

INCLUSIVE EDUCATION: AN IMPERATIVE TOOL FOR ENHANCING ACADEMIC PERFORMANCE OF STUDENTS WITH SPECIAL NEEDS IN BUSINESS EDUCATION

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ABSTRACT

This paper focuses on inclusive education as an imperative tool for enhancing academic performance of students with special needs in business education. All people have a right to education. Inclusive education is an approach that ensures the presence, participation and achievement of all students in education. This may be in formal schools or in non-formal places of learning. Inclusion emphasizes opportunities for equal participation but with options for special assistance and facilities needed. This paper highlights the concept of inclusive education, business education and benefits of inclusive education as a tool for enhancing academic performance. This paper recommended that; A special directorate of inclusive education should be created in Federal and State Ministries of Education: Government of Nigeria should adequately fund inclusive education: Specialists should be employed in various primary schools in Nigeria; There should be policy enabling the establishment of inclusive schools in every community in Nigeria.

Keywords: Business education, inclusive education, performance, special needs.

Introduction

Education is the basic instrument of economic growth and technological advancement of any society. This is why governments commit immense resources to ensure the provision of education to their citizens and also tailor their policies towards ensuring that it is made accessible to the generality of their citizens (Oyebade, Oladipo and Adetoro, 2008). Education aims at developing the innate potentials of an individual to the optimal level which makes him or her useful to him or

herself and the society where they reside. Thus, Grubb and Lazerson (2004) see education as a tool that can be used to reduce poverty, to improve the lives of individuals and groups, and to transform societies. Education is also regarded as a means of transmitting knowledge and culture from one generation to the other. Education can be either formal or informal. Formal education is one that is structured and done within the four walls of a classroom through trained teachers and other personnel to bring about overall development of the child. Informal education is one that is not structured and can be acquired at home or through apprenticeship. There are special schools also for learners with one form of challenge or impairment or the other (special need learners). This category of learners includes; the hearing impaired, visual impaired, learning disabled, physically and health impaired, the gifted and talented, mild and mental retardation, pastorals and nomads.

Business education is one type of educational knowledge provided by the formal education. Business education is an aspect of total educational programme which provides the recipient with knowledge, skills, understanding and attitude needed to perform well in the business world as a producer or consumer of goods and services (Abdullahi, 2002). The National Open University of Nigeria (NOUN 2008) sees business education as an aspect of vocational education that equips people with necessary skills and theoretical knowledge needed for performance in business world either for job occupation or self-employment. Business education affords to every individual an opportunity to develop the skills, abilities and understanding that will enable him to handle competently his personal business affairs; to develop an understanding of the vocational opportunity available in the broad field of business and to assume his citizenship's responsibilities through enlightened participation in, as well as an understanding and appreciation of the business system (Osuala 2003). 12% of the global population consists of persons with disabilities (PwDs) and 186 million of this population comprise children (Mugenda, 2012). The World Health Organization (WHO) estimates that 85% of the world's children with disability below 15 years live in the developing countries (Akinyi, Onyango and Aluko, 2015) and this includes Nigeria. Most (nearly all) of these disabled children in Nigeria are without business education

skills, hence we have many disabled adults who are unemployable. The major reason for this is that the disabled children attended special schools (isolated) meant specifically for disabled persons and in such schools, subjects like business education are not taught and even when they are taught, the students are not given extra support which includes resource rooms, resource teachers, and innovative technologies among others to ease comprehension of what is taught. Again, in such schools, competition among the students is very minimal and the students rarely get assistance from their fellow students. Perhaps, it could be lack of skills in business education that make many disabled persons to be on Nigerian streets begging for alms, instead of being self-employed and productive. However, worldwide, there has been emphasis on the need to extend access to education to all children. This has been verified through a number of international conventions which include: the Salamanca statement on special needs education, UNESCO, 1994, the UN convention on the Right of the Child, 1989, and the UN international convention on the Right of the Persons with Disabilities (2000). Through the Salamanca Declaration of 1994, the idea of establishing inclusive schools in the world over was born.

Inclusive education is the type of education in which regular and special needs learners are brought together in the same academic environment and classroom for the purpose of learning. Inclusive Education is to be provided to the disabled students within the regular education system with some extra support (i.e. resource room, resource teacher etc.). The students with special educational needs now were allowed to get education along with regular students. Thus the concept of inclusion is about school system changes to improve the educational system for all students. It means changes in the curriculum, changes in how teachers teach and how students learn, as well as changes in how students with and without special needs interact with and relate to one another. Inclusive education involves changing culture of contemporary schools with emphasis on active learning, applied curriculum, appropriate assessment methods, multi-level instructional approaches, and increased attention to diverse student needs and individualization within the schools

Inclusive Education is an approach which aims to develop a child-focus by acknowledging that all children are individuals with different learning needs and speeds and yet can be educated and trained without alienating them from their normal peers. Teaching and learning are made more effective, relevant and fun for all. Inclusive Education in essence stands for equality, and accepts every child with his or her own unique capabilities.

Providing an inclusive education to disabled business education students is very necessary because it is believed to link to higher academic performance, economic, and social development of the students. Absence of inclusive education to disabled business education students will mean lack of the necessary skills they (disabled students) require to be productive in their adulthood so as to be useful to themselves and also make meaningful contribution towards the growth and development of the country. Thus, this paper is an examination of inclusive education as an imperative tool for enhancing academic performance of students with special needs in business education.

Concept of Inclusive Education

The concept of inclusive education includes all learners, but it may be interpreted differently according to the context. For example, while it covers children excluded on the basis of language, gender, ethnicity, disability and other factors; it can focus on children with disabilities only. At the same time, children may be affected by more than one issue. However, the terms impairment, disability and handicap are the terms that often crop up in the discourse on Inclusive Education. A child with disabilities may also speak the language of a minority ethnic group, or be a refugee, or, if she is a girl, her family and society may not value girls education.

According to Booth (1996), inclusive education is a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. Ahmad (2000) defines inclusive education as the education of all children and young people with

and without disabilities or difficulties in learning together in ordinary pre-primary schools, colleges, and universities with appropriate network support. UNESCO (2000) states inclusive education means that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups.

According to UNESCO in Sambo and Gambo (2015) inclusion is:

- (a) Recognition of the right to education and its provision in non-discriminatory ways.
- (b) A common vision which covers all people.
- (c) A belief that schools and other places of learning have a responsibility to educate all children (and adults) in line with human rights principles.
- (d) A continuous process of addressing and responding to the diversity of needs of all learners regardless of factors such as disability, gender, age, ethnicity, language, HIV status, geographical location and sexuality recognizing that all people can learn.

Okwudire and Okechukwu (2008) describe inclusive education as the progressive increase in the participation of students, in reduction of their exclusion from the cultures, curricula, and communities of local schools. They further explain that with inclusive education, all students in a school regardless of their strength or weakness in any area become part of the school community. It is a place where children are seen as equal members of the classroom without being marginalized. Everyone is important, unique and valued for his/her contributions to the world. It is from this perspective that Nsanzabiga (2014) defined inclusive education (IE) as a process whereby the school systems, strategic plans, and policies adapt and change to include educational services and strategies for a wider range of children and their families. This also implies identifying childrens specific learning needs and styles and adapts the learning environment and teaching strategies to ensure high quality learning outcomes for all members of the same class/school. Handicap

Internationals (2012) defined inclusive education as: a process for increasing participation and reducing exclusion, in a way that effectively responds to the diverse needs of all learners takes into account the individual teaching and learning needs of all marginalized and vulnerable children and young people: street children, girls, children from ethnic minorities, children from economically disadvantaged families, children from nomadic/refugee/displaced families, children with HIV/AIDS and children with disabilities.

Inclusive Education is, by definition, the full integration of learners with and without special needs into the same classrooms and schools and thereby exposing them to the same learning opportunities (Mugambi, 2017). Inclusive education therefore tries to satisfy the learning needs of all children, youth and adults and especially those who suffer from disabilities and who are often excluded. It tries to accommodate in the mainstream of education all those who are vulnerable, marginalized and excluded. Inclusive Education means educating all students with or without disabilities together through easy and non-discriminatory access to common pre-school provisions, schools and community educational setting but with proper support services and facilities and infrastructure. Inclusive Education calls for a flexible education system which accepts, accommodates and assimilates the needs of a wide range of learners and adapts itself to meet the differing needs. Inclusive Education tries to help all the stakeholders in the system made up of learners, parents, community, teachers, administrators, policy makers to accept diversity of students abilities at learning and see it as a challenge to impart education to all including the students with disabilities and not to see education of all students carried out together in the same setting as a problem. Hence, the concept of inclusion is a philosophy that calls for including all in a single setup and encourages adoption of an educational approach which provides all students equal and non-discriminatory membership of the society and also accords greater opportunities for academic and social achievement.

Similar views have been expressed by Ainscow (1999) and Armstrong (2003). They both hold that Inclusion refers to a set of principles, values and practices which involve the social transformation of education systems and communities. It does not refer to a fixed state or set of criteria to be used as a blue-print, but seeks to challenge deficit thinking and practice which are still ingrained and too often lead many to believe that some pupils have to be dealt with in a separate way.

Inclusive education therefore attempts to put into practice that each and every student with whatever abilities is welcome in the same educational setting and assures that their unique needs and learning styles are valuable, appreciated, respected and encouraged. According to Nevada Partnership for inclusive education (2007) “at no time does inclusion require the classroom curriculum, or the academic expectations, to be watered down. On the contrary, inclusion enhances learning for students, both with and without special needs. Students learn and use their learning differently; the goal is to provide all students with the instruction they need to succeed as learners and achieve high standards, alongside their friends and neighbours (Erwin, 1993).

Inclusive Educational practices have to be necessarily child-centred if Inclusion is to work. It is for the teachers to find out each students academic, social, and cultural need so as to determine how best to facilitate learning of each child. When teachers are child-centred their role becomes more of facilitators of learning rather than simply transmitters of knowledge. Hence teachers in the inclusive setup must acquire skills in curriculum-based assessment, team teaching, mastery learning, assessing learning styles (and modifying instruction to adapt to students' learning styles), other individualized and adaptive learning approaches, cooperative learning strategies, facilitating peer tutoring and "peer buddies," or social skills training to achieve successful education for all in the inclusive class rooms (Mugambi, 2017).

Educating children with disabilities along with the non-disability students helps in increasing understanding and tolerance among the non-disabled students and help them as well as the students with disabilities to function better in the world beyond school.

Concept of Academic Performance

In order to adequately comprehend the concept of academic performance, it is very important for us to know what performance means. According to Adeyemi (2008), performance is a measure of educational output. Thus, academic performance refers to the ability to study and remember facts, being able to study effectively and see how facts fit together and form larger patterns of knowledge, and being able to think for yourself in relation to facts and being able to communicate your knowledge verbally or down on paper (Nyagosia, 2011). Kyoshaba (2009) from his own perspective sees academic performance in tests, in course work and performance in examinations of students. From the above definitions, we can conveniently say that academic performance refers to the extent to which an individual learner acts or does a piece of work, how well or poor he/she does the job or the activities within a learning process. Academic performance can be poor or good. Poor performance can be regarded as having performed below the required academic performance (Akomolafe and Adesua, 2016). Charles (1994), referred to poor performance as performance that fall below the desired standard. Academic performance is said to be good when performance meets or exceeds the required academic performance. Students academic performance is assessed by use of tests, assignments and examinations. Due to separation of students with disability from their peers, there is deficiency in their academic performance because they lack social interaction with other students which is a dynamics needed for learning. Isolation is also not psychologically healthy for them since they are always compared with themselves. In Isolation teachers seems to pamper them as a result of sympathy and as such they might be left alone to perform below standard.

Concept of Business Education

Business Education is a type of training which, while playing its part in the achievement of the general aims of education on any given level, has its primary objective as the preparation of people to enter into a career, to render efficient service and to advance from their present level of employment to higher levels (Osuala 2003). According to Igboke (2000), business education is a dynamic field of study geared towards preparing youths and adults for and about business. Business education is concerned with the impartation of business orientation and knowledge for personal and national development. It involves teaching students the fundamentals, concepts, theories and processes of business. To Okoli (2010), business education is an important part of the general education which emphasizes skills and competencies acquisition for use in offices and business related occupations. Nwanewezi (2010) describes business education as encompassing education for office occupations, business teaching, business administration and economic understanding. Abdulkadir (2011) observes that one remarkable important characteristic of business education programme is that its products can function independently as self employed and employers of labour. Ezeani (2012) in Olise (2014) opined that business education produce responsible, productive and self-reliant citizens. They further stated that business education inculcates in the recipients knowledge, values, attitudes and skills needed in the business world. The tenet of business education embraces basic education for teaching career, entrepreneurship, business understanding, office environment and vocational practices. As a matter of fact, business education affords to every individual an opportunity to develop the skills, abilities and understanding that will enable him to handle competently his personal business affairs; to develop an understanding of the vocational opportunity available in the broad field of business and to assume his citizenship responsibilities through enlightened participation in, as well as an understanding and appreciation of the business system (Osuala 2003).

Benefits of Inclusive Education:

Mainstreaming students with disabilities alongside their non-disabled peers helps them to get access to the general curriculum for children with disabilities. It has been shown through several studies that students with disabilities who are mainstreamed have:

1. **Higher academic achievement:** Mainstreaming is said to be far more academically effective when students with disabilities are educated outside school setup. According to a study by the National Research Center on Learning Disabilities about the Mainstreaming Deaf Students carried out in USA it was found that graduation rates of all students with disabilities in the U.S. increased by 14% from 1984 to 1997. According to Meyer and Poon (2001) access to a resource room for direct instruction is effective in increasing students academic skills and thus increasing the abilities applied by students in a general education setting. According to Madden and Slaven (1983) Mainstreaming of the students with disability has shown to improve academic achievement in students with mild academic disabilities, as well as to improve their long-term behaviour.

2. **Higher Self-Esteem:** By inclusion in a regular school setting, students with disabilities have exhibited greater confidence and self-efficacy. A mainstreaming approach is said to facilitate the development of greater self-esteem in the students with disability. According to National Research Centre on Learning Disabilities of USA which carried out a study in 2007 it reported that out of the assessed students with disability, 96% felt they were more confident, 3% thought they had the same experience as an excluded student, and 1% felt they had less self-esteem. This study reported that overall, students with disability felt that they were equal to their peers and felt that they should not be treated any differently

3. **Better Social Skills:** Again it has been found that inclusion allows students with disabilities to learn social skills much faster through observation and also gain a better understanding of the world around them and thus become a part of the regular community or society. Mainstreaming is considered to be especially beneficial for children suffering

with autism. According to Wolfberg and Schuler children with autism interacting with same-aged normal children, were observed to be six times more likely to engage in social relations outside of the classroom. Also according to Tidmarsh and Volkmar since children with autism have severely restricted interests and abnormalities in communication and social interaction, the increased interaction with normal children is likely to be beneficial to them. Studies have shown that students with Downs syndrome were three times more likely to communicate with other people if mainstreamed. Mainstreaming also benefits other children. It opens the lines of communication between those students with disabilities and their peers. If they are included into classroom activities, all students become more sensitive to the fact that these students may need extra assistance. It leads to raising of students expectations among the students with disabilities and this in turn helps to raise their self-esteem and give them a sense of belonging. Another argument which is put forth for inclusion of the students with disabilities into the mainstream or regular/general classes is that, the general students develop positive attitudes towards their disabled peers due to regular interaction. The supporters of inclusion also suggest that such close proximity and interaction among the disabled and students with non-disabilities helps to develop tolerance of and understanding of the students with disabilities among the general students and at times even friendships. Studies conducted by Staub and Peck, (1995) and McGregor (1993) have shown that the general students are far more accepting, understanding, and socially aware of differences between them and the students with disabilities when they are educated in the inclusive school and classroom settings. It is said that such education on one hand greatly benefits the students with disabilities or challenges to learn easily and faster and on the other hand helps increase the awareness among the abled students to be more understanding and concerned about those students with disabilities or differently abled. Also since the teachers try to use different ways to teach a lesson for both groups of students in the inclusive learning the education becomes interesting. It is felt that such inclusive teaching benefits all the students in the classroom. Also the students are encouraged to help each other which in turn increase their camaraderie.

Socialization through inclusive education in the school helps the students to learn communication skills and interaction skills from each other in an easier and faster manner. Students develop long lasting and impressionable friendships from these interactions in an inclusive setup.

According to Gilles (2004), Positive effects on children without disabilities include the development of positive attitudes and perceptions of persons with disabilities and the enhancement of social status with non-disabled peers. Inclusion increases the social importance of the students with disabilities. It has been found that the students with mental disabilities show an increase in social skills and academic proficiency when placed in the Inclusive school.

In their study scholars like Giangreco, Cloninger and Iverson (1998) have noted that inclusion has long-term effects on students without disabilities because on account of inclusion leading to them having to study with students with disabilities helps them to have a heightened sensitivity to the challenges that they face later in life such as increased empathy and compassion, and improved leadership skills, which benefits all of society. Hence Gilles (2004) has stated that inclusion helps students understand the importance of working together, and fosters a sense of tolerance and empathy among the student body implying there by that it is a system of education which benefits all the students irrespective of their abilities or disabilities.

Many scholars including Suomi, Collier and Brown (2003) believe that educating non-disabled or normal students along with the students with disabilities creates an atmosphere of understanding and tolerance that helps all students of all abilities to function better in the society and in the world after education in school is over. Students without disabilities studying in the mainstreamed schools and having joint physical education program were found to have increased self-concept, tolerance, self-worth, and a better understanding of other people and especially of the persons with disability. Block in his study found that students without disabilities but part of a mainstreaming programme were prepared to deal with disability in their own lives. Some scholars Like Lieberman, James and Ludwa

(2004) found that the improvement in the skills and abilities of the students with disabilities in a mainstreamed form of education was attributable to the Contact Theory which holds that close proximity and social and physical contact fosters learning much faster (Allport 1954). Scholars like Chu and Griffey (1985) also tested the effect of the Contact theory which asserts that frequent, meaningful, and pleasant interactions between people with differences tend to produce changes in attitude in the mainstreamed environment and have found to hold good for the students studying in such mainstreamed environment.

Allport (1954) Contact Theory

Allport contact theory states that social contact will improve relationship between members of majority and minority groups. As people come into contact with others different from themselves, their prejudiced ideas would diminish as they come to understand the other person. The theory is relevant to inclusive education as it supports an equitable school culture and forms the basis of awareness for an educational programme convenient and easy for inclusive education.

Inclusive Education as Tool for Enhancing Academic Performance in Business Education

Obviously inclusive education is that type of Education in which regular (normal) and special needs learners are brought together in the same academic environment and classroom for the purpose of learning. Inclusive education conforms to the Universal Declaration of Human Right (United Nations, 1948) which stipulated that education is a fundamental human right. In addition, the Convention on the Rights of the Child (United Nations, 1989) also declared that children with or without disabilities have the same right to educational opportunities. This is very important to the Business education pupils or students with disabilities because it in the first instance affords them the opportunity of acquiring education and the type that will make them to be self-employed and even be employers of labour.

Inclusive education behoove the school authorities and teachers to ensure that meaningful and intentional engagement of regular and students with special needs is done in a way that provides learning opportunities/activities and ensures that the environment is conducive to all students. This means that under inclusive education, no pupil or student irrespective of his/her condition should be left behind; every pupil/student must be carried along. This feature of inclusive education aids academic performance of special need students offering business education. This is because both the special needs students and the regular students learn at the same pace. Special needs students who are included in regular education classrooms are active participants in classroom instruction and are challenged academically at the same level with the regular students and this enhances their performance academically. Ekeh and Oladayo (2013) found that special needs pupils raised in inclusive classroom settings had higher academic performance scores, compared to their counterparts raised in non-inclusive classrooms. The finding of Peestma et al in Signor, LeBlanc and McDougal (2010), and Banerji and Dailey in Signor, et al (2010) also indicated that special needs pupils in inclusive classroom settings made some academic performance than their peers in non-inclusive classroom settings. This above findings confirms the positive effect inclusive education has on students with special needs, especially those in business education.

Again, inclusive education enhances the academic performance of business education students for the system require that emphasis is placed by the teacher on life coping skills of students with special needs to enable them function effectively well in the society. Corroborating this fact, Signor, et al (2010) opined that due to extra attention paid to pupils with special needs by regular teachers and even pupils, in inclusive schools, the academic performance of special need students is enhanced. The fact prompted Weiner (2003) to state that the teachers moral obligation to be committed to expecting all students meet high standard of achievement and to provide an excellent learning environment is paramount in inclusive schools. It must be emphasized here that inclusion classroom offers

support from classmates without disabilities (Shultz, 2001 cited in Spence, 2010). A 2012 study by Hehir and colleagues examined the performance of more than 68,000 primary and secondary school students with disabilities in the United States state of Massachusetts. Using state test data, the authors identified many factors that influence the academic achievement of students. Family income, school quality, and proficiency with English were all related to a child's academic performance. After statistically controlling for these factors, the authors found that on average, students with disabilities who spent a larger proportion of their school day with their non-disabled peers performed significantly better than students with similar disabilities who spent a smaller proportion of their school day with their non-disabled peers (Hehir, Grindal, and Eidelman, 2012). Thus, with inclusive education, business education students with disabilities will have the opportunity to be assisted academically by their peers who are not disabled. To Vaughn et al., (2000), Wilson, (2004), Harrower and Dunlap, (2001) cooperative learning and peer tutoring are viewed as effective in enhancing learning. Peer tutoring tend to enhance the academic performance of students with disability. In addition, with inclusive education more attention will be paid to business education students who are disabled and this equally enhances their academic performance.

Research has shown that students with disabilities in the inclusion classes had better reading comprehension and a higher level of performance in their academic work when compared to segregated students (Wagner, Kutash, Duchnowski and Epstein, 2005). Among students with an intellectual disability, included students also read 23 to 43 words per minute faster than otherwise similar students who took fewer academic classes (Blackorby, Knokey, Wagner, Levine, Schiller and Sumi, 2007).The implication of the above is that inclusive education has the potentials of increasing the reading skills of business education students. In other words, good reading skills can promote adequate and frequent reading among disabled business education students and this aids their academic performance.

Inclusive schools now employ the services of “learning support teachers and specialist teachers, who may be peripatetic or based in the school. These specialist teachers spend

part of their week in inclusive schools, undertaking consultancy work with class teachers or directly supporting children. The learning support teachers and specialist teachers help teachers to differentiate learning and manage small group activities. This practice has the potentials of enhancing the academic performance of students, especially the students with special needs in business education. This is because the learning support teachers or specialist teachers will assist the students teacher to differentiate their learning abilities and make bridge gaps in knowledge where necessary. This sort of assistance in no small measure helps to improve students academic performance. This kind of assistance aids the progress of students with special needs in business education and helps them gain confidence within the school environment.

The point of departure here is that inclusive education increase the achievement for students with disabilities. Studies by Bear and Proctor (1990) and Banerji and Dailey (1995) resulted in claims that full-time placement of a student with disabilities in the general education classroom resulted in academic progress that was just as good as that achieved by students in separate pull-out classes at the elementary level. Research has also suggested that educating students in general education environments results in higher academic achievement for both students with and without disability labels (McLeskey and Waldron, 2000; Rea, McLaughlin and Walther-Thomas, 2002; Peterson and Hittie, 2003:37-39).

Conclusion and Recommendations

We have seen that inclusive educational practices stems from increased recognition that students with disabilities thrive when they are, to the greatest extent possible, provided the same educational and social opportunities as nondisabled students. Inclusive Education came to be provided to the disabled students within the regular education system with some extra support (i.e. resource room, resource teacher etc.). The children with special educational needs now were allowed to get education along with regular students. We have equally seen as the paper demonstrated that inclusive education is a tool for

enhancing the academic performance of students with special needs in business education. Inclusive education makes it possible for children with or without disabilities to have the same right to educational opportunities and this opportunity avails children with disability to acquire business education. Inclusive education ensure that no student is left behind, especially students with disabilities. It also ensures that both the special needs students and the regular students learn at the same pace and the competition this atmosphere creates helps to increase the academic performance of the students with disabilities in business education. Inclusive education enables the teacher to lay emphasis on life coping skills for students with disabilities as extra attention is paid to them by regular teachers and pupils.

Inclusive education enhance the reading comprehension of students; an exercise which aid academic performance. From the paper, there is strong evidence that students with disabilities benefit academically from inclusive education. It there goes to show that inclusive education is an indispensable tool for students academic performance in business education. The paper therefore concludes that inclusive education is an imperative tool in enhancing academic performance of students with special needs in business education. Inadequate plans for the identifications of children with special learning disabilities, lack adequate information and guidance by parents on available special inclusive education services, no definite strategy to search for and identify children not attending school whether normal or disabled by government, inadequate funding, negative attitudes of teachers, accessibility problem etc. were some of the factors identified as capable of hindering inclusive education from enhancing the academic performance of special needs students in business education in Nigeria.

However, to effectively enhance the academic performance of special needs students in business education in Nigeria through the instrument of inclusive education, the following recommendations are imperative:

- a. A special directorate of inclusive education should be created in federal and state ministries of education charged with the responsibilities of planning, strategizing, implementation, and monitoring of inclusive education activities in Nigerian schools. Adequate monitoring of inclusive educational activities in Nigerian schools will enhance teachers performance and this will also bring about increased students academic performance.
- b. The government of Nigeria should adequately fund inclusive education in Nigeria. This will help to acquire the necessary facilities or equipment that will promote teaching and learning in inclusive school. These equipments will in turn enhance students academic performance.
- c. Specialists should be employed in various primary schools in Nigeria to identify students with special learning disabilities. This will help to detect such people on time so that adequate measures can be taken to assist them academically. This will go a long way to increase their academic performance and in the long run produce sound disabled business educationists.
- d. There should be policy enabling the establishment of inclusive schools in every community in Nigeria. This will help to reduce long distance disabled students need to trek before getting to school. The reduced stress will greatly enhance the student's academic performance.
- e. Specialist teachers, and learning support teachers should be recruited to assist teachers in the inclusive class rooms. The specialist teachers should undertake consultancy work with class teachers and in most cases give direct support to the students. This will equally help to increase the academic performance of students with special needs in business education.

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