

**IMPACT OF INDIVIDUALIZED EDUCATION PROGRAMME ON ACADEMIC
ADAPTION OF DISABLED LEARNERS IN IVIBORE PRIMARY SCHOOL, OREDO
LOCAL GOVERNMENT AREA OF EDO STATE**

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UNIVERSITY OF BENIN

BENIN CITY

MAY, 2024

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BY

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
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DEGREE IN SPECIAL EDUCATION**

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CERTIFICATION

We, the undersigned, hereby certify that this research work was carried out by Susan Nwakaego NMOGEKWU with Matriculation Number: EDU1904362 of the Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University Of Benin, Benin City in partial fulfillment of the requirements for the Award of Bachelor Degree (B.Sc. Ed) in Special Education.

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DEDICATION

This work is dedicated to God Almighty for His sustenance and grace. The work is also dedicated to my parents, Mr. and Mrs. Nkili and my loving Husband Mr. Joel Bernards for his tremendous support thus far.

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I wish to express my profound gratitude to God almighty for bringing me thus far and directing me throughout my academic struggle and pursuit. My sincere appreciation goes to my project supervisor, Dr. C. P. Ojiyi for his fatherly care, constructive criticism, guidance and corrections which he made despite his busy schedule. Thank you sir, I am grateful.

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ABSTRACT

The study investigated the impact of Individualized Education Programme on academic adaption of disabled learners in Ivibore primary school, Oredo Local Government Area of Edo State. To achieve the purpose of the study, four research questions were raised and answered. The population and sample size for the study were made up of all the 30 teachers in special primary school at Ivibore primary school in Oredo Local Government Area of Edo State. The descriptive survey research design was adopted for the study. The instrument for data collection is a self-designed questionnaire titled “Individualized Education Programme and Academic Adaption of Disabled Learners Questionnaire (IEPAADLQ)”. Data collected from the respondents was analyzed using descriptive statistics, precisely mean and standard deviation.

The findings from the study include that there is a significant impact of Individualized Education Programme on the academic adaption of disabled learners in Ivibore primary school. It was concluded there is a significant impact of individualized education programme on disabled learners’ participation in classroom activities in Ivibore primary school.

The study recommended among others that there should be collaboration between the government and relevant educational stakeholders to implement a system for continuous monitoring and evaluation of students’ progress within the framework of their individualized education programme. This regular assessments will help teachers identify areas of improvement and adjust interventions accordingly to maximize academic adaptation.

CHAPTER ONE

INTRODUCTION

Background to the Study

In Nigeria, Individualized Education Programme strive to cater to the diverse needs of students, recognizing that a one-size-fits-all approach is inadequate. The nature of Individualized Education Programme in the country lies in their personalized nature, tailoring educational strategies to meet the unique requirements of each learner. This involves a comprehensive assessment of students' strengths, weaknesses, and learning styles, fostering a more inclusive and effective educational system (Ibrahim, 2020). Over the years, the nature of Individualized Education Programme in Nigeria has evolved in response to the growing awareness of the importance of educational inclusion. The emphasis is on creating an environment where students with diverse abilities can thrive. This shift reflects a commitment to breaking down barriers and ensuring that every student, regardless of their abilities, has access to quality education.

Individualized Education Programme (IEP) is a specialized educational plan designed to cater to the unique needs of students with disabilities. It is a comprehensive document that outlines specific goals, accommodations, and services tailored to each student's learning requirements (Ajayi, 2019). The primary purpose of an Individualized Education Programme is to ensure that students with diverse abilities receive an education that addresses their individual strengths and challenges. This personalized approach

recognizes that one size does not fit all in education, especially for students with varying learning styles and abilities. The core of an Individualized Education Programme lies in its emphasis on individualization. It takes into account the student's current academic performance, social skills, and any unique challenges they may face (Odibo, 2021). Through a collaborative effort involving teachers, parents, and specialized professionals, the Individualized Education Programme is crafted to provide a roadmap for the student's educational journey. This process ensures that educational goals are realistic and attainable, fostering a supportive environment that maximizes the student's potential. The individualization extends beyond academic aspects, encompassing social and emotional development, creating a holistic framework for the student's growth. Individualized Education Programme goes a long way in the academic adaption of disabled learners.

Academic adaption involves tailoring educational methods to create an inclusive and supportive environment for diverse learners. Academic adaptation encapsulates the intricate process through which individuals acclimate themselves to the diverse demands, expectations, and intricacies of scholarly environments (Nakpodia, 2020). It transcends mere academic performance and delves into the holistic development of students, encompassing cognitive, social, and emotional facets of learning. At its essence, academic adaptation reflects the dynamic interplay between individuals and their educational ecosystems, necessitating a nuanced understanding of the complex interconnections between cognition, social interaction, and emotional regulation within academic contexts.

Individualized Education Programme plays a major role in the academic adaption of disabled learners.

Disabled learners refers to individuals who have impairment, whether physical, cognitive, sensory, or developmental that may impact their ability to participate in traditional learning environments (Bagudu, 2021). The meaning of disabled learners underscores the diverse spectrum of abilities and challenges present within the educational landscape. Disability, in this context, transcends mere physical limitations to encompass a broad range of conditions that impact an individual's capacity to engage with educational materials, environments, and methodologies. From mobility impairments that hinder movement within physical spaces to cognitive disabilities that affect information processing and comprehension, the spectrum of disabilities among learners is vast and multifaceted.

Individualized Education Programme serves as a legal document that guarantees the rights of students with disabilities to receive an education that meets their specific needs. It is a tangible manifestation of the commitment to inclusive education, promoting equal opportunities for all students. By tailoring educational strategies and support services, Individualized Education Programme breaks down barriers that may hinder a student's academic progress (Adigun, 2020). This not only empowers the student but also encourages a sense of belonging and acceptance within the educational community. In essence, an Individualized Education Programme embodies the principles of equity and

inclusivity in education. It recognizes the inherent diversity among learners and strives to create an environment where each student can thrive. By focusing on the unique strengths and challenges of individuals, an IEP facilitates a personalized learning experience that goes beyond traditional one-size-fits-all approaches, ultimately promoting a more equitable and just educational system.

Individualized Education Programme (IEP) play a pivotal role in shaping the academic adaptation of disabled learners in primary schools. Individualized Education Programme provide a tailored approach to education, recognizing the unique needs of each disabled student. By assessing their strengths and challenges, educators can craft personalized strategies to address specific learning styles and preferences (Okolie, 2022). This individualization promotes a more inclusive and supportive learning environment, fostering a sense of belonging and reducing the risk of marginalized experiences. Individualized Education Programme contribute to improved academic outcomes by setting realistic and achievable goals for disabled learners. These goals are designed to be challenging yet attainable, promoting a sense of accomplishment and boosting the students' confidence. Through consistent monitoring and assessment, educators can adapt instructional methods based on the individual progress of each student, ensuring a dynamic and responsive educational experience. This not only enhances academic performance but also instills a lifelong love for learning.

The impact of Individualized Education Programme on academic adaptation of disabled learners in primary schools cannot be overemphasized. Individualized Education Programme facilitate collaboration among teachers, parents, and other support professionals in order to ensure a comprehensive and holistic approach to their education. This collaborative effort enables a seamless exchange of information, allowing for a unified support system that extends beyond the classroom (Asuquo, 2021). By involving parents and guardians, Individualized Education Programme create a bridge between home and school, reinforcing consistent strategies and support mechanisms. In addition, Individualized Education Program contribute to the development of crucial life skills in disabled learners. Beyond academic achievements, these programs focus on fostering independence, communication skills, and self-advocacy.

Moreover, the impact of Individualized Education Programme extends to the social and emotional well-being of disabled learners. Recognizing the challenges they may face in social settings, Individualized Education Programme incorporate strategies to enhance social skills and emotional regulation. By addressing these aspects alongside academic goals, the programs contribute to a more balanced and resilient individual (Adewoye, 2019). This, in turn, fosters a positive school environment where diversity is celebrated, creating a ripple effect that benefits the entire student body. By tailoring educational plans to address both academic and functional needs, Individualized Education Programme empower disabled students to navigate various aspects of life confidently. This holistic

approach prepares them for future challenges and promotes a more inclusive society that values diverse abilities.

Statement of the Problem

In contemporary time, preliminary observation has shown that Individualized Education Program seems to face significant challenges, particularly in the context of primary schools, which may have detrimental effects on disabled learners (Aminu, 2020). Common observation has shown that there seems to be the lack of awareness and understanding of the importance of individualized education plans among educators and policymakers which seems to contribute to the poor state of the program. Many teachers seem not to be adequately trained to create and implement effective individualized education program, leading to a one-size-fits-all approach that fails to address the unique needs of disabled learners. It has also been observed that there seems to be a shortage of resources and support systems for implementing individualized education program in primary schools. Limited funding seems to result in inadequate special education facilities, insufficient assistive technologies, and a shortage of trained personnel such as special education teachers and speech therapists. This scarcity may hamper the ability to tailor education to the specific needs of each disabled learner, hindering their academic and personal development. The researcher is worried by these phenomena and so wishes to investigate the impact of Individualized Education Programme on academic adaptation of disabled learners in Ivibore primary school, Oredo Local Government Area of Edo State.

Research Questions

The following questions were raised in order to guide the study:

1. What is the level of effectiveness of Individualized Education Programme in Ivibore primary school?
2. What are the constraint on Individualized Education Programme in Ivibore primary school?
3. What is the impact of Individualized Education Programme on the academic adaption of disabled learners in Ivibore primary school?
4. What are the impact of Individualized Education Programme on disabled learners' participation in classroom activities in Ivibore primary school?

Purpose of the Study

The main purpose of the study is to investigate the impact of Individualized Education Programme on academic adaption of disabled learners in Ivibore primary school, Oredo Local Government Area of Edo State. The specific objectives of the study are to:

1. find out the level of effectiveness of Individualized Education Programme in Ivibore primary school;
2. ascertain the constraint on Individualized Education Programme in Ivibore primary school;
3. investigate on the impact of Individualized Education Programme on the academic adaption of disabled learners in Ivibore primary school;
4. determine the impact of Individualized Education Programme on disabled learners' participation in classroom activities in Ivibore primary school.

Significance of the Study

The study would benefit learners, teachers, policy makers, Ministry of Education and prospective researchers. The study would benefit learners as it will help offer valuable insights into the effectiveness of Individualized Education Program in promoting their academic success and overall well-being. The study would help them understand how personalized education plans can be tailored to their specific needs, providing them with the necessary support and accommodations to thrive in their academic journey.

The study would benefit teachers as it will offer them evidence-based approaches and strategies to enhance their teaching practices and better meet the diverse learning needs of their students. By understanding the impact of Individualized Education Program, teachers can become more knowledgeable and equipped to provide individualized instruction, thereby fostering a more inclusive and supportive learning environment.

The study would benefit policy makers and the Ministry of Education as it will help them to develop more inclusive educational policies and frameworks. Understanding the positive impact of Individualized Education Program on disabled learners can help shape policies that prioritize individualized support and resources, consequently fostering an environment where all students can thrive, regardless of their abilities.

The study would benefit prospective researchers as it will serve as a source of reference point to them. Prospective researchers can build upon the findings of this study to further explore and expand the knowledge base on Individualized Education Program

effectiveness. By investigating this topic further, researchers can uncover new insights, innovative approaches, and best practices, ultimately advancing the field of special education and creating a positive impact for disabled learners.

Scope and Delimitation of the Study

The study focuses on the impact of Individualized Education Programme on academic adaption of disabled learners in Ivibore primary school, Oredo Local Government Area of Edo State.

The study will be delimited to special primary school at Ivibore primary school in Oredo Local Government Area of Edo State.

Definition of Terms

The following terms were operationally defined in the study

Academic Adaption: Academic adaption involves tailoring educational methods to create an inclusive and supportive environment for diverse learners.

Disabled Learners: This refers to individuals who have impairment, whether physical, cognitive, sensory, or developmental that may impact their ability to participate in traditional learning environments.

Individualized Education Programme: Individualized Education Programme (IEP) is a specialized educational plan designed to cater to the unique needs of students with disabilities.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, related literature was reviewed under the following sub-headings:

- Theoretical Framework
- Concept of Academic Adaptation
- Concept of Individualized Education Programme
- Level of Effectiveness of Individualized Education Programme
- Constraint Against Individualized Education Programme
- Impact of Individualized Education Programme on the Academic Adaption of Disabled Learners
- Impact of Individualized Education Programme on Disabled Learners' Participation in Classroom Activities
- Summary of Literature Reviewed

Theoretical Framework

The study is hinged on the Social Cognitive Theory propounded by Albert Bandura in 1991. Social Cognitive Theory, proposed by psychologist Albert Bandura, encompasses a nuanced understanding of human learning and behavior. This theory posits that individuals learn not only through direct experiences but also through observation, imitation, and modeling of others' behaviors. The theory underscores the reciprocal interaction between personal factors, environmental influences, and behavior, emphasizing the role of cognitive processes, beliefs, and emotions in shaping human actions. In the context of individualized education programme (IEPs) for disabled learners, Social

Cognitive Theory serves as a lens through which to examine how these learners adapt academically within their unique educational environments (Jimoh, 2020).

The Social Cognitive Theory highlights the significance of observational learning, whereby individuals acquire new behaviors and skills by observing others. Within the framework of individualized education programme, disabled learners have the opportunity to observe teachers, peers, and support personnel engaging with materials and tasks tailored to their needs. Through observation, learners not only acquire academic knowledge and skills but also internalize adaptive strategies and self-regulation techniques crucial for academic success despite their disabilities (Hassan, 2022). The process of observational learning within individualized education programme underscores the importance of providing diverse models of behavior and creating environments conducive to learning through observation.

Central to Social Cognitive Theory is the concept of self-efficacy, individuals' beliefs in their capabilities to execute courses of action to achieve specific outcomes. In the context of individualized education programme, fostering self-efficacy among disabled learners is paramount for their academic adaptation. Educators can nurture self-efficacy by setting achievable goals, providing supportive feedback, and offering opportunities for mastery experiences within the customized learning plans of individualized education programme (Danlami, 2020). As disabled learners perceive themselves as capable of

overcoming academic challenges, their confidence and motivation to engage in learning activities are strengthened, leading to enhanced academic adaptation and performance.

The theory underscores the dynamic interplay between individuals, their environments, and their behavior. In educational settings, this interaction manifests in the reciprocal influences between disabled learners, their educators, and the educational context. Through the implementation of individualized education programme, educators and support teams can modify environmental factors, provide necessary accommodations, and scaffold learning experiences to optimize disabled learners' academic adaptation (Idris, 2019). Meanwhile, learners' behaviors and responses to academic tasks and challenges influence educators' instructional approaches and the ongoing development of personalized educational plans.

The theory is relevant to the study as it offers a comprehensive framework for understanding the impact of individualized education programme on the academic adaptation of disabled learners. By acknowledging the reciprocal interactions between personal factors, environmental influences, and behavior, educators can tailor instructional practices within the context of individualized education programme to nurture observational learning, enhance self-efficacy, and promote adaptive behaviors among disabled learners.

Concept of Academic Adaptation

Academic adaption involves tailoring educational methods to create an inclusive and supportive environment for diverse learners. Academic adaptation encapsulates the intricate process through which individuals acclimate themselves to the diverse demands, expectations, and intricacies of scholarly environments (Nakpodia, 2020). It transcends mere academic performance and delves into the holistic development of students, encompassing cognitive, social, and emotional facets of learning. At its essence, academic adaptation reflects the dynamic interplay between individuals and their educational ecosystems, necessitating a nuanced understanding of the complex interconnections between cognition, social interaction, and emotional regulation within academic contexts.

In its cognitive dimension, academic adaptation entails the cultivation of a robust repertoire of learning strategies, problem-solving techniques, and critical thinking skills essential for navigating the intellectual landscapes of various disciplines. It involves the deliberate cultivation of metacognitive awareness, enabling students to monitor, evaluate, and regulate their cognitive processes effectively (Balogun, 2022). Adaptation in academia extends beyond the acquisition of factual knowledge and embraces the cultivation of higher-order thinking skills, such as analysis, synthesis, and evaluation, enabling individuals to engage deeply with complex subject matter, draw connections across disparate domains, and generate novel insights that contribute to intellectual discourse and scholarly inquiry.

Moreover, academic adaptation encompasses the social dimension of learning, emphasizing the pivotal role of interpersonal relationships, collaborative endeavors, and inclusive practices in fostering a vibrant and supportive academic community (Aluko, 2021). Students navigate a myriad of social dynamics within educational settings, ranging from peer interactions in classrooms to collaborative projects and extracurricular activities. Adaptation in academia involves the cultivation of effective communication skills, active listening, and respectful engagement with diverse perspectives, enabling individuals to forge meaningful connections, resolve conflicts constructively, and leverage collective intelligence to address complex challenges and advance shared goals within academic communities (Okotie, 2020).

Furthermore, academic adaptation entails the cultivation of emotional resilience and self-regulation strategies essential for navigating the inherent uncertainties, setbacks, and stressors of academic life (Ogundele, 2019). Students encounter a plethora of academic pressures, ranging from rigorous coursework and high-stakes assessments to personal and familial responsibilities, necessitating the development of adaptive coping mechanisms and stress management strategies. Adaptation in academia involves fostering emotional intelligence, self-awareness, and mindfulness, empowering individuals to recognize and regulate their emotions effectively, cope with adversity, and maintain a sense of balance and well-being amidst the demands of academic life (Umar, 2019).

Academic adaptation embodies a holistic and dynamic process through which individuals navigate the complexities of scholarly environments, cultivate essential cognitive, social, and emotional competencies, and evolve as resilient and empowered learners. It transcends the confines of traditional notions of academic success and embraces a broader vision of education as a transformative journey of self-discovery, growth, and contribution to society (Adeoye, 2023). By embracing the principles of academic adaptation, individuals not only excel academically but also develop the resilience, empathy, and adaptability needed to thrive in an ever-changing world, embodying the ethos of lifelong learning and meaningful engagement with the world around them.

Concept of Individualized Education Programme

Individualized Education Programme (IEP) is a specialized educational plan designed to cater to the unique needs of students with disabilities. It is a comprehensive document that outlines specific goals, accommodations, and services tailored to each student's learning requirements (Ajayi, 2019). The primary purpose of an Individualized Education Programme is to ensure that students with diverse abilities receive an education that addresses their individual strengths and challenges. This personalized approach recognizes that one size does not fit all in education, especially for students with varying learning styles and abilities.

The core of an Individualized Education Programme lies in its emphasis on individualization. It takes into account the student's current academic performance, social

skills, and any unique challenges they may face (Odibo, 2021). Through a collaborative effort involving teachers, parents, and specialized professionals, the Individualized Education Programme is crafted to provide a roadmap for the student's educational journey. This process ensures that educational goals are realistic and attainable, fostering a supportive environment that maximizes the student's potential. The individualization extends beyond academic aspects, encompassing social and emotional development, creating a holistic framework for the student's growth.

Individualized Education Programme serves as a legal document that guarantees the rights of students with disabilities to receive an education that meets their specific needs. It is a tangible manifestation of the commitment to inclusive education, promoting equal opportunities for all students. By tailoring educational strategies and support services, Individualized Education Programme breaks down barriers that may hinder a student's academic progress (Adigun, 2020). This not only empowers the student but also encourages a sense of belonging and acceptance within the educational community.

In essence, an Individualized Education Programme embodies the principles of equity and inclusivity in education. It recognizes the inherent diversity among learners and strives to create an environment where each student can thrive (Olatoye, 2020). By focusing on the unique strengths and challenges of individuals, an IEP facilitates a personalized learning experience that goes beyond traditional one-size-fits-all approaches, ultimately promoting a more equitable and just educational system.

The nature of Individualized Education Programme in the country lies in their personalized nature, tailoring educational strategies to meet the unique requirements of each learner. This involves a comprehensive assessment of students' strengths, weaknesses, and learning styles, fostering a more inclusive and effective educational system (Musa, 2020). Over the years, the nature of Individualized Education Programme in Nigeria has evolved in response to the growing awareness of the importance of educational inclusion. The emphasis is on creating an environment where students with diverse abilities can thrive. This shift reflects a commitment to breaking down barriers and ensuring that every student, regardless of their abilities, has access to quality education. It encompasses a collaborative effort among educators, parents, and specialists to design programs that maximize individual potential.

Level of Effectiveness of Individualized Education Programme

In the context of Nigerian primary schools, the implementation of Individualized Education Programme holds significant potential for enhancing educational outcomes. Individualized Education Programme cater to the diverse learning needs of students, a crucial aspect given the varied backgrounds and abilities present in Nigerian classrooms (Mohammed, 2019). Nigeria's educational landscape encompasses a wide spectrum of learners, from those with special needs to academically gifted students. An Individualized Education Programme framework allows educators to tailor instructional strategies, materials, and assessment methods to meet each student's unique requirements. By

recognizing and accommodating individual differences, Individualized Education Programme foster inclusive learning environments where all children can thrive.

The effectiveness of Individualized Education Programme in Nigerian primary schools lies in their ability to promote personalized learning experiences. Traditional classroom settings often employ a one-size-fits-all approach, which may overlook the specific strengths, weaknesses, and interests of students. In contrast, Individualized Education Programme prioritize individualized instruction, enabling educators to address learners' specific challenges while capitalizing on their strengths (Ojo, 2022). This personalized approach not only enhances academic achievement but also cultivates a sense of autonomy and self-efficacy among students. As they engage with content tailored to their needs, children become more motivated and invested in their learning journey, thereby fostering a positive attitude towards education.

Ibrahim (2020) conducted a study on the level of effectiveness of individualized education programme in public primary schools Yola, Adamawa state, Nigeria. The purpose of the study was to ascertain the level of effectiveness of individualized education programme in public primary schools Yola. The study was guided by four research questions and two null hypotheses. The sample size for the study was made up of 100 respondents gotten through the simple random sampling method. A structured questionnaire on the level of effectiveness of individualized education programme in public primary schools was used to collect data for the study. Mean and standard deviation were

used to answer the four research questions, while t-test statistic was adopted to test the two null hypotheses at 0.05 level of significance. The results of the study, among others revealed that there is low the level of effectiveness of individualized education programme in public primary schools Yola, Adamawa state, Nigeria.

Achoja (2021) conducted a study on the level of effectiveness of individualized education programme in public primary schools in Warri South, Delta state, Nigeria. The researcher sought to examine the level of effectiveness of individualized education programme in public primary schools in Warri South. Four research questions was raised by the researcher in order to guide the study. The descriptive survey research design was employed by the researcher for the study. Simple random sampling technique was used by the researcher to draw out 180 respondents which constituted the sample size for the study. A structured questionnaire on the level of effectiveness of individualized education programme was used to collect data for the study. Frequency count and simple percentage were used to answer the four research questions. It was found out in the study that there is encouraging and high level of effectiveness of individualized education programme in public primary schools in Warri South, Delta state, Nigeria.

Constraint on Individualized Education Programme

Some of the constraint on individualized education programme in Nigeria include:

Lack of Adequate Funding: Individualized Education Programmes (IEPs) represent a critical framework within the Nigerian educational system, aiming to address the diverse

needs of students with disabilities or special learning requirements. However, the effective implementation of Individualized Education Programmes in Nigeria faces formidable challenges, primarily stemming from the pervasive issue of insufficient funding (Babalola, 2022).

One of the most pronounced ramifications of inadequate funding for IEPs in Nigeria is the restricted access to specialized resources essential for supporting students with disabilities. These resources encompass a wide array of assistive technologies, specialized instructional materials, and adaptive equipment crucial for facilitating effective learning experiences tailored to individual student needs. However, the procurement and maintenance of such resources require substantial financial investments, which many educational institutions in Nigeria struggle to afford (Salisu, 2020). Consequently, students with disabilities are deprived of the necessary tools and materials vital for their academic advancement and holistic development, exacerbating educational inequalities and perpetuating cycles of marginalization within the educational system.

The dearth of adequate funding for Individualized Education Programme in Nigeria contributes to the pervasive issue of inadequate training and support for educators tasked with implementing these programs. Effective implementation of Individualized Education Programmes demands a deep understanding of inclusive pedagogical practices, as well as proficiency in adapting instructional strategies to accommodate diverse learning needs (Alade, 2019). However, due to limited financial resources allocated for professional

development initiatives, educators often lack access to specialized training programs and workshops focused on inclusive education methodologies (Okeke, 2021). As a result, many teachers find themselves ill-equipped to effectively address the diverse needs of students with disabilities within their classrooms, leading to disparities in educational outcomes and perpetuating barriers to academic success for marginalized student populations.

Lack of Instructional Materials: In Nigeria, the pursuit of individualized education programme faces significant hurdles, with the lack of instructional materials standing out as a primary constraint (Abubakar, 2020). This constraint stems from various systemic challenges within the country's educational infrastructure. Inadequate funding allocated to education leads to a scarcity of resources, including instructional materials, across schools at all levels. The budgetary allocations for education consistently fall short of the recommended benchmark, resulting in insufficient funds to procure and maintain adequate instructional materials. As a consequence, schools are forced to operate with limited resources, often prioritizing basic necessities such as textbooks and stationary over more specialized instructional materials required for personalized learning (Agboola, 2022). This financial insufficiency perpetuates a cycle where schools struggle to provide personalized learning experiences tailored to the diverse needs of students, hindering the effective implementation of individualized education programs.

The sheer size and diversity of Nigeria's educational landscape exacerbate the challenge of providing adequate instructional materials. With a vast population dispersed

across urban and rural areas, ensuring equitable access to resources remains a persistent challenge. Remote regions, often marginalized and under-resourced, bear the brunt of this disparity, further widening the gap in access to quality education. Schools in rural areas, characterized by limited infrastructure and logistical challenges, face difficulties in procuring and distributing instructional materials to meet the diverse needs of students (Onifade, 2019). Consequently, students in these areas are deprived of the benefits that individualized education programs could offer due to the absence of necessary materials, perpetuating inequalities in educational outcomes across the country.

Moreover, the rapid evolution of educational technology globally underscores another dimension of the problem. While digital tools hold immense potential for personalized learning, their adoption in Nigeria remains uneven, primarily due to infrastructural limitations and unequal access to technology. Many schools lack basic amenities such as reliable electricity and internet connectivity, hindering the integration of digital instructional materials into curricula (Ikuteyijo, 2020). The high cost of acquiring and maintaining technology infrastructure further compounds the challenge, particularly for schools operating on shoestring budgets. As a result, students in these schools are deprived of the interactive and dynamic learning experiences essential for individualized education programs to thrive in the digital age. The digital divide deepens existing disparities in access to educational opportunities, exacerbating the challenges faced by marginalized communities in Nigeria.

Infrastructure Deficit: Infrastructure deficit represents a profound impediment against the effective implementation of individualized education programme in Nigeria, pervading various dimensions of the educational landscape. At the forefront of these challenges is the conspicuous absence of adequate physical infrastructure, which encompasses the insufficiency of schools, classrooms, and libraries across the nation (Eneh, 2021). In many regions, educational institutions grapple with the stark reality of dilapidated buildings, overcrowded classrooms, and deficient amenities like electricity, clean water, and sanitation facilities. These deficiencies create an inherently hostile learning environment, one that is far from conducive to the nuanced requirements of personalized education. Without the fundamental infrastructure in place to support individualized education programme, educators find themselves severely constrained in their ability to tailor learning experiences to the diverse needs and preferences of individual students.

Moreover, the dearth of technological infrastructure compounds the limitations faced by individualized education programme in Nigeria, accentuating the gaping digital divide prevalent in the country's educational landscape. Access to essential technological tools such as computers, internet connectivity, and educational software remains a luxury, particularly in rural and marginalized communities (Ochei, 2019). The consequence is a stark discrepancy in educational opportunities, with students who lack access to technology being disproportionately disadvantaged. In the absence of reliable technological infrastructure, educators encounter formidable obstacles in their quest to integrate digital resources and interactive learning platforms into individualized instruction. Thus, the

potential of individualized education programme to revolutionize learning experiences is stifled by the absence of essential technological infrastructure, further perpetuating inequities in access and educational outcomes (Iroegbu, 2022).

Inadequate Policy and Legal Framework: Nigeria grapples with numerous challenges in its education sector, and one glaring constraint against the effective implementation of individualized education programmes is the inadequacy of policy and legal frameworks (Idris, 2023). The existing policies often lack specificity and fail to address the unique needs of students requiring individualized education. The absence of clear guidelines on curriculum adaptation, teacher training, and resource allocation leaves educators ill-equipped to cater to diverse learning styles and needs. Without comprehensive policies tailored to support individualized education, educators face ambiguity and inconsistency in implementing personalized learning strategies (Sambo, 2020).

The legal framework concerning special education in Nigeria is fragmented and outdated, further exacerbating the challenges of implementing individualized education programmes. The lack of legislative backing and enforcement mechanisms undermines the rights of students with disabilities or special learning needs to access quality education (Mustapha, 2020). Limited legal provisions fail to guarantee the provision of necessary accommodations, assistive technologies, and support services essential for implementing individualized education programmes effectively. As a result, students with diverse

learning needs are often marginalized and denied equitable access to educational opportunities, perpetuating systemic inequalities within the education system.

The absence of a cohesive policy and legal framework contributes to a lack of accountability and oversight in the delivery of individualized education programmes. Without clear standards and monitoring mechanisms, there is little incentive for educational institutions to prioritize the implementation of personalized learning initiatives (Odejide, 2021). The absence of regulatory frameworks also hinders the identification and redressal of systemic barriers that impede the successful adoption of individualized education programmes. As a consequence, students with special learning needs continue to face inadequate support and limited opportunities for academic and social inclusion within mainstream educational settings.

Impact of Individualized Education Programme on the Academic Adaption of Disabled Learners

Individualized Education Programme (IEP) play a pivotal role in shaping the academic adaptation of disabled learners in primary schools. Individualized Education Programme provide a tailored approach to education, recognizing the unique needs of each disabled student. By assessing their strengths and challenges, educators can craft personalized strategies to address specific learning styles and preferences (Okolie, 2022). This individualization promotes a more inclusive and supportive learning environment, fostering a sense of belonging and reducing the risk of marginalized experiences.

Individualized Education Programme contribute to improved academic outcomes by setting realistic and achievable goals for disabled learners. These goals are designed to be challenging yet attainable, promoting a sense of accomplishment and boosting the students' confidence. Through consistent monitoring and assessment, educators can adapt instructional methods based on the individual progress of each student, ensuring a dynamic and responsive educational experience. This not only enhances academic performance but also instills a lifelong love for learning (Adegun, 2019).

The impact of Individualized Education Programme on academic adaptation of disabled learners in primary schools cannot be overemphasized. Individualized Education Programme facilitate collaboration among teachers, parents, and other support professionals in order to ensure a comprehensive and holistic approach to their education. This collaborative effort enables a seamless exchange of information, allowing for a unified support system that extends beyond the classroom (Asuquo, 2021). By involving parents and guardians, Individualized Education Programme create a bridge between home and school, reinforcing consistent strategies and support mechanisms. In addition, Individualized Education Program contribute to the development of crucial life skills in disabled learners. Beyond academic achievements, these programs focus on fostering independence, communication skills, and self-advocacy.

Moreover, the impact of Individualized Education Programme extends to the social and emotional well-being of disabled learners. Recognizing the challenges they may face

in social settings, Individualized Education Programme incorporate strategies to enhance social skills and emotional regulation. By addressing these aspects alongside academic goals, the programs contribute to a more balanced and resilient individual (Adewoye, 2019). This, in turn, fosters a positive school environment where diversity is celebrated, creating a ripple effect that benefits the entire student body. By tailoring educational plans to address both academic and functional needs, Individualized Education Programme empower disabled students to navigate various aspects of life confidently. This holistic approach prepares them for future challenges and promotes a more inclusive society that values diverse abilities.

Ayantayo (2020) carried out a study on influence of individualized education programme on academic adaption of learners with disabilities in primary schools in Makurdi, Benue state. The purpose of the study was to ascertain the influence of individualized education programme on academic adaption of learners with disabilities. Three research questions and a null hypothesis guided the study. The study employed a descriptive survey design. A sample size of 120 respondents constituted the sample for the study. A 20 item questionnaire designed by the researchers was the major instrument used. Mean scores were used to answer the research questions and the t-test was used to test the hypothesis at 0.05 level of significance were used for the data analysis. The results of the study among others revealed that there is a significant influence of individualized education programme on academic adaption of learners with disabilities in primary schools in Makurdi, Benue state.

Olabisi (2022) conducted a study on the relationship between individualized education programme and academic adaption of disabled learners in primary schools in Ikorodu education zone of Lagos state. The purpose of the study was to ascertain relationship between individualized education programme and academic adaption of disabled learners. The study adopted a descriptive survey design. A sample of 140 students was used for the study. A structured questionnaire on relationship between individualized education programme and academic adaption of disabled learners was used to collect data for the study. Data collected were analyzed using mean and standard deviation to answer the four research questions while t-test statistics was employed to test the two null hypotheses at 0.05 level of significance. The results of the study among others indicated that there is a significant relationship between individualized education programme and academic adaption of disabled learners.

Impact of Individualized Education Programme on Disabled Learners' Participation in Classroom Activities

Individualized Education Programme have transformed the educational landscape, particularly for disabled learners, by fostering environments where each student's unique needs are recognized and addressed. The impact of individualized education programme on disabled learners extends far beyond mere academic achievement, encompassing facets such as enhanced self-confidence, active participation in classroom activities, and the amelioration of low inferiority complex (Oshodi, 2021). Through personalized

interventions and tailored educational strategies, individualized education programme empower students to navigate their learning journeys with agency and optimism.

One of the most profound impacts of individualized education programme lies in their ability to cultivate self-confidence among disabled learners thereby enhancing their participation in classroom activities. By acknowledging and accommodating individual strengths and challenges, individualized education programme validate students' experiences and identities, fostering a sense of belonging and self-worth (Aina, 2019). When students perceive their educational environments as responsive to their needs, they are more likely to develop a positive self-image and a belief in their abilities. This sense of self-confidence becomes a cornerstone for academic success and personal growth, empowering students to pursue their goals with determination and resilience.

Furthermore, individualized education programme facilitate active participation in classroom activities by dismantling barriers to learning and promoting inclusive practices (Raji, 2022). Through collaborative goal-setting and ongoing assessment, educators and support staff work collaboratively to identify and implement accommodations and modifications that enable disabled learners to fully engage with curriculum content and classroom discussions. Whether through the provision of assistive technology, flexible instructional approaches, or peer support networks, individualized education programme create environments where all students are encouraged to contribute their unique perspectives and talents. This inclusive ethos not only enriches the educational experience

for disabled learners but also fosters empathy, respect, and appreciation for diversity among their peers (Adelekan, 2019).

Douye (2021) conducted a study on the impact of individualized education programme on disabled learner' participation in classroom activities in primary schools in Yenogoa, Bayelsa state, Nigeria. Purpose of the study is to ascertain the impact of individualized education programme on disabled learner' participation in classroom activities. Six research questions and three null hypotheses guided the study. The study employed a descriptive survey design. A sample of 180 students were used for the study in six education zones. A structured questionnaire on impact of individualized education programme on disabled learner' participation in classroom activities was used to collect data for the study. Mean and standard deviation were used to answer the six research questions, while t-test statistic was adopted to test the three null hypotheses at 0.05 level of significance. The results of the study, among others revealed that individualized education programme constitute a significant factor influencing disabled learner' participation in classroom activities in primary schools in Yenogoa, Bayelsa state, Nigeria.

Lawal (2019) conducted research on the effect of individualized education programme on disabled learners' engagement in classroom activities in public primary schools in Kaduna South, Nigeria. The study was guided by four research questions and two null hypotheses. A sample of 240 respondents constituted the sampled size for the study gotten through the stratified sampling method. A questionnaire on effect of

individualized education programme on disabled learners' engagement in classroom activities in public primary schools was used to collect data for the study. Data gotten from the study was analyzed using mean score and standard deviation. The study among others revealed that there is a significant effect of individualized education programme on disabled learners' engagement in classroom activities in public primary schools in Kaduna South, Nigeria.

Summary of Literature Reviewed

The literature reviewed critically examined the concepts of academic adaptation and individualized education programme. As seen from the reviewed of literature, academic adaption involves tailoring educational methods to create an inclusive and supportive environment for diverse learners. Individualized education programme on the other hand is a specialized educational plan designed to cater to the unique needs of students with disabilities.

The literature reviewed also examined level of effectiveness of individualized education programme. It could be seen from the reviewed of literature that the effectiveness of individualized education programme in Nigerian primary schools lies in their ability to promote personalized learning experiences. The reviewed of empirical students revealed that there is low level of effectiveness of individualized education programme in most primary schools.

The literature reviewed further examined the constraint against individualized education programme. Some of the constraint against individualized education programme as highlighted in the literature reviewed include lack of adequate funding, lack of instructional materials, infrastructure deficits and inadequate policy and legal framework.

Although, numerous studies have been conducted on individualized education programme and academic adaption on disabled learners such as Okolie (2022), Ayantayo (2020), and Olabisi (2022), however, literature reviewed showed dearth of literature on the impact of individualized education programme and academic adaption on disabled learners in Ivibore primary schools in Oredo Local Governmenr Area of Edo State, that is the gap that this study seek to fill.

CHAPTER THREE

METHODOLOGY

This chapter described the procedure and method that was adopted for this study under the following sub-headings:

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

The research design adopted for this study is the descriptive survey research design. The descriptive survey is a design that collects data on a given population, and describes the data in a systematic manner pointing out the characteristic features or facts about that population. This design is considered suitable for this study as it helped to collect data to investigate on the impact of Individualized Education Programme on academic adaption of disabled learners in Ivibore primary school, Oredo Local Government Area of Edo State

Population of the Study

The population of this study was made up of all the 30 teachers in the special primary school at Ivibore primary school in Oredo Local Government Area of Edo State.

Sample and Sampling Technique

The sample size for the study was made up of all the 30 teachers in special primary school at Ivibore primary school in Oredo Local Government Area of Edo State.

Research Instrument

The instrument used for the data collection is a self-designed questionnaire titled “Individualized Education Programme and Academic Adaption of Disabled Learners Questionnaire (IEPAADLQ)”. The questionnaire was divided into two sections, A and B. Section A focused on the demographic or personal data of the respondent while section B contained 20 items which elicited information from the respondents on the impact of Individualized Education Programme on academic adaption of disabled learners using a four point Likert scale of Strongly agree (4), Agreed (3), Disagree (2), Strongly Disagree (1).

Validity of the Instrument

The constructed questionnaire was validated by the researcher’s supervisor and two experts in the Department of Educational Evaluation and Counselling Psychology. Corrections made were incorporated into the final draft of the work before administration.

Reliability of the Instrument

The researcher administered 10 copies of the instrument to participants who are not part of the study and Cronbach Alpha statistics was used to determine the reliability. A reliability coefficient of .761, .808, .852 and .777 for level of individualized education programme, constraint against individualized education programme and academic adaption of disables learners were obtained for indicating that the instrument was reliable.

Method of Data Collection

The copies of the questionnaire was distributed by the researcher to the respondents. All the questionnaire that was administered were collected on the spot to ensure high return rate.

Method of Data Analysis

Mean and standard deviation was used to analyze the data collected in the four research questions.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the analysis of data and the presentation of results. The data are presented in tables and are arranged according to the order of the research questions raised in the study.

Research Question 1: What is the level of effectiveness of Individualized Education Programme in Ivibore primary school?

Table 1: Descriptive statistics of the effectiveness of Individualized Education Programme in Ivibore primary school

Item	N	Mean	Standard Deviation	Criterion Mean	Decision
1.	30	3.13	0.78	2.5	Accept
2.	30	2.90	0.71	2.5	Accept
3.	30	2.53	0.82	2.5	Accept
4.	30	2.87	0.78	2.5	Accept
5.	30	2.63	0.76	2.5	Accept

Key: Accept if mean value is ≥ 2.5 for positively worded items

From table 1, item 1, 2, 3, 4 and 5 have mean values of 3.13, 2.90, 2.53, 2.87 and 2.63 respectively which are all greater than the criterion mean of 2.5, hence all these items are effective for individualized education programme. However among these items, item 1

with mean value of 3.13 has the highest effectiveness of individualized education programme while item 3 with mean value of 2.53 has the least effectiveness.

Research Question 2: What are the constraint on Individualized Education Programme in Ivibore primary school?

Table 2: Descriptive statistics of the constraint on Individualized Education Programme in Ivibore primary school

Item	N	Mean	Standard Deviation	Criterion Mean	Decision
6.	30	3.23	0.63	2.5	Accept
7.	30	3.43	0.68	2.5	Accept
8.	30	3.33	0.55	2.5	Accept
9.	30	3.20	0.71	2.5	Accept
10.	30	3.17	0.87	2.5	Accept

Key: Accept if mean value is ≥ 2.5 for positively worded items

Table 2 above reveals items 6, 7, 8, 9, and 10 with mean values of 3.23, 3.43, 3.33, 3.20, and 3.17 respectively together with their corresponding standard deviations. All the items have mean values above 2.5, hence they all constituted the constraint on individualized education programme. Also, item 7 with mean value of 3.43 is the highest constraints amongst them all.

Research Question 3: What is the impact of Individualized Education Programme on the academic adaption of disabled learners in Ivibore primary school?

Table 3: Descriptive statistics of impact of Individualized Education Programme on the academic adaption of disabled learners

Item	N	Mean	Standard Deviation	Criterion Mean	Decision
11.	30	3.23	0.43	2.5	Accept
12.	30	3.17	0.46	2.5	Accept
13.	30	3.13	0.82	2.5	Accept
14.	30	3.10	0.53	2.5	Accept
15.	30	3.13	0.43	2.5	Accept

Key: Accept if mean value is ≥ 2.5 for positively worded items

The table 3 above reveals items 11, 12, 13, 14, and 15 with mean values of 3.23, 3.17, 3.13, 3.10, and 3.13 respectively with their corresponding standard deviations. Given the criterion mean of 2.5, all these items are the impact of individualized education programme on the academic adaption of disabled learners. Item 11 with 3.23 mean value has the highest impact while item 14 has the least impact with mean value of 3.10. Items 13 and 15 both have mean value of 3.13, hence they have same impact of individualized education programme on the academic adaption of disabled learners.

Research Question 4: What are the impact of Individualized Education Programme on disabled learners' participation in classroom activities in Ivibore primary school?

Table 1: Descriptive statistics of impact of Individualized Education Programme on disabled learners' participation in classroom activities

Item	N	Mean	Standard Deviation	Criterion Mean	Decision
16.	30	2.90	0.76	2.5	Accept
17.	30	3.00	0.79	2.5	Accept
18.	30	3.37	0.61	2.5	Accept
19.	30	2.90	0.71	2.5	Accept
20.	30	2.87	0.78	2.5	Accept

Key: Accept if mean value is ≥ 2.5 for positively worded items

The table 4 above represent the descriptive statistics of the impact of Individualized Education Programme on disabled learners' participation in classroom activities. All the items have mean values above 2.5, hence they all have impact of Individualized Education Programme on disabled learners' participation in classroom activities. Item 18 has the highest impact while item 10 has the least impact on disabled learners. However, items 16 and 29 with mean values of 2.90 each, contribute same impact.

Discussion of Findings

Findings from the study in research question one revealed that there is high level of effectiveness of Individualized Education Programme in Ivibore primary school. In support of the findings, Achoja (2021) found out that there is encouraging and high level of effectiveness of individualized education programme in public primary schools.

Findings from the study in research question two revealed that inadequate funding, inadequate instructional materials, infrastructure deficit, inadequate policy and legal framework, and shortage of trained teachers in special education constituted the constraint on Individualized Education Programme in Ivibore primary school. This findings is in line with Babalola (2022) who found out in his study that the effective implementation of Individualized Education Programmes in Nigeria faces formidable challenges, primarily stemming from the pervasive issue of insufficient funding. Also in line with the findings, Abubakar (2020) asserted that in Nigeria, the pursuit of individualized education programme faces significant hurdles, with the lack of instructional materials standing out as a primary constraint.

Findings from the study in research question three revealed that there is a significant impact of Individualized Education Programme on the academic adaption of disabled learners in Ivibore primary school. This findings is in agreement with Okolie (2022) who averred that individualized education programme provide a tailored approach to education, recognizing the unique needs of each disabled students by assessing their strengths and

challenges. Also in agreement with the findings, Olabisi (2022) found out in his study that there is a significant relationship between individualized education programme and academic adaption of disabled learners.

Findings from the study in research question four shows that there is a significant impact of individualized education programme on disabled learners' participation in classroom activities in Ivibore primary school. This findings is in consonance with Oshodi (2021) who opined that the impact of individualized education programme on disabled learners extends far beyond mere academic achievement, encompassing facets such as enhanced self-confidence, active participation in classroom activities, and the amelioration of low inferiority complex. Similarly, Douye (2021) found out in his study that individualized education programme constitute a significant factor influencing disabled learner' participation in classroom activities in primary schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter dealt with the summary of the study, the conclusions drawn, results obtained and recommendations offered.

Summary

The study investigated the impact of Individualized Education Programme on academic adaption of disabled learners in Ivibore primary school, Oredo Local Government Area of Edo State. To achieve the purpose of the study, four research questions were raised and answered. The sample size for the study was made up of all the 30 teachers in special primary school at Ivibore primary school in Oredo Local Government Area of Edo State.

The instrument which was used for the data collection is a self-designed questionnaire titled “Individualized Education Programme and Academic Adaption of Disabled Learners Questionnaire (IEPAADLQ)”. The constructed questionnaire for the study was presented to the project supervisor to confirm for content validity. Necessary corrections were made and after which it was re-written before it was administered by the researcher. The questionnaire was the instrument for data collection. The descriptive survey research design was adopted for the study. The researcher made use of descriptive statistics such as mean score and standard deviation as the method of data analysis. The

scores above mean of 2.50 was considered high, while scores below mean of 2.50 was considered low.

Findings of the research

Findings from the study include:

- That there is high level of effectiveness of Individualized Education Programme in Ivibore primary school.
- That the constraint on Individualized Education Programme in Ivibore primary school include inadequate funding, inadequate instructional materials, infrastructure deficit, inadequate policy and legal framework, and shortage of trained teachers in special education
- That there is a significant impact of Individualized Education Programme on the academic adaption of disabled learners in Ivibore primary school.
- That there is a significant impact of individualized education programme on disabled learners' participation in classroom activities in Ivibore primary school.

Conclusion

The study investigated the impact of Individualized Education Programme on academic adaption of disabled learners in Ivibore primary school, Oredo Local Government Area of Edo State. Based on the findings of the study, the researcher concluded that there is a significant impact of Individualized Education Programme on the academic adaption of disabled learners in Ivibore primary school. It was also concluded

that there is a significant impact of individualized education programme on disabled learners' participation in classroom activities in Ivibore primary school.

Recommendations

Based on the findings and conclusion drawn, the following recommendations were put forward:

1. The Ministry of Education should customize individualized education programme to address the specific learning needs, strengths, and challenges of each disabled learner. This personalized approach will help ensure that interventions are effective and relevant to the individual student's requirements.
2. There should be collaboration between the government and relevant educational stakeholders to implement a system for continuous monitoring and evaluation of students' progress within the framework of their individualized education programme. This regular assessments will help teachers identify areas of improvement and adjust interventions accordingly to maximize academic adaptation.
3. There should be collaboration among teachers, parents, and specialists to create a supportive environment for disabled learners. Regular communication and teamwork will help ensure that everyone involved is aligned with the student's goals and can provide necessary support both in and out of the classroom.

4. Both the federal and state government should provide ongoing training and professional development opportunities for teachers and support staff to enhance their understanding of disabilities and effective strategies for accommodating diverse learning needs.

Suggestions for Further Studies

The researcher focused on impact of Individualized Education Programme on academic adaption of disabled learners only in Ivibore primary school, Oredo Local Government Area of Edo State. Similar research can be carried out in other Local Government Area of Edo State for a better generalization of the study.

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APPENDIX A
DEPARTMENT OF EDUCATIONAL EVALUATION AND COUNSELING
PSYCHOLOGY
FACULTY OF EDUCATION
UNIVERSITY OF BENIN, BENIN CITY

Dear Respondent,

REQUEST FOR COMPLETION OF ITEMS IN THE QUESTIONNAIRE

I am a final year student of the above named department and institution. I am carrying out a research project on the “**Impact of Individualized Education Programme on Academic Adaption of Disabled Learners (IIEPAADL)**”. This research is in partial fulfilment for the requirement for the award of Bachelor of Education in Guidance and Counselling.

Honestly, the research is purely for academic purposes, any information received from you would be treated with utmost confidentiality. I would appreciate if you can help by filling this questionnaire accurately with sincerity.

Thank you for your cooperation.

Section A: Demographic Data

Sex: Male () Female ()

Section B: Data on Questionnaire

Indicate the extent to which you agree or disagree with the following statements.

Key: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

S/N	ITEMS	SA	A	D	SD
	Level of Effectiveness of Individualized Education Programme				
1.	Teachers often create personalized plans tailored to each student’s needs and goals				

2.	Teachers regularly varies their teaching methods to suit the learning needs of students				
3.	Teachers often design assignments that align with students' interest and abilities				
4.	Teachers regularly meet one-on-one with students to discuss their progress, strength and areas for improvement				
5.	Teachers often provide timely interventions to address learning gaps and challenges among students				
	Constraints on Individualized Education Programme				
6.	Inadequate funding constitute a constraint on Individualized Education Programme				
7.	Inadequate Instructional Materials constitute a constraint on Individualized Education Programme				
8.	Infrastructure Deficit constitute a constraint on Individualized Education Programme				
9.	Inadequate Policy and Legal Framework constitute a constraint on Individualized Education Programme				
10.	Shortage of trained teachers in special education constitute a constraint on Individualized Education Programme				
	Impact of Individualized Education Programme on the Academic Adaption of Disabled Learners				
11.	Individualized education programme often help to cater to the specific needs of disabled learners				
12.	Individualized education programme often help to ensure that lessons are adapted to abilities of disabled learners				
13.	Individualized education programme can help to provide targeted support in area where disabled learners may struggle				
14.	Individualized education programme can help to establish clear academic and developmental goals for disabled learners				
15.	Individualized education programme can help fosters a learning environment where disabled learners feel accepted and valued				

	Impact of Individualized Education Programme on Disabled Learners' Participation in Classroom Activities				
16.	Individualized education programme can help in fostering a profound sense of belonging and recognition among disabled learners thereby enhancing their participation in classroom activities				
17.	Individualized education programme can help provide disabled learners access to academic resources which can help improve their engagement in classroom activities				
18.	Individualized education programme can help create a nurturing environment where disabled are respected for their unique contributions				
19.	Individualized education programme can help disabled learners to engage in meaningful interactions with their peers without disabilities				
20.	Individualized education programme can serve as platforms for the cultivation of empathy, understanding, and inclusivity among all students				

APPENDIX B

RELIABILITY

Reliability Statistics

Cronbach's Alpha	N of Items
.761	5

Reliability Statistics

Cronbach's Alpha	N of Items
.808	5

Reliability Statistics

Cronbach's Alpha	N of Items
.852	5

Reliability Statistics

Cronbach's Alpha	N of Items
.777	5

APPENDIC C

DESCRIPTIVE STATISTICS

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
1	30	2.00	4.00	3.1333	.77608
2	30	2.00	4.00	2.9000	.71197
3	30	1.00	4.00	2.5333	.81931
4	30	1.00	4.00	2.8667	.77608
5	30	2.00	4.00	2.6333	.76489
Valid N (listwise)	30				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
6	30	1.00	4.00	3.2333	.62606
7	30	1.00	4.00	3.4333	.67891
8	30	2.00	4.00	3.3333	.54667
9	30	1.00	4.00	3.2000	.71438
10	30	2.00	4.00	3.1667	.87428
Valid N (listwise)	30				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
11	30	3.00	4.00	3.2333	.43018
12	30	2.00	4.00	3.1667	.46113
13	30	2.00	4.00	3.1333	.81931
14	30	1.00	4.00	3.1000	.54772
15	30	2.00	4.00	3.1333	.43417
Valid N (listwise)	30				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
16	30	2.00	4.00	2.9000	.75886
17	30	2.00	4.00	3.0000	.78784
18	30	2.00	4.00	3.3667	.61495
19	30	2.00	4.00	2.9000	.71197
20	30	1.00	4.00	2.8667	.77608
Valid N (listwise)	30				