



Strategies considered effective for the implementation of inclusive education in business education programme in tertiary institutions in Gombe and Bauchi states, Nigeria

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Abstract

Aims: This study aims at examining student need identification as strategy considered effective for the implementation of inclusive education in Business Education programmes in North-East, Nigeria. Parental engagement as strategy considered effective for the implementation of inclusive education in business education programmes in North-East, Nigeria. Community engagement as strategy considered effective for the implementation of inclusive education in business education programmes in North-East, Nigeria.

Study design: this study adopted the descriptive survey research design.

Place and duration of study: This study was conducted among academic staffs (lecturers) in tertiary institutions in Gombe and Bauchi states, Nigeria.

Methodology: The population for this study comprises of 108 business education lecturers in tertiary institutions offering business education in Gombe and Bauchi States, Nigeria. Due to the manageable size of the population, no sample was drawn hence the entire populations was studied. The instrument for data collection is a structured questionnaire titled “Strategies for Implementation of Inclusive Education in Business Education Programmes (SIIEBEP)”. The instrument for data collection was face and content validated by three experts. The reliability coefficient values of 0.78, 0.85, 0.78 were obtained. Copies of the data collection instrument will be administered personally by the researcher with the help of three research assistants. Descriptive and inferential statistics will be used for data analysis.

Results: The findings of this study revealed that, the grand mean shows a mean value of 3.68 which implies that the respondents consider students’ need identification as a strategy effective for the implementation of inclusive education in business education programmes. Also, there is no significant difference in the mean rating of respondents in federal and state universities on how effective they consider students’ needs identification as a strategy for implementation of inclusive education in business education programmes. The findings also revealed that the grand mean shows a mean value of 3.82 reveals that the respondents consider parental engagement as a strategy effective for the implementation of inclusive education in business education programmes. Findings relating to the corresponding hypotheses shows that there is no significant difference in the mean rating of respondents in federal and state universities on how effective they consider parental engagement as a strategy for implementation of inclusive education in business education programmes. In the same vein, the grand mean score of 3.02 reveals that the respondents consider community engagement as a strategy moderately effective for the implementation of inclusive education in business education programmes. There is no significant difference in the mean rating of respondents in federal and state universities on how effective they consider community engagement as a strategy for implementation of inclusive education in business education programmes.

Conclusion: Based on the findings of this study, it was concluded that students’ need identification, parental engagement were considered effective while community engagement was considered moderately effective strategy for implementation of inclusive education in business education programmes. the study further concluded that no significant difference existed among the respondents rating on how effective they consider students’ needs identification, parental engagement and community engagement for implementation of inclusive education in business education programmes in Bauchi and Gombe states.

Keywords: strategies, effective, implementation, inclusive education, business education

1. Introduction

Education is the key to national development and every citizen have right to education irrespective of status. However, despite global progress in achieving universal access to education, more than half the 65 million recorded as children with disabilities in low-middle income countries are not in school (Nigerian Bureau of Statistics, NBS, 2019). These set of individuals face multiple barriers in receiving education including inaccessible schools, inaccessible teaching materials, prejudice and discrimination from teachers and bullying from

peers (Cornelius-Ukepepi & Opuwari, 2019) ^[7]. It then means that these set of students face learning crisis at all levels of education, which ranges from low enrolment, literacy attainment.

Nevertheless, education which takes into cognisance learners with and without disabilities is crucial in fostering tolerance between people and contributed to a more peaceful society. Hence, the attainment gap between individuals with disability and those without disability is growing and as such individuals with disabilities tend to be left behind in the learning process

(Ibok, 2015) ^[9]. Inclusive education is the total integration of learners with and without special needs into the same classrooms and schools, thereby exposing them to the same learning opportunities. Andrew and Danladi (2016) defined inclusive education as the education of all children and young people with and without disabilities or difficulties in learning together in ordinary pre-primary schools, colleges and universities with appropriate network support. Similarly, Okwudire and Okechukwu (2018) ^[13] viewed inclusive education as the progressive increase in the participation of students, in reduction of their exclusion from the cultures, curricula, and communities of local schools. The authors further explained that with inclusive education, all students in the school regardless of their strengths or weaknesses in any area become part of the school community. In an inclusive education setting, individuals are seen as equal members of the classroom without being marginalized. It is an environment that accommodates those who can and allowing those who cannot learn to cope from those who can. Inclusive education takes cognizance of fast and slow learners.

As stated in the National policy brief on inclusive education, inclusive education has the following benefits thus; inclusion enhances the attainment of the objectives of the National Policy on Education, Universal Basic Education Act of 2004, the UN Convention on Rights of Persons with Disabilities and the Sustainable Development Goals (National Policy on Inclusive Education, 2017). Education cannot be for all until it is received by all. A system that excludes some people, cannot be for all and should therefore give way to one that is accommodating of all. It has been argued, a system that serves only a minority of children while denying attention to a majority of others that equally need special assistance need not prosper in the 21st century.

In Nigeria, inclusive education is foreseen as an approach to serving learners with disabilities within general education settings. Consequently, the Federal Republic of Nigeria (FRN, 2013) ^[8] stated that special education is created with objectives as a formal special educational training given to people (children and adults) with special needs. Inclusive education is important in the development of Nigeria because bringing students with and without special needs together show the younger generation that diverse group of people make up communities and that no one type of student is better than the others. Inclusive education will, thus remove barriers to friendship among students with and without special needs and help them imbibe the spirit of cooperation and team work which according to Strully (2016) ^[21] is the essential ingredient germane to national development. Operationally, inclusion is about the learner's right to participate and the school's duty to accept the learner.

According to the FRN (2013) ^[8], the Federal Ministry of Education has responsibility of coordinating education activities which includes inclusive education in Nigeria in collaboration with relevant ministries, and non-governmental organisations and international agencies such as UNICEF, UNESCO, UNDP, WHO among others. Nevertheless, despite encouraging developments such as the school and industry

collaboration with organizations, the implementation of inclusive education in Business Education programmes at tertiary institution level is still faced with daunting challenges which is yet to be tackled and found solutions. One such challenges is that strategies adopted for the implementation of inclusivity in Business Education have been recognised to be largely insufficient or inappropriate with regards to the needs of individuals who are vulnerable to marginalization and exclusion (FRN, 2013) ^[8]. Where such strategies targeting various marginalized and excluded groups do exist, they have functioned outside the mainstream of education among which is inclusive education programmes in specialized institutions, and specialist educators.

In view of the aforementioned challenges, it is essential that suitable strategies which encompass all learners in the learning environment need to be adopted in order to foster the implementation of inclusive education in business education in tertiary institutions in Nigeria. Sambo and Gambo (2015) ^[20] identified such strategies as identifying children's needs, engaging parents, engaging the community, making schools accessible. The provision of necessary facilities was also listed by FRN (2013) ^[8]. Identifying learner's needs and right as a strategy entails a process which begins with a baseline study to identify learners with disabilities who do and do not attend school, support services, education and social policies, and barriers to inclusion in an area. Inclusion starts at this point, with the baseline study as a participatory process involving learners, parents and families, teachers, community leaders and local organizations. Engaging parent's and families' such as mothers, fathers and other family members is very crucial to the success of an inclusive education project. Parents and family members are people are acquitted with their learners with special needs who have the best understanding of both their problems and disabilities. Some families will want to take an active role in their children's education, while others will be happy to work with other people to get the learner into school. Either way, an inclusive education project will communicate with and involve parents in various ways.

Over the years, in Nigeria and particularly in North-East particularly, the prevailing practice is that students with special needs are constantly segregated from an inclusive learning system by creating special schools for them. This has persisted despite efforts of state and federal governments to make education accessible to all categories of learners. The federal republic of Nigeria also emphasized the need and relevance of inclusive classroom setting to all categories of learners in the society, as is contained in Article 24. But the implementation of inclusive education in business education programmes requires suitable strategies, hence the lacuna in which the present study will fill.

Nonetheless, the implementation of inclusive education programmes in business education in tertiary institutions can be affected by their ownership. School ownership can affect respondents on the strategies considered effective for the implementation of inclusive education in Business Education. Relating to this literature and despite the efforts of the government and relevant stakeholders to make education

accessible to all types of learners in the Nigerian environment, no significant achievement has been made in implementing inclusive education in Business Education programmes in tertiary institutions in North-East, Nigeria.

1.1 Purpose of the study

- Students need identification as strategy considered effective for the implementation of inclusive education in Business Education programmes in North-East, Nigeria.
- Parental engagement as strategy considered effective for the implementation of inclusive education in business education programmes in North-East, Nigeria.
- Community engagement as strategy considered effective for the implementation of inclusive education in business education programmes in North-East, Nigeria.

1.2 Research questions

The following research questions guided the study

- How effective do lecturers consider students' need identification as a strategy for the implementation of inclusive education in business education programmes?
- How effective do lecturers consider parental engagement as a strategy for the implementation of inclusive education in business education programmes?
- How effective do lecturers consider community engagement as a strategy for the implementation of inclusive education in business education programmes?

1.3 Null hypotheses

The following hypotheses was tested at 0.05 level of significance

- There is no significant difference in the mean rating of respondents in federal and state tertiary institutions on how effective they consider students' needs identifying as a strategy for implementation of inclusive education in business education programmes.
- There is no significant difference in the mean rating of respondents in federal and state tertiary institutions on how effective they consider parental engagement as a strategy for implementation of inclusive education in business education programmes.
- There is no significant difference in the mean rating of respondents in federal and state tertiary institutions on how effective they consider community engagement as a strategy for implementation of inclusive education in business education programmes.

2. Literature review

2.1 Review and trends of inclusive education in Nigeria

The Universal Basic Education (UBE) Act of 2004 and the National Policy on Education (NPE), Federal Republic of Nigeria (2013) ^[8], which committed to equalize educational opportunities for all children, irrespective of their physical, sensory, mental, psychological or emotional disabilities, are the two key policies in Nigeria which guide implementation of inclusive education (Omede, 2016) ^[18]. The attainment of full inclusion of special needs children in Nigeria's education

system has yielded very little success. According to the UBE Act of 2004, provision was made for 2% of the Consolidated Revenue Fund (CRF) of the Federal Government to finance the UBE program. It also provides a legal framework within which the Federal Government for supporting States towards achieving uninterrupted nine-year compulsory UBE for all children in primary and junior secondary school levels throughout the country. However, the provision for funding of the education of children with special needs, as a national education policy under the UBE Act, was not put into effect until 2008 when Inclusive Education policy was formally adopted.

Although the UBE scheme does not specifically reference children and youth with disabilities, they are invariably subsumed under the law, since they constitute part and parcel of society and have every right to basic education and other essentials of life. In order to make basic education inclusive of and accessible to children with disabilities, it is envisaged that stakeholders (government, teachers and other relevant professionals, parents, communities among others) must play collaborative roles to provide necessary support to special needs children both in school and at home. There is no structure in place for early detection and identification of children with disabilities and special needs at the governmental level. Majority of the responsibility of bringing children with special need to schools rests squarely on the shoulders of the parents. Parents of children with special needs are critical stakeholders in inclusive education, meeting a multitude people involved in providing the services needed by an affected child. Availability of information creates awareness for parents to make the best decisions for children with disabilities (Oladele, Sani, & Adebayo, 2018) ^[14].

Oladele *et al.* (2018) ^[14] further asserted that the principal focus is on children with obvious physical or neurological learning disabilities. focus areas of disabilities are vision/hearing/speech impairment, deaf, blind, mental retardation, learning disabilities, and orthopaedic impairment. Attention to behaviour disorder, autism, traumatic brain injury, and emotional disability is not yet a priority, though such children are integrated into inclusive settings as soon as possible. Children are assigned to special education teachers in self-contained resource settings for intensive teaching and learning of the necessary socialization and other transition skills needed to move them to inclusive classrooms within a short period of time (Agunloye, Pollingue, Davou, & Osagie, 2011) ^[2].

However, issues arise, as there are limited numbers of evaluation specialists to determine the nature of disability, learning needs of students, and eligibility for special education services. Often such EDOREN conducted a study of the federal government and two states' (Anambra & Kaduna) policy framework and implementation of Special Needs Education. EDOREN found that the federal government expected the states to adapt the NPSNEN and NPIEN. However, findings from the states further showed low to no level of awareness of policy developments on special education since 1977. Evaluations are done by special education teachers at the

school level or through referral to special centres, though these centres do not have an extensive battery of tests in place to determine eligibility for the category of learning disabilities. Therefore, majority of children classified as qualified for special education services are those with very obvious disabilities (Agunloye, *et al.*, 2011) [2].

There is no law yet that separates special education services from vocational rehabilitation services. Students who qualify for special education services automatically qualify for vocational rehabilitation services. Free and appropriate special education services are only available to children up to the age of 16 when transition services are provided to move them to senior secondary schools or vocational/technical institutions. From this point on, the funding of their education becomes the responsibility of their parents or guardian (Agunloye, *et al.*, 2011) [2]. Inclusive education requirement allows both special education and the general education teachers to cooperatively expose children with special needs to a general education curriculum as quickly as possible. States are now requiring that special education teachers have advanced degrees in special education beyond a diploma. There is no requirement for subject area content specialization. There is no legally binding requirement for the development of individualized educational plan.

However, school-level special education coordinators are appointed to ensure that systematic planning, organization, and monitoring are in place to meet the needs of children with special needs in their respective schools (Agunloye, *et al.*, 2011) [2]. Nigeria has 36 States and a Federal Capital Territory (FCT). At the State level, a desk officer is assigned to coordinate special education programs across the State. Funding for special education in Primaries 1-6/Junior Secondary School (JSS) 1-3 (equivalent to Grades 1-9) is directly funded by the Federal Government through the State UBE Boards. The State departments of education are separate from the UBE Boards and have limited control over the funds for primary/JSS educational. This allows targeted utilization of the funds. There is no accurate data on the categorical proportions of students with disabilities in public school in Nigeria. However, estimates indicate that the largest categories of students served in special education are the visually impaired, the blind, the hearing impaired, the deaf, the orthopedically challenged, and the emotionally disturbed (Federal Republic of Nigeria, 2013) [8].

In retrospect of the education of special needs children in Nigeria the practice has evolved around a reverse kind of special needs education in few special schools that were established as segregated schools in their own rights. According to Obi and Ashi (2016) [11], the St. Joseph's Centre for the Visually Impaired Obudu, which was initially opened by the Medical Missionaries of Mary in 1972 as a rehabilitation centre for blind children and in 1990 a full reverse integration, was established by Sr. Mary M. Ashi, H.H.C.J. then Administrator of the centre. The Good Shepherd Special Education Centre, Ogoja also opened an integrated programme for secondary school children with hearing impairment. These two schools and a few others opened up in other parts of

Nigeria as reverse integrated schools. The programmes these schools should in the near future become inclusive education schools given all consideration for the establishment of inclusive education in Nigeria as in other African countries where resources are provided (Obi & Ashi, 2016) [11].

In 1977, the Federal Government released a National Policy on Education which contained some provisions for special education, including the idea of equalizing education for all children irrespective of their physical, mental, and emotional state. At that time, only Plateau State enacted relevant legislation by way of the Plateau State Handicapped Law in 1981, making education of children with disabilities compulsory with a provision for the rehabilitation of adults with disabilities (Omede, 2016) [18]. However, prior to the 1980s, the education of children with disabilities in Nigeria existed only through private humanitarian and voluntary organizations which provided residential facilities and rudimentary services for the education of PWDs. 1999 saw the Universal Basic Education (UBE) policy adopted and enacted into law in 2004 as the UBE Act, providing free basic education for all children from ages 5-16. The document highlights the following International legal and policy instrument which form the coherent force that influenced the adoption of national policies on the education of learners with disabilities in Nigeria: UNICEF produced the Convention on the Rights of the Child (CRC) in 1989. Part I, Article 2, Section 1 of the Convention states: State Parties shall respect and ensure the rights set forth in the present convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

Despite this yet, there was no Federal or State involvement in the education of children with disabilities (Omede, 2016) [18] from 1977 until recently. The first documented comprehensive policy on special education needs and disability in Nigeria was the National Policy on Special Needs Education in Nigeria (2015), followed quickly by the National Policy on Inclusive Education in Nigeria (2016) which addressed gaps in previous documents that have led to marginalization of SNE students in schools, and confusion of terms like special education, integration, and inclusive education. In essence, the National Policy on inclusive Education becomes imperative in order to have a holistic approach with a unified system in which formal, non-formal, segregated and mainstream are harnessed. In addition to the implementation challenges documented in the policies, EDOREN's field study and literature review also made some observations on the policies as documents, the policy development as a process, policy in implementation, the disconnect between theory and practice, and the roles of the federal governments and the states in implementation. The literature review observed an unsystematic policy development process at the federal level and a haphazard implementation of SEND policy at that the state level which is potentially pervasive, and thus makes this issue a national problem.

2.2 Curriculum programme implementation

The term curriculum comes from the Latin word “Currere” which means to run. With time it came to mean the course of study. Not surprisingly, the traditional definition of curriculum is a course of study or training leading to a product or education. For most lay persons curriculum today is equated with course guides, syllabi or textbooks that establish the course. Such a classic definition of the term also reflects the meaning of curriculum for the most conservative or structured education in the field. Many authorities have defined curriculum in similar terms. A look at some of these definitions by various authorities authenticates the above statement. A curriculum is an embodiment of all knowledge, skills and attitudes which a nation, through her schools, imparts to her citizen by knowledge in the definition, we mean all facts, theories, principles/generalizations and rules needed to be acquired to be certified as competent in a field. Curriculum also involves acquisition of skills needed to perform tasks programme for effective teaching and learning. In actual sense, a curriculum is an educational programme without which education could hardly be organized (Aliyu, 2016) [3].

Education is said to be formalized because it is organized and goes with a programme of experiences under the guidance of the school. Any education that is not organized does not go with formal curriculum. Thus, informal education has no formal curriculum. Curriculum has been defined. According to Onwuka in Aliyu (2016) [3] considers curriculum as a process of learning which takes into account all human sensitivities such human sensitivity could be political, economic or professional. Accounting to him curriculum could also be considered as the deliberate systematic and planned attempts made by the school to change the behavior of the members of the society in which situates. Mkpa in Nnachi, (2009) view curriculum as a vehicle through which the school could strive towards the achievement of educational ends. Such ends could be those of the nation, state local governments or communities. According to Ben-Yunusa, (2008) defined curriculum as that content and those processes designed to bring about learning of educational value. By this definition, curriculum is considered to include both what is to be taught and by what means it is to be taught. He further defines curriculum as the set or a sequence of potential experiences set up in the school for the purpose of disciplining children and youth in group ways of thinking and acting. To Smith a curriculum is always in every society, a reflection of what the people think, feel, believe and do. Walton, (2008) stipulated that curriculum is the process and content designed to effect learning of educational values, Walton maintained that, the curriculum of a subject should be determined by the most fundamental understanding of what could be achieved and the underlying principles that give structure to be the subject. For him, the best way to create interest in a subject is to render it worth knowing, which means to make the knowledge gained suitable in one’s thinking beyond the situation in which the learning has occurred. This definition refers that, a real understanding of the children involved in the curriculum. Also, it means that, the method, of the teacher should be within a pre-conceived framework

developed as a result of answering questions as, what sort of experiences can be contributed which both will make the pupil wish to learn and also help him in his learning.

Curriculum is one of the educational fields that take as problematic, what should be planned, taught and learned in schools. It is a central and centralizing study organized around the choice facing the practitioner. The use of term curriculum varies but he concluded that curriculum is the programme of activities designed so that pupils will attain by learning certain specific ends or objectives. These activities to Him are both on the teachers and students’ perspectives, if there is to be any significant learning at all. The curriculum is now generally considered to be all of the experiences that learners have under the guidance of the school. In view of this learning experiences and intended outcomes formulated through systematic reconstruction of knowledge and experience under the auspices of the school, for the learner continuous with full growth in personal social competence. It is to be noted at this point that no attempt to define curriculum can ignore two rather opposing views the traditionalists and the progressives. According to the former, curriculum refers to the number of fixed subjects with set body of knowledge taught by teachers and a guided learning experience. It is not simply set body knowledge, but a variety of learning activities that pupils engage in under the guidance of teachers. The Curriculum course content of National Certificate in education (Business education) comprised of the following components;

- a. **Programme of study:** This is made up of all school subjects and subject matters learners are exposed to. The programme of studies include course offered at tertiary level of education, we have programme of studies to comprising a list of courses taught, the courses represent the aspect of accumulated learning experience, programme of studies ensures that students learn theoretically all about ideas, concept and principles.
- b. **Programme of activities:** It help students to ensures that they learn and concretize the concept, principle, ideas in behaviors of programme of studies. Thus, students may learn about such concept as civics, cooperative and democratic respectively from his peers or mates. The programme of activities is thus a means by which concepts, principles and ideas are translated and made practically real to the learner.
- c. **Programme of guidance:** The guidance programme of the school attempts to answer the question. How can each student be aided to make the best use of his educational opportunities’ guidance is a programme of service with the ultimate purpose of helping students acquire capacity for self-direction or a programme of helping students to understand themselves and the world through counselling?

A well-planned curriculum that is not well implemented is a waste of time, energy and resources, curriculum implementers should in the first instance be aware of the goals of such curriculum so as to effectively plan for their implementation. Curriculum implementation entails the arrangement of the pre-planned curriculum through assessment of the facilities resources and environment to ensure that the planned

curriculum will be implemented without problem. Curriculum implementation is the putting into action the planned curriculum. It is the execution of the planned curriculum in the classroom through the efforts of the teacher and the learners. This implies that curriculum implementation takes place in the classroom. When the teacher is teaching a lesson, that implies they are implementing the curriculum because several lessons make-up a unit of instruction and several units make up the curriculum. So, in the long run, the first lesson that is taught in the classroom is the beginning of the implementation of the curriculum. Curriculum implementation as an interpretation of the planned curriculum by teacher, who is the implementer.

After planning the curriculum, it is downloaded to the teacher, who will then interpret it for execution. Obasi, Adabi and Ajeka, (2007) viewed curriculum implementation as the weaving together to the subject matter and method to produce desired learning activities which lead to the relevant learning outcomes. They believe that the main focus of implementation is the learners, while the most important person in curriculum implementation is the teacher. After the selection of the objectives, content, method, resources and evaluation procedures, the teacher put into action his/her plans. The teachers select the activities and strategies he/she would use to execute the plan. All the activities engage by the teacher and the learners for the attainment of the stated objectives are classified as implementation. During implementation, the teacher employs various pedagogical materials such as textual materials, pictures objects, recorded cassettes, video and television, computer and internet facilities to mention but few. They do apply some strategies such as songs drama, simulation, demonstration, use of examples, questioning excursionist, ensure effective implementation of the plan. According to Offorma, (2009), the main purpose of implementation is to promote learning such that the teacher engaged in some activities which focus on the attainment of the objectives they are implementing the curriculum. It is very important to remember the learners behaviors during implementation to ensure that the learners' interaction with the learning environment is purposeful and leads to acceptable change in behaviour. Business education curriculum in colleges of education is fraught with a lot of handicaps during Implementation as stated by Afangideh in Aliyu (2016) ^[3] which include;

a. Curriculum overload: There is curriculum over load in colleges of education level curriculum overload occurs because of the high number of course to be offered especially at N.C.E III second semester, however. Aliyu, (2016) ^[3] noted that, the content of business education curricular in college of education is satisfactory though over loaded, he laments that "the issue is not only the large amount of knowledge, skills, attitudes and values to be presented to the learners, but the availability of adequate time, and resources for the implementation of these content areas. The non-coverage of the content has left the learners to be half-baked as some teacher rush to cover the contents, thereby treating the content shabbily, while other leave a lot of grounds uncovered.

- b. Inadequate and sometimes very poor infrastructure and learning environment:** A situation where students have to stand or sit on the floor to be taught makes effective learning impossible. Some other times, it is fifty environments or classroom which makes learning difficult. It may also be lack of functional laboratories.
- c. Dearth of instructional materials:** Over the year business teachers have indicated that one of the greatest impediments of curriculum delivery is inadequacy of instructional materials. It is evident that no curriculum can be delivered effectively without due consideration of necessary equipment and materials.
- d. Teacher factor:** These deals with the quantity and quality, curriculum implement cannot be effectively carried out if the teacher variables such as competence, availability, attitude, dedication and remuneration are faulty. No matter how lofty the educational goals are, how relevant the curriculum is, teachers are the determinants of effective curriculum implementation in the school. Therefore, most of the lecturers in business education programme in colleges of education are not business educators as such it leads to production of half-baked graduates that are unproductive in the labour market as well as places of work or self-employment (Amoor, 2009) ^[4].
- e. Learner related issues:** In our present contemporary society, our young learners seem to lack interest as a result of the new wave of picking-money-quick even with limited education. Hence, they fail to attend lessons within the first few days of resumption of classes especially at the beginning of each term. The result is that the prescribed curriculum is not often covered before examinations, a situation that leads to poor performance be it at the primary, secondary, or tertiary level. It also encourages examination malpractice in the desperate effort to make up fraudulently the deficiencies of the learners. Learners also fail to bring along to school necessary study materials. Teacher complain about the difficulty of teaching effectively when learners refuse to bring along to school necessary text books, exercise books and other related materials. This constitutes a hindrance to effective curriculum delivery.
- f. Examination malpractice:** One of the major curriculum delivery issues is examination malpractice. In fact, it has eaten deep into the society and these days even parent perpetuate and abate it. Bawa and Guga, (2013) ^[6] confirmed that the number of candidates has continued to overwhelm examiners and because of poor implementation of curriculum in schools, arising from so many factors, the battle against examination malpractices is fact from being over.
- g. Lack of acceptable strategy or model of implementation:** Different points in time. Three of them have been tried in Nigeria. They include periphery model, proliferation of centre model and shifting centre model. There has been fluctuation been these models and such fluctuation is not healthy for curriculum implementation.

- h. Inappropriate method:** When inappropriate methods are used for imparting knowledge such teaching is ineffective. Bawa and Guga (2013) ^[8] pointed out that, the significant place of instructional method in ensuring effectiveness and efficiency in curriculum implementation process.
- i. Poor evaluation of learning:** Evaluation of learning is necessary too in curriculum implementation. A good evaluation focuses on the cognitive, effective and psychomotor behaviours. Evaluation data must be valid and reliable for them to be useful to the educational system. But effective domain is hardly properly assessed by teachers. Anwuka, (2009) observes that quite often in stating objective in lesson plans, teachers' state affective objectives but in evaluating learning out comes, not much is done to reflect the emphasized affective objectives. Teachers must be made to understand how to obtain evidence or data on effective outcomes as well as how to record the obtained evidence.

2.3 Implementation of inclusive education in business education

The rationale for effective implementation of inclusive education practices and follow up services is considered under the following strategies:

- There has to be a political will of the state government backed by enacted law for the right of persons with disabilities and the implementation cost of special education services as discussed earlier.
- Assessment centres have to be established in three locations in the state for assessments by specialists trained as school psychologists/educational psychologists to assess those who are eligible for placement in inclusive education. This approach is based on the premise that not all children with special needs can be educated through inclusive education. Those with severe handicapping conditions will still be placed in segregated special education centres for example, children with severe developmental disabilities/severe to profound mental retardation are placed in centres or hospital bound schools.
- A systematic and conscious effort has to be made to train teachers to have attitude change towards admission of special needs children into regular education schools. This approach is based on the views of people who believe that blindness, deafness and physical disability is contagious. This idea further explains why some people would not want to associate with those who have deformities in case they give birth to children who are deformed (Ashi, 2010) ^[5].
- The government needs to dismantle most accessibility barriers in regular schools and put ramps along stair cases and designated areas for cars or wheelchairs in public places. Inclusive education model schools and even higher institutions in the state must be hazard free for all categories of students with disabilities. Ghana for example has hazard free inclusive schools in all the regions as already mentioned.
- Government has to buy basic equipment and materials for

each of the categories of disabilities in each school.

- Special education teachers should be posted to serve as supportive teachers in all the inclusive education schools (for instance, 2 teachers per class, 1 special and 1 regular teacher).
- An equipped resource room manned by a specialist in each of the model school is inevitable. A specialist teacher provides special education services for example a raised tactile map of Nigeria for blind students in a geography class.

2.4 Related empirical studies

Olumese (2016) ^[16] carried out a study of evaluation techniques and the implementation of the curriculum content of secretarial education in colleges of education in South-south, Nigeria. Two research questions guided the study one hypothesis was tested. The survey research design was adopted for this study. The population of the study which was used as sample of the study comprised 77 secretarial education teachers. The instrument used for data collection was a structured questionnaire and it was validated by experts in the field. The test re-test method of reliability was used in ascertaining the reliability of the instrument. Mean, standard deviation and t-test were used for data analysis. The findings of the study revealed that evaluation techniques were moderately utilized by teachers. One of the major recommendations advanced in the study was that NCCE should develop standardized and appropriate evaluation techniques for use.

Okech, Yuwono and Abdu (2021) ^[12] conducted a study on implementation of inclusive education practice for children with disabilities and other special needs in Uganda. One research question guided the study. The study adopted the cases study design and employed the qualitative approaches in sampling participants (73 special needs teachers and 30 learners with disabilities) of the study. Data was analysed using content and thematic analysis. Some of the findings were positive namely; the findings on inclusive education were reported to be clear and well suited in guiding the implementation practice, although some stakeholders were reported to be less committed. Attitude towards learners with disabilities and other special needs to benefit from inclusive education drew a mixed reaction. Some respondents reacted that they were learners who were able to benefit from inclusive settings, while authors were not. On the subject for curriculum, some learners with disabilities and special needs were capable of benefiting from the regular curriculum, while other would benefit from a special curriculum.

Onukwufor and Martins (2017) ^[19], investigated the challenges of implementing inclusive education of children with visual impairment in Port Harcourt, Rivers State. The design of the study is descriptive survey design. Three research questions were raised to guide the study. The population of the study was all the 80 teachers of children with visual impairment in the four centres in Port Harcourt. The simple random sampling technique was used to draw 25% of the population as the sample for the study. A self-designed instrument titled challenges of implementing inclusive education scale (CIIES)

was used for the study. The Cronbach alpha reliability estimate was used to establish the reliability of the instrument. The general reliability of CIIES is given at .92, Social Factors Subscale (SFS) .935, Economic Factors Subscale (EFS) .91 and Emotional Factors Subscale (EFS) .87. Mean and standard deviation was used for data analysis. The findings of the study revealed among others that the social factors that may challenge effective implementation of inclusive education are negative attitude of the society towards these students, unadoptable school environment and language/communication barriers. More so, the economic factors are inadequate funding, inadequate number of personnel, inadequate training for personnel and inadequate funding to purchase the necessary technological materials, while emotional factors are discrimination against children with visual impairment, lack of awareness of the special needs of children with visual impairment, marginalization of children with visual impairment. The following recommendations were made among others; the school administrators should take social activities like co-curricular activities very seriously in the schools; that the school administrators should endeavour to meet parents, host community and non-governmental functionaries like Tefund and oil companies for financial assistance.

Oluremi (2015) ^[17] examined inclusive education setting in Southwestern Nigeria: Myth or Reality? One research question and two hypotheses guided the study. The descriptive survey research design was adopted for the study. The population for this study comprised 1,371 students with special needs, and 2,701 teachers in the 35 public secondary schools where mainstreaming of students with special needs is being implemented in Southwestern Nigeria. Purposive sampling technique was used to select 10 out of the 35 mainstreamed public secondary schools, based on the number of students with special needs in the schools. From the selected schools, the 910 students with special needs, and 200 teachers were selected for the study. The content and face validity of the three instruments Teachers Attitude to Students with Special Needs "TASSN;" Self-Perception of Students with Special Needs "SPSSN"; and School Observation Checklist "SOC. The instruments were validated with reliability coefficients of 0.82, 0.84. data collected was analysed using mean, standard deviation, t-test statistics and Chi-square. The difference between the attitude of special and regular teachers to students with special educational needs was significant with a t-test value of 1.91 ($P < 0.05$). The influence of students with special educational needs exceptionality types in their self-perception was significant with a Chi-square analysis of 39.75 ($P < 0.05$). However, the difference between the academic performance of male and female students with special educational needs was not significant with a t-test value of 1.19 ($P > 0.05$).

Adeniji, Alabi and Ameen (2017) ^[1] determined senior school teachers views on the introduction and implementation of inclusive education in Oyo state. The study was a descriptive research type. Four research questions and two hypotheses guided the study. A total of 270 senior secondary school teachers from six Local Governments in Oyo state were

randomly selected as sample for the study. Researcher-designed questionnaire was used to collect data. The instrument was subjected to face and content validity, the reliability of the instrument was established Cronbach alpha statistics and yielded a reliability coefficient of 0.75. Data collected was analysed using mean, standard deviation, t-test statistics and ANOVA. The findings of the study revealed that senior secondary school teachers have positive views of inclusive education, teachers perceived inadequate knowledge about inclusive education, inadequate resources required for inclusion, inadequate in-service training for teachers and emphasis on syllabus coverage as barriers to proper implementation of inclusive education. Also, there was no significant difference in the views of senior secondary school teachers on the introduction of inclusive education based on gender and teaching experiences.

3. Methodology

The descriptive survey research design will be adopted for this study. According to Nworgu, (2015) ^[10], descriptive survey is aimed at collecting data on, and describing in a systematic manner the characteristics, features or facts about a given population. This study will be carried out in Gombe and Bauchi State which are two states among the 36 states in Nigeria.

The population for this study comprises of 108 business education lecturers in tertiary institutions offering business education in Gombe and Bauchi States, Nigeria. Due to the manageable size of the population, no sample was drawn hence the entire populations was studied. The instrument for data collection is a structured questionnaire titled "Strategies for Implementation of Inclusive Education in Business Education Programmes (SIIEBEP)". The instrument is divided into sections A and B. Section A contains two items on personal data of the respondents while section B has 3 clusters B1 contains items statement on student's needs identification strategy for implementation of inclusive education programmes, B2 contains items statements on parental engagement strategy for implementation of inclusive education in business education programmes, B3 contains items statements on community engagement as strategy for implementation of inclusive education in business education programmes. The instrument for data collection was face and content validated by three experts, one in educational measurement and evaluation from the Department of Educational Foundations, and two in Business Education from the Department of Technology and Vocational Education all from Nnamdi Azikiwe University, Awka, Anambra State, Nigeria. The internal consistency method was used with Cronbach alpha to determine the reliability of the instrument. The reliability coefficient values of 0.78, 0.85, 0.78 were obtained. Copies of the data collection instrument will be administered personally by the researcher with the help of three research assistants who will be briefed on the purpose of research and how to administer the instrument. Descriptive and inferential statistics will be used for data analysis. Specifically, mean will be used in answering the research questions, while standard deviation will be used to determine the homogeneity

of the respondents' ratings. The respondent's response will be guided by the following response options; Very Ineffective (VI) 1.00– 1.49, Ineffective (I) 1.50 – 2.49, Moderately Effective (ME) 2.50 – 3.49, Effective (E) 3.50 – 4.49, Very Effective (VE) 4.50 – 5.00. The null hypotheses were tested using t-test statistics for independent samples. The probability alpha level for rejecting or not rejecting the null hypotheses is 0.05 level of significance. Where the calculated value (sig-value) is equal or greater than the p-value (0.05), the null hypothesis is not be rejected, but where the calculated value (sig. value) is less than the p- (0.05) the null hypothesis is be rejected.

4. Results and discussion

Research question 1: How effective do lecturers consider students' need identification as a strategy for the implementation of inclusive education in business education programmes?

Data presented in Table 1 shows the mean and standard deviation on how effective lecturers consider students' need identification as a strategy for the implementation of inclusive education in business education programmes. The respondents rated item 1 very effective, items 2, 3, 5, 6, 7 effective and they rated item 4 ineffective. On the whole, the grand mean shows a mean value of 3.68 which implies that the respondents consider students' need identification as a strategy effective for the implementation of inclusive education in business education programmes. The standard deviation scores show homogeneity in the respondents rating (.69-.94). This finding conforms with the findings of Olumese (2016) ^[16] which found that that evaluation techniques were moderately utilized by teachers. This goes to imply that National commission for colleges of education (NCCE) should develop standardized and appropriate evaluation techniques for use.

Hypothesis 1

There is no significant difference in the mean rating of respondents in federal and state universities on how effective they consider students' needs identification as a strategy for implementation of inclusive education in business education programmes.

Data presented in Table 2 shows the t-test summary of respondents in federal and state universities on how effective they consider students' needs identification as a strategy for implementation of inclusive education in business education programmes. From the analysis, the significant value is greater than the p-value (0.79>0.05), hence the null hypotheses is not rejected. This implies that there is no significant difference in the mean rating of respondents in federal and state universities on how effective they consider students' needs identification as a strategy for implementation of inclusive education in business education programmes. This finding is in agreement with the finding of Okech, Yuwono and Abdu (2021) ^[12] who found that inclusive education was reported to be clear and well suited in guiding the implementation practice, although some stakeholders were reported to be less committed. Attitude towards learners with disabilities and other special needs to

benefit from inclusive education drew a mixed reaction.

Research question 2: How effective do lecturers consider parental engagement as a strategy for the implementation of inclusive education in business education programmes?

Data presented in Table 3 presents the mean and standard deviation on how effective lecturers consider parental engagement as a strategy for the implementation of inclusive education in business education programmes. The respondents rated all items 8-14 effective. On the whole, the grand mean shows a mean value of 3.82 reveals that the respondents consider parental engagement as a strategy effective for the implementation of inclusive education in business education programmes. The standard deviation scores show homogeneity in the respondents rating (.49-.70).

This finding is in conformity with Onukwufor and Martins 2017 ^[19] who reported that the social factors that may challenge effective implementation of inclusive education are negative attitude of the society towards these students, unadoptable school environment and language/communication barriers. More so, the economic factors are: inadequate funding, inadequate number of personnel, inadequate training for personnel and inadequate funding to purchase the necessary technological materials, while emotional factors are discrimination against children with visual impairment, lack of awareness of the special needs of children with visual impairment, marginalization of children with visual impairment. This creates room for school administrators to take social activities like co-curricular activities very seriously in the schools; that the school administrators should endeavour to meet parents, host community and non-governmental functionaries like TetFund and oil companies for financial assistance.

Hypothesis 2

There is no significant difference in the mean rating of respondents in federal and state universities on how effective they consider parental engagement as a strategy for implementation of inclusive education in business education programmes.

Results presented in Table 4 shows the t-test summary of respondents in federal and state universities on how effective they consider parental engagement as a strategy for implementation of inclusive education in business education programmes. From the analysis, the significant value is greater than the p-value (0.92>0.05), hence the null hypotheses is not rejected. This implies that there is no significant difference in the mean rating of respondents in federal and state universities on how effective they consider parental engagement as a strategy for implementation of inclusive education in business education programmes. As regards this study, it disagrees with the findings reported by Oluremi (2015) ^[17] as he found that the difference between the attitude of special and regular teachers to students with special educational needs was significant. The finding further disagreed with the presents study as it reported that students with special educational needs exceptionality types in their self-perception was significant.

Research question 3: How effective do lecturers consider community engagement as a strategy for the implementation of inclusive education in business education programmes?

Data presented in Table 5 reports the mean and standard deviation on how effective lecturers consider community engagement as a strategy for the implementation of inclusive education in business education programmes. The respondents rated all items 15 and 17 effective, item 16 very effective, item 18 and 20 moderately effective and item 19 and 21 ineffective. The grand mean score of 3.02 reveals that the respondents consider community engagement as a strategy moderately effective for the implementation of inclusive education in business education programmes. The standard deviation scores show homogeneity in the respondents rating (.49-.72).

Hypothesis 3

There is no significant difference in the mean rating of respondents in federal and state universities on how effective they consider community engagement as a strategy for implementation of inclusive education in business education programmes.

Data presented in Table 10 shows the t-test summary of respondents in federal and state universities on how effective they consider community engagement as a strategy for implementation of inclusive education in business education programmes. The analysis results shows that the significant value is greater than the p-value ($0.86 > 0.05$), hence the null hypotheses is not rejected. This implies that there is no significant difference in the mean rating of respondents in federal and state universities on how effective they consider community engagement as a strategy for implementation of inclusive education in business education programmes. These findings are in agreement with the findings of Adeniji, Alabi and Ameen (2017) [1], as they found that senior secondary school teachers have positive views of inclusive education, teachers perceived inadequate knowledge about inclusive education, inadequate resources required for inclusion, inadequate in-service training for teachers and emphasis on syllabus coverage as barriers to proper implementation of inclusive education. Also, there was no significant difference in the views of senior secondary school teachers on the introduction of inclusive education based on gender and teaching experiences.

Table 1: Mean and standard deviation on how effective lecturers consider students' need identification as a strategy for the implementation of inclusive education in business education programmes

S/N	Items on students' needs identification strategy	Mean	SD	Remark
1	Instructional objective should be well communicated to students during implementation in an inclusive education setting	4.50	.80	Very effective
2	Students needs are identified during the mastery of business education instructional procedures during for implementation of inclusive education	3.96	.75	Effective
3	Use of different teaching method to identify students need and for subject content to ease learning during implementation in an inclusive education setting	3.76	.73	Effective
4	Identification of students needs during implementation of inclusive education creates avenue for students to solve hypothetical problems in an inclusive classroom	2.11	.74	Ineffective
5	Discussion method of teaching aids identification of students needs and interaction during the learning process in an inclusive education setting	3.83	.94	Effective
6	During implementation of inclusive education, business education subject content, there is a wider coverage of all domains of learning in an inclusive setting	3.70	.73	Effective
7	The implementation of inclusive education through the use of relevant take home/out of class project activities for students in and inclusive education setting	3.94	.69	Effective
Grand mean		3.68		Effective

Table 2: T-test summary of respondents in federal and state universities on how effective they consider students' needs identification as a strategy for implementation of inclusive education in business education programmes

Variable	N	Mean	SD	Df	Sig. value	p-value	Decision
Federal Universities	86	26.72	1.93	106	0.79	0.05	Not significant
State Universities	22	26.85	2.24				

Table 3: Mean and standard deviation on how effective lecturers consider parental engagement as a strategy for the implementation of inclusive education in business education programmes

	Items on parental engagement strategy	Mean	SD	Remark
1	Parental engagement as a strategy for implementation of inclusive education strengthens relationship with students	3.74	.63	Effective
2	Through parental engagement for implementation, there is proper dissemination of information to parents for improvement of inclusive education programme	3.89	.70	Effective
3	Through parental engagement strategy for implementation of inclusive education, parents assist students from inclusive education setting with take home tasks given them	3.83	.52	Effective
4	Parental engagement strategy for implementation of inclusive education enables parents monitor their child in terms of health and other related issues	3.71	.59	Effective

5	Parental engagement strategy for implementation of inclusive education fosters positive attitude among students in an inclusive education setting	3.99	.62	Effective
6	Through parental engagement as strategy for implementation, teachers help draw parents' attention towards the challenges of inclusive education	3.81	.55	Effective
7	Through parental engagement, children's experience in school is exhibited during activities at home	3.78	.49	Effective
	Grand mean	3.82		Effective

Table 4: T-test summary of respondents in federal and state tertiary universities on how effective they consider parental engagement as a strategy for implementation of inclusive education in business education programmes

Variable	N	Mean	SD	Df	Sig. value	p-value	Decision
Federal Universities	86	26.76	2.25	106	0.92	0.05	Not significant
State Universities	22	26.71	2.19				

Table 5: Mean and standard deviation on how effective lecturers consider community engagement as a strategy for the implementation of inclusive education in business education programmes

	Items on community engagement strategy	Mean	SD	Remark
15	Through collaboration for implementation of inclusive education fosters lecturers' commitment in inclusive students' academic success	3.93	.56	Effective
16	Through community engagement, inclusive education is likely to have a positive impact on the social and emotional development of students with disabilities	4.00	.68	Very effective
17	Regular meeting with community partners to identify and update mutual interests and goals fosters implementation of inclusive education in tertiary institutions	3.76	.49	Effective
18	Community engagement strategy for implementation of inclusive education promotes a conducive school culture for learning among students	2.81	.56	Moderately effective
19	Participation in social and cultural events within the community could promote the implementation of inclusive education in tertiary institutions	1.95	.72	Ineffective
20	An open-door policy for community engagement enhances the implementation of inclusive education in business education programmes	2.95	.62	Moderately effective
21	Community engagement as strategy for implementation of inclusive education creates conducive learning environment for students from different background	1.77	.54	Ineffective
	Grand Mean	3.02		Moderately effective

Table 6: T-test summary of respondents in federal and state universities on how effective they consider community engagement as a strategy for implementation of inclusive education in business education programmes

Variable	N	Mean	SD	Df	Sig. value	p-value	Decision
Federal Universities	86	27.14	1.97	106	0.86	0.05	Not significant
State Universities	22	27.23	3.19				

5. Conclusion

This study focused on the strategies considered effective for the implementation of inclusive education in business education programme in tertiary institutions in Gombe and Bauchi state. However, based on the findings of the study it was concluded that students' need identification, parental engagement were considered effective while community engagement were considered moderately effective strategies for implementation of inclusive education in business education programmes. The study further concluded that no significant difference existed among the respondents rating on how effective they consider students' needs identification, parental engagement and community engagement for implementation of inclusive education in business education programmes in Bauchi and Gombe states.

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Competing interests

The Authors declare that no competing interest exist.

Authors' contributions

Author C.Z. Amanze designed the study, performed the statistical analysis, wrote the protocol, and wrote the first draft of the manuscript. Author C. I. Okoli managed the analyses of the study and the literature searches. All authors read and approved the final manuscript."

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