

PRODUCTIVENESS OF SPECIAL EDUCATION OFFICERS IN NIGERIA ADMINISTRATION

Nanjwan, Josephine. D¹, Orgar, Raymond O² Eke, Vitalis U³.

Department of Special Education, University of Calabar, Calabar, Nigeria

Anam, Blessing B⁴

*Department of Human Kinetics and health education,
Faculty of Education,
University of Calabar, Calabar*

ABSTRACT: *This paper is based on productiveness of special education officers in Nigerian administration. The paper viewed the need for every schools to produce a suitable sound curriculum and to determine requirements for students with special needs to be admitted. The appropriate place of special education administration is an issue of concern. The administration of special education is segmented into four levels namely: officers at the federal, state, local government and at the institutional levels. Threats confronting special education its downside was discussed alongside with solutions to the difficulties confronted in the administration. This was observed that Nigeria is making frank effort, though there is a lot of blunders that needs corrections.*

Keywords: *Productiveness, Special education officers and Nigerian administration.*

INTRODUCTION

Learning is a bedrock of every individual, private and public organizations of all kinds that establish institutions of learning. There is *need for every schools to produce a suitable sound curriculum and to determine requirements for students with special needs to be admitted.* The appropriate place of special education administration is an issue of concern. David and Nanjwan (2014) and Okonyibo, (2001) mandates cooperation between state and federal educational agencies to promote educational standards for persons with special needs. It has to do with issues on how education should be implemented and direct that federal, state and local governments should take proper step to enhance educational programmes that will benefit all students with special needs.

The disciplines of special education embraces general education, and educational administration. In the past, special education has provided much of the intellectual, practical, and personal artisan in the field. *Productiveness of special education officers assit in* preparation of licenses and made availability document for practices, and knowledge traditions of the disciplines of special education.

Notably, Iheanacho, (1986) explained during the 1990s, accountability for performance results and high standards drove education reform, and effort to educate students with disabilities in the general education classroom became the focus of special educators. These simultaneous initiatives require special education administrators to be well versed in the knowledge and skills from the disciplines of general education and educational administration. Becoming an effective special education leader for the 21st century collaborating with teachers, parents, other school administrators and policy makers to bring resources, personnel, programmes, and expertise together to solve problems of practice for all types' learners.

We have observed that our nation has embraced a far-reaching set of academic school reforms designed to make schools more rigorous learning environments for learners with special needs (Thurlow, 2000) and Ewa and Nanjwan (2019). Virtually all states have adopted comprehensive academic standards and develop places of referral for persons with special needs. Most are implementing corresponding measures that hold students and professionals accountable for higher performance (Nanjwan, Ikwen and Egaga, 2019). Education start after referral; special education administrators have to make some efforts of helping students with special needs to avoid the risks for academic failure. This can be done by making sure that schools should ensure a presence of resource room teachers and establishing a resource room for productive learning. Selecting and equipping an area to be used as the resource center. Rocco, (1977). Special education administrators should help in utilizing supportive personnel, teachers, assistants and supportive staff. They help in interpreting, organizing regular education teacher seminars, interviewing and maintenance of educational plans.

II ADMINISTRATIVE OFFICERS OF SPECIAL EDUCATION IN NIGERIA

The administrative officers are as follows:

- Officers at the federal level
- Officers at the state level
- Officers at the local government level
- Officers at the institutional levels.

SPECIAL EDUCATION OFFICER AT THE FEDERAL LEVEL

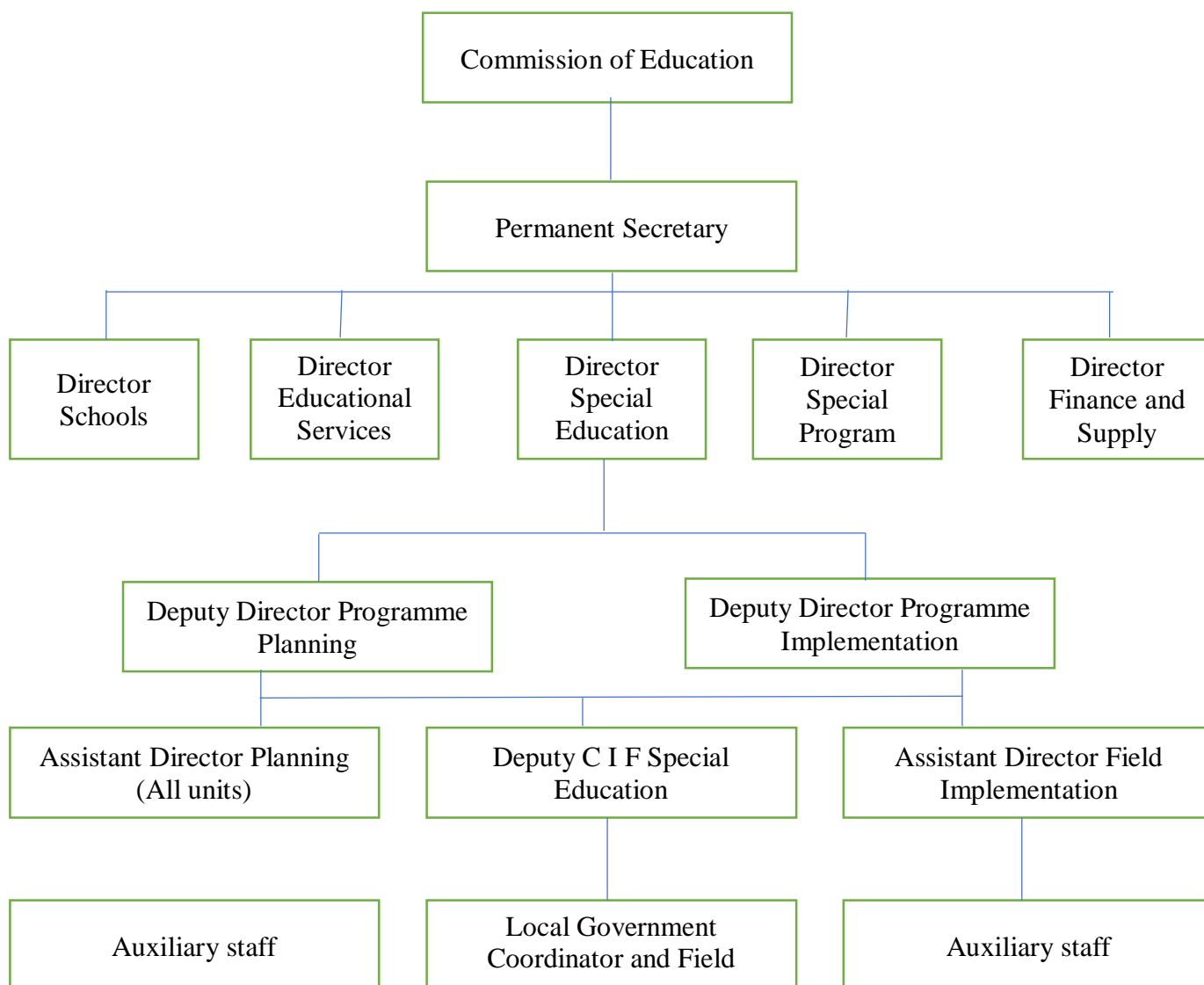
As noted by Iheanacho, (1986) the federal government has established special education commission under section 76 of the educational Act. The governing board of the commission consists of the chairperson and the following members,

- a) A representative from the Federal Ministry of Education
- b) A representative of the Federal Ministry of Information
- c) A representative of the Federal Ministry of Health
- d) A representative of the National planning commission
- e) Heads of Language Villages established by the commission.
- f) A representative of National Association of Linguistic Teachers
- g) A representative of the National Educational Research and planning Bureau
- h) A person representing women group
- i) persons with relevant knowledge and experience selected on the basis of one from each geo-political zone of Nigeria and
- j) The Director-General of the commission.

Under the Act , the Director General is expected to be the Chief Executive Officer of the commission and responsible for the day to day administration of the commission. The commission has also appointed suitable qualified persons as staff of the commission to assist the Director-General in the performance of his function.

IV SPECIAL EDUCATION OFFICERS AT THE STATE LEVEL

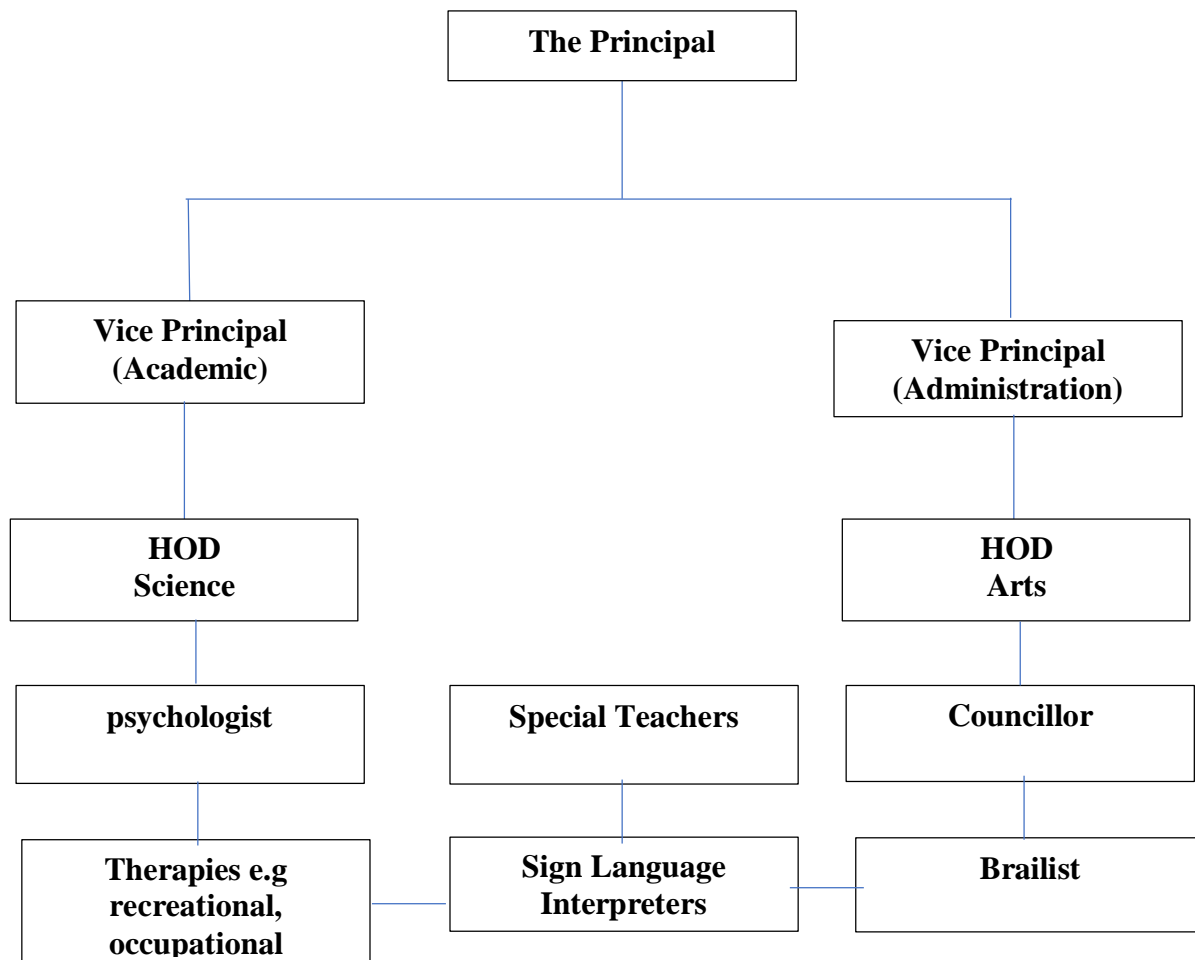
Special education is placed under the various ministries of education without special attentions to it. In some states in Nigeria, Special education is co-administered by the ministry of education and the ministry of women and social welfare. Lere, (2007) presented the organogram below shows these administrations at state levels.



At the state level, the same officer who administers the entire educational system also deals with special education. They supervise special schools at the same rate with other schools. And provides similar aids to both special schools and non-special schools.

SPECIAL EDUCATION OFFICERS AT THE INSTITUTION LEVEL

Special education institutions have their officers starting from primary schools, secondary schools, colleges of education and University. For example, in secondary schools Lere, (2007) presented the organogram below.



The above chart is for secondary school Also. in the universities or the colleges of education, there are several positions which include the head of departments of special education, unit coordinator of the different programmes in special education, the lecturers in the departments of special education. Other professionals include: brailist, sign language interpreters, attendants in clinics health sections. The administrative staff such as the secretary of the department, the Administration Officer (AO), Clerical Officers (CO).

Obi, (2010) said that every officer has his or her duty to perform both in reporting and execution of special education duties. The teachers for example have the mandate of teaching the children with special needs with the aim of binding the gap between disability and learning, i.e creating ability in disability. The vice principle (academic) has the responsibility of making sure that the right thing is taught at every movement while the principal ensures that the entire curriculum handed over from the university of Education is fully delivered.

DOWNSIDES AND THREADS OF SPECIAL EDUCATION ADMINISTRATION IN NIGERIA

special education and administration in Nigeria, was elaborated by Iheanacho, (1986) where he specified areas affecting administration in Nigeria.

1. More theory and less practical's: In terms of writing and paper work that has even been signed in 2019, special education has gone far as it even has a column in the National Policy on Education but in terms of implementation the reverse is the case. Special education officers are well stated and their functions outlined but the problem is in their ability to carry out their work due internal and external factors.
2. Lack of parental support: Most parents do not support special education officers as they tend to hide their disabled children at home.
3. Less monitoring: The University of Education and the special education commission does not adequately supervise administrators and this lead to their mis-behaviors in offices.
4. Problems of insufficient funding: special education in Nigeria is not adequately funded, as most of the officers do not get appropriate funds to carry out their duties.
5. Data collection problem: The officers at the Federal and state levels also have problem planning for disabled people because they lack insufficient data of the number of disabled people in the society.

6. Unseriousness on the part of some special education administrators. As most of them tend to have I don't care attitude towards work.
7. Lack of enough personnel or administrators. There is also inadequacy in the number of administrators in the country.
8. Lack of public support: The public do not really see the need to educate children with disabilities. Many Nigeria's still live in the past and so they believe that persons with disabilities should be left to beg in the streets or die.

SOLUTIONS TO THE PROBLEMS OF SPECIAL EDUCATION ADMINISTRATION

The following are the suggested solutions to the problems of special administration by Michael, (2007):

1. Special education administrators. More special education workers should also be furnished and employed into the system.
2. Effective and massive publicity with enlightenment programmes should be organized by the administrators on the need to education children with disabilities.
3. Persons with special needs should unite together and form bodies that will wash away stigmatization and shame from them.
4. The National Census Board should provide reliable information about individuals with disabilities during census.
5. The government should increase their budget allocation to education generally and special education in particular
6. Special education administrators should be properly monitored by The Federal Ministry of Education

CONCLUSION

In conclusion, the fact that special education administration in Nigeria is making significant progress is evident although, there is more room for major improvements. As the success and failure of special education in Nigeria lies in the hands of the administrators of special education. The administrators should also do their best to handle their profession with singleness of heart and by this way; special education can attain maximum height of productiveness.

REFERENCES

Iheanacho, J. I. (1986). Administrators of special education. Enugu: secta Nigeria limited.

Iheanacho, J. I. (1986). Introduction to special education Administration management and planning issues. Jos: government printer.

Lere, M. M. (2007). The organization and administration of special education in Nigeria. Jos: University press Ltd.

Michael, O. N. (2007). Problems and challenges of Special Education in Nigeria. A paper presented at the National Conference for autistic children. Port Harcourt.

Nanjwan, J. D., Ikwen, E.I U. & Egaga, P. I. (2019). *Hints on special needs education: a guide for prospective teachers*. Calabar: Sunny-Tech Link & Logistics Concept.

J Abua Ewa, JD Nanjwan, Innocent Enweazu, D Daniel James. (2019) Availability and utilization of assistive technology (AT) devices: Implications for Effective implementation of inclusive education programme for students with hearing impairments in Cross River State. *EPRA International Journal of Research and Development (IJRD)* . 4 (8) 28-34

J. D. Nanjwan & Plang J. P. (2014). Rehabilitation process and person with physical dysfunctions. *Journal of Sports and Physical Education*. 1 (3) 19-23

Josephine Dasel Nanjwan, Ishaku Elisha Shwamut (2018) Effective educational services for a child in need of individual Education programme. *Journal of Exceptional People (JEP)*. 2 (13), 19-28

Okonyibo, J. D. (2001) Introduction to Special Education; Oyo: Olumo Press Ltd.

Obi, B. F. (2010). Essentials of special educational needs Calabar: Klentin Printer Publisher.

Rocco J. Malfitano (1977). Designing and Implementing a Resource Room Program for Children with Special Needs article online. <https://www.researchgate.net/publication>

Thurlow, C. Y. (2000) Special Education, a compulsory view. Ibadan: University of Ibadan Press.