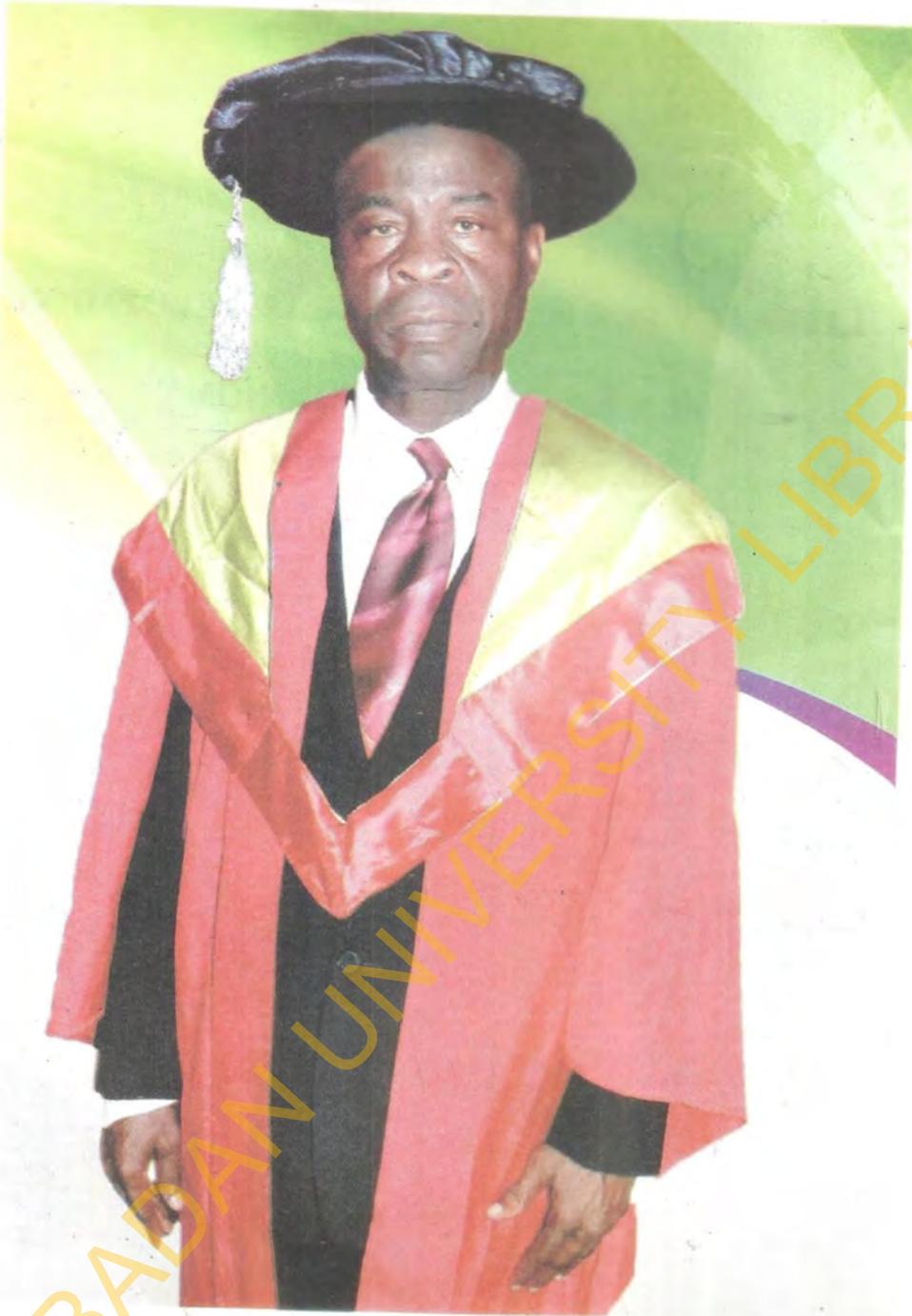


**LITERACY FOR  
SUSTAINABLE  
DEVELOPMENT  
IN A KNOWLEDGE  
ECONOMY**

*Edited by*  
**ABBA ABUBAKAR HALADU  
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**LITERACY FOR SUSTAINABLE DEVELOPMENT  
IN A KNOWLEDGE ECONOMY**

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**Professor Rashid Adewumi Aderinoye**

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## **DEDICATION**

This book is dedicated to all persons working for the emancipation of youths and adults through EDUCATION, especially Adult and Non-formal Education, that is the only key that can open the door of sustainable development in the 21<sup>st</sup> century.

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## FOREWORD

### Understanding the Meaning of Literacy; Empowering People: A life and course of action devoted to making a literate world

**A** literate world is a liberated world. Literacy empowers and requires personal and collective investment and resolve. The itinerary, life course and actions of Professor **Isid** Aderinoye, heavily devoted to promoting literacy and adult education and learning, deserve unanimous recognition and high appreciation. The various and rich contributions feeding this book to honour him are testimonies of this broad, genuine and sincere acknowledgment.

The number of chapters is evidence of the great admiration, respect and gratitude felt by the contributors. It is a testimony to the manifold prowess of this astute education specialist and highlighted the sustained efforts, courage, perseverance he invested in all his endeavours but also the intelligence, creativity that helped him to rise to the pinnacle of four decades of a remarkable academic career, formed by a blend of scholarly work of the finest art, equal devotion to practitioner concerns and standpoints and a stubborn commitment to change. He has grown in such a short span and earned credentials of a true scholar, scientist, practitioner and activist with contribution in reputable referee international journals and participation in landmark events shaping literacy, non-formal education and adult education and learning not only in Nigeria, but also in Africa, in developing countries and throughout the world.

It is my privilege and indeed a joy to be afforded this opportunity to give my humble testimony to an outstanding personality whose career is firmly devoted to constructing the academia, creating knowledge, transmitting it enthusiastically to generations of learners, but above all, passionately serving communities to unearth the

## Foreword

potentials of literacies to engage into meaningful sustainable development, and to empower themselves in order to improve and transform their lives.

Professor Aderinoye has enjoyed a remarkable personal life story unfolding as a formidable human venture. As testified throughout this book, his name has been associated with great and profound values of solidarity, competence, generosity, personal sacrifice and commitment to public and community affairs and devotion to a transcendent and spiritual world.

I have known Professor Rashid Aderinoye since his early footsteps in the academia as a lecturer, through his mentor and my longstanding and dear friend, Emeritus Professor Michael Omolewa. Our roads have since crossed many times and on various occasions. This has forged a friendship born out of respect, community of interests, a common perspective and even a shared vision on many core issues and subjects. This was cemented by our passion for literacy, our resolve to overcome the disarray prevailing in the field, our determination to repair the neglect it was surrounded with and the systematic opposition it faced during the long period of structural adjustment policies imposed on developing countries. Literacy was excluded from the selective measures and areas recommended as priority domains of government interventions.

The field was thus not attractive and you needed, as demonstrated by Professor Aderinoye, a lot of courage and determination to embark on this field, generate interest from young students and garner evidence to convince policy and decision-makers of the worth, value of literacy outside its intrinsic virtue and the right and ethical dimensions. His commitment to literacy is dictated by his ability to steer attention toward the discovery of the enormous potentials it hides and its ability to unlock many doors and to open a world of limitless possibilities. Most importantly, as has written and expressed on numerous occasions, he values the power of literacy and its transformative influence on the lives of poor, marginalized and disempowered people.

He has always been an active and determined partner in the movement in support of literacy and the development of adult education throughout the African continent. Moreover, he was at the heart of the regional drive to forge a broad coalition in the battle he chooses to wage for literacy and adult education and learning for all. He provided a meaningful and decisive input into the upstream consultative work, the thematic wandering and questioning. More than that, he has accompanied all the positive steps taken forward and brought his "stone" in all instances and

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measures taken to offer effective, pertinent and affordable proposals not only addressing but also anticipating the burning issues and challenges our societies are facing and which could be overcome through transformative literacy approaches and innovative adult education and learning programmes. He is a true mover and real leader sparing no time, energy and imagination to fuel his struggle.

Professor Rashid Adewumi Aderinoye played a major role in rallying literacy and adult education and learning constituencies as part of the two big waves leading to the landmark Fifth International Adult Education Conference (CONFINTEA V) in 2007 and the Sixth Conference (CONFINTEA VI) in 2009. He contributed to the thematic studies and the building of the CONFINTEA V broad agenda marking the triumph of Adult Learning (AL) over Adult Education (AE), unearthing the large array of relevant social and development issues, and highlighting the enabling role brought by AL in addressing them. This was all encapsulated in the Conference motto: Adult Education as a right, a tool, a joy and a shared responsibility. CONFINTEA V stressed also the important roles played by adult learning in achieving sustainable development, fostering critical citizenship, promoting a culture of peace, valuing traditional knowledge and rooting universal rights.

He was equally active and instrumental in both the build-up processes leading to the CONFINTEA VI and to the Conference itself. This Conference concentrated on adult education as a specialist field, highlighted quality determinants, reconciled adult education and learning, underscored costs and investment challenges, paid special attention to literacy and mounted a robust implementation and agenda with tight monitoring and accountability dimensions with regard to the framework of action approved by participants.

Professor Aderinoye is an ardent fighter for the right to education and the right to literacy and adult education as an integral part. The effective exercise of this right by the poorest was and is at the centre of his proudly fulfilled professional mission. What is literacy? Or should the question be what are literacies? How to make people literate and most importantly how to create literate societies and ultimately make a literate world? Literacy and Languages? From Each One Teach One to Mass Literacy – which way or ways to go through? Promoting literacy through technology: from radio to ICT? These are some of the thematic aspects persistently covered in response to related issues and questions raised during his long and rich professional journey. He has never lost sight of the deep and complex nature of real life and

*Foreword*

demands of the surrounding societies and his whole course of action constantly reflects such worries.

Professor Aderinoye is combat-ready for new challenges and new heights and we wish him to continue to write more successful chapters in an already rewarding academic career and a blessed, fulfilled personal history.

**Professor Adama Ouane**

*Former Director, UNESCO Institute for Lifelong Learning (UIL), Hamburg, Germany and the Secretary General of the Organisation Internationale de la Francophonie (International Organisation of la Francophonie), Paris.*

## Innovative Public Examining and People with Special Needs

I.O. Junaid

### Introduction

Assessment through public examinations is the most viable tool for auditing the success of an education system in realizing set goals. However, this is mirrored in the way the assessment schemes take into consideration the interests of all the students, irrespective of their geographical location, physical ability/disability and gender. The need to reduce disadvantages, in the form of accessibility (in terms of quality, quantity, technology, and pace), faced by specially-challenged students during public examinations informed this study.

The study compared 60 such students in their overall participation in public examinations. A questionnaire was developed and used for data collection. Descriptive statistics were used to analyse the data. The findings revealed that the academic achievements and experiences of specially-challenged students and their counterparts without disability were notably similar. The gap in accessibility, rather than ability, was the explanation for academic differences between specially-challenged candidates and those without disabilities. Public examining bodies still have a long way to go to reduce the gap in accessibility of students with disabilities in order to balance academic standards.

The economic and social transformation of our society depends on the success of the education sector. The overall goal of education is to make an individual more useful to self, the community, and the entire world. What this suggests is that, any 'education' received which brings hardship to self or others

is not the right education for positive change and empowerment. Ezewu (1983) reasoned that one might be tempted to say that the duty of educational institutions is to make individuals fit into the life of societies for such societies to be living ones. Education prepares individuals to be responsible members of the society and to perform specific functions in the society.

Ezewu (1983) further stated that education serves the society by preparing an individual's mind to be internally consistent and harmonious, thus developing the right type of personality required for living in the society. Education must equip a person with skills, attitudes, and values that will enable him function properly in the society and plan for the future as the future is uncertain and has to be planned for, so that it is better than the past and the present. It then means that education also equips an individual to bring about useful changes in society.

The desire of most Nigerians is for the country to take her rightful place in the global economy, politics, and development, and to provide decent living conditions for its citizens (irrespective of their abilities/disabilities) in order to optimize their potentials. This can only be done, in the view of Obanya (1980), when the emergent Nigeria of our dreams is marked by a continuous search for excellence in both the public and private sectors and the society at large. The school system has a great role to play in this glorious search for excellence.

Learning takes place in educational institutions and other institutions of learning and instruction. To see whether an individual learner, teacher and the institution are measuring up to the goal or objective(s) of setting up the educational institution, there is a need for evaluation. However, since the learners' outcome in the subject(s) or course(s) offered in educational institutions will determine the quantity and quality of future manpower of any nation, the issue of evaluating learning outcomes must be taken seriously. Examination is the process of finding out how much of the objectives in the cognitive, affective, and psychomotor domains a learner has achieved in specific learning tasks commensurate with the level of study under which he is examined. What this means is that, examination is a process which finds out what the examinee must have mastered during learning and, or in preparation for the examination periods. Examinations in educational institutions must be conducted with all seriousness, otherwise, the nation will have incompetent or "half-baked" professionals or graduates which may hinder the future development of the nation.

Certain vital points must be addressed before the examination of a course or subject. These include:

- The prospective examinee must be seen as ready or prepared for the examination, e.g. filling an examination form and presenting self for an examination are enough indications to the examiner of readiness for an examination.
- The examination environment must be conducive, e.g. lighting, ventilation, seating arrangement, cleanliness and noise free.
- There must be enough competent examination supervisors.
- Students are given sufficient time to prepare for the examination and locate the examination hall.
- There must not be threat to life and property.
- Examination question papers must be available in sufficient quantities before the commencement of the examination.
- Recording papers for the attendance at examination venues and submission of examination answer booklets must be ready before commencement of the examination.
- Notice about the rules and regulations guiding the conduct of the examination must be available to all stakeholders prior to the commencement of the examination.
- Questions must be in line with the syllabus and course outline which learners should have been exposed to through various methods and materials of teaching.
- During examinations, students are subjected to examination questions, which must be answered within a fixed period of time and in a particular environment.
- Regular checking of all activities related to the examination in order to ensure such activities are carried out as planned is monitoring. Monitoring of examination must be done to ensure that all materials, workers and other logistics are in place as planned. Monitoring reflects the quality of the examination. In monitoring, interview, focus group discussion with staff, students, law enforcement agents, and checking the orderliness of students' available records and supplies must be done. Monitoring must be done routinely with and without notice. During and after each monitoring exercise, appropriate feedback must be given to stakeholders.

At this juncture, it is important to recall that assessment involves the process of observing, describing, collecting, recording, scoring, and interpreting information about a student or group of students (Ekpenyong, 2010). Assessment of any academic programme could be either internal or external. Nworgu (2010) sees internal assessment as the assessment conducted by schools for their own students which may be informative, diagnostic or summative. The results from such assessment are useful for making decisions relating to:

- Extent of accomplishment of instructional objectives
- Instructional effectiveness
- Diagnosis of learning difficulties
- Placement
- Promotion
- Prognosis
- Academic, social, and vocational development of the learners
- Continuous assessment component of a student's score in external certification examinations

External assessment, on the other hand, is conducted by a body outside the school for a group of examinees from a large number of schools within a geographical area. Among such bodies in Nigeria are the ministries of education, examination bodies such as WAEC, NECO, NABTEB, JAMB, as well as tertiary and other allied institutions. The results of external assessment are relevant in the following areas:

- Selection
- Admission
- Certification
- Employment

Ekpenyong (2010) identifies the following as the purpose of assessment in vocation and technical education:

- To assess individual student's achievement, or to certify mastery of certain learning competences and skills.
- To improve instruction and learning.

- To assess the effectiveness of vocational, curricular programmes or parts thereof
- To assess instructional materials.

An examination board is an organization that sets examinations and is responsible for marking them and distributing results. Examination boards have the power to award qualifications to students, such as SAT scores in the case of the USA; TOEFEL and Cambridge 'A' levels, in the case of the United Kingdom; WAEC, for West Africa; NECO and NABTEB, for Nigeria and so on. Most examination boards are run as non-profit organizations.

Public examinations boards/ councils played major roles throughout the history of modern education in Nigeria as well as in other nations of the world. They serve a number of functions such as selection, placement, certification, and accountability, among others. The economic and social transformation of the society depends on the success of the education sector. Unfortunately over the years, Nigeria's education sector has suffered serious setbacks; lacking direction, receiving less attention from the authorities, and having less impact on the citizenry, which is why Nigeria is faced with acute shortage of skilled manpower in every sector of the economy. The education sector is facing many problems which are the result of the negative impact of the many years of neglect. This is one of the identifiable reasons for the high rate of poverty among Nigerians.

One area that brings to light the poor state of the sector is the abysmal performance of Nigerian students in various public examinations. The performance of students in the West African Examination Council (WAEC), National Examination Council (NECO), NABTEB, and the Joint Admissions and Matriculation Board's Unified Tertiary and Matriculation Examinations (UTME) has been a source of worry to many parents and other stakeholders in the sector. Mr. Charles Eguridu, Head, Nigeria National Office of the West African Examinations Council (WAEC), presenting the statistics of the 2012 GCE results, stated that withheld results represented 11.04 per cent of the total of 396,614 candidates who sat for the examination. Eguridu explained that the results were withheld because of various examination malpractices. He announced that out of the 396,614 candidates who sat for the examination, 98 per cent had their results fully processed, while the remaining 7,158 candidates could only have a few subjects processed, as various errors and omissions were detected by the council and were being sorted out (Eguridu, 2012).

Eguridu gave an analysis of the total number of candidates that sat for the examination as follows:

- 161,706 candidates, representing 40.77 per cent, obtained six credits and above;
- 150,615 candidates, representing 37.97 per cent, obtained credits in five subjects and above;
- 268,688 candidates, representing 67.74 per cent obtained credit and above in four subjects;
- 309,706 candidates representing 78.10 per cent, obtained credits and above in three subjects; and
- 343,352 candidates (86.57 per cent) obtained credit and above in two subjects.

A total of 150,615 candidates, representing 37.97 per cent, obtained credits in five subjects and above, including English Language and Mathematics (Eguridu, 2012). In 2012, WAEC results showed some improvement; 39 percent of students had five credits and above including in Mathematics and English as against 30.9 percent in 2011. Going by the above statistics and comparing it with previous results, on face value, it seems that the 2012 results recorded some level of improvement.

Also in NECO, there was a tremendous improvement from the abysmal results of 2011 which saw 8.06 percent of candidates obtaining credits in Mathematics and English Language compared to 31.58 percent of students who had five credits including Mathematics and English language in 2012. However, the question many concerned citizens are asking is, what are the criteria used in measuring improvement? This question arises partly because of the increased rate of examination malpractices, the proliferation of 'miracle centres' across the country, many ill-practices of teachers and other school administrators, and the complacent attitude of the various examination bodies which aids examination malpractice. Also, there is the disturbing trend going on in many public secondary schools in Nigeria, where students no longer register to sit for the WAEC and NECO examinations in their schools; but rather prefer take the examinations at the 'miracles centres' in remote towns where 9 credits in all subjects are guaranteed at a price.

However, this problem is not common with the specially-challenged private candidates because they prefer the examination centres that are nearest to their abodes due to their disability/challenge. It is very rare to find a special-

challenged candidate wanting to cheat in any public examination centre, yet this category of candidates are not properly catered for by any of the public examining bodies in Nigeria unlike what obtains in the developed and other developing countries of the world such as Hong Kong, the Philippines, Poland, the United Kingdom, Scotland, Singapore, and the United States of America (USA).

Worried by the abysmal performance of candidates in public examinations, the Federal Government of Nigeria, in 2010, introduced the Examination Summit, which has now become the National Conference on Examinations, that comes up annually, where stakeholders come together for interactive sessions on the causes of poor performance in public examinations. The conference provides an avenue for students, parents, teachers, trade unions, traditional rulers, education administrators, journalists, non-government organizations, faith-based organizations and others to extensively explore reasons for poor performance in public examinations. Participants come together to brainstorm and at the end, draw conclusions and assign responsibilities to individuals and groups in order to improve performance in public examinations.

It was reported that the impact of the contributions made by the stakeholders at the National Conference on Examinations yielded positive results in the 2012 WAEC results as it showed evidence of some improvement; 39 percent of students had five credits and above including in Mathematics and English as against 30.9 percent in 2011. Also in NECO, there was tremendous improvement; 31.58 percent of students in 2012 compared to 8.06 percent obtained five credits including in Mathematics and English language; a basic requirement for any student to gain admission into the university or any higher institution of learning in Nigeria (Nasiru 2013). These figures however did not show the exact statistics of the specially-challenged candidates' performance in the said examinations which explains the extent of neglect of this set of people in public examinations.

It is pertinent to note that some candidates struggle to have 8(C's) credit passes at (2) sittings in the senior secondary school certificate examinations, be it the examination conducted by the WAEC or NECO. Many years after leaving secondary school, they fail to gain admission into the university due to their inability to meet university requirements. The requirements are set for average students without considering the fact that not all students are average. Some students are likely to perform well if provided with the right facilities. Such students possess average competence, and are unable to cope under the kind of pressure required to meet university entrance requirements. Such individuals are likely to perform better if they are allowed to offer, for example, a minimum of

six (6) subjects rather than eight (8) in either the WAEC or NECO examinations. However, since the system has been created to cater for the supposedly average students, persons with learning disabilities who constitute a large part of persons with special needs have been inadvertently excluded from the world of university education in many countries. Only a few manage to gain admission and these may graduate with poor grades. What a bleak future and lifelong frustration commences upon graduation! Now, you all can hopefully see the case of lifetime or functional living artificial exclusion (Oyundoyin, 2010).

Several definitions have been proposed for the phrase 'special education', some of which will be highlighted in this chapter. To a layman, the definition of special education must definitely include the word 'special'. Hallahan and Kaufman (1991) in their definition, likened special education to a four-legged table, the top of which represents special education itself, with each of the four legs representing the following:

- The first leg representing all the specialists in special education.
- The second leg representing all the exceptional.
- Then the third leg representing special training skills, especially equipment and technology, and
- The fourth leg representing research findings.

In the opinion of Heward (2003), special education is a legislatively governed enterprise. From this point of view, the concerns are issues such as due process, procedures for informing parents about their rights to participate in decisions about their children's education programmes, and the extent to which all the local school education districts include each component as required by the US Individuals with Disabilities Education Act (2004). From a purely administrative viewpoint, Heward stated that special education can be seen as a part of the school system operation that requires certain teacher-pupils ratio in the classroom and the use of special formulas to determine the levels of funding for related services personnel. Furthermore, from a socio-political perspective, special education can be seen as an outgrowth of the civil rights movement, a demonstration of society's changing attitudes about people with disabilities in general. Each of these perspectives has some validity and each continues to play an important role in defining what special education is and how it is practiced (Heward 2003).

According to the National Policy on Education (2004) Section 10, special education refers to a formal training given to people (children and adults) with

special needs. This group of people may be classified into three categories: the disabled, the disadvantaged, and the gifted and talented.

- The disabled include the visually impaired, hearing impaired, physical and health impaired, mentally retarded, emotionally disturbed, speech impaired, learning disabled, and multiple handicapped.
- The disadvantaged include children of nomadic pastoralists, migrant fisher folks, migrant farmers, hunters, who due to their lifestyles and means of livelihood, are unable to have access to conventional provisions and therefore require special education to cater for their peculiar needs and circumstances.
- The gifted and talented on the other hand are at the other end of the spectrum of special needs. These include people who possess very high intelligence quotient and are naturally endowed with special traits in (arts, creativity, music, leadership, intellectual precocity), and therefore find themselves insufficiently challenged by the regular schools/colleges/university programmes.

The implication of this definition is that in policy, the government of Nigeria believes in educating individuals with special needs. People with special needs are aptly represented by the second leg of the definition of Hallahan and Kaufman (1991). According to Smith (2007) in Oyundoyin (2010), the 14 special education categories called out by the United States of America (USA) federal government include:

- Autism Spectrum Disorders
- Deaf-Blindness
- Deafness
- Developmental Delay
- Emotional Disturbances
- Hearing Impairment
- Mental Retardation (now intellectual disability)
- Multiple Disabilities
- Orthopaedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment

- Traumatic Brain Injury
- Visual Impairment including Blindness

Mangal (2007) adopts the following classification for persons with special needs:

- a) Mentally or intellectually exceptional children: these are the gifted, the creative and the mentally retarded or disabled.
- b) Sensory exceptional children: they are the visually impaired or handicapped and the hearing impaired or handicapped.
- c) Non-sensory physically exceptional children: they are the orthopaedically impaired.
- d) Communicationally exceptional children: these are children with communication disorders.
- e) Learning or academically exceptional children: these are the learning disabled and the slow learners or backward.
- f) Socially and emotionally exceptional children: they are the emotionally disturbed, the socially handicapped or delinquent as well as socially disadvantaged or deprived.
- g) Multiple disabled and severely affected exceptional children: they are the children with cerebral palsy, children with autism and the children with multiple disabilities or exceptionalities.

Advani and Chadha (2003) define autism as a brain disorder that typically affects a child's ability to communicate, form relationships with others and, respond appropriately to the environment. Some children with autism are relatively high functioning, with speech and intelligence intact. Others are mentally retarded, mute or have serious language delays. For some, autism makes them seem closed off and shutdown, there are others who seem locked into repetitive behaviours and rigid pattern of thinking.

The submission of Fakolade (2004) in Oyundoyin (2010) refers to evidence of cognitive (intellectual) superiority, creativity, and motivation of sufficient magnitude that sets the child apart from the vast majority of his/her age mates and makes it possible for him or her to contribute something of particular value to society. Many people with physical disabilities have problems that have to do with difficulties in mobility including physical movement and motor coordination.

The Individuals with Disabilities Education Act (IDEA) 2004 states that visual impairment includes blindness which means an impairment in vision, that even with correction, adversely affects a child's educational performances. The term includes both partial sight (low vision) and blindness. Persons with hearing impairment are those in whom the sense of hearing is non-functional for the ordinary purpose of life, with hearing impairment covering all degrees of hearing loss which ranges from mild to profound deafness.

### **Statement of the Problem**

Assessment through public examinations is the most viable tool for auditing the success of an education system in realizing set goals. However, the effectiveness of this tool is mirrored in the way the assessment schemes take into consideration the interests of all the students, irrespective of their geographical location, physical ability/disability and gender. The need to reduce disadvantages in the form of accessibility (in terms of quality, quantity, technology and pace) faced by specially-challenged students during public examinations informed this study.

### **Research Questions**

Based on the stated problem, the study provided answers to the following research question:

1. Is there any significant difference between the responses of the specially-challenged candidates and their able-bodied counterparts in the areas of:
  - i. Geographical location
  - ii. Gender
  - iii. Physical ability/disability
  - iv. Examination venue
  - v. Facilities at the examination venue and
  - vi. Conduct of the examination

### **Methodology**

The study is an ex-post facto survey research and the target population for the study comprised all 2012 September/ October WAEC (GCE) private candidates (both specially challenged and candidates without disability) of Lagos and Oyo states respectively. A purposive sampling technique was employed in the study.

**Table 1. Students' Profile and Public Examining Characteristics**

S/N	Item	Responses (%)	
		Specially Challenged Candidates	Candidates without disability
1	Gender:		
	Male	18 (60%)	18 (60%)
	Female	12 (40%)	12 (40%)
2	Type of Disability:		
	Deaf	09 (30%)	0 (0%)
	Blind	11 (36.67%)	0 (0%)
	Physically Challenged	08 (26.67%)	0 (0%)
	Learning Disabled	02 (6.67%)	0 (0%)
3	Age of Respondents:		
	16-20	11(36.67%)	21 (70%)
	21-25	17 (56.67%)	05 (16.67%)
	26 and above	02(6.67%)	04 (13.33%)
4	Geographical Location:		
	Rural	16 (53.33%)	16(53.33%)
	Urban	14 (46.67%)	14(46.67%)
5	Nearness of examination venue to candidate's abode:		
	Very near	06 (20%)	12 (40%)
	Near	14(46.67%)	10(33.33%)
	Not near	10 (33.33%)	08(26.67%)
6	Accessibility of the examination venue:		
	Accessible	22 (73.33%)	25 (83.33%)
	Not accessible	08(26.67%)	05(16.67%)
7	Examination venue is:		
	A storey building with staircase and ramps	0 (0%)	0 (0%)
	A storey building with conventional staircase (no ramps)	0 (0%)	0 (0%)
	A bungalow block of classrooms/hall	30 (100%)	30 (100%)
8	Examination venue is:		
	Conducive	18 (60%)	26 (86.67%)
	Not conducive	12 (40%)	04(13.33%)
9	Examination venue is:		
	Secure	23 (76.67%)	26(86.67%)
	Not secure	07 (23.33%)	04(13.33%)
10	Furniture at the examination venue is:		
	Adequate	30 (100%)	28 (93.33%)
	Not adequate	0 (0%)	02(6.67%)
11	Furniture at the examination venue are:		
	In good condition	30 (100%)	28(93.33%)
	Not in good condition	0 (0%)	02(6.67%)

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S/N	Item	Responses (%)	
		Specially Challenged Candidates	Candidates without disability
12	Sitting arrangement at the examination venue is:		
	Serially numbered	29 (96.67%)	30 (100%)
	Numbered but not serial	01 (3.33%)	0(0%)
	Not numbered at all	0 (0%)	0 (0%)
13	Type of furniture:		
	Furniture is made of wood	30 (100%)	30 (100%)
	Furniture is made of plastic	0 (0%)	0 (0%)
	Furniture is made of steel	0 (0%)	0 (0%)
14	The supervisor was:		
	In control of the examination	30 (100%)	28(93.33%)
	Not in control of the examination	0 (0%)	02(6.67%)
15	The invigilator(s) was/were around to attend to candidate's problems.		
	Yes	22(73.33%)	20 (66.67%)
	No	08(26.67%)	10(33.33%)
	Quality of Question Papers		
16	Questions were legible.		
	Yes	14(46.67%)	27 (90%)
	No	16(53.33%)	03 (10%)
17	Font size was bold enough for candidate's readability.		
	Yes	14(46.67%)	25(83.33%)
	No	16(53.33%)	05(16.67%)
18	Colour of examination paper was:		
	White	20(66.67%)	0 (100%)
	Brown	10(33.33%)	0 (0%)
19	Additional time was added to the examination time		
	Yes	30 (100%)	07(23.33%)
	No	0 (0%)	23(76.67%)
20	Questions papers were adequate for candidates		
	Yes	30 (100%)	29(96.67%)
	No	0 (0%)	01(3.33%)
21	The rubrics/ instructions were clearly stated for candidate's understanding.		
	Yes	13(43.33%)	26(86.67%)
	No	17 (56.67%)	04(13.33%)
22	Was the candidate ICT literate?		
	Yes	18 (60%)	23(76.67%)
	No	12 (40%)	07(23.33%)

Out of 30 specially-challenged respondents, 22(73.33%) indicated that the examination venue was accessible while 08(26.67%) indicated that the examination venue was not accessible to them. From the responses of their counterparts without disability, out of the 30 respondents, 25(83.33%) indicated ready accessibility to the examination venue while 05(16.67%) indicated otherwise. In addition, all the respondents indicated that their examination venues were bungalows; either halls or blocks of classrooms and not storey buildings of any form. The implication of this result is that the examination venues were accessible to candidates from both groups and that the buildings were good and conducive for specially-challenged candidates to write their examinations irrespective of their disabilities.

The furniture of the examination venue were indicated to be adequate 30(100%) and in good condition by both the specially challenged respondents and their counterparts without disability 28(93.33%). From the point of view of both respondents, the sitting arrangement at the examination venue was serially numbered and arranged, 29(96.67%) and 30(100%) respectively. The findings also indicated the conduct of the examination. Specially-challenged respondents indicated that all the supervisors posted to their centres were in control of the examinations. However, 22(73.33%) respondents indicated that invigilators were around to attend to their needs and assisted them in the proper shading of the OMR sheets in the case of the deaf and physically challenged, while some of the blind respondents 08(26.67%) indicated otherwise. Their counterparts, on the other hand, had 20(66.67%) indicating that invigilators were around to attend to their problems in the course of the examinations while 10(33.33%) indicated otherwise.

On the quality of questions and the paper used, out of the 30 specially-challenged respondents 14(46.67%) indicated that the questions were legible and the font size bold and easy to read while 16(53.33%) indicated difficulty with the questions and font size of the question papers. From the point of view of their counterparts without disability, 27(90%) indicated that the questions were legible, 25(83.33%) indicated the font size of the letters was bold to read, while very few 03(10%) and 05(16.67%) indicated otherwise on the two statements respectively. Also among the specially-challenged respondents, 13(43.33%) indicated that instructions stated at the beginning of every examination were clear and understood by them while 17(56.67%) indicated otherwise. On the other hand, 26(86.67%) of their counterparts without disability indicated that the rubrics/instructions were clearly stated easy to understand while 04(13.33%) disagreed with this statement.

On the knowledge of computer and its applications in readiness for computer-based testing, 18(60%) of the specially-challenged candidates gave

positive response, while 12(40%) responded negatively. However, 23(76.67%) of their counterparts without disability responded positively to the question on knowledge and application of computer in readiness for computer-based testing, while 07(23.33%) responded negatively to the statement. Mass failures occur in public examinations because most candidates have shallow knowledge of the subjects they study in school; there is disregard for rubrics, while incorrect interpretation of questions, poor command of the English language, lack of mathematical/manipulative skills, poor knowledge of examination techniques and illegible handwriting are the other factors.

In the last two decades, computer literacy has become recognized by policy makers, education experts, and researchers as a central factor in students' academic performance and successful admission. Therefore, the inadequate use of computers and information technology by students with disabilities calls for computer-literacy training as a basic entry level for 21st century education. Making computer laboratories accessible to students with disabilities is of great importance, as assistive technology can help reduce, and in some cases even eliminate the barriers they face in the promotion of equal opportunities in higher education and in employment (Dorwick et al., 2005; Schreuer et al., 2006).

### **Recommendations**

To improve the conduct of public examinations in the education sector in Nigeria and meet international standards, the following recommendations should be implemented by the Federal Government of Nigeria.

- More of the national budget than is currently budgeted should be allocated to education.
- There should be sound legislation for inclusive education for specially-challenged students in Nigeria.
- Practical school curricular should be developed to expose students to modern ways of learning and testing.
- Teacher education should be strengthened, and teachers should be exposed to the latest innovations in teaching and imparting knowledge.

Public examining bodies should:

- identify the services needed to enhance proper management of students with disabilities

- take into consideration more creative solutions to the temporal barriers that many specially-challenged candidates/students face, far beyond the granting of extra examination time
- invest more resources in the procurement of assistive technology for the specially-challenged candidates/students in the various uses of information and communication technology
- introduce computer-based testing in order to reduce the challenge of access to examination venue/centres

### **Conclusion**

These findings will help public examining bodies, policy makers, and professionals to identify the services needed to enhance proper management of students with disabilities. They should take into consideration more creative solutions to the temporal barriers that many students face, far beyond the granting of extra examination time. They should also invest many more resources in accessible computers and assist in training specially-challenged students/candidates in the various uses of information technology.

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