



UNIVERSITI PUTRA MALAYSIA

RELATIONSHIP BETWEEN PRINCIPAL COMPETENCE, PARENT INVOLVEMENT, SCHOOL FACILITIES AND TEACHING APPROACHES FOR STUDENTS WITH DISABILITIES

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By

UMAR MUSA ABBA

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia,
in Fulfilment of the Requirements for the Degree of Doctor of Philosophy**

January 2020

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Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirement for the degree of Doctor of Philosophy

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January 2020

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Despite the advantages of inclusive education, gaps in its implementation are evident in Adamawa State, Nigeria. There is a lack of commitment to inclusive education practices at most Adamawa State Secondary Schools (Post Primary Schools Management Board, 2016). Previous research in Nigeria discussed critical issues regarding the implementation of the Universal Basic Education Program (UBE) in Nigeria. Previous studies on inclusive education argued for strong investigation into the implementation of inclusive education of special needs children in secondary schools. Therefore, this study aims at determining the influence of principals' competence, availability of infrastructure and parent involvement in the implementation of inclusive education on skills acquisition among students with learning disability in Adamawa State, Nigeria. The study employed a cross-sectional survey design with multi-stage cluster sampling technique. A validated survey instrument was distributed to 243 agriculture teachers in Nigeria that asked about their perception on the selected factors in implementing inclusive education on skills acquisition among students with learning disability in agricultural science subject. 237 valid responses were returned representing 94 percent. The collected data were analyzed using descriptive statistical tools; percentage, mean and standard deviation, while ten research questions were formulated and analyzed using inferential statistical tools; Pearson Product Moment Correlation, Partial Correlation and Multiple Regression. Findings of the descriptive analysis revealed that, the overall level of all the variables examined in this study was moderate ($M = 3.42$, $SD = 1.32$), ($M = 3.51$, $SD = 1.33$), ($M = 3.34$, $SD = 1.30$) and ($M = 3.24$, $SD = 1.30$) respectively. Based on this result, the researcher concluded that principals' competence, teachers' competence, parents' involvement and availability of infrastructure were all significantly moderate. Findings on inferential analysis revealed that, principals' competence (.696**), teachers' competence (.765**), parent involvement (.729**) and availability of infrastructure (816) are strongly

correlated with skills acquisition in inclusive education among students with learning disability in agricultural science subject. Findings of the study shown that significant t of all the variables of the study is $< \alpha$ (0.05); therefore, principals' competence, teachers' competence, parent involvement and availability of infrastructure have significantly contributed to skill acquisition. Furthermore, the finding revealed that, teachers' competence ($\beta = .834$) appeared to be the best predictor in implementing inclusive education for skills acquisition among students with learning disability in agricultural science subjects. The result of the mediation test of partial correlation showed that, principals' competence (-.184, $M = 82.93$, $SD = 13.52$), has a negative significant relationship in implementing inclusive education with skills acquisition among students with learning disability in agricultural science subject in the presence of teacher competence as a mediator. On the other hand, significant, and positive correlation between parent involvement (.050, $M = 102.50$, $SD = 15.77$) availability of infrastructure (.602, $M = 77.66$, $SD = 10.57$) and skills acquisition among students with learning disability when teachers' competence was controlled. The finding of this study research have implications that effective implementation of inclusive education is consistent to wholeness of students with learning disability. In addition, effective agricultural science teachers are committed to holistic integrated nature of knowledge for significant learner's achievements.

Based on the findings of the study, it was concluded that the influence of the selected factors identified in the study for the implementation of inclusive education on skill acquisition among students with learning disabilities in agricultural science subject needed to be addressed for successful inclusive education practice in the study area. The study recommends amongst other, that in order to minimize the limitation of self-reporting data, further study is required to adopt a qualitative research technique. However, since the skills acquisition of the students with learning disability in inclusive education is at moderate level; there are needs to provide a substantial measure for improving the levels of principals' competence, availability of infrastructure, as well as parent involvement in other bring about high level of skills acquisition among students with learning disability in agricultural science subject.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

**FAKTOR-FAKTOR YANG MEMPENGARUHI DALAM PELAKSANAAN
PENDIDIKAN INKLUSIF TERHADAP PEROLEHAN KEMAHIRAN
DALAM KALANG PELAJAR BERKEPERLUAN KHAS DI DALAM
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Jurang penyelidikan dalam pelaksanaan pendidikan inklusif di Adamawa State, Nigeria masih ketara walaupun bidang ini mempunyai kelebihan. Kajian terdahulu mengenai pendidikan inklusif menghujahkan agar kajian mendalam dijalankan bagi melaksanakan pendidikan inklusif kanak-kanak berkeperluan khas di sekolah rendah. Justeru itu, kajian ini bertujuan untuk menentukan pengaruh kecekapan pengetua, ketersediaan prasarana dan penglibatan ibu bapa dalam melaksanakan pendidikan inklusif terhadap perolehan kemahiran dalam kalangan pelajar bermasalah pembelajaran di Adamawa State, Nigeria. Kajian ini menggunakan reka bentuk tinjauan keratan rentas dengan teknik pensampelan kluster pelbagai peringkat. Instrumen tinjauan yang dibangunkan serta disahkan telah diedarkan kepada 243 guru pertanian di Nigeria bagi mendapatkan persepsi mereka tentang faktor-faktor tertentu dalam melaksanakan kemahiran pertanian dan sokongan terhadap pelajar bermasalah pembelajaran. 237 maklumbalas yang sah telah diterima mewakili 94 peratus. Data kajian dianalisa menggunakan statistik deskriptif seperti peratusan, min dan sisihan piawai, manakala sepuluh soalan penyelidikan telah dianalisa menggunakan statistik inferens seperti Korelasi Product Moment Pearson, Korelasi Separa dan Regresi Berganda. Dapatan analisa deskriptif menunjukkan bahawa secara keseluruhan, kesemua pemboleh ubah yang dikaji memperoleh tahap yang sederhana di mana masing-masing adalah ($M = 3.42$, $SD = 1.32$), ($M = 3.51$, $SD = 1.33$), ($M = 3.34$, $SD = 1.30$) dan ($M = 3.24$, $SD = 1.30$). Berdasarkan dapatan ini, penyelidik membuat kesimpulan bahawa kecekapan pengetua, penglibatan ibu bapa dan ketersediaan prasarana mempunyai hubungan yang signifikan sederhana. Dapatan analisa inferensi menunjukkan bahawa, kecekapan pengetua (.696**), kecekapan guru (.765**), penglibatan ibu bapa (.729**) dan ketersediaan infrastruktur (816) mempunyai hubungan yang kuat dengan pemerolehan kemahiran dalam kalangan pelajar bermasalah pembelajaran

dalam mata pelajaran sains pertanian. Dapatan kajian menunjukkan tahap signifikan kesemua pembolehubah kajian adalah $<\alpha$ (0.05); justeru, kecekapan pengetua, kecekapan guru, penglibatan ibu bapa dan ketersediaan infrastruktur telah menyumbang kepada pemerolehan kemahiran secara signifikan. Di samping itu, dapatan kajian mendapati bahawa kecekapan guru ($\beta = .834$) menjadi peramal terbaik untuk melaksanakan pendidikan inklusif bagi pemerolehan kemahiran dalam kalangan pelajar bermasalah pembelajaran dalam mata pelajaran sains pertanian. Keputusan ujian meditasi separa korelasi menunjukkan bahawa kecekapan pengetua (-.184, $M = 82.93$, $SD = 13.52$), mempunyai hubungan signifikan yang negatif dalam melaksanakan pendidikan inklusif dengan pemerolehan kemahiran dalam kalangan pelajar bermasalah pembelajaran dalam mata pelajaran sains pertanian dengan kecekapan guru sebagai mediator. Sebaliknya, korelasi positif dan signifikan antara penglibatan ibu bapa (.050, $M = 102.50$, $SD = 15.77$) ketersediaan infrastruktur (.602, $M = 77.66$, $SD = 10.57$) dan pemerolehan kemahiran dalam kalangan pelajar bermasalah pembelajaran apabila kecekapan guru dikawal. Implikasi dapatan kajian ini adalah pelaksanaan pendidikan inklusif yang berkesan konsisten dengan keseluruhan pelajar bermasalah pembelajaran. Di samping itu, guru sains pertanian yang berkesan komited terhadap pengetahuan holistik bersepadu demi pencapaian pelajar. Berdasarkan dapatan kajian ini, dapat disimpulkan bahawa pengaruh beberapa faktor terpilih yang dikenalpasti dalam kajian ini untuk pelaksanaan pendidikan inklusif bagi pemerolehan kemahiran dalam kalangan pelajar bermasalah pembelajaran dalam mata pelajaran sains pertanian perlu diberi perhatian agar amalan pendidikan inklusif dalam bidang kajian ini berjaya. Kajian ini turut mengesyorkan, untuk meminimumkan limitasi data pelaporan diri, kajian selanjutnya perlu menggunakan teknik penyelidikan kualitatif. Walau bagaimanapun, memandangkan pemerolehan kemahiran pelajar bermasalah pembelajaran berada pada tahap sederhana; terdapat keperluan untuk mengambil langkah terbaik bagi meningkatkan tahap kecekapan pengetua serta penglibatan ibu bapa agar mencapai pemerolehan kemahiran yang tinggi dalam kalangan pelajar bermasalah pembelajaran dalam mata pelajaran sains pertanian.

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This thesis was submitted to the Senate of the Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

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LIST OF ABBREVIATIONS

AIHW	Australian Institute of Health and Welfare
ANOVA	Analysis of Variance
BIBB	Bundesinstitut für Berufsbildung
CRA	Child's Right Act
EDA	Exploratory Data Analysis
EFA	Education for All
IBE	International Bureau of Education
IE	Inclusive Education
IDA	International Dyslexia Association
LD	Learning Disability
LGEA	Local Government Education Authority
MDG	Millennium Development Goal
NCLD	National Centre for Learning Disability
NPE	National Policy on Education
PPSMB	Post Primary Schools Management Board
SEN	Special Education Need
TVET	Technical and Vocational Education and Training
UBE	Universal Basic Education
USA	United States of America
UNESCO	United Nations Educational, Scientific and Cultural organization
UNICEF	United Nations International Children's Emergency Fund
UPM	Universiti Putra Malaysia

CHAPTER 1

INTRODUCTION

Education for All (EFA) which stands for international committee to make sure that everyone (children and adults) irrespective of whether disabled or non-disabled receives basic education. This is based on both human rights and the general belief that, education is central to individual well-being and the development of any nation. According to Ogbueghu and Ugwu (2016) for education to be for all, it must be received by all.

However, current evidence by Hopkins (2015) suggests that, proper attention has not been given to some marginalized children and adults most especially those that are having special need education or disabilities. Those systems that exclude some people cannot be for all and therefore must give a chance to those that are ready to accommodate all. This means that, any system that serves only specific groups of children or adults, while denying attention to others who are seriously in need of assistance, does not deserve any consideration in the 21st century. Therefore, TVET is a part of the inclusive education strand of the Commonwealth which make sure that the education children and adult's needs are met through equal access to suitable programme in learning and life-skills (Okoye, Arimonu & Ogwo, 2018).

Training of skilled manpower is the major concern of TVET as an aspect of education. According to Ogbuanya and Okoli (2015), it is an aspect of education which is focused mainly towards preparing people to become productive in a paid employment or self-employment. However, the development of skills that is practical in nature is the main thrust of TVET. A well functional workshop that is fully equipped with relevant facilities and equipment is a suitable environment where the acquisition of relevant skills of construction, designing and repairing can take place. This is to make sure that quality, dependable and sustainable employable skills are given to the learners. In order to achieve high quality education for the world of work in the context post-conflict of education for EFA, Galguera (2016) stressed that, the UNESCO-UNEVOC is placed to provide technical assistance to developing countries, countries in transition and those in TVET is interlocked with the acquisition of skills and hence sustainable employability. Exposing people to skills training raises hope for useful livelihood. The UNESCO member states identified TVET and skill acquisition for employability and sustainable livelihood as a major and growing priority of its range program of activities (Dania, Bakar & Mohamed, 2014).TVET access is a delicate problem for disabled individuals. Segregated TVET settings are still found in many countries where inclusive education has been introduced with little choice for learners with special needs education (Najoli, 2019).

1.1 Background of the Study

Inclusive education is an instructional plan that discourages segregation and focuses on reorganizing schools, classrooms, and moving towards training to address and satisfy all children's diverse requirements (Murithi, 2017). According to Bratkovic (2018), inclusive education implies getting learners with disabilities into all general education situational operations such as schools, classrooms, and instant communities regardless of the nature and severity of their disabilities. Fujita and Hamagudhi (2016) noted that the nature of inclusiveness requires all students to be trained in the same school setting regardless of whether they are able or disabled. Exclusion, separation and segregation are the main characteristics of education in the United States of America until 1975 when education of all disabled children was passed by the congress, extending the right of equal educational opportunity to disabled children (Villa, Thousand, Van, der Klift, Udis, Nevin, Kunc, & Chapple, 2016). The theory and practice of inclusive education (IE) has been credited in the US through several phases. These traced the 1975 passage of the Education of All Handicapped Children Act, which was then called mainstreaming by most educators, which they defined as the act of admitting children with mild disabilities to the regular classroom environment for either half or full day. While Australia followed the patterns in educating students with learning disabilities set by some westerners. Recent proof suggests that individuals with disabilities have been more likely to attend school at any moment over the past two centuries (Boon, Brown & Pagliano, 2014).

The education of students with disabilities was free at all levels of education for Nigeria, as described in the 2004 edition of the Nigeria National Policy on Education. The Child's Rights Act (CRA), 2003, provides for kids with and without disability to have the right to education. With regard to this Act, each kid (handicapped or non-disabled) has the right to free and obligatory primary education. TVET is not only about preparing people for job, but also about preparing someone for life. For this purpose, making TVET available to everyone is worthwhile (UNESCO, 2013). About 1 billion individuals in the globe are estimated to have distinct types of disability. Each of us may be momentarily or forever impaired, especially in our aging societies. Therefore, for all of us, an inclusive society is great. Worldwide improvement in inclusive education has been taking place since 1994 with the Salamanca Declaration and Framework for Action on Special Needs Education, but individuals residing with distinct types of disabilities are still leaving education and training sooner and are over-represented in the population group known as NEET (Not in Employment, Education or Training).

This group of individuals is facing higher difficulties than others in dealing with transitions. The projects often foreshadow a lifetime of unemployment as a consequence of reduced enrolment in education and skill growth (EADSNE, 2013). Gradually, TVET is viewed from the background of a form of teaching that encourages work and life skills and ensures that all youth and adults have equal opportunities to learn (UNESCO, 2015b). It is vital that the TVET systems become accustomed to our knowledge-based society's requirements, from a traditional focus

primarily on job skills to a fresh universal, humanistic and sustainable growth (Marope, Chakroun & Holmes, 2015). Access to TVET is a delicate problem for individuals with learning disabilities.

There are still segregated TVET settings in many nations that introduced inclusive education with few choices for learners with special educational needs and learning disabilities (Pohl & Walther, 2017). For individuals with the most difficult learning disabilities that require novelty and quality advancement in inclusive TVET, improvements are required to really include all, as highlighted in the Shanghai Consensus (2012). An inclusive education environment can create an important contribution to the quality of education for all learners, as inclusive education and quality are reciprocal (European Agency for Development in Special Needs Education, 2016). All nations that are signatories to the Salamanca Special Education Statement and Framework for Action are needed to guarantee that people with disabilities have access to general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others (UN 2006). This can therefore allow them to have efficient access to inclusive TVET programs, and vocational and counter-training facilities (UN 2006).

When persons with disabilities have access to training in skills which are relevant to the labour market, and suited to their abilities and interests, they can make a significant contribution in the workplace and to the living standards of their households, the community and wider society (Palma, 2014). This is increasingly recognized as opportunities have opened up, in recent decades, both in training centres and in the open labour market. Yet in many countries, the potential of many persons with disabilities remains untapped, as they frequently do not have equal access to training in employable skills, relevant to the labour market in which they seek to work, either in formal employment, in self-employment or small businesses in the informal economy. The International Labour Organization (ILO) seeks to promote equal opportunities in training and employment for people with disabilities through its international labour standards, in particular the Vocational Rehabilitation and Employment (Disabled Persons) Convention, 1983 (No. 159), and the Code of Practice on Managing Disability in the Workplace. It works to achieve this through its research on good practice, through advocacy work regionally and nationally, and through technical cooperation projects like the farming skills acquisition for the disadvantaged persons. Students with learning disabilities need to learn basic skills at all levels. Learners of basic skills with learning difficulties and disabilities which affect learning, range from people who need to acquire the basic skills to enable them to lead more independent lives to those who need to improve their literacy or numeracy to gain employment or enter further education. Some people with disabilities will be able to access the basic skills curriculum and progress through the skills acquisition as long as they have the support they need.

Skills refers to the abilities and capacities to perform tasks that are in demanded in the workforce. These skills can be generic or specific regarding functions at work such as managing people, computing, collaborating or dealing with risk and

uncertainty or developing a new product or service (Milio, Garnizova & Shkreli, 2014). Skill acquisition is a type of learning in which training leads to permanent improvements in the capacity of a person to perform a specific task (Comyn, 2018). TVET training framework is composed of several skill components including basic skills hard skills and soft skills. The basic skills are the general skills that must be mastered by students across the world. These skills include effective use of linguistic skill, arithmetical skills, and basic IT skills. Hard skills are regarded as technical skills which are domain specific and it requires consistent training and practice in order to be acquired (Okon, 2019). Hard skills are various and it depends on the field of training. For example, in the field of welding, the hard skills are related to the welding techniques, welding inspection, and skill to handle welding machines. Vocational skills are, quite simply, the skills you need to prepare yourself for an occupation (Kemmis, Hodge & Bowden, 2014). This can include traditional craftsman skills such as masonry and carpentry, but also extends too many other skills in agricultural science.

This may relate to learning skills in the various fields of agricultural sciences such as plant propagation skills, machine operation and handling skills, castration skills, de-horning/de-becking skills, artificial insemination skills. Besides these creative skills, these skills are also required in the production of animals by imitating creative thoughts and thinking about their service delivery. Production innovation is needed to create thoughts for imagining fresh agricultural goods and packaging (Park, Mishra & Wozniak 2014). Skills in human relationships are necessary for students with learning disabilities (LD) of agricultural science as humans live and work together and need some skills to inspire them to be industrious and find out what behaviors, attitudes that inspire people to work together. According to Holmes and O'loughlin (2014), learning disability (LD) relates to various kinds of circumstances that interfere with the acquisition or use of verbal and/or non-verbal information.

These disorders are thought to result from impairments in one or more learning-related psychological procedures combined with average to above-average thinking and reasoning-related skills (Learning Disabilities Association of Canada, 2016). It is commonly accepted that, while social and financial factors have also been involved, LD is a biologically derived dysfunction in cognitive processing that negatively affects the ability of an individual to learn (Matsik, 2017). Studies have shown that there are many students with LD who have graduated from university in many advanced and developing countries who have led complete and productive life (Mooney & Cole, 2014). However, the population of these categories of people is not sufficiently known. Studies have shown that the majority of young individuals with LD have less accomplishment than their non-disabled colleagues living separately and in post-secondary education environments (Cortiella & Horowitz, 2014). According to Darling-Hammond (2015), it is hard for learners with LD to move from secondary to tertiary education. For example, in Nigeria, transition programs such as the UBE and the Millennium Development Goal (MDG), which are now legally authorized, are intended to foster the acquisition of skills that children need for positive outcomes in employment, self-employment and community living and further education (EWA, 2016).

Because the amount of these LD children is heterogeneous, objectives for transformation need to get rid of a broad range of facilities. According to DeSilver (2017), the public's emphasis nowadays is on effectiveness, academic achievement, and the development of employable skills requiring an effective teachers to teach and the students to learn.

Asogwa and Lan (2014) described the teacher of agriculture as the person in charge of managing the student's learning behaviour in schools who underwent teacher training colleges in the field of agricultural education. Likewise, Drape, Lopez and Radford (2016) also outlined the individual teaching agricultural science to the teacher. This suggests that the teacher of agricultural science could be a male or woman who is a skilled teacher of agricultural duties to improve secondary school learning. Hasselquist, Herndon and Kitchel (2017) indicated that whatever the students learned depends on the ability of the educators to give directions on how to increase and stimulate the students' learning. Therefore, it is essential that any agricultural teacher who wishes the learners to learn and become skilled should have the ability to teach in the IE classroom. Agricultural science professor must therefore have sufficient skills to implement inclusive education Asogwa and Lan (2014).

Success in implementing inclusive education around the globe relies heavily on the skills of teachers (Hemmeter, Snyder, Fox, & Algina, 2016). Definition of the teachers' skills is neither desirable nor feasible due to the transient nature of learning and teachers' complicated roles in the world's IE practice. Despite the challenge of framing the competencies of teachers, Fisher, Frey and Thousand (2013) regarded needed abilities, expertise and beliefs to be key skills for all IE educators. This was echoed by Liakopoulou (2014), who proposed that their attitudes, abilities and understanding were presupposed by the competence of teachers. These competences have been discovered to be the strong predictors for IE policy implementation (Johnstone & Chapman, 2016). Furthermore, these competences allow teachers to serve all students categories in an inclusive education school (Purdue, Gordon-Burns, Gunn, Madden & Sturtees, 2017) and in a suitable manner (Bleecker & Boakes, 2015) using their acquired competencies.

Each inclusive education teacher should have unique competence in providing educational service to students with learning disabilities. Competence according to Jeffreys (2015), is assimilation between understanding, ability, value and conduct that is reflected in the practice of thinking and action. Pedagogy competence is one of the skills that teachers in inclusive schools should have in providing educational service to students with learning disabilities. Elmaleh and Shankaraman (2017) clarify that pedagogy competences are skills of teachers for children, the design and implementation of education, the evaluation of research results and the growth of learners in order to realize their potentials. Competence in pedagogy terms of inclusive education is a way in which a teacher can provide service to learning disabled students. Pedagogy competences are regarded a significant point in providing instructional services for students with learning disabilities. By having these pedagogy skills, in this case special education pedagogy, a teacher in

cooperation with colleagues and the school principal can provide adequate education services with the capacity and needs for students with learning disabilities.

The principal is the head of administration at all secondary schools in developing nations such as Nigeria, which guarantees the efficient execution of policies and programs to achieve the school objectives. In order to achieve the goals of secondary schools, the curriculum must be created in accordance with the wishes that the principal must implement with the collaboration of the teacher. And for IE to be implemented efficiently, the principal needs to have appropriate competencies in most, if not all, areas. Effectiveness and efficiency have always been linked to the competencies of secondary school principals. Secondary school directors are given the duties of achieving the school goals as heads of the school administrators (Deal & Peterson, 201). The principal is anticipated to be the leader of school positions in all elements of school leadership to guarantee achievement in their students' educational performance (Lindsey, Nuri-Robins, Terrell & Lindsey, 2018). Fullan (2018) thought that the head of administration should have three significant accomplishments in secondary schools, focusing on learners, educators and the parents.

Parent participation in schools has drawn many scientists and teachers in all fields of schooling in the globe today. For instance, Epstein (2018) asserted that school improvement could never be achieved without the participation of parents who could bind educators, administrators and students to associations that would end up benefiting learners, improving schools, assisting teachers and all the others. Parental involvement has appeared as a compensation program in the USA and some European nations since the 1960s and 1970s to encourage minority and low-income parents to prepare their kids for more successful schools (Bakker, Denessen & Brus-Laeven 2017; Topping & Wolfendale, 2017). The parental involvement is an appeal to help the lower school kids accomplished through the interference of parents.

Parent involvement, for instance, was created in the United States during 1967 as a program for low-income kindergarten and first graders to support free and compulsory education programs. Developing the application of education growth has yielded beneficial outcomes by providing the parents with the needed abilities and expertise to help their kids with academic job at home. The effort to improve parental involvement in college had produced tremendous changes as a potential for education. In addition, the 1994 Salamanca Special Education Conference in Spain urged parents to participate in their children's instructional operations. This is for the purpose of supporting learning activities for their children. Similarly, the government should encourage parent involvement policy statements to enable the formation of parent teachers' association (PTA) in order to improve children's schooling.

The involvement of parents in developing nations such as Nigeria has also drawn many teachers and scientists in relation to their contribution to the development of learners in education. For instance, in developing nations such as Nigeria, Kautz,

Heckman, Diris, Ter Weel and Borghans (2014) remarked that parents are the first teacher at home in early literacy skills learning for their children. School experiences have shown that parents do less to meet their duties of school charges, attend parent-teacher meetings, and contact school about study. According to Armstrong, Armstrong and Barton (2016), the role of parents in IE has also been heavily recognized that they are likely to include education funding, contributions to building courses, and guarantees that children are registered to attend courses. To some extent, however, parents' role in secondary education is reduced and much rested on contributing to funding and donating to the school infrastructural facilities.

Ennis (2017) described infrastructure as buildings, buildings and including physical and material resources. In schools, infrastructure facilities consist of the entire school facility that administrators, teachers, and students harness, allocate, and use to manage the educational institution smoothly and efficiently, with the aim of delivering effective and purposeful teaching and learning activities (Goel & Vijay, 2017). Teaching facilities include all the infrastructure and material resources used to promote quality education delivery. Kerzner and Kerzner's infrastructure (2017) relates to the fundamental physical and organizational structures required to manage any organization effectively.

Infrastructural facilities play an important role in serving special needs students in inclusive school because they give accessibility for special needs students. Facilities and infrastructures provided by the school should be aligned to the needs of the students (Gamble, 2013). For example students with visual impairment may need guide blocks and specific signs to indicate rooms and other facilities; students with hearing impairment need some visual signs, students with physical disabilities need ramps and spacious room in order to make them move freely. Students with attention deficit disorder may need less distraction and students with autism may need well organized classroom.

According to Gamble (2013), several things to consider related to facilities and infrastructures in inclusive school are: Ramps where there are steps, Width and positioning of door and doorways, opening and closing speed, Arrangement of furniture, Classroom clutter such as games, bags, rugs, toys, sporting equipment, Table, bench and shelf height, Unobscured lines of vision, Distraction, Access to sinks and other specialized classroom equipment, Access to drinking fountains, Access to other areas of the school such as other building, sporting fields, playground and the visibility of hazards. Other significant amenities in the classroom setting include textbooks, laboratory equipment, computer machines, seating facilities, electricity supply and other technical and vocational facilities, all of which are essential for quality schooling (Gamble, 2013).

In Nigeria, the rate of public and some private school enrollment has continued to increase without a corresponding increase in the teaching and learning infrastructure to be efficiently implemented. The state is now promoting the maintenance of accessible infrastructural facilities in multiple schools as a consequence of

underfunding academic organizations in Nigeria (Ogunbayo, Ajao, Alagbe, Ogundipe, Tunji-Olayeni & Ogunde, 2018). Many researchers such as Porter, Graham, Spring, and Welch (2014); Akomolafe and Adesua, (2016); Ifeyinwa and Serumu (2016) have recognized the importance of availability of infrastructural facilities in schools. In the teaching and learning operations, these facilities have experienced deterioration and absence of maintenance that spells doom for educators and learners. It is usually recognized that high-quality education requires excellent infrastructure. According to Ackah-Jnr and Danso (2019), providing the academic organizations with appropriate infrastructural facilities will guarantee quality education for all. All of these would have consequences for LD student education and conducting academic operations in different teaching organizations, which could result in a general fall in norms of education.

1.2 Statement of the Problems

It has been recognized that inclusive education is a strategy that accommodates learner diversity and in turn curbs marginalization (Slee, 2018). Numerous research has shown that inclusive education involves the identification and removal of obstacles within and around the school that may hinder education for all (Garuba, 2015; Armstrong, Armstrong & Barton, 2016; Boit, 2016; Gargiulo & Metcalf, 2017; Gavish, 2017). The 2006 census in Nigeria reported that there were 3,253,169 people with disabilities, or 2.32 percent of that year's total population of 140,431,790 (Nigerian National Population Commission, 2006). According to Oluremi and Olubukola (2013), this population presented a higher challenge in inclusive school environments for teachers and even administrators. Because even a well-trained and experienced teacher will find it hard to manage big numbers of learners in their schools, which also has a significant effect on the application of inclusive education (Marais, 2016).

Despite the benefits of inclusive education, gaps are obvious in its implementation in Adamawa State, Nigeria. In most Adamawa State secondary schools, there is a lack of commitment to IE practices (Post Primary Schools Management Board, 2016). Research conducted previously in Nigeria addressed critical issues related to the implementation of the Universal Basic Education Program (UBE) in Nigeria, while ignoring the factors for effective implementation of IE in secondary schools (Ejere, 2016). Review of empirical works, showed that some works have been carried out in some related areas to the study at hand, for instance many studies associated with inclusive classroom and special needs children (Ajuwon, 2008; Akinbola, 2010; Eskay, & Oboegbulem, 2013; Brydges & Mkandawire, 2017; Fakolade, Adeniyi & Tella, 2017) have been done a primary school level on general subjects. However, none of the works available to the researcher seem to have focused on the implementation of inclusive education among students with learning disabilities in agricultural science subject. As a result of this, the school principals, parents and teachers need to join hands collectively for effective implementation of inclusive education in the study area. It is against this backdrop that this study seeks to the relationship between principals' competence, parent involvement, school facilities

and skills acquisition among students with learning disabilities in agricultural science subject for inclusive education schools in Adamawa State secondary schools.

Previous IE study in developing nations has also revealed that children with disabilities have restricted access to infrastructure equipment, educators trained to educate them, and skilled school directors (Maria & Bwoi, 2015; Srivastava, De Boer & Pijl, 2015; Mejia, 2015; Vinadrao, 2016 ;). This is especially true in Nigeria's rural regions or urban slums. Several studies have examined the learning outcome of disabled students, particularly in developing nations at primary school level (Boit, 2016). Other research concentrated on the achievement of developing countries ' implementation of inclusive schooling (Lacey & Oyvry, 2013). This study will lead to inclusive secondary school education on the subject of TVET, specifically agricultural science. Fewer studies have examined inclusive education at secondary school levels and the development of abilities in agricultural science subjects for learners with disabilities.

Minimal attention has been focused on students with learning disabilities at secondary school level, particularly in the TVET region. Lindsay, Proulx and Scott (2014) clarified that as elderly students, more study should concentrate on secondary and tertiary students with disabilities. Because most studies in Nigeria to date have concentrated primarily on children with learning disabilities. Also, most of the published studies on inclusive education has been performed by general instructional scientists, while there is little research focusing on learners with disabilities in the classroom environments of agricultural science. Although very little achievement has been seen in updating inclusive education that is part of the education policy of the Nigeria nation (Federal Ministry of Education, 2013). It is a matter of reality that no concrete step has been made with respect to inclusive education in Nigeria (Obani, 2018). The researcher carried out the study to establish the influence of selected factors in the implementation of inclusive education on skill acquisition among students with learning disability in agricultural science subject.

1.3 General Objective of the Study

The general objective of this study is to determine the influence of selected factors in the implementation of inclusive education on skills acquisition among students with learning disability in agricultural science subjects.

1.3.1 Specific Objectives of the Study

The specific objectives of this research were:

1. To determine the level of principals' competence, teachers' competence, parents' involvement, availability of infrastructure and skills acquisition in the implementation of inclusive education on students with learning disability in agricultural science subjects;
2. To examine the relationship between principals' competence, teachers' competence, parents' involvement, availability of infrastructure and teaching approaches in the implementation of inclusive education with skills acquisition among students with learning disability in agricultural science subjects;
3. To determine the best predictor (principals' competence, teachers' competence, parents' involvement, availability of infrastructures) in the implementation of inclusive education on skills acquisition among students with learning disability in agricultural science subjects.
4. To examine the mediation effect of teachers' competence in the relationship between principals' competence, parents' involvement, availability of infrastructure in implementing inclusive education with skills acquisition among students with learning disability in agricultural science subjects.

1.4 Research Questions

1. What is the level of principals' competence in the implementation of inclusive education on skill acquisition among students with learning disability in agricultural science subject?
2. What is the level of teachers' competence in the implementation of inclusive education on skill acquisition among students with learning disability in agricultural science subject?
3. What is the level availability of infrastructure in the implementation of inclusive education on skill acquisition among students with learning disability in agricultural science subject?
4. What is the level of parents' involvement in the implementation of inclusive education on skill acquisition among students with learning disability in agricultural science subject?
5. Is there a significant relationship between principals' competence and skills acquisition in the implementation of inclusive education with skills acquisition among students with learning disability in agricultural science subject?
6. Is there a significant relationship between availability of infrastructure and skills acquisition in the implementation of inclusive education with skills acquisition among students with learning disability in agricultural science subject?
7. Is there a significant relationship between parent involvements and skills acquisition in the implementation of inclusive education with skills

- acquisition among students with learning disability in agricultural science subject?
8. What is the best predictor in the implementation of inclusive education on skill acquisition among students with learning disability in agricultural science subject?
 9. Is there a mediation effect of teachers' competence on the relationship between principals' competence and skills acquisition in the implementation of inclusive education among students with learning disabilities in agricultural science subject?
 10. Is there a mediation effect of teachers' competence on the relationship between parent involvement and skills acquisition in the implementation of inclusive education among students with learning disabilities in agricultural science subject?
 11. Is there a mediation effect of teachers' competence on the relationship between availability of infrastructure and skills acquisition in the implementation of inclusive education among students with learning disabilities in agricultural science subject?

1.5 Significance of the Study

The relationship between principals' competence, parents' involvement, and availability of infrastructures in implementing inclusive education with skills acquisition among students with learning disability in agricultural science subjects is one of the most significant outputs expected out of this research. The success of inclusive education depends on how the educational planners set their priorities in implementing the programme. Therefore the significance of this study is discussed in the benefit of inclusive education to the practice.

The result of this study will fill the gap in empirical findings of the relationship between principal's competence, parent's involvement and availability of infrastructures in inclusive education and skills acquisition among students with learning disability in agricultural science subjects. Equally, the findings of this study will provide information that is useful to assist practitioners and administrators to develop and manage policy directions regarding inclusive education and to regulate policies that would have a positive impact on students with learning disabilities. The study also add to the existing literature on skill acquisition among students with learning disability and also serve as reference material for other people that intend to conduct a research of such magnitude. Also the study shall assist in the application and adaptation of framework, knowledge and theories used in the research towards improving inclusive education.

There is no existing research found, that tries to explain the relationship between principals' competence, parents' involvement, school facilities and teaching approaches in implementing IE of students with learning disability using teachers' competence as mediating variable. Hence, the contribution of this research to the body of knowledge would prove to be valuable for its attempt to explain the

relationship between principals' competence, parents' involvement and availability of infrastructure and at the same time examine the mediating effect of teachers' competence in one integrated model. The adequacy of infrastructural facilities, tools and equipment used for skills acquisition identified by this study will guide the ministry of education in updating the skills of personnel to use available facilities, effective formulation of strategies for acquiring, distribution and use of necessary training facilities, tools and equipment for effective training of students with disabilities. Finally, the findings also will enable the school principals to identify and plan strategies for placing students. The findings will also serve as literature work in the field of TVET.

1.6 Scope of the Study

This study examines the influence of selected factors in implementing IE on skill acquisition among students with learning disability in agricultural science subjects. The study was conducted in Adamawa State of Nigeria located within the North Eastern States of Nigeria. The North Eastern States include Adamawa State, Bauchi State, Borno State, Gombe State, Taraba State and Yobe State. The study adopted a quantitative research approach with a cross-sectional data collection technique for the investigation.

1.7 Limitation of the Study

The study was conducted in all the secondary schools involved in Adamawa state of Nigeria. Therefore, the study be was limited to secondary school that offered and has agricultural science teachers. This is because most studies have examined inclusive education at primary school levels and on specific types of disabilities and in general subject. Therefore, this study was conducted in secondary schools that offered agricultural science subject in Adamawa State Nigeria. The findings of the study cannot be generalized to Nigeria as a whole.

1.8 Operational Definitions

In order to eliminate any ambiguity that may arise from the use of key terms in this study, the following terms are carefully defined for clarity as they are used in this study; competence, students with disability, inclusive education, school facilities, learning disability, parental involvement, and skills acquisition.

The list below contains the operational definition of terms that will be used throughout the study.

Principals' Competence: Is a state of being functionally adequate in the performance for effective administration of secondary school (Stronge, Richard & Catano, 2018). In the context of this study, principals' competence is measured by

four domain (Instructional Leadership, Personnel Management, Financial Management, and Administrative Management).

Teachers' Competence: The ability of the teacher to transform the methodology of Knowledge, motivation and teaching evaluation of the given discipline into the way of thinking of the students in the given subject of study (Borich, 2016). For this study, teacher competence will be seen as the ability to change learner behavior as required by the society at every level of learning by rearranging learning environment to address the needs of the learner. This include: methodological competencies, motivational competencies, instructional process competencies, material utilization competencies and evaluation competencies required for effective teaching.

Infrastructural Facilities: According to Hallinger, Wang, Chen and Liare (2015), are the basic services and facilities that help a government manage, including roads, schools, phone lines, sewage treatment plants and power generation. In this study, refers to the basic systems and services that are necessary for the school to run smoothly. Infrastructure in this study measured the availability by four domain includes facilities fit for human occupation (building, eg, classrooms.), facilities fit to carry out basic educational activity (classroom furniture, laboratory etc.), and the entire school size.

Parental involvement: According to Muller (2018), it is a support in the education of children, linking two important contexts in a child's life education at home and school. In this study, parental involvement refers to commitment, active involvement of the parent to the school. This is measured by four domains: decision making, volunteer, communication, learning at home, and collaborating with the community.

Skill Acquisition:

Skill acquisition is a type of learning in which training leads to permanent improvements in the capacity of a person to perform a specific task. It involves the explicit teaching of skills to groups of people to perform any activity with dexterity and competence (Comyn, 2018; Oviawe, Uwameiye & Uddin, 2017; Wiener & Timmermanis, 2012). In this study, skills acquisition measured the performance of students in various agricultural activities in both plants and animals production. It is the training given to learners to enhance their ability to competently manipulate agricultural activities in areas such as production, processing, packaging and marketing to become employed in government or private sector or be self-reliant.

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LIST OF PUBLICATIONS

- Umar, M. A. (2019). Conceptualizing the Influence of Principals' Competence on Skill Acquisition in Agricultural Science Subject in Secondary Schools. *International Journal of Academic Research in Business and Social Sciences*, 9(2).
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