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CHALLENGES FACING REFOCUSING SPECIAL NEEDS EDUCATION FOR NATIONAL DEVELOPMENT, ENTREPRENEURSHIP, NATIONAL SECURITY AND SUSTAINABLE ECONOMY (TRAFFICKED, DISPLACED, NORMADS, STREET/HOMELESS CHILDREN) IN THE 21ST CENTURY IN AWKA NORTH LGA OF ANAMBRA STATE

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Abstract

The study scrutinizedchallenges facing refocusing special needs education for national development, entrepreneurship, national security and sustainable economy among trafficked, displaced, nomads, street/homeless children in the 21st century in Awka North Local Government Area of Anambra State. The study is anchored on three research questions and three hypotheses. Descriptive survey design was adopted and purposeful sampling technique was employed. The population is made up of five primary schools for the disadvantaged children in Awka North LGA, the sample size was purposeful. The respondents are ten teachers from these schools comprising of 4 males and 6 females numbering50. The instrument used was tagged Challenges of Special Needs Children Educational Instruments (CSNCEI) which was validated by two experts in the Department of Educational Management and Policy. Test retest method was used to test the reliability of the instrument. This was calculated with Pearson's Product Moment Correlation and an index of 0.86 was realized. To test the hypotheses, t-test statistics was used to 0.05 significant level. The findings revealed that challengesrefocusing special needs educationare enormous which include inadequate provision of both human and material resources consequently hinders the transformation of these crop of Nigerian citizens into vibrant and resourceful manpower needs that will foster national development, entrepreneurship, national security and sustainable economy that stands to cushion the achievement of sustainable developmental goals in this 21st century. It is thus recommended that the government or appropriate agencies should as a matter of urgency expedite action and

supplies the needed educational resources to accelerate the production of human capital requirements that the nation needs which has been hitherto wasteful.

Keywords: Challenges, special needs, national development, security, entrepreneurship, sustainable economy.

Introduction

Prior to the launching of Universal Basic Education (UBE) by Olusegun Obasanjo regime in 1999 many Nigerian children were out of school owing to their parents' inability to bear the private cost of education due to financial crunch caused by high cost standard of living and mass unemployment which persistently reared its ugly heads over the years. The resultant effect is that many children were at the risk of being used as domestic servitudes, early marriage, sexual exploitation, street hawkers and beggars, child trafficking and other forms of child abuse. These crops of children are prone to becoming armed robbers, kidnappers, cultists, prostitutes and other social vices. UBE scheme paved way for all Nigerian children to access basic education. This explains why the basic education is free and compulsory for all Nigerian children irrespective of family financial background, tribe, religion, gender and race. It equally specified free home grown food and other necessary educational services so that the children can easily access the intricacies of the programme. All of these are in an attempt to ensure that money is no barrier and it is within easy reachofall Nigerian children even the street children or the amajiris, (Okeke, 2007) children of the nomads, migrant fisher men, hunters, trafficked children are not also left out.Thisset of children is among special needs children that required special education and because they do not possess any kind of deformity or exceptionality, they are classified as disadvantaged children. The UBE decree also specified sanctions for the parents or guardians who fail to comply with the directives. This is quintessential because the government is aware that every child requires education and could contribute its quota to the sustainable development, entrepreneurship, national security and sustainable development all things being equal.

Special needs education here describes education of the disadvantaged children who due to one circumstances or the other which is beyond their control are unable to have the same

opportunity with their counter part in conventional school. These unforeseen circumstances could emanate from communal conflict/war, natural disaster like flood, drought, earthquake, volcanic eruption, tsunami or similar factors (Educate a child, n.d) which could render them homeless. Furthermore, it could be as a result of occupational mobility like the nomads, migrant farmers/fisher men or even citizens who are into child trafficking and a host of other factors. If this class of children must access education, it has to be tailored to suit them. It is on this premise that UNESCO (2011) posited that special education is the kind of education premeditated to ease the difficulties encountered by individual learners who due to unavoidable circumstances needed extra assistance and adaptive pedagogical strategies so as to actively participate in the teaching-learning process that leads to desired outcomes. FRN (2014) backed up the above assertion by defining special needs education as the formal education/training meant for children and adult with special needs. In providing this type of education, it is very necessary to ascertain their peculiarities and fashion out the educational needs to suit them so as to achieve the aim which is toofferunrestrictedadmission to quality and functional basic education for diverse transhumant life styles of the Fulani childrenand to boost literacy as well as equip them with skills and competencies to make them useful to themselves subsequently contribute in national growth and development instead of concentrating on the herding skills alone .

It is for this reason that Amirinze (2000) succinctly put that, it is a plainpostulationin education that nobody should beneglected and none should be made to look hopelessbecause of any encounter. This is because these disadvantaged children are bulk of human being endowed with relevant skills, energies, knowledge and attitudes (Ebong, 2006) which could be routed to production of goods and services through refocusing education to suit their distinctiveness. Evidently, special education is important because children with special needs have rights to education and the child is the fulcrum of all educational decision making. It is the right of every child to access education and it is against this background that education is seen as a social good(Agabi, 2002) and equality of education to all children is enshrined in the child's right act (Skretteberg, 2019).

The theoretical framework

The theoretical framework for this study is anchored on the Salamanca Statement and Framework for Action on Special Needs Education UNESCO (1994) which emphasized inclusive education with the aim of ensuring that no child with special needs is denied access to education. In fact it was recommended that they are mainstreamed into the normal schooling for better result. These special needs children were also enshrined in the national policy on education. For the fact that this set of children are included in the national policy on education and specifically declared to be given free education at all levels is enough to expect the government to adequately and sufficiently fund and provide all that is needed for a take-off and sustainability of their educational programmes failing which any deficiency poses nuisance to the society in general.FRN (2014) is aware of the adverse effect of the financial involvement of special needs education and therefore stipulated that the education of children with special needs shall be free at all levels and all necessary facilities needed to ensure smooth access to the educational delivery process put in place.

Ostensibly, refocusing education is to restructure education based on what is necessary to make it proactive and robust in achieving that which it is set out to achieve. In every educational setting, there is need for adequate provision of educational resources which is capital intensive. Educational resources are of two types namely; human resources and non-human (material) resources. They consist of the animate and inanimate elements that are employed in the school system to inspire the educational delivery process. These elements include access to quality teacher, fund, time, class size, text books, furniture, food, uniforms, conveniences, library, laboratories, teaching aids and many others that make teaching/learning outcomes imperative. Education of these underprivileged children is very crucial and even more crucial when they needed special care and handling.

In respect to this, there should be adequate provision of human and material resources which stand to facilitate the smooth running of the programme. It is crystal clear that this special children lack basic needswhich Abraham Maslow referred to as the physiological needs like food, shelter, clothing, air, water,sleep, reproduction (Hopper, 2020) which the government should provide at least three of these needs like food, good drinkable water,

clothing (uniforms), and shelter as a matter of necessity. Every child requires these three essentials of life for the good functioning of the brain to assimilate learning materials. The provision of all these enables the executioners to fully implement what the curriculum states because if their energy and intellect are not fully explored, guided and appropriately directed in the school system, they become vulnerable to be used against the development of the society such as being recruited into the armed group/ insurgence and be at risk of forced labour, forced early marriage, domestic servitude, sex slaves, child trafficking and all of that thereby making the achievement of sustainable development, entrepreneurship and national security a mirage.

The Human Resources Needed in Special Education (Disadvantaged Children)

Human resources in schools are the teachers, the school administrators, the non-teaching staff and the students themselves. The teachers are the teaching staff who empties the content of the curriculum to the beneficiaries while making use of the available teaching facilities. No nation can rise above its teachers and no matter how juicy the curriculum is, given abundant school resources and there are no competent teachers to handle them, the resultant effect is bound to be zilch. Consequently, the teachers are expected to be qualified professionally and must possess some level of acceptable personal attributes to make teaching and learning attractive. The non-teaching staff constitutes of the auxiliary staff such as the gate man, the gardener, the typist, secretary, accountant and many others who assist the teachers to ensure that the pre-set educational aim and objectivesare accomplished to the fullest. They require special skills to teach in the mobile schools as they are expected to move with the school and the children.

The school as a social organization works in synergy with all these human factors to achieve desired result. The administrator has the sole responsibility of planning, organizing, directing and coordinating all the massive school activities to forestall lapses and clash of interest and smooth flow of the school schedules towards accomplishing predetermined goals. She sees to the allocation of the school facilities to areas of need and in sufficient quantity, the personnel and students' welfare.

Prertomode&Peretomode(2001) lent credence to the above elucidations when the scholars espoused that human

resources refer to the human beings (people) in an organization who supply the organization with human work as they use their talent, skills and knowledge to work harmoniously with each other while utilizing other non-human elements to accomplish the organization's set goals. The human factors in the school make it possible for the teachers to impart the desired skills, attitude, norms and societal values to the beneficiaries. There is interconnectivity in the functions of the school players to ensure the aim is met. The learners are part of the human elements in the school because the learner is at the centre stage in the teaching and learning process (Onyemerekeya, 2004). They are at the focal point and the receivers of the curriculum content. They are at the long run the products of education as an industry.

The Material Resources in Special Education (Disadvantaged Children)

The material resources comprise of all that is required for the smooth functioning of the school with the exception of the human elements. Following the above pronouncement, it includes the school building, entire school premises, laboratories, garbage, garbage, libraries, classroom furniture, conveniences, classroom accommodation space, playground, study materials (text books, exercise books, biros), teaching aids and many others. Similarly, Agabi, Onyike&Wali (2013) asserted that classroom furniture include writing board, seats and desks/tables, teachers table and chairs, shelves, classroom space, books, pictures, durable regalia, charts and other study materials that enhances learning.Correspondingly, Ismail (n.d) outlined some of the facilities needed in this mobile school to include; collapsible classrooms which can easily be coupled within a short while for classes to commence. It has in-built furniture for the comfort of the pupils, easel black board, vehicles, motor bikes, office furniture, and audio-visual teaching aids. Each mobile unit has up to three classrooms each carrying 20 pupils.

These material resources help the teacher exercise the duties without much hassle and enables the students comprehend with ease the learned materials. In the absence of the essential educational tools, teaching and learning experiences becomes an uphill task. For the special needs children, there are some unique facilities that suit their peculiarities which should be procured in terms moveable school boards etc.it is utterly discernable that in most schools some of these essential educational

facilities are in a very sorry state thereby making teaching learning experience cumbersome.To further buttress the above avowal, Dramini-Philip (2013) cogently opined that a visit to many classrooms, laboratories and libraries in Nigerian schools portray inadequate or sometimesunavailability of these necessary apparatus. The scholar added that the reason could be lack of fund from the government. More often than not it is the misappropriation of fund by the school officials in charge of procurement. Abraham (2013) emphasized that classrooms are over-crowded with up to 150-200 students in class which inhibit learning. When the facilities are sufficiently provided and in a good working condition, teaching/learning experience becomes pleasurably and reverse is the case when there is insufficient provision of these facilities and some in a dilapidated condition.

Provision of Other Basic Necessities of Life for Special Education Children

The basic necessities of life include food, shelter and clothing. These underprivileged children require a place to put their head after school, food to tie mind and soul together and clothes to not only cover their nakedness but also protect themselves from adverse whether condition. When all these are not sufficiently provided or totally lacking, quality teaching and learning cannot be guaranteed, it is rather frustrated and paralysed thus educational objectives driven into oblivion. In affirmation to the above exposition, WHO (2016) and Ausmed Online CPD (2016) declared that under-nutrition in children results to less energy, lack of interest in learning which in turn negates cognitive development and academic performance among others. In an attempt to create readiness in the leaners, it becomes imperative to ensure that their interest, needs, aspiration and problems have to be prioritized (Onyemerekeya, 2004). These needs begin first by satisfying the basic human needs so as to create room for interest and desire to learn. It is glaring that when their needs are not met, it leads to poor teaching and learning behaviour, discourages school enrolment, active participation, poor output and eventual withdrawal.

It is a known fact that a hungry man is an angry man. When a child is not well fed with balanced diet, the child cannot concentrate in the class. The child is prone to be weak, anaemic, dizzy and restive that presents him not ready to learn. More still a child needs shelter, for the homeless and street children there is need to put a roof over

their head. There is also the need for clothing whether in form of uniform or otherwise. The three items are necessary tools that can position the child in readiness to learn and until the child is ready to learn the teacher is wasting his/her time.

Challenges Facing Refocusing Special Needs Education in the 21st Century.

Refocusing special needs education is inevitably capital intensive because without cash flow all the activities would come to a halt. This is so because money is needed to erect structures, hire personnel, and provide learning facilities as well as other educational services in sufficient quantities. Being that other sectors of the economy cannot be abandoned, the monetary allocation has to be equitably distributed this and many other things constitute barriers to functional and quality special needs education as highlighted by Kaegon (2015) as under listed:

1. Insufficient provision of comfortable classrooms; over-crowded classroom could lead to inattentiveness, noise making, stuffy class and easy transmission of communicable disease leading to eventual failure. In the face of heavy rain or wind, the classroom may collapse.
2. Financial problems; virtually everything needed in the school requires money and when there is no fund to carry out necessary activities, the aim is defeated.
3. Lack of qualified teachers; the teachers are expected to know the subject they teach at their finger-tips failing which half-baked graduates are produced. Teachers who receive training may not stay too long before leaving and poor salaries and allowances could make those qualified not to stay.
4. Inconsistent movement of learners; due to the life style of their parents who are always moving about, the children also move with their parents thereby making it difficult for their teachers to follow suit. This may not go down well with the teachers. The learners may also be affected due to missing out vital learnt material before meeting another teacher.
5. Religious and cultural inference; another problem is that of religious barrier which can obstruct the acceptance of teaching of Christian teachers by

the Islamic scholars and vice versa. More often than not, the Fulanis see their educated children imbibing other culture other than their own and feel that they did not bargain for that. Sometimes they frown at the teaching and relevance of some subjects.

6. Unreliable and obsolete data; data needed for the planning and provision of educational resources is most unreliable due to the fact that it lacks update coupled with their daily movement.
7. Absence of furniture; there is acute shortage of classroom furniture like writing board, comfortable desks and seats, teachers table and chair etc.

Other barriers include non-availability of playground; since the classroom is a make-shift one, there is no place for recreational activities.Non-availability of conveniences; Conveniences are not adequate where they are available forcing children and teachers to make use of available bushes nearby.Lack of instructional aids; teaching aids are highly inadequate leading to teaching/learning difficulty. More often than not, there is language barrier in which case the teacher finds it difficult to communicate effectively with the pupils owing to language differences. This hinders teaching/learning effectiveness.

Statement of the problem:

Special needs education requires refocusing so as to ensure that disadvantaged children's talent are channelled to areas of their interest or potentiality for sustainable economy, national security and entrepreneurship. If the refocusing special needs education is to achieve what it is set out to achieve, there is need for adequate provision of educational resources in sufficient quantity and in a functional state. The problem of the researchers is to examine the level of availability of these educational resources that will foster educational delivery process in terms of human resources, school facilities andbasic human needs like shelter, food and clothing that stands to promote school enrolment, class attendance and active participation for predetermined goal attainment.

Research Questions

1. What is the level of the availability of the human factor in thespecial needs school in Awka North LGA?

2. What is the level of the availability of school facilities in the special Needsschool in Awka North LGA?
3. What is the level of provision of basic human needs to the special needs education children in Awka North LGA?

Research Hypotheses

The following null hypotheses were tested;

1. There is no significant difference between the mean rating scores of male and female teacherson the availability of human factor in the special needs school in Awka North LGA of Anambra State.
2. There is no significant difference between the mean rating scores of male and female teachers on the availability of school facilities in the special needs school in Awka North LGA of Anambra State.
3. There is no significant difference between the mean rating scores of the male and female teachers on the provision of basic human needs to the special needs' schools in Awka North LGA of Anambra State?

Objective of the study

The main aim of the study is to ascertain the level of challenges facing refocusing education of the special needs for sustainable development. The study is specifically significant in the following ways;

1. Identify the level of human elements available in special needs school in Awka North LGA of Anambra State.
2. Determine the level of school facilities available in special needs schools in Awka North LGA of Anambra State.
3. Ascertain the level of provision of basic human needs to special needs education children in Awka North LGA of Anambra State.

METHODOLOGY

Research Design

The study adopted a descriptive survey design aimed at assessing the extent of availability of human and material resources in special needs schools in Awka North LGA of Anambra state. The population of the study consists of all the five special needs primary schools in Awka North LGA of Anambra state. The respondents were the ten teachers from these schools numbering fifty (50). The researchers covered all the special needs

schools in Awka North LGA in the study. The researchers adopted purpose sampling technique. In each of the five sampled schools, ten teachers (4 males & 6 females) from each school were randomly picked as respondents. The instrument for data collection was survey inventory which was prepared by the researchers and entitled Challenges of Special NeedEducational Instrument (CSNEI). The instrument is meant to elicit information from the teachers on the level of availability of educational resources. The instrument had a total of 15 items. The response options were as listed; Great Extent, Moderate Extent, Minimal Extent and Not at all. To ensure the validity of the instrument, it was submitted to the professionals/scholars in the Educational Management and Policy Department NnamdiAzikiwe University who critically scrutinized and modified the instrument in line with the research questions. The corrections made by these experts were carefully incorporated in the final draft of the questionnaire to give the instrument face validity. The researchers adopted test-retest method to ascertain the reliability of the instrument. Ten copies of the instrument were administered to special needs school pupils outside the study area and after an interval of two weeks, the same copies of the instrument were re-administered to the same group. The scores of the first and second tests were collated and analysed for consistency, using Pearson product moment co-relation formula which yielded liability index of 0.72.The researchers administered fifty copies of questionnaire to the ten teachers from each of the five sampled schools and all the copies of questionnaire distributed were retrieved from the respondents on the spot after filling. It took the researchers four weeks to complete the data collection.The data collected from the respondents were scored using the following points assigned to the scale;

Great Extent …..4
Moderate Extent …..3
Minimal Extent …..2
Not at all ……1

Descriptive statistics like mean and SD were used to answer the research questions while t-test were used to address the hypothesis at 0.05 significant levels. To get the criterion mean, the weighting of the scores were added and divided by 4 that is 10/4 equals 2.5. All the scores that fall within and above the criterion mean of 2.5 were regarded as available while those falling below the criterion mean of 2.5 were regarded as not available.

Results

All the data were collated and analysed hence presented here to answer the research questions.

Research Question 1:What is the level of the availability of the human factor in the special needs school in Awka North LGA?

Table 1: Mean, SD of rating scores of male and female teachers on the level of availability of human resources in special needs schools.

		Male (N=20)			Female (N=30)		
S/N	Item	Mean	SD	Remark	Mean	SD	Remark
1.	Quality teachers	3.15	1.10	available	2.97	1.16	available
2.	Class size	1.65	1.04	not available	2.13	1.14	not available
3.	Class assistance	2.10	1.12	not available	2.13	1.07	not available
4.	Othernon-teaching Staff	1.95	1.15	not available	2.00	1.11	not available
5.	Health officers	1.65	0.95	not available	2.00	1.15	not available
Aggregate		2.10	1.07		2.25	1.13	

Table 1 showed the extent of the non-availability of human resources in special needs schoolswith the aggregate mean rating scores of male and female teachers yielding 2.10 and 2.25 respectively. It is only the availability of quality teachers that yielded 3.15 and 2.97 for both male and female teachers in that order which is above the criterion mean hence, non-availability of other human factors to assist the teachers have some adverse effect on the teaching/ learning outcome.

Research Question Two: What is the level of the availability of school facilities in the special needs school in Awka North LGA?

Table 2: Mean, SD of rating scores of male and female teachers on the level of availability of the school resources.

		Male (N=20)			Female (N=30)		
S/N	**Item**	**Mean**	**SD**	**Remark**	**Mean**	**SD**	**Remark**
6.	Comfy chairs and desks	2.65	0.99	available	2.7	1.06	available
7.	Good writing board	2.85	1.09	available	2.5	1.11	available
8.	Study materialse.g. Textbooks, exercise books, etc.	2.80	1.15	available	2.17	1.05	not available
9.	Teaching aids eg. Charts, flash cards	1.9	1.02	not available	2.3	1.09	not available
10.	Doors & Windows	1.7	1.08	not available	2.4	1.19	not available
Aggregate		2.38	1.07		2.41	1.1	

Table 2 indicated the availability of school facilities like good classroom chairs and desks as well as writing board with the mean rating score of 2.65 and 2.7 for male and female teachers respectively while other variables stood below 2.5 which is the yardstick for non-availability of the other essential school facilities that facilitate teaching/learning effectiveness thus poor quality output.

Research Question 3: What is the level of provision of basic human needs to the special needs education children in Awka North LGA?

Table 3: Mean, SD of mean rating scores of male and female teachers on the extent to which basic human needs are providedto special needs children.

	Male (N=20)			Female (N=30)		
S/N Item	**Mean**	**SD**	**Remark**	**Mean**	**SD**	**Remark**
11. The breakfast	1.8	1.15	not available	2.13	1.28	not available
12. Lunch	2.00	1.26	not available	1.93	1.23	not available
13. Supper	1.5	1.00	not available	1.53	1.01	not available
14. Uniforms (day wears shoes,						
15. bag, stockings etc.)	1.45	0.89	not available	1.1	0.55	not available
16. Shelter	1.00	0.00	not available	1.00	0.00	not available
Aggregate mean	1.55	0.86		1.54	0.81	

Table 3 clearly showed non-available of basic human needs in special needs school with the aggregate mean standing at 1.55 and 1.54 for both male and female accordingly which is below the criterion mean of 2.5.

Research Hypotheses 1.There is no significant difference between the mean rating scores of male and female teachers on the availability of human factor in the special needs school in Awka North LGA of Anambra State.

Table 4: Two-tailed t-test of difference between mean rating scores of male and female teachers on the level of availability of human resources in the special needs schools in Awka North LGA of Anambra State.

	N	Mean	SD	df	std error	t-cal.	t-crit.	Decision
Male	20	2.1	1.07					
				48	0.05	0.86	2.011	Not Significant
Female	30	2.25	1.13					

Table four depicts the 2-tailed test which was used to test the hypothesis and the result yielded t-calculated of 0.86 which is less than the t-critical of 2.011 sequel to this, the hypothesis is therefore not rejected. It affirmed that there is no significant difference between the male and female rating scores on the availability of human resources in the special needs' schools in Awka North LGA of Anambra State.

Hypothesis 2: There is no significant difference between the mean rating scores of male and female teachers on the availability of school facilities in the special needs school in Awka North LGA of Anambra State.

Table 4: Two-tailed t-test of difference between mean rating scores of male and female teachers on the level of availability of human resources in the special needs' schools in Awka North LGA of Anambra State.

	N	Mean	SD	dfstd. error	t-cal.	t-crit.	Decision
Male	20	2.38	1.07				
				48 0.05	-0.01	2.011	Not Significant
Female	30	2.41	1.1				

Table 5 above indicates that the t-calculate stood at -0.47 and as against t-critical which yielded 2.011. Considering that the t-critical is greater than the t-calculated, the hypothesis testing is not rejected therefore concluded that there is no significant difference between the mean rating of the male and female teachers on the availability of the facilities provision in special needs schools in Awka North LGA of Anambra State.

Hypothesis 3: There is no significant difference between the mean rationg scores of the male and female teachers on the provision of basic human needs to the special needs' schools in Awka North LGA of Anambra State?

Table 6: Two-tailed t-test of difference between mean rating scores of male and female teachers on the level of availability of human resources in the special needs' schools in Awka North LGA of Anambra State.

	N	Mean	SD	df	std. error	t-cal.	t-crit.	Decision
Male	20	1.55	0.00					
				48	0.05	0.01	2.011	Not significant
Female	30	1.54	0.00					

Table 6 showed calculated t-ratio is 0.01 while the critical or table t-ratio is 2.11. Since the calculated t-ratio is less than the critical or table t-ratio, the null hypothesis is not rejected and therefore concludes that there is no significant difference between the mean rating scores of the male and female teachers on the availability of basic human needs for special needs children in Awka North LGA of Anambra state.

Findings

The first finding on this study is that there is non-availability of adequate manpower resources in the special needs' schools. It is observed that there is sufficient provision of quality teachers but the ancillary staff that will complement the teachers' job is not adequately provided. The importance of ancillary staff in any school cannot be overemphasized because they carry out other school jobs outside the classroom which if left for the teachers alone could overwhelm them and distract them from effective and efficient teaching and learning process which is capable of impoverishing educational set goals. This is in line with what previous

researcher observed while listing human resources in the schools to include, teachers, typist, gateman etc. (Onyemerekeya, 2004).

The second finding of this work is that teaching facilities are not provided in sufficient quantity. The provision of teaching aids and study material not only makes the teachers job pleasurable; it also enables students develop study habit at home, contend with assignments and comprehend with ease the learned material unlike when these essential tools are inadequate or totally lacking. In conformity with the aforementioned assertion, Dramini-philip (2013) noted with dismay the alarming rate of dilapidation of school facilities and total lack of them in most schools.

The last finding is that the basic human needs which are essential for human existence is not provided for the disadvantaged children who are homeless and where ones these needs are not met teaching them would yield zilch result.AusmedOnlineOCP 2016& WHO (2016) reiterated that lack of these basic needs negates every effort by the teacher to impart knowledge because the children are restive, hungry and angryhence not ready to learn.

Conclusion

Every child requires education to help unfold the potentials, develop skills and assimilate the societal norms and values for the well-being of the child and the society at large. Human resource investment is greatly achieved where all the children are given equal education irrespective of any form of challenge as each child is distinct and could contribute in a unique way in the national development when given the opportunity to excel. To this end, it becomes imperative that the special needs children should not be left out as indolence begets vulnerability to all forms of child abuse, insurgence, armed bandit and/or combatant which is counter-productive.

Recommendation

1. There is need for the government to provide land for grazing reserves so as to curb their incessant movement.
2. Essential educational facilities should readily be provided by the government for a better classroom performance.
3. The government should ensure that the teachers who accept to teach in this type of schools should adequately be remunerated to make them stay on the job.

4. There should be regular training and re-training of teachers to keep them abreast with the current trend.
5. The government should as a matter of necessity provide the children with basic needs like food, good drinkable water and uniforms along with other study materials for enhanced academic performance thus functional individuals at the long run.

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