation should be made available for the physically challenged and 100% of the administrators agree that access road should be provided for wheel-chaired students. For the provision of road signs and free transportation, 94.4% agreed. 88.9% of the administrators agree that the physically challenged should not pay tuition.

Ho₁: *There is no significant difference between the attitude of male and female administrators towards the physically challenged students in University of Maiduguri.*

The result was presented below:

Table 3: Chi Square Test of Administrator's gender and attitude towards the physically challenged students in the University of Maiduguri

Variable	χ^2	d.f	Con. Coeff.	p-value	Remark
Administrator's gender and Attitude toward the physically challenged	0.161	1	0.094	0.688	Not significant

d.f = degree of freedom, Con. Coeff. = contingency coefficient

From Table 3, the findings revealed that attitudes of administrators towards the physically challenged students do not depend on their biological make up. Hence, the null hypothesis was rejected as sex of administrator does not translate into his/her attitude towards physically challenged students in the University of Maiduguri.

Ho₂: *There is no significant difference between the attitude of male and female lecturers towards the physically challenged students in University of Maiduguri.*

Table 4 Chi Square Test on Academic staff sex and attitude towards the physically challenged students in the University of Maiduguri

Variable	χ^2	d.f	Con. Coeff.	p-value	Remark
Lecturer's gender and Attitude toward the physically challenged	0.294	1	0.039	0.588	Not significant

d.f = degree of freedom, Con. Coeff. = contingency coefficient

From Table 4, the findings revealed that attitudes of academic staff towards the physically challenged students do not depend on their biological make up. Hence, the null hypothesis was rejected as gender of academic staff does not translate his/her attitude towards physically challenged students.

Checklist analysis

The analysis of the checklist showed that only two items out of 29 (6.9%) were available and functional. These are the University internet facility that was accessible as a result of the provision of passage slaps at the UNIMAID Cyber Café for the wheel-chaired students; the other is the curb ramp that is made available in the University Library.

One item out of the 29 (3.4%) items on the checklist is available but not functional; this is the disability policy and action plan. The remaining 26 out of 29 (89.7%) items in the checklist were not available.

Summary of Findings

The findings revealed that:

1. 66.7% of the administrators disagree that there was no need for the physically challenged to acquire education. Suggesting that the administrators were in support of non-inclusive education in the university.
2. 80.6% of the lecturers disagree that there is no need for the physically challenged to acquire education. Suggesting that the academic staff were in support of non-inclusive education in the university.
3. There was no significant difference between male and female administrators and their attitude towards the physically challenged students in the University of Maiduguri.
4. There was no significant difference between male and female lecturers and their attitude towards the physically challenged in the University of Maiduguri.

Discussion

The study examined the attitudes of academic community towards physically challenged students in the University of Maiduguri as it affects financing inclusive education for sustainable development. The first research question, sought to determine the attitude of lecturers towards the physically challenged students in the University of Maiduguri. The results as revealed in Table 1 showed that discriminatory attitude is not a common character among Lecturers of the University. For instance, 65.4% of Lecturers do not subscribe to the statement, "I don't like to see the physically challenged in my class," which implies that a large proportion of Lecturers were in support of the physically challenged attending lectures along with their non-challenged counterparts. Lecturers believed in the inclusion of the physically challenged students to help them integrate better into the society. However, lack of facilities prevented lecturers from discharging their responsibilities. The result is in consonant with the suggestions of Abosi.& Koay (2008), Not less than 80% of Lecturers disagree, some strongly, to the statements, "There was no need for physically challenged persons to have University Education," and "I feel that physically challenged persons should not be given admission into the University." Most Lecturers do agree that a special form of transportation should be made available for the physically challenged. 84.8% supported the provision of access road to wheel chair bound students, 91.1% supported the waving of tuition fees to the physically challenged students, 93.2% supported free transport, and other welfare supports for the physically challenged by the majority of the academic staff.

On the attitudes of administrators towards the physically challenged in the University of Maiduguri, finding revealed that only 27.8% of Administrators opined that they do not feel comfortable having the physically challenged as students in the University. Majority of the administrators sampled in the study showed concern on the welfare of the physically challenged students in the University. For instance, 83.8% supported the provision of a special means of transportation for the physically challenged. 100% agreed that access road should be provided for the wheel-chaired students. 94.5% supported the provision of road guide and free transport to the physically challenged students, and 88.9% supported that they should pay tuition fees. But 72.2% of administrators that participated in the study consented to unwillingness to listen to complaints from physically challenged students. This was a discriminatory attitude exhibited by majority of administrators in the study.

The results also revealed that there was no significant difference between male and female administrators' attitude towards the physically challenged students in the university Maidugri. This implies that both male and female administrators are alike in their attitudes towards the physically challenged students. These enhance effective inclusive education as nobody is discriminated on the basis of disability, a development that could enhance sustainable development in the country. This is in line with conclusions drawn by Avramidis et al (2000), Kuester (2000); and Van Reusen et al (2001).

The findings also revealed no significant difference between male and female academic staff on their attitude towards physically challenged students in the University of Maiduguri. This means that lecturers do not relate with the physically challenged students based on their biological makeup. This result concurs with the findings of Leyser, Kapperman, & Keller, (1994) which reported no significant differences in attitudes exhibited and gender, after studying six nations (United States, Germany, Israel, Ghana, Taiwan, and the Philippines) using the Attitudes toward Mainstreaming scale. Other studies of higher education faculty attitudes towards people with disabilities Lewis, (1988); McGee, (1989); Williamson, (2000) reported that gender did not have a significant effect on faculty attitude. However, on the contrary, Baggett, (1993); Benham, (1995); and Rao (2004), indicated that female faculty members held more positive attitude towards the physically challenged students. On the contrary, other studies found that male teachers were either significantly more confident than females, in their ability to teach students with disabilities (Jobe, Rust, & Brissie, (1996), or they held more positive views about inclusive education. However, In reporting the results from international studies, Lampropoulou & Padelliadu (1997) cautioned that links between gender and attitude is likely related to cultural factors as some cultures ascribe the care of people with disabilities to females responsibility alone.

Conclusion

Based on the findings of this study, it was concluded that there is urging need for the encouragement of inclusive education with a view to stimulate the contrasting Nigerian economy. Accordingly, inclusive education can to a large extent enhance self reliance among the physically challenged people in the Nigerian society who formed a reasonable percentage of the country' population. This could be a paradigm shift away from the traditional notion of reducing a physically challenge person to a beggar who always hawks on the street looking for charitable people for patronage. The findings also suggest that University of Maiduguri has no physical plan to accommodate physically challenge students in its academic programme as most of its existing facilities were not easily accessible to the physically challenged students.

Recommendations

Based on the findings, the following recommendations were made:

1. The management of the University of Maiduguri should implement the action plan on the National Policy regarding the physically challenged students.
2. Consideration should be given to the physically challenged students by academic staff to encourage inclusive education that could made them self reliance and drastically reduce beggars on the street.
3. Architectural planners should consider physically challenged students in planning classrooms, offices and hostel accommodations to cater for all categories of beneficiaries..
4. University administrators and academic staff should strengthen their support towards the physically challenged students to help them overcome their disability and explore their abilities. This gesture will enhance the financing of inclusive education for sustainable development of the Nigerian society.

REFERENCES

- Abosi. O & T. koay, "Attaining development goals of children with disabilities: Implications for Inclusive education", *International Journal of Special Education*, 2008, 23, 3, 1-10.
- Avramidis, E., Bayliss, P., & Burden, R. (2000). A survey into mainstream teachers' attitudes towards the inclusion of children with special educational needs in the ordinary school in one local education authority. *Educational Psychology*, 20(2), 191.
- .Baggett, D.W. (1993). Study of the University of Massachusetts at Amherst faculty's knowledge of disabilities, experience with educating students with disabilities, and attitudes that faculty possess towards students with disabilities. *Dissertation Abstracts International*, 54, 06A

- Benham, N.E. (1997). Faculty attitudes and knowledge regarding specific disabilities and the ADA. *College Student Journal*, 31, retrieved June 13, 2005 from WVU Libraries online.
- Federal Government Nigeria, (2013), National Policy on Education. Lagos: NERDC Press
- Forlin, C. (2007). Inside four walls. *Australian Journal of Special Education*, 22(2), 96-106.
- Jobe, D., Rust, J. O., & Brissie, J. (1996). Teachers attitudes toward inclusion of students with disabilities into regular classrooms. *Education*, 117(1), 148-153.
- Kuester, V. M. (2000). 10 Years on: Have teacher attitudes toward the inclusion of students with disabilities changed? Paper presented at the ISEC 2000, London.
- Lampropoulou, V., & Padelliadu, S. (1997). Teachers of the Deaf as compared with other groups of Teachers : Attitudes toward people with disability and inclusion. *American Annals of the Deaf*, 142(1), 2633.
- Lewis, M.L. (1998). Faculty attitudes toward persons with disabilities and faculty attitudes to accommodate students with learning disabilities in the classroom. *Dissertation Abstracts International*, 59, 08A.
- Leyser, Y. Kapperman, G. & Keller R. (1994). Teacher attitudes toward mainstreaming: a cross-cultural study in six nations. *European Journal of Special Needs Education*, 9 1-15
- McGee, K.A. (1989). Attitudes of the University of Virginia faculty and administration toward disabled college students. *Dissertation Abstracts International*, 50, 10A.
- MOE Strategic Objectives. *Ministry of Education* [Updated 24 February 2008; cited 18 September 2009] .Available from <http://www.moe.gov.ae/English/Pages/StrategicObjectives.aspx>.
- National Disability Authority (2005), *How Far Towards Equality?* Dublin: National Disability Authority.
- National Occupational Standards for Supporting Teaching and Learning in Schools (2007) Retrieved on May 5, 2009.
- Rao, S. (2004). Faculty attitudes and students with disabilities in higher education: a literature review. *College Student Journal*, 38, retrieved May 16, 2005 from WVU Libraries online.
- Van Reusen, A.K., Shoho, A.R., & Barker, K.S. (2001). High School teacher attitudes toward inclusion. *The High School Journal*, 84 (2), 7-17
- Williamson, P.T. (2000). Attitudes of the Troy State University Dothan faculty toward students with disabilities (Unpublished Doctoral dissertation, Auburn University).