

## **An Evaluation of the Academic Performance of the Handicapped Children in Regular Schools (mainstreaming) in Selected Secondary Schools in Oredo Local Government Area of Edo State**

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**Abstract:** The study carried out to evaluate the academic performance of the handicapped children in regular schools in selected secondary schools in Oredo Local Government of Edo State. It was gathered that there is no significant difference between the academic performance of the handicapped children and that of the normal children in the regular class. The sample of the study consisted of forty two students. Twenty one handicapped students and twenty one normal students. The sample also consisted of thirty four teachers. The sampled students and teachers were randomly selected from two secondary schools from two secondary schools where handicapped students were found in Oredo Local government area of Edo state. The teachers randomly selected were those teachers who had experience in teaching, interacting, and evaluating the handicapped students in a normal class setting in the two sampled schools in Oredo local government area. A questionnaire was developed and used by the researcher. The instrument (questionnaire) contained eight items in section B. The eight items were Likert-type scale numbers 1,2,3,4. Number one was referred to as the weakest as if affected the performance of the normal and handicapped students respectively number four was regarded as the strongest as if affected the performance of the normal and handicapped students respectively. Expert ascertained the instrument's face and content validity while split-half correlation coefficient value of 0.75 attested to its reliability. The level of significant 0.05, and each of the hypotheses was subject to students and teachers t-test. The finding of the study proved that normal students performed better than the handicapped students in the regular school. It was recommended that handicapped children who cannot cope with the academic demand in the regular class should be laced in a special school. And that government should provide facilities for educating the parents of the handicapped children to enable them have the information regarding the performance of their handicapped children in the school. This will equip the parents with the necessary approach to the upbringing of their children.

**Keywords:** Mainstreaming, Academic Performance, Handicapped Children, Information Technology

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### **I. Introduction**

Mainstreaming which is the process of educating all students regardless of their physical or mental handicapped along with their non-handicapped peers, poses a lot of challenges to both the learners and their teachers. The handicapped has his/her peculiarities that may affect their academic performance. They have to make necessary adjustments to cope with the challenges from the normal children and the arduous task of reading and writing.

The teacher needs special training to quip him/her with the appropriate technique in dealing with the students' problem to ensure effective learning in school or class. These challenges perhaps explain why the education for "normal" persons went on for centuries before efforts were made to embark on the education of the handicapped.

Generally, many people still see such handicapped as inability to walk, see, speak, hear and so on as disadvantages that could make meaningful progress difficult. Many individuals with one disability or the other have written themselves off thereby taking to begging for alms to make a living. The society sometimes writes off the mentally and physically challenged too, which possibly explains the action of many parents in keeping their disabled children at home while others regarded as "normal" are sent to schools.

In most countries today, there are special schools that the handicapped children of different categories depending on their nature of disabilities are kept and taught different skills. Various levels of performance have been recorded among them.

Today several alternatives to full time or special class have been developed for usage to enable teachers and handicapped students cope with the various challenges in mainstreaming. Foremost among these options are the use of itinerant teachers and the employment of a classroom consultant.

The government of Nigeria even recognizes the need to educate handicapped and non-handicapped children together in regular schools. This is borne out of the fact that the handicapped persons constitute a significant proportion of the Nigerian population, which must not be marginalized in any way. According to the Sir David Osunde Foundation Newsletter (Vol. 6 No. 10, 2003) persons with disabilities are said to be more than ten percent of Nigerian population of over 120 million. The interest of Government for the care of handicapped without discrimination is revealed in section 56(5) of the national policy of education (1997) which states that;

“Government has decided that integration is the most realistic form of special education since handicapped children are eventually expected to live in the society. Therefore, it has already been accepted that special classes and units will be provided in the ordinary school under the Universal Primary Education Scheme”.

No doubt this policy is adhered to in admission into unity schools owned by the Federal Government of Nigeria and Placement into Universities through University Matriculation Examination conducted by Joint Admission and Matriculation Board (JAMB) every year.

Also various state governments have taken up the challenge to run mainstreaming education. Typical among them is Edo State with mainstreaming centres at Idia College and Ihogbe College all in Benin City. The government trains and recruits special teachers to give individualized attention to the handicapped. Also, financial grants are given to the centres by the government to care specially for the handicapped.

Non-government organizations are not left out in the education of the handicapped. Noticeable among them is the Sir David Osunde Foundation where the terms “handicapped” or “disabled” are frowned at. They are seen as derogatory, rather they prefer to use the term “physically and mentally challenged” for the persons having one form of disability or the other. The founder’s (Sir David Osunde) interest as reported in the foundation’s newsletter (Vol. 6. No. 10, page 4) was borne out of his many years of work with the Jesuits in Benin City caring for the mentally retarded at the Faith House Christian community of the Roman Catholic Church.

Over the years, the foundation has been striving continuously to bring succor to persons with disabilities in the society and to continue to sensitize the generally populace to the plight of these persons. There have been pursued vigorously on Fr. Bill Walters Television programme, J.S. Library. Seminars/Lectures, Newsletters Publication, and more recently by the opening of Lady Mary Joan Home for the physically challenged. The home has various skills acquisition facilities and medical clinics. The first phase of it opened on December 30, 2000 has accommodation facilities for about fifteen residents with various forms and degrees of physical disabilities. It also has facilities for up to one hundred non-residential trainees who are desirous of learning new skills in various disciplines such as hair dressing, fashion designing, shoe making, carpentry, arts and crafts, etc.

The foundation also has a project tagged education for all levels project which aims at ensuring that persons with disabilities are not denied educational opportunities due to finance. Hence those who meet the requirements the case may be. According to the report in the Foundation’s Annual Education Grants or Scholarships as the case may be. According to the report in the Foundation’s Newsletter Vol. 10 No. 6 of 2003, the sum of N5,515,000 (Five Million Five Hundred and Fifteen Thousand Naira) was given out as scholarships in the last seven years since 1996.

The aforementioned roles of the governmental organization in educating the handicapped are commendable. It has however become necessary to evaluate the academic performance of the handicapped students in the mainstream education to determine their current skills, knowledge and additional competencies

### **Purpose of the Study**

The aim of the study is to examine the academic performance of the handicapped students in mainstreaming education in selected secondary schools in Oredo Local Government Area of Edo state and make necessary recommendations to sustain or improve the situation, as the case may be.

1. In pursuance of this aim, the study will attempt to achieve the following objectives:
2. To evaluate the current level of academic performance of the handicapped students
3. To assess the current level of academic performance of the handicapped students compared with the normal students.
4. To analyze the possible causes of the difference between performance of the handicapped children and the normal children in the regular class set up.
5. To equip the teachers concerned with the knowledge on how to make or achieve better performances of the handicapped children in the regular class.
6. To determine the factors currently affecting their performance and hence suggest ways of overcoming them.

## **II. Statement of Problem**

We do not seem to have enough statistical information on how the handicapped are performing in the midst of the normal students. The problem of this study therefore was to assess the academic performance of the handicapped children in relation to the normal children so that our society can fully appreciate and identify the problems of the handicapped with a view to finding ways of helping them to develop better in skills and altitude. The statement of the problem is articulated in question form as follows:

1. Is there any significant difference between the academic studies of handicapped students and that of the normal students in a regular class setting?
2. Is it a reality that all the handicapped children have poorer grades compared to the normal children?
3. Is there any significant difference between the academic performance of handicapped and that of the normal children?
4. Do the normal students have better attitude than the handicapped?

### **Hypotheses**

Regarding the statement of the problems, the following hypotheses were constructed

Ho1: There is no significant difference between the academic studies of the handicapped children and that of the normal children in the regular class.

Ho2: There is no significant difference between the academic performance of the handicapped children and that of the normal children in the regular class.

### **Significance of the study**

This study will help relevant authorities with useful information about the plight of handicapped in regular schools and will also suggest the ways of improving their academic performance.

The study is expected to provide insight for effective teaching and classroom management where the handicapped children and normal children are found.

It will help handicapped students to develop a more favourable attitude concerning their self-esteem by drawing attention to factors that would cause emotional frustration and hinder their high self-esteem in the normal class setting.

It will highlight the need for smooth communication and tolerance between the handicapped and the normal children in the normal class setting.

It will enable the agencies concern to consider those handicapped children that are appropriate for placement in the regular class and the handicapped children that should be placed in a special school.

### **Scope and Limitation**

The scope of this study is limited to the two government approved secondary schools randomly selected in Oredo local government area of Edo State.

The two secondary schools selected are:

1. Mixed secondary school
2. Pure Girls' secondary school

In these two schools, the handicapped children and the normal children were in a tence simultaneously.

### **Limitation**

Due to the limited numbering of evaluating study, standard tests were not available for the study. Therefore, the researcher made use of a non-standard instrument (questionnaire) after the validity of the instrument has been ascertained.

There are so many secondary schools in Oredo Local Government Area, so to save time and cost, the sample schools were randomly selected to allow room for effective generalization.

To avoid barriers of any kind, the researcher has to rely on only the responses on the questionnaire as filled by the respondent. As such, the researcher has little or no control over the variables considered for the study.

### **Definitions of Terms**

**Mainstreaming:** The term mainstreaming is used to describe the process of educating all students regardless of their physical or mental handicapped along with their non-handicapped peers. It is a system of integrating handicapped children into classes of the normal children or educating the normal children. It is a situation where the handicapped, or any other groups of exceptional learners are made to join their non-handicapped or more average peers in a regular adjustment to cater for the learning needs and problems of the different children.

**Who is a Handicapped:** Handicapped children are children suffering from some disabilities or disadvantages. And handicap is the name given to the disability. For example blindness, lameness, deafness.

**Disability:**This is the functional state of the condition, that is disturbance experiences by the handicap. For example loss of sight, loss of mobility and loss of hearing.

**Normal Children:**These are children with normal body parts for example two eyes, two ears, two well formed legs that function appropriately.

### **Qualities of Mainstreaming Teachers**

It is important to emphasize that the success of mainstreaming depends to a large extent to the teacher's abilities, attitudes and inclination for instance, the teacher handling handicapped children in a regular classroom must believe in their ability to succeed. In addition, she must possess diagnostic and management skills to help each child.

It is vital that teachers are properly screened before assigning them to mainstreaming

Teachers need to have patience with the children, patience with themselves and patience with the parent of the handicapped children. (Abang, 1981).

Retarded teachers need to be flexible. They should be able to change from one educational method to another if they see that the child is having difficulty in understanding a concept.

Teachers should have knowledge of the appropriate skills

Teachers should feel from time to time assess each child progress, both strength and weakness.

Teachers should feel comfortable discussing the problems common to all those working with mentally retarded children.

### **The Necessities of Mainstreaming in Nigeria**

Mainstreaming give the handicapped children opportunity to interact with their peers.

It minimizes the chances of either parents, or children being stigmatized by the label of handicapped.

Mainstreaming ensures that handicapped children who can benefit from regular education are not kept out of the main stream of regular school simply because of their handicapped.

When mentally retarded children remain in the regular classrooms, both teachers and pupils set higher goals of achievement and try to reach them.

Normal children serve as models for the handicapped children both academically and socially. And the normal children learn to understand the retarded and the difficulties and frustrations they experience.

### **Problems of Mainstreaming**

1. Sometimes, regular classroom teachers are frightened by the mere presence of handicapped children in their classes. They feel they must be experts in Special Education before they can handle the children (Ogbue, Obani, and Abosi, 1989).
2. There is an unequal availability of educational provision and unequal awareness and acceptance of worthwhile ideals.
3. There is the problem of lack of funds. Those who control funds and sources of funds content that economic problems of the country are responsible for the poor financing of special education. Most political authorities view special education as a social welfare programme and not a basic right to education in spite of the proclamation in the national policy on education to the country. Static or diminishing resources for education are not allocated flexibly according to levels of individual needs. It is people who have the greatest and most complex needs (the handicapped) who are left out
4. The problem of inadequate perception and policies is wide spread in special education development in Nigeria.
5. Department of education, healthy labour, does not properly coordinate mainstreaming.
6. There is the problem of administrative rigidity when is felt in the inflexibility of allocation and distribution of scarce educational resources in the country.
7. In Nigeria, the awareness of the effect of legislation in the development of programmes for the handicapped is still at a very low level.
8. Acute shortage of qualified and dedicated personnel
9. Mainstreaming of special educators to non-special education schools instead of mainstreaming the handicapped.

### **Instructional Materials and Equipment for Mainstreaming**

Braille machine, Acoustic booth for audiology, Correspondence, Print or electronic (broadcast) media, Chair board or lapboard, Stand up tables, Typewriters, Book-holders, speech board, Movable chalkboards, Pencil holders

### **Subjects Offer by the Handicapped in Mainstreaming**

From the interview gathered from Grace Nwanu (2003), the handicapped students offer the subjects the normal students offer only the blind children do not offer science subjects-mathematics, Biology, chemistry, Physics that require calculations because they cannot see the working methods. But offer art subjects like Literature, Christian religious Studies, Islamic Studies, history, Government, Music, English language, etc.

### **III. Methodology**

In order to obtain adequate and precise research information the researcher used a survey method. In a research of the nature for which it has necessary to contact many teachers within a short time the survey method offered the greatest possibly for inquiry. The population of the study consisted of Nine thousand nine hundred thirty four (9,934) students – five thousand, six hundred and fifty-eight (5,658) students from idia college, and four thousand two hundred and seventy- six (4,276) students from Baptist High School. The two schools sited in Oredo local government area of Edo state. The population was based on the school enrolment for the 2002 see figure 3.1. The total of forty-two students were sampled from the two sampled schools. The simple random technique was considered effective since the issue of bias was checked. In all there was a total of forty two students and thirty four teachers (34) from the sampled schools. The two sampled schools for the study were Idia College and Baptist High Schools in Oredo Local Government Area of Edo. The questionnaire was the main research instrument designed by the researcher. It consisted of sixteen (16) items. The questionnaire was in two sections – Section “A” and section “B” Section A was based on personal information such as name of school, type of school, sex, qualification, category of respondent (normal Teacher and special Teacher). Section “B” consists of statement performing to the academic performance of the normal and handicapped students in the class. The items attempted to find out the possible difference in the academic performance of the handicapped and the normal students in the regular schools.

The examination broad sheets were consulted, and the raw scores for the sampled students were collected and used for the study. The researcher also administered the questionnaire on the thirty four sampled teachers who had experienced teaching, interacting and evaluation the handicapped students in normal class setting. The researcher guided the teachers who supplied the information to the questionnaire to ensure the proper understanding of the items in the questionnaire for clear and valid information. The decision rule is that at  $t = 0.05$ , if the calculated “t” value is the greater than table “t” value the null hypothesis rejected. If otherwise, the null hypothesis is accepted.

### **Validity and Reliability**

The face and content validity of the instrument was ascertained by using judgement of two experts with experiences in special education and two in measurement and evaluation process. After the criticisms and suggestions, the research supervisor then approved the final version. A pre-test was carried out using eight(8) students and two(2) teachers who did not take part in the study. Using the split-half reliability method, analyzing the data obtained provided the reliability of the research instrument. The split half reliability using the specimen correlation coefficient @ was 0.75

**Reading Ability:** The teachers’ perceptions about the normal and handicapped showed 96, and 60 points respectively. This shows that the reading ability of the normal students is higher than the reading ability of the handicapped students. Therefore, it is most likely that the handicapped condition of the deaf and dumb students has affected them compared with the normal students.

**Response to Questions in the Class:** Teachers’ perception about the normal handicapped showed 82, and 52 respectively. This shows that the normal students responded better to questions in the class than the handicapped students. Therefore, it is evidenced that the handicap condition of the deaf and dumb has affected them, compared with the normal students.

**Performance in Home work:** The level of performance in home work of the normal students was higher than the performance level in home work of the handicapped students as reflected in the teachers’ perception about them showing 80 and 59 respectively. This means that the handicap condition of the students has affected the performance in homework of such students.

**Level of Comprehension:** The level of comprehension by the normal students was higher than the level of comprehension by the handicapped students, as reflected in the teachers perception about them showing the score of 85 and 72 respectively. The teachers’ perception about the normal and handicapped students’ level of comprehension was higher than the level of comprehension of the handicapped students. Therefore it is clear that the handicap condition of the deaf and dump students affected their level of comprehension.

**Punctuality to Class:** The teachers’ perception about the normal and the handicapped students showed 85 and 88 respectively. This shows that the handicapped students were more punctual to the class than the normal students. Therefore, it is likely that handicapped students are committed to work and would want to work than the normal students.

**Writing skill:** The teachers’ perception about the normal and handicapped students showed that the normal students have better writing skill than the handicapped students as the score showed 93 and 70 points respectively. It is, therefore, likely that the handicapped condition adversely affected them (the handicapped students)

**Orderliness in Presentation of Work:** Orderliness in Presentation of Work for the normal and handicapped students as reflected on The teachers’ perception about the (the normal and handicapped students) showed 100 and 67 points respectively. This means that the normal students are likely more orderly in the class than the handicapped students.

**Listening Ability:** The teachers’ perception about the normal and handicapped students showed 89 and 71 points respectively. This means that the normal students have better listening ability than the handicapped students. Therefore, the handicapped condition is likely to affect the handicapped students adversely.

**Table. 3.1 Sample Selected from Population**

S/N	NAME OF SCHOOL	TYPE OF SCHOOL	POPULATION SIZE (TEACHERS AND STUDENTS)
1	Idia College	Girls only	12 Handicapped, 14 Normal students, 10 teachers
2	Baptist High Schools	Mixed School	19 handicapped students, 7 Normal students, 24 teachers
<b>Total</b>			<b>76</b>

#### IV. Data Analysis

**Table 4.1 Teachers’ Perception about the Students**

Items	Normal Students' Score (X <sub>1</sub> )	Handicapped Students' Score (X <sub>2</sub> )
Reading ability	96	60
Response to questions in class	82	52
Performance in home work	80	59
Level of comprehension	85	72
Punctuality to class	85	88
Writing skill	93	70
Orderliness in presentation of work	100	67
Listening ability	89	71
<b>Total</b>	710	539
<b>Average</b>	20.88	15.85
<b>Standard Deviation</b>	33.08	24.41
<b>Variance</b>	1094.29	595.85

#### Testing of Hypothesis One:

*Formula for Normal Students’ and Handicapped Students’ Standard Deviation*

$$SD = \sqrt{\frac{\sum D^2}{N}}$$

$$\text{Variance}(s) = (SD)^2$$

H<sub>0</sub> = U<sub>1</sub> = U<sub>2</sub> (where U<sub>1</sub> is the mean score of the normal students, U<sub>2</sub> is the mean score of the handicapped students and the difference in mean score is merely due to chance.

H<sub>0</sub> = U<sub>1</sub> ≠ U<sub>2</sub>: there is a significant difference between the normal and the handicapped students in their performance.

Student “t” analysis of the students’ perception about the handicapped and normal students and their performances.

t

$$t. cal = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2 + s_2^2}{n_1 + n_2}}}$$

$$t. cal = \frac{20.88 - 15.85}{\sqrt{\frac{(33.08)^2 + (24.41)^2}{34 + 34}}}$$

$$t. cal = \frac{5.03}{\sqrt{\frac{1690.1345}{68}}}$$

$$t. cal = \frac{5.03}{\sqrt{2.7359}}$$

$$t. cal = \frac{5.03}{1.6541}$$

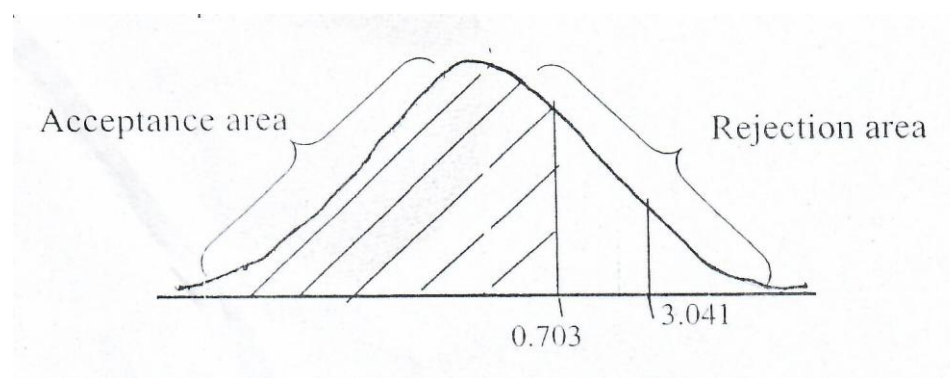
$$t. cal = 3.041$$

$$t.tab @ 0.05 = 0.703$$

**Teachers' Perception**

Decision Rule: if calculated t value is greater than tablet value the null hypothesis is rejected. If otherwise, the null hypothesis is accepted.

Figure 4.1: percentage values ( $t_p$ ) for student t distribution with 66 degrees of freedom (shaded area = p)



Decision Findings: the “t” calculated value is 3.041 while the table “t” – value is 0.703, df = 66. Since the calculated t-value is greater than the critical t-value, we reject. The null hypothesis and therefore accept the alternative hypothesis which stated that hypothesis which stated there is a significant difference between the academicstudies of handicapped students and that of the normal students in a regular class setting.

**Testing of Hypothesis Two:**

**Table 4.2: Handicapped and Normal Students Raw Score.**

Students	ENG.		C.R.K.		AGRIC		ECONS		BIO		Total	
	HAN	NOR	HAN	NOR	HAN	NOR	HAN	NOR	HAN	NOR	HAN	NOR
1	3	24	41	44	28	32	23	34	29	50	124	184
2	60	42	63	66	56	60	66	54	58	54	303	276
3	18	25	40	26	27	37	29	30	29	16	143	134
4	19	17	20	43	31	36	6	24	6	43	82	163
5	33	13	42	14	54	38	40	48	40	36	209	149
6	36	8	52	25	34	25	52	40	48	23	222	121
7	32	18	33	17	39	23	37	24	40	24	181	106
8	40	34	31	30	34	38	19	44	20	71	144	217
9	28	20	25	50	29	28	30	50	18	47	130	195
10	11	44	15	66	57	50	27	61	19	34	129	255
11	11	50	26	43	34	50	28	59	16	39	115	241
12	16	27	13	50	57	50	36	60	15	70	137	257
13	16	64	17	50	48	50	33	97	17	50	131	311
14	14	69	13	67	34	72	5	82	13	81	79	371
15	10	55	19	64	32	73	39	82	15	81	115	355
16	10	75	18	57	44	68	25	74	34	69	131	343
17	18	56	14	51	20	69	32	57	34	60	118	293

18	22	54	8	45	20	53	19	46	34	48	103	246
19	22	65	34	65	26	72	24	62	20	67	126	331
20	21	44	34	51	34	61	15	59	32	65	136	280
21	18	54	31	30	34	55	19	45	22	63	124	247
Total	458	858	589	954	772	1,040	604	1,132	559	1,091	2,982	5,075
Average	21.8	40.9	28.0	45.4	36.8	49.5	28.8	53.9	26.6	52.0	142.0	241.7
Standard Deviation	12.9	20.1	14.2	16.4	11.6	16.2	14.0	19.1	12.9	18.8	50.5	78.7
Variance	165.3	405.6	200.9	269.0	134.1	262.4	197.0	364.7	166.5	351.9	2,549.0	6,190.8

Source: Researchers Field Study.

Interpretation for the Percentage (%) scores in English, Church Religious Knowledge, Economics, Biology and Agricultural Science for normal and handicapped students' sample of the study.

The performance for the normal students as seen on the table above, is higher than the performance of the handicapped students. In English language the normal students scored 858 with the mean score of 47.67, while the handicapped students scored 458 with the mean score of 21.81. In Christian religious knowledge the normal students 954 with the mean score of 30.77, while the Handicapped students scored 589 with the mean score of 10.91. In Economics, the Normal students scored 1132 with the mean score of 59.58 while the handicapped students scored 604 with the mean score of 10.98; in Biology the normal students scored 1091 with the mean score of 49.59, while the handicapped students scored 559 with the mean scored 12.42; In agricultural Science, the normal students scored 1040, with the mean score of 30.59, while the handicapped students scored 772 with the mean score of 25.73. The grand total of the score for Normal students in the five subjects (English, Christian Religious Knowledge, Economics, Biology, and Agricultural Science) was 5075. The mean score of 40.93, while the total score for the Handicapped students in the five subjects (English, Christian Religious Knowledge, Economics, Biology, and Agricultural Science) was 2982 with the mean score of 47.33

**Conclusion:** the teachers' perceptions showed that there is significant difference between the mean score of the normal students and the handicapped students in the mainstream classes in Oredo Local government area of Edo State.

#### Formula for Normal Students' and Handicapped Students' Standard Deviation

$$SD = \sqrt{\frac{\sum D^2}{N}}$$

$$\text{Variance}(s) = (SD)^2$$

$H_0 = U_1 = U_2$  (where  $U_1$  is the mean score of the normal students,  $U_2$  is the mean score of the handicapped students and the difference in mean score is merely due to chance.

$H_0 = U_1 \neq U_2$ : there is a significance difference between the normal and the handicapped students in their performance.

Student "t" analysis of the students' academic performance based on the students' raw scores.

$$t. cal = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2 + s_2^2}{n_1 + n_2}}}$$

$$t. cal = \frac{241.7 - 142}{\sqrt{\frac{(78.7)^2 + (50.5)^2}{21 + 21}}}$$

$$t. cal = \frac{241.7 - 142}{\sqrt{\frac{6193.69 + 2550.25}{21 + 21}}}$$

$$t. cal = \frac{99.7}{\sqrt{\frac{8743.94}{42}}}$$



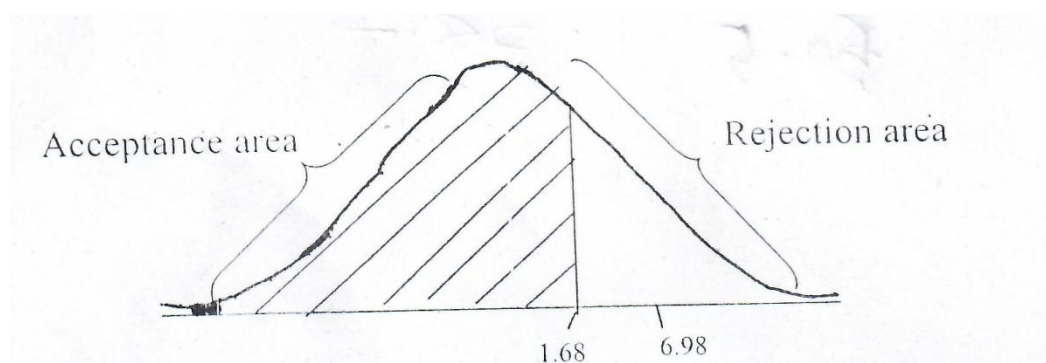
$$t. cal = \frac{99.7}{\sqrt{208.19}}$$

$$t. cal = \frac{99.7}{14.43}$$
$$t. cal = 6.91$$

t.tab @ 0.05 = 1.68 Critical Evaluation or table t-value at 0.05 is 1.68

Decision Rule: if calculated t-value is greater than t-tab, reject the null hypothesis. If otherwise accept the null hypothesis.

**Figure 4.2:** Percentage Values ( $t_p$ ) for student distribution with 40 degrees of freedom (shaded area = p)



The calculated “t” value is 6.91 while the table “t” value is 1.68 at  $X = 0.05$ ;  $df = 40$ . Since the calculated “t” value is greater than the critical “t” value, we reject the null hypothesis and therefore accept the alternative hypothesis.

The results of the students’ scores made available to the researcher suggest that there is a significant difference in the mean scores of the normal students and the handicapped students in the mainstream in Oredo local government area of Edo state.

## V. Summary of Findings

The thesis attempted to give an in depth evaluation of academic performance of the handicapped children in regular class in selected schools in oredo local government area of edo state. In pursuance of the aim of the study an attempt was made to evaluate the level of academic performance of handicapped students compared with the normal students, to analyze bthe possible causes of the difference between the academic performance of the handicapped children and normal children in the regular classes set up to equip teachers concerned with knowledge on how to make better results. From the performances of the handicapped children in the regular class, to determine the factors affecting their performance and hence suggest ways of overcoming them.

### Research Questions

1. Is there any significance difference between the academic studies of handicapped students and that of the normal students in a regular class setting?
2. Is there any significance difference between the academic performance of handicapped and that of the normal children?
3. Do the normal students have better attitude than the handicapped students?

It was discovered that there was significant difference between academic studies of the handicapped children and that of the normal children in the regular class, the normal students were found to exhibit a better academic study habit compared with the handicapped children. The normal students were found to perform better than the handicapped children in the regular class.

## VI. Conclusion

Mainstreaming has posed serious problems to the students and the teachers involved. The teachers expressed that the job is strenuous. Combining the handicapped children with the gifted children, and the average children, according to the teachers interviewed in the process of the research, is a difficult task. They

(the teachers) be able to deliver a lesson and make their assessment that will meet the need of these three group of children in the regular class.

## VII. Recommendations

1. Handicapped children who cannot cope with the academic demand in the regular class should be placed in a special school.
2. Government should provide facilities for educating the parents of the handicapped to enable them have the information regarding the performance of other handicapped children in the school. This will equip the parents with the necessary approach to the upbringing of their children.

## References

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