Effectiveness of Parenting of Person with Special Need and Inclusive Teacher Education for Sustainable Development in Lagos State, Nigeria

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Abstract
The study examined the effectiveness of parenting and inclusive teacher education for persons with special needs for sustainable development in Lagos state. This study employed descriptive survey research design where questionnaire was used to acquire necessary data for the research work. Population comprises of Parents and Teachers of Secondary School in Lagos State. Simple random sampling technique was used to select one hundred (100) respondents from Secondary School in Lagos State as sample for study. Two (2) research questions were raised and answered in this study. Reliability of the instrument was determined using Cronbach Alpha and data collected was analyzed using simple percentage. The research findings revealed that parenting and inclusive teacher education has come to stay and the sooner it is well implemented in Nigeria the better policy formulation is very easy, but its implementation is always elusive. Therefore, parents and teachers in both regular and special schools are the pivot in the system. When parents and teachers are adequate prepared and work together, the sustainability of the programme will be ensured because there would be able to address the numerous challenges facing students with special needs. Therefore, it is recommended that parent should be able to take the primary responsibility of teaching their children at home, teachers for both government and private should update their knowledge in the field of inclusive education, this will go along way making them more relevant and there are needs for availability of manpower, funding and adequate instructional materials is necessary as it will ginger or motivate teachers and the learners within the system.

Keywords: *Sustainable Development, Parenting, Inclusive Teacher Education, Persons with Special Needs*

Introduction

Education be it segregation or inclusion, is a bedrock for development and advancement of individuals. Education is no doubt, a potent instrument for development of an individual and the society at large. To have effective and sustainable education for person with special needs, teacher preparation in the system is imperative. Persons with special needs have over the years suffered a lot of setbacks in their education in Nigeria. This is because of lack of adequate schools also trained personnel are few lack of support services for effective inclusion that many people with special needs in Nigeria may never have opportunity to be educated in the inclusive service.

In Nigeria the practice of inclusive education is a myriad and theoretical as there are no proper policy frame works to galvanize the system.UNESCO (2005) defined inclusive education as responding to diverse needs of all learners by increasing participation in leading and reducing exclusion within education. This means that all children have equal right to quality education that caters for their individual needs. Inclusive education means that all students are welcomed by their neighborhood schools in ageappropriate, regular classes and are supported to learn, contribute and participate in all aspects of life in the school. Inclusive education is internationally recognized as a philosophy for attaining equity, justice and equality in education for all children, especially those who have been excluded from education for the reason of disabilities (Christopher and Elizabeth, 2012).

Apparently, it is globally acclaimed that inclusive education has been an option and best practice in education of children and adult with special needs, and that special educators, parents and other stakeholders have not relented efforts in debating on the benefit and challenges of this education standard (Ebohon, 2012). This scholar stresses further that the debase have been shaped largely by the principle of inclusion, which explained that ordinary schools should cater to all children and young people, regardless of their circumstances or personal characteristics. Internationally the Salamanca statement on inclusive education called on government worldwide to provide a more inclusive education system that is underpinned by an ideological position based on recognition that all pupils should have a fundamental right and equal opportunity to experience education in mainstream schools (UNESCO, 2014).

Also, parenting style can be understood as a constellation of attitudes in the child, of which they are informed and, together, conform an emotional environment in which parents' behaviors are exposed. These include the ones through which parents develop their own obligations as parents (parenting practices) as well as other kind of behaviors such as gestures, changes in the tone of voice, spontaneous expressions of affect, etcetera. (Darling & Steinberg, 2013).

The growing social sensitivity towards the full inclusion and normalization in people with disability is surprising because the school failure range presented among this collective is higher than the population with disability. The lack of existent references about parenting practices in parents with disabled children, show that the family supports in the promotion and maintenance of encouragement for the school success is essential to make the children stay for long in school and the advance in the different levels of education. The key to make the disabled child be a successful adult can be the good family guidance (Barraga, 2011). For this reason, expectations which parents present of their children's academic success are a very interesting factor in the study of the family relations in children with disability.

In some way, these expectations affect the academic efficiency and the behavioral attachment in the child and, at the same time, it has a feedback in the results obtained by him (Masino & Hodapp, 2016). An example of the obvious mistake which many parents make in relation to this aspect is what was resulted in a study carried out by Leonard in 1986 (cited in Sanchez-Escobedo, 2006), where children with visual impairment who presented passivity and low esteem were related with unfortunate comparisons in parents who contributed to increase anxiety in relation to the child's development. If permissive and over-protective parents who do not allow the child to participate in any activity with his schoolmates are added to the previous idea, a family situation without stimulation can be generated and the opportunities for the

full development decrease making the child are more dependent (Mercer, 2011).

Looking at inclusive education vividly, parents and teachers are the driving force to the success of the programmes, including students with disabilities into regular classes. Parents and teachers are the custodian to advocates inclusive education programmes in order to make it more realistic and profitable to persons with special needs which kick against discrimination and stigmatization that is usually accorded to them by the populace. Inclusion is a step further in mainstreaming (Burden, 2008). It is the principle applied to accommodate/include all human beings, thus the full spectrum of diverse abilities, with one system, in such a manner that all involved can be assured of successful, equal and quality participation in real-life experiences from birth-death (Burden, 2008).

Inclusive education retains most of the essential characteristics of mainstreaming as a programme for accessing special needs children education in the regular school. The commonalities between them and the non-disabled peers are many, special need children are instructed in the regular class curriculum adaptation is made to march the needs of these unique children.

The following among others are the benefits of parenting and inclusive teachers education to persons with special needs for sustainable development (Shade and Stewart, 2001).

i. Families visions of a typical life for their children can come true: All parents want their children to be accepted by their peers, have friends and lead "regular" lives, inclusive settings can make this vision a reality for many children with disabilities.
ii. Children develop a positive understanding of themselves and others: When children attend classes that reflect the similarities and differences of people in the real world, they learn to appreciate diversity. Respect and understanding glow when children of different abilities and cultures play and learn together.
iii. Friendships develop: Schools are important places for children to develop friendships and learn social skills, children with and without disabilities learn with and from each other inclusive classes.
iv. Children learn important academic skills: In inclusive classrooms, children with and without disabilities are expected to learn to read, write, and do math. With higher expectations and good instruction children with disabilities learn academic skills.
v. All children learn by being together: Because the philosophy of inclusive education is aimed at helping all children learn, everyone in the class benefits. Children learn at their own pace and style within a monitoring learning environment.

The challenges of inclusion could be attributed to the local culture of the society, parents, guardians and their perceptions of educating people with disabilities. However, Ahmed (2001) posits that in Nigeria, despite genuine efforts to educate children with disabilities in public schools, a substantial number of them are still suffering from neglect due to societal misconception's insufficient resources, manpower and funding. A classroom teacher is expected to select educational methodology to best suit each students. This is a challenging goal for one teacher who potentially has more than 30 students in each of six to eight classes. Most students can be grouped with other students whose educational needs are similar. This may reduce the planning required to two or three groups. If you add special needs students who have learning delays, developmental issues, or who speak little or no English, this task can feel almost insurmountable especially if the inclusive classroom does not include a co-teacher (Omede & Sam, 2013).

The biggest problem for special education teachers who have students in inclusive classroom is being available to every student. For example, if a special education teacher has 50 students who are distributed through the classes during any given period there is no way to assist every student every day. Students may have to be pulled out of class a few times a week for additional services, which also impacts the ability of the child and classroom teacher to maintain pace. If the special education teacher rotates into different classes on different day, they are not able to get the full educational picture of the class and may not be there when the student need them most.

Special education and mainstream both benefits from being in a classroom together. After all, work and life are not segregated by intelligence or ability. However, there are still some problems that need to be recognized. In a classroom of 30 with one or two special education students, it can be difficult for the classroom teacher to give the individual time and attention the students require and deserve (Omede & Sam, 2013). If the teacher is focusing on the special needs students, the students who need a more challenging environment may be overlooked because they are able to succeed with minimal assistance. While the students will likely succeed in the class, they may not feel challenged and may become bored and disinterested in the class. Therefore, this paper intends to examine the effectiveness of parenting and inclusive teacher education for persons with special needs for sustainable development in Lagos state.

Objectives of the Study

The objectives of the study are to;

i. Examine the effectiveness of parenting and inclusive teacher education for persons with special needs for sustainable development in Lagos state.
ii. Examine the challenges facing parenting and inclusive teacher education to persons with Special Needs in Lagos state?

Research Questions

In order to fulfill the objectives of the study, the following questions were raised for the study:

i) What are the benefits of parenting and inclusive teacher education to persons with Special Needs for sustainable development in Lagos state?
ii) What are the challenges facing parenting and inclusive teacher education to persons with Special Needs in Lagos state?

Methodology

The study adopted a descriptive survey research design. Population comprises of Parents and Teachers of Secondary Schools at Alimosho LGA, Lagos State. Simple random sampling technique was used to select one hundred (100) respondents from Secondary School in Lagos State as sample for study. A self-developed questionnaire was used as instrument for data collection. The questionnaire contained items on the main title of study. To ensure the validity of the instrument, the researcher gave the draft of the questionnaire to the experts to restructure the instrument in line with the research questions. To determine the reliability of the instrument, a pilot test was conducted and the scores were tabulated and the Pearson Product Moment Correlation Coefficient formula was applied and a correlation coefficient of 0.72 was obtained. On the basis of the corrections done on the questionnaire items, and the test-retest reliability coefficient computed, the instrument was judged adequate, valid and reliable for the purpose of gathering relevant data for the study. Data collected was analyzed using simple percentage statistical tools.

Results

Research Question One: What are the benefits of parenting and inclusive teacher education to persons with Special Needs for sustainable development in Lagos state?

Table 1: The benefits of parenting and inclusive teacher education to persons with Special Needs for sustainable development in Lagos state.

S/N	ITEMS	YES		NO		TOTAL	
		Freq (N)	Percent %	Freq (N)	Percent %	Freq (N)	Percent %
1.	Parenting and inclusive education develop students with disabilities a positive understanding of themselves and others.	98	98%	02	2%	100	100%
2.	Inclusive settings can make the good vision and reality of many children with disabilities comes true.	85	85%	15	15%	100	100%
3.	Parenting and inclusive education help children with disabilities learn academic skills	90	90%	10	10%	100	100%
TOTAL		**273**	**91%**	**27**	**9%**	**300**	**100.00**

The table above shows the percentage of respondents. In item 1, 98 respondents representing (98%) agreed with the statement while only 2 respondents representing (2%) disagreed with the statement. In item 2, 85 respondents representing (85%) agreed with the statement while 15 respondents representing (15%) disagreed with the statement and in item 3, 90 respondents representing (90%) agreed with the statement while only 10 respondents representing (10%) disagreed with the statement. 273 respondents representing 91% concur while only 27 respondents representing 9% disconcerted with the statement. This shows that benefits of parenting and inclusive teacher education to persons with Special Needs for sustainable development in Lagos state. This statement was in line with (UNESCO, 2014) who stated that the benefits of parenting or inclusive education to persons with special needs help the families visions of a typical life for their children with disability come true, develop a positive understanding of themselves and others, develop friendships, learn important academic skills.

Research Question Two: What are the challenges facing parenting and inclusive teacher education to persons with Special Needs in Lagos State?

Table 2: The challenges facing parenting and inclusive teacher education to persons with Special Needs in Lagos State.

S/N	ITEMS	YES		NO		TOTAL	
		Freq (N)	Percent %	Freq (N)	Percent %	Freq (N)	Percent %
1.	The greatest challenges facing parenting and inclusive teacher education is societal misconceptions.	100	100%	00	0%	100	100%
2.	Insufficient resources also hinder the progress of inclusive teacher education in Nigeria	95	95%	05	5%	100	100%
3.	Inadequate manpower and funding affect effectiveness of inclusive teacher education.	90	90%	10	10%	100	100%
TOTAL		**285**	**95%**	**15**	**5%**	**300**	**100.00**

From the table above. In item 1, 100 respondents representing (100%) agreed with the statement while none of the respondents disagreed with the statement. In item 2, 95 respondents representing (95%) agreed with the statement while 5 respondents representing (5%) disagreed with the statement and in item 3, 90 respondents representing (90%) agreed with the statement while only 10 respondents representing (10%) disagreed with the statement. 285 respondents representing 95% concur while only 15 respondents representing 5% disconcerted with the statement. This table indicates that there are challenges facing parenting and inclusive teacher education to persons with Special Needs in Lagos state. This statement was in line with Ahmed (2001) posits that in Nigeria, despite genuine efforts to educate children with disabilities in public schools, a substantial number of them are still suffering from neglect due to societal misconception's insufficient resources, manpower and funding.

Conclusion

The study concluded that parenting and inclusive teacher education has come to stay and the sooner it is well implemented in Nigeria the better policy formulation is very easy, but its implementation is always elusive. Therefore, parents and teachers in both regular and special are the pivot in the system. When parents and teachers are adequate prepared and work together, the sustainability of the programmewill be ensured because there would be able to address the numerous challenges facing students with special needs.

Recommendations

Based on the findings of this study, it was recommended that:

- **i)** Parents should be able to take the primary responsibility of teaching their children at home
- **ii)** Teachers for both government and private should update their knowledge in the field of inclusive education; this will go along way making them more relevant.
- **iii)** The need for availability of manpower, funding and adequate instructional materials is necessary as it will ginger or motivate teachers and the learners within the system.
- **iv)** Government at all levels should make inclusive education compulsory in all schools and colleges to avoid discrimination against persons with special needs in quest of their educational pursuit.
- **v)** There should be public enlighten campaign to enable the Nigerian citizens embrace inclusion with ease.
- **vi)** Government should set up a committee that will be charged with the responsibility of putting the necessary machineries together in attaining the goals of inclusive education for persons with special needs.

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