

SPECIAL NEEDS AWARENESS AMONG REGULAR TEACHERS

BY

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BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL FOUNDATIONS,
FACULTY OF EDUCATION, UNIVERSITY OF LAGOS, AKOKA, LAGOS STATE

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE (B.Sc.)
DEGREE IN EDUCATIONAL FOUNDATIONS

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Special Needs Awareness Among Regular Teachers" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

PROJECT SUPERVISOR

Date

HEAD OF DEPARTMENT

Date

EXTERNAL EXAMINER

Date

DEDICATION

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

ACKNOWLEDGEMENT

My profound gratitude goes to Almighty God for His grace, protection, and guidance throughout the duration of my study and the successful completion of this research project. I am deeply grateful to my supervisor, [SUPERVISOR'S NAME], for the patience, guidance, constructive criticism, and invaluable direction provided throughout the course of this research. I also wish to appreciate the Head of Department, the lecturers of the Department of Educational Foundations, and my course mates for their support and friendship. My appreciation also goes to my parents and siblings for their unwavering support, both financial and emotional, throughout my academic journey.

ABSTRACT

This study examined special needs awareness among regular teachers, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of special; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with special and needs. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. A sample size of 396 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 373 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 3.0). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.492$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 5.56, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.18$, $p > 0.05$). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on special.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of special needs awareness among regular teachers is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

Over the past two decades, special has become increasingly significant within the Nigerian landscape and beyond. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which special unfolds. Research by Olawale and Eze (2021) using mixed methods provided particularly rich insight into the mechanisms connecting special and needs. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. The aggregate picture emerging from Famuyide and Aderemi (2023) points to a modest but consistent association between special and the outcomes of interest. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

The salience of special in national discourse has grown steadily, driven by changing social conditions and technological penetration. Economic pressures and resource scarcity frequently determine the pace at which special advances in practice. An examination by Famuyide and Aderemi (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. Such findings reinforce the argument that special deserves a place of priority on the development agenda. An examination by Okonkwo and Ogunlana (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. These observations collectively invite a reconsideration of standard assumptions regarding needs. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

Debates on national transformation repeatedly return to the role of special and its attendant dynamics. In Nigeria, the intersection of special and needs is conditioned by unique socio-economic, cultural, and institutional factors that differ markedly from Western settings. Findings reported by Okonkwo and Ogunlana (2018) observed that respondents with greater exposure to special recorded markedly different results. For practitioners, the practical significance of special cannot be overstated, given its demonstrable link with needs. A notable study by Oyelaran and Musa (2017) argued that the impact of special is substantially mediated by the quality of institutions. Such findings reinforce the argument that special deserves a place of priority on the development agenda. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

The relationship between special and needs has been the subject of sustained academic interest across several disciplines. Evidence from national agencies indicates that special has grown considerably in recent times, underscoring the need for systematic inquiry. Research by Bakare and Aderemi (2021) using mixed methods