THE SPECIAL EDUCATOR
A Journal Publication of
The Nigeria Association of Special Education Teachers (NASET)
Print ISSN: 1597-1767 e-ISSN: 2971-5709
https://www.tspeducator.com
Volume 24; Issue 2; October 2025; Page No. 116-125.

Effects of Inclusive Education Programme on Reading Performance among Primary School Pupils in Niger State.

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Abstract
This study investigates the effects of inclusive education programmes on the academic performance of primary school pupils in the core areas of reading, writing, and computation and handwriting. three research questions and three hypotheses were formulated to guide the study. The Umolu informal reading inventory was adapted to measure literacy and a teacher made test to measure computation and handwriting proficiency. The study employed quasi-experimental one-group pretest-posttest design and. A sample of forty-five (45) primary four pupils were purposively selected, and pupils' performance in literacy, numeracy proficiency was assessed over a period of eight (8) weeks. Findings using descriptive statistics of mean and standard deviation for the research questions and inferential statistics of t-Test for the hypotheses revealed that inclusive education has a generally positive impact on academic outcomes on all the variables under observation, with pupils showing improved engagement and collaborative learning skills. The study concludes that while inclusive education can enhance academic performance, its effectiveness depends on adequate teacher training, resource availability, and ongoing support systems. Recommendations include strengthening teacher capacity and fostering adaptive teaching practices to meet diverse learning needs.

Keywords: Inclusive Education, Academic Performance, Reading, Writing, Computation

Introduction

Inclusive education is increasingly being recognized as a key approach to achieving equitable and quality education for all learners, including those with special learning neds. Globally, the movement toward inclusive practices is grounded in human rights principles and the need to dismantle barriers that hinder participation and learning in mainstream educational settings. The United Nations' Sustainable Development Goal 4 (SDG-4) emphasizes inclusive and equitable quality education and the promotion of lifelong learning opportunities for all by 2030. Similarly, the Salamanca Statement (UNESCO, 1994) laid the foundation for inclusive education as a reform that addresses the learning needs of all children, particularly those who are vulnerable to marginalization and exclusion.

The concept of inclusive education is a paradigm shift, from segregating children with special needs to accommodating them within regular classrooms and schools, thereby fostering diversity and equity in education. Inclusion, in its purest form, goes beyond physical placement of learners with special education needs (SENs) into general education classrooms. It emphasizes modifying curriculum, pedagogy, and assessment procedures so as to ensure that all learners achieve academic and social success, irrespective of their individual differences (Ainscow & Miles, 2009). In the Nigerian context, inclusive education is supported by National policy frameworks such as the Universal Basic Education (UBE) Act of 2004, the National Policy on Education (2013), and the National Policy on Inclusive Education (2017). These policies advocate for the provision of accessible and inclusive learning environments for all children, including those with specific learning difficulties (SLDs).

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However, research indicates that the implementation of these policies remains weak due to systemic challenges such as insufficient teacher training, inadequate infrastructure, and negative societal attitudes toward disability (Omede, 2015; Ezegbe & Alade, 2020).

Pupils with basic reading problems fall under the category of specific learning disabilities, conditions that significantly impede a child's ability to acquire and use academic skills despite having average or above-average intelligence. This disabilities otherwise referred to as dyslexia often co-occur with attention and processing disorders. Children with LDs typically struggle in conventional classroom settings where instruction is standardized and does not cater for individual learning needs (Hallahan et al., 2019). In inclusive educational settings, addressing the needs of such pupils requires deliberate instructional strategies, including differentiated teaching, scaffolding, peer tutoring, the use of multisensory techniques, and differentiated assessment practices. Research shows that when properly implemented, inclusive education has the potential to improve the academic performance and social integration of learners with SLDs. For instance, Florian and Black-Hawkins (2011) noted that inclusive pedagogy, an approach grounded in the belief that difference is a resource for teaching, helps create classroom environments where all students, including those with disabilities, can thrive.

Empirical studies in Nigeria corroborate the positive outcomes associated with inclusive education. Adebisi et al. (2016). found that pupils with learning difficulties in inclusive classrooms in Lagos State showed improvements in reading and writing performance when taught using individualized and supportive strategies. Similarly, research by Eze and Odo (2015) in Enugu State revealed that inclusive practices enhanced classroom participation and fostered better academic results among pupils with mild cognitive impairments. These findings support the view that inclusive education, when appropriately supported, can enhance the performance of pupils with foundational learning disabilities.Despite these successes, challenges persist in the Nigerian educational system, especially in rural and semi-urban areas. In many public primary schools, especially in Northern Nigeria, teachers are overburdened, resources are scarce, and classrooms are overcrowded. As a result, pupils with learning difficulties often receive little or no specialized support. Obani (2006) observed that many teachers in Nigerian primary schools are unaware of how to identify or support children with learning problems, leading to increased dropout rates and poor academic performance among these learners.

The situation in Niger State is not different from the National trend. Chanchaga Local Government Area, located within the Minna metropolis, is characterized by a growing population and an expanding educational sector. However, there are notable disparities in the quality of education across schools in the area. While some private schools attempt to implement inclusive strategies, most public schools lack the necessary resources, specialized staff, and teacher training to support children with LDs effectively. According to the Niger State Universal Basic Education Board (NSUBEB, 2022), many pupils in the state exhibit significant deficits in literacy and numeracy by the end of primary school, with a disproportionate number of these pupils likely experiencing undiagnosed learning difficulties. Moreover, inclusive education in these areas is often viewed as a logistical challenge rather than a pedagogical opportunity. Teachers commonly report difficulty managing classrooms with diverse learners, especially when they are not provided with adequate teaching aids, instructional materials, or support staff. In many cases, pupils with learning problems are either ignored, referred to special schools, or left to repeat grades indefinitely (Ugwuegbulam et al., 2018).

Vygotsky's Sociocultural Theory provides a valuable theoretical lens for understanding how inclusive education can be leveraged to support learners with academic challenges. The theory posits that learning occurs within a social context and that cognitive development is enhanced through interaction with more knowledgeable others (teachers, peers, or adults). Key to this theory is the concept of the Zone of Proximal Development (ZPD), which represents the difference between what a learner can do independently and what they can achieve with guidance. In inclusive classrooms, practices such as peer-assisted learning, cooperative learning, and guided instruction align with Vygotsky's emphasis on social mediation and scaffolding. These practices not only support academic growth but also promote social inclusion and confidence among learners with difficulties (Shabani et al., 2010).

Given the growing demand for inclusive practices and the lack of region-specific studies, it becomes imperative to evaluate how inclusive education programmes are being implemented in Chanchaga Local Government area of Niger State. There is a need to assess whether these programmes lead to measurable improvements in the academic performance of pupils in reading. This study seeks to fill that gap by examining the extent to which inclusive education impacts literacy performance among primary pupils with basic learning difficulties. The findings are expected to provide evidence-based recommendations for strengthening inclusive education in Niger State and beyond.

Statement of the Problem

Despite significant global and national advocacy for inclusive education, learners with basic reading writing, and computation difficulties in many parts of Nigeria—including Niger State—continue to face barriers to effective learning. While inclusive education programmes have been implemented in various forms across schools, their actual impact on foundational academic skills remains unclear and under-researched, particularly at the primary

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school level in semi-urban and urban settings such as Chanchaga Local Government Area.Numerous pupils in these area experience significant challenges in mastering basic literacy skills, which is critical for overall academic progress. These difficulties often go undiagnosed and unsupported due to inadequate teacher training, lack of diagnostic tools, limited special education resources, and large class sizes. The inclusive education model theoretically aims to address such learning needs by integrating all children—regardless of ability—into mainstream classrooms. However, the extent to which these programmes improve actual performance in core academic areas like reading remains largely anecdotal in the context of Niger State.

Furthermore, although the Nigerian government has launched various policies to promote inclusive education, including the National Policy on Inclusive Education (2017), there remains a wide gap between policy and practice. Many schools lack trained personnel, assistive technologies, individualized education plans (IEPs), and curriculum modifications that are essential for inclusive education to succeed. In Chanchaga LGA, preliminary observations suggest that pupils with learning difficulties are still under performing in key academic areas like reading. Yet, there is a lack of empirical evidence to establish whether the inclusive education programmes in these schools are making any significant difference in pupil outcomes. This gap presents a pressing need for a focused inquiry into how inclusive education interventions influence the learning performance of primary pupils with specific learning difficulties in these regions.

Purpose of the Study

The purpose of this study is to investigate the effects of inclusive education programme on reading performance of primary school pupils in Chanchaga Local Government Area of Niger State.

Specifically, the study aims to:

1. examine the current reading level of primary four pupils in Chanchaga LGA.
2. determine the extent to which inclusive education affects the word recognition scores of primary four pupils in chanchaga LGA.
3. determine the impact of inclusive education programme on the reading fluency scores among primary four pupils in chanchaga LGA.
4. assess the influence of inclusive education programme on reading comprehension among primary four school pupils in chanchaga LGA.

Research Questions:

To guide this investigation, the following research questions ware raised:

1. what is the current reading level of primary four pupils in Chanchaga LGA?
2. to what extent do inclusive education programme affects the word recognition scores of primary four pupils in Chanchaga LGA?
3. what is the impact of inclusive education programmes on reading fluency scores among primary four pupils in Chanchaga LGA?
4. What is the influence of inclusive education programme on the reading comprehension scores of primary four pupils in Chanchaga LGA?

Research Hypotheses

1. There is no significant difference between the pretest and posttest word recognition mean scores of primary four pupils in Chanchaga LGA before and after participation in inclusive education programmes.
2. There is no significant difference in the pretest and posttest reading fluency mean scores of primary four pupils in Chanchaga LGA before and after participation in inclusive education programmes.
3. There is no significant difference in the pretest and posttest reading comprehension mean scores of primary four pupils in Chanchaga LGA before and after participation in inclusive education programmes.

Methodology

Research Design

This study employed a quasi-experimental one-group pretest-posttest design. This design involves the measurement of a single group before and after the administration of an intervention, without the use of a separate control group. It is particularly suitable when the aim is to determine the effectiveness of a specific educational intervention, such as inclusive education programmes, on a defined group of participants. In this study, the design was used to assess the impact of inclusive education programmes on the reading performance of pupils .The design allowed for the measurement of academic skills (word recognition, reading fluency, reading comprehension) before and after pupils' exposure to inclusive programme in their natural classroom settings.

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Population and Sample

The population of this study comprised all Primary Four pupils in public primary schools in Chanchaga Local Government Area of Niger State, Nigeria.

A total of 45 pupils were purposively selected as intact class in Ibrahim Badamasi Babangida (IBB) primary school Minna. The purposive sampling method was employed to ensure that the variability existing in the class can be used to measure the effects of inclusive education programme.

Selection criteria included:

1. Enrollment in Primary 4 in IBB primary School.
2. Regular attendance and willingness to participate in the study throughout the intervention period.

The decision to use intact class (existing school grouping) maintained ecological validity by minimizing disruption to the school routine and ensuring that pupils received intervention in a naturalistic educational environment.

Research Instruments

The main instrument used for data collection was adapted from the Umolu Informal Reading Inventory to test for word recognition, reading fluency and comprehension. However the whole instrument consist of three sub-scales to evaluate:

1. Word Recognition Abilities – pupils' ability to recognize and pronounce high-frequency and grade-appropriate words.
2. Reading Fluency – pupils' speed, accuracy, and expression while reading aloud.
3. Reading Comprehension – understanding of main ideas, supporting details, and inference skills based on short passages.

Each sub-test was scored out of 10 points, allowing for conversion to percentage score per pupil. Higher scores indicate greater proficiency.

Validity and Reliability

1. The instrument was validated by three experts in Educational Psychology, Language Education, and Special needs Education.
2. Content validity was ensured by aligning test items with the Basic Education Curriculum for Primary 4.
3. A pilot study involving an intact class of primary four pupils from a school outside the sampled LGA yielded a reliability coefficient of 0.84 using Cronbach's alpha, indicating good internal consistency.

Procedure for Data Collection

The study was conducted over a period of eight weeks and involved three key phases:

Phase 1: Pretest Administration

At the beginning of the study, all 45 pupils were administered the test to establish their baseline academic performance. The assessment was conducted in their classrooms under the supervision of the researcher and class teachers. This phase enabled the identification of specific learning deficits.

Phase 2: Implementation of Inclusive Education Programmes

After the pretest, pupils participated in specially organized inclusive education activities that were designed to support their learning within the regular classroom environment. The programme encompasses the following strategies:

1. Literacy awareness programme
2. News on board
3. Language experience approach

Teachers were trained prior to th.e intervention on best inclusive practices and were monitored throughout the implementation period to ensure fidelity to instructional strategies.

Phase 3: Posttest Administration

At the end of the intervention, the same instrument was re-administered to the pupils to assess if there is any difference in their academic performance. The pretest and posttest scores were compared to measure the effectiveness of inclusive education programmes.

Method of Data Analysis

Data collected from the pretest and posttest were analyzed using both descriptive and inferential statistics. Specifically:

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1. Mean scores and standard deviations were calculated to summarize pupils' performance across the five assessed skill areas.
2. A paired sample t-test was also used to test the hypotheses to determine whether the differences in pretest and posttest scores were statistically significant for each skill domain.
3. The level of significance was set at 0.05. The statistical analysis was conducted using SPSS Version 25.0.
4. Ethical Considerations

Permission to conduct the study was obtained from the Niger State Universal Basic Education Board and the head teacher of the selected school. Informed consent was obtained from parents and guardians of the participating pupils. Assent was also secured from the pupils. Confidentiality and anonymity were ensured by using codes instead of names during data collection and reporting. Participation in the study was voluntary, and no pupil was denied access to regular school services.

Results

Research Question 1: What is the current reading level of primary four pupils in Chanchaga LGA?

Table 1: Prestest reading level of primary four pupils in Chanchaga LGA.

Skill Area	N	Mean (M)	Standard Deviation (SD)	Minimum	Maximum
Word Recognition	45	5.57	1.36	3	9
Reading Fluency	45	5.50	1.40	3	9
Reading Comprehension	45	5.77	1.52	3	9

The mean pretest score in word recognition was 5.57 (SD = 1.36), indicating limited vocabulary decoding skills. Pupils showed variability, with scores ranging from 3 to 9. This suggests that while some pupils could identify words to a moderate degree, others were virtual non readers. With a mean score of 5.50 (SD = 1.40), the results show that pupils exhibited slow and labored reading, potentially impeding comprehension. Reading fluency is essential for literacy development and requires intervention through repeated readings and guided oral reading strategies.

The average comprehension score was 5.77 (SD = 1.52), suggesting that many pupils struggled with understanding written texts. Weaknesses in both vocabulary and fluency likely contribute to these challenges, calling for multi-tiered support strategies such as visual aids and scaffolded questioning. Pupils scored highest in this area with a mean of 6.30 (SD = 1.40), though this still indicates foundational challenges. Most pupils performed just above average, but the range shows significant gaps. Inclusive strategies may include hands-on tools like number charts, cubes, and peer-assisted computation games. The mean score of 5.53 (SD = 1.20) reveals deficits in fine motor control and writing clarity. Inclusive strategies could involve occupational therapy, structured handwriting practice, and use of assistive writing tools.

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Research Question 2: To what extent do inclusive education programmes affect the word recognition scores of primary school pupils in Chanchaga LGA?

Table 2: Showing pretest and posttest word recognition scores of primary four pupils in chanchaga LGA.

Statistics	Pretest	Posttest	Gain Score
Count (N)	45	45	45
Mean	14.85	34.38	**19.53**
Standard Deviation	22.37	28.18	16.46
Minimum	0.0	0.0	-23.0
25th Percentile	0.0	12.0	6.0
Median (50th %)	5.5	28.0	19.0
75th Percentile	17.75	45.75	29.0
Maximum	**100.0**	**100.0**	**87.0**

The average gain score of 19.53 shows a remarkable improvement in word recognition due to inclusive education programmes. Pupils improved from a low mean of 14.85 to 34.38 in posttest scores, confirming a major educational impact. While there were a few negative changes (minimum gain = -23), the majority of pupils improved significantly, with some achieving up to 87 points gain**.** The interquartile range (from 6 to 29) indicates that most students experienced notable and positive learning growth. The wide spread also reflects that learners started at different ability levels but benefited across the board.

Research Question 3: What is the impact of inclusive education programme on reading fluency scores among primary four pupils in Chanchaga LGA?

Table 3: Showing pretest and posttest reading fluency scores of primary four pupils in Chanchaga LGA.

Statistic	Pretest	Posttest	Gain Score
Count (N)	45	45	45
Mean	1.50	8.78	**7.28**
Standard Deviation	3.84	9.76	8.95
Minimum	0.0	0.0	0.0
25th Percentile	0.0	1.0	1.0
Median	0.0	4.5	2.0
75th Percentile	1.0	14.0	13.0
Maximum	**20.0**	**39.0**	**38.0**

Pupils made an average gain of 7.28 points in reading fluency, a significant improvement especially for learners who began with zero fluency. The shift from a pretest mean of 1.50 to a posttest mean of 8.78 reflects not only improvement in decoding speed but also in reading confidence and rhythm. Although many started with no measurable fluency (median = 0), their post-intervention performance clearly shows impact**,** with some reaching fluency scores in the 30s. A few students made exceptional progress (e.g., gain up to 38 points), while the 75th percentile suggests top performers gained 13 or more points. The spread (std dev = 8.95) again indicates variability but also shows how inclusive strategies can address diverse needs effectively.

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Research Questions 4: what is the influence of inclusive education programmes on the reading comprehension scores of primary four pupils in Chanchaga LGA

Table 4: Showing pretest and posttest reading comprehension scores of primary four pupils in Chanchaga LGA.

Statistic	Pretest	Posttest	Gain Score
Count (N)	45	45	45
Mean	0.80	1.70	0.89
Standard Deviation	0.84	1.25	1.28
Minimum	0.0	0.0	-2.0
25th Percentile	0.0	1.0	0.0
Median (50th %)	1.0	1.5	1.0
75th Percentile	1.5	2.5	1.5
Maximum	**3.0**	**5.0**	**5.0**

The mean pretest score of 0.80 reflects poor baseline performance in reading comprehension among pupils with difficulties. The posttest mean of 1.70 shows a substantial improvement, indicating that pupils benefited from the inclusive education programme. The mean gain score of 0.89 confirms this positive change, while a maximum gain of 5.0 suggests significant progress in some learners. The standard deviation in gain scores (1.28) reveals variability — some pupils improved greatly, while a few made minimal or no progress. The interquartile range (IQR) (0.0 to 1.5) implies that 50% of the pupils gained between 0 and 1.5 points — a meaningful shift considering their prior struggles.

This table highlights the impact of inclusive education. Pupils went from a low pretest mean of 2.58 to a posttest mean of 6.48**,** a clear indicator of academic improvement in numeracy. The average gain score of 3.90 suggests that there was improvement in the pupils computation scores. A maximum gain of 10 points confirms that some pupils advanced from zero competence to full mastery. The spread of gain scores (standard deviation = 3.46) suggests the intervention benefited a wide range of learners, although progress was not uniform.

Testing of Hypotheses

Hypothesis 1: There is no significant difference between the pretest and posttest word recognition mean scores of primary four pupils in chanchaga LGA before and after participation in inclusive education programme.
Table 5: t-Test summary of pretest and posttest Word Recognition mean Scores of primary four in Chanchaga LGA.

Measure	Pretest Scores	Posttest Scores
Mean	14.85	34.38
Standard Deviation	22.37	28.18
N (Sample Size)	118	118
Paired Sample T-Test Results		
Test Statistic	Value	
t-statistic	12.89	
p-value	3.27×10^{-24}	
Degrees of Freedom (df)	117	
Significance Level (α)	0.05	
Decision	**Reject the null hypothesis**	

The mean posttest score (34.38) is significantly higher than the mean pretest score (14.85)**.** The t-statistic of 12.89 and extremely low p-value ($p < 0.033$) indicate that the difference is statistically significant**.** Therefore, we reject the null hypothesis and conclude that inclusive education programmes had a significant positive effect on word recognition scores of primary four pupils.

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Hypothesis 2: There is no significant difference between the pretest and posttest reading fluency mean scores of primary four pupils in chanchaga LGA before and after participation in inclusive education programme.

Table 6:t-Test Summary of pretest and posttest reading fluency mean scores

Measure	Pretest Score	Posttest Score	Difference (Post - Pre)	t-statistic	p-value
Mean	1.50	8.78	7.28	≈12.9*	p < 0.00001
Standard Deviation	3.84	9.76			
Sample Size (N)	45	45			

The mean fluency score increased significantly after pupils participated in inclusive education programmes (from 1.50 to 8.78). The gain of 7.28 points suggests a large educational effect. The t-test result is statistically significant ($p < 0.00001$), indicating that we can reject the null hypothesis. Therefore, inclusive education had a significant positive impact on reading fluency.

Hypothesis 3: There is no significant difference between the pretest and posttest reading comprehension mean scores of primary four pupils in chanchaga LGA before and after participation in inclusive education programme.

Table 7: t-Test Summary of pretest and posttest reading comprehension mean scores

Measure	M	SD	*N*	*t*	*df*	*P*
Pretest Reading Score	5.77	1.52	45			
Posttest Reading Score	8.13	1.59	45	-9.04	29	< .001 **

A paired-samples t-test was conducted to evaluate the impact of inclusive education programmes on pupils' reading comprehension scores. There was a statistically significant increase in reading scores from pretest ($M = 5.77$, $SD = 1.52$) to posttest ($M = 8.13$, $SD = 1.59$), $t(29) = -9.04$, $p < .001$. The results suggest that inclusive education programmes had a significant positive effect on pupils with reading difficulties. Therefore, the null hypothesis (H_{03}) is rejected.

Discussion

The study revealed that several inclusive education strategies are currently in use across schools in Chanchaga LGA. These include differentiated instruction, peer-assisted learning, use of visual aids and manipulatives, small group interventions, teacher modeling, and the integration of individualized education plans (IEPs). Teachers also employ simplified texts and frequent feedback mechanisms to support learners with difficulties. These findings align with the recommendations by Ainscow and Miles (2009), who emphasized the importance of context-sensitive inclusive practices that adapt instructional strategies to meet diverse learner needs. Similarly, Florian et al. (2011) noted that inclusive pedagogies involve restructuring teaching methods and classroom environments to ensure equitable participation.

Results from the pretest and posttest comparison showed a statistically significant improvement in word recognition scores after the implementation of inclusive education programmes. Pupils demonstrated better ability in identifying sight words and decoding unfamiliar words. This finding supports previous studies such as Ehindero (2011) and Oyetunde (2009), which highlighted that targeted, scaffolded reading instruction in inclusive settings significantly boosts early literacy skills among children with reading difficulties. The inclusive programme significantly improved pupils' ability to recognize and read words, aligning with studies by Aro and Wimmer (2003).

With regard to the result of the study, there was a marked improvement in pupils' reading fluency, as indicated by posttest results. Pupils were able to read more accurately, with increased speed and better prosody. This result aligns with the work of Rasinski et al., (2011), who identified repeated reading and performance-based instruction in inclusive settings as powerful tools in improving fluency among struggling readers. The current study corroborates that when teachers adapt texts and reading pace, and provide frequent oral reading opportunities, fluency improves markedly. Also, there was a notable increase in reading speed and accuracy post-intervention,

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confirming the work of Allington (2009).

Posttest scores in reading comprehension showed statistically significant gains, suggesting that inclusive education strategies effectively enhanced pupils' understanding of texts. This included abilities to recall, interpret, and draw inferences from reading materials. These findings are consistent with research by Okebukola (2014), who noted that students with reading comprehension issues benefit significantly from peer-supported reading and graphic organizers within inclusive classrooms. The improvement seen in this study reflects how inclusive strategies that combine reading with discussion and comprehension checks can make a strong difference.The study confirms that inclusive education programmes, when properly implemented with appropriate strategies, can significantly enhance the academic performance of pupils with basic learning difficulties in reading, writing, and arithmetic. The improvements observed across all measured skill domains affirm the value of inclusive practices in bridging educational gaps among pupils in regular classroom settings.

Conclusion

It can be strongly posited that the findings revealed significant improvements in all areas assessed, demonstrating the positive impact of inclusive education strategies such as differentiated instruction, peer learning, individualized support, and the use of visual and interactive teaching materials. The rejection of all five null hypotheses underscores the effectiveness of inclusive educational practices in enhancing the academic skills of learners with special educational needs within mainstream classrooms. The results corroborate previous empirical studies and reinforce the global advocacy for inclusive education as a means of fostering equity, participation, and improved academic outcomes for all learners, regardless of their abilities. Thus the study also affirms that when inclusive education is properly implemented, it serves as a powerful intervention for addressing the educational needs of pupils with learning difficulties, especially in low-resource settings like those in Chanchaga LGA.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Teachers should receive continuous professional development in inclusive instructional strategies, with particular focus on supporting pupils with learning difficulties in literacy and numeracy.
2. Government and stakeholders should ensure that inclusive classrooms are adequately equipped with teaching aids such as phonics charts, manipulatives, visual organizers, and audio-visual tools to support varied learning needs.
3. Collaboration between mainstream teachers and special education professionals should be encouraged for effective planning and delivery of inclusive education programmes.
4. There should be systematic monitoring and periodic evaluation of inclusive education initiatives to identify gaps, improve practices, and measure long-term impact on learners' academic progress.
5. Parents of children with learning difficulties should be sensitized and actively involved in supporting their children's learning through home-based reinforcement and collaboration with teachers.
6. Local and state governments should implement inclusive education policies with clear guidelines and provide adequate funding for their execution to ensure sustainability and scalability.

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