



INCLUSIVE EDUCATION AND IT INFLUENCE ON BIOLOGY STUDENTS' PERFORMANCE IN SECONDARY SCHOOLS IN AWKA SOUTH LOCAL GOVERNMENT AREA OF ANAMBRA STATE, NIGERIA

Dr. Ezeobi Gloria Ogechukwu

Department of Science Education, Faculty of Education, Nnamdi Azikiwe University, Awka, Anambra State, Nigeria.

Email: go.ezeobi@unzik.edu.ng, Phone Number: 08037640850

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Abstract

The study investigated inclusive education and its influences on biology students' performance in secondary schools in Awka South Local Government Area of Anambra State, Nigeria. Three research questions guided the study. A descriptive survey design was adopted for data collection. The population of the study consisted of 2,096 senior secondary two (SS. 2) biology students from 19 public secondary schools in Awka South Local Government Area of Anambra State, Nigeria. Purposive random sampling was used to select a sample of 150 students from three (3) schools in the population. The instrument used for data collection was a structured questionnaire developed by the researcher. The instrument was validated by two experts, one from the Department of Educational Foundations and the other from the Department of Science Education, both from the Faculty of Education, Nnamdi Azikiwe University, Awka, Anambra State, Nigeria. It has a reliability coefficient of 0.75 using Pearson's Product Moment Correlation Coefficient. The collected data were analyzed using standard deviation and a weighted mean to answer the research questions. The results revealed that inclusive education on the interaction and participation of students without special educational needs and students with special educational needs in the biology classroom in secondary schools in Awka South Local Government Area of Anambra State, Nigeria. Also, inclusive education positively influences the interaction and participation of students without special educational needs and those with special educational needs in the biology classroom in secondary schools in Awka South Local Government Area of Anambra State, Nigeria. The study recommended that secondary school authorities should do their utmost to ensure that students with SEN and those without coexist peacefully in an inclusive educational environment to help them achieve maximum performance in biology.

Keywords: Inclusive Education, Biology Students, Students' Performance.

1.1 Introduction

Education is the fundamental instrument for the development of any nation. This is because it guarantees the development of human resources and enhances the quality of the population, especially the labour force; hence, no nation can grow beyond the quality or level of development

of its human resources. Education is seen as a gradual process which brings positive changes in human life and behavior. It is the process of learning and acquiring new knowledge, experiences, insights that leads to modification of behavior. Abdulgani (2014) defined education as a process of acquiring new knowledge through study or imparting the knowledge by way of instruction or some other procedures. Education is very important to man and society, and it can never be emphasized enough. Education gives one the ability to solve problems, and it illuminates one's mind and thinking. Being educated in particular areas, especially science, contributes to our success and also improves society and the nation (Abdulgani, 2014).

Inclusive education, in the parlance of special education, refers to schools where all children learn together, receive quality education, and receive support through appropriate curricula, organizational arrangements, teaching strategies, the use of resources, and partnerships with their communities (UNESCO, 2024). Inclusive education entails an educational system that allows all students, regardless of their physical or cognitive disabilities, to receive instruction in the same setting. Inclusive education is a radical departure from the traditional segregation approach of educating children with disabilities, which involves the adaptation of regular school practice to suit the needs of children with disabilities. Inclusive education is a full integration of learners with and without special needs into the same classrooms and schools, thereby exposing them to the same opportunities. Over the past decades, local and national governments have adopted inclusive education policies. The international human rights framework states that schools are responsible for providing equal educational opportunities and that classroom teachers are the key agents in promoting inclusion for all students (UNESCO, 2024). However, despite a large body of literature on inclusion, there is a lack of empirical evidence on its impact on student growth (Kavale & Forness, 2020). This is mostly common with students with disabilities. Disability is one of many individual differences. Disability is an outcome of the interaction between a person with impairment and the environment and attitudinal barriers that he or she faces (World Health Organization (WHO) cited in Moriga, McConky, and Myezwab, 2014).

According to Federal Republic of Nigeria (2022) special needs persons include persons with various types of disabilities, the gifted and the talented such as the blind and the partially sighted, the deaf and the partially hearing, physical and health impairment, intellectual disabilities (mild, moderate, severe and profound), emotional and behavioural disabilities (mild, moderate, severe and profound), emotional and behavioural disorders (hyper active, hypoactive/the socially maladjusted), speech and language impairment, learning disabilities (psychological/neurological phobia or challenges), multiple disabilities, the gifted and talented and albinos (vision and skin problems, lack of self-esteem, myths about albinism, stigmatization and stereotypes). The students with disabilities are called students with special educational needs (SEN), while those students without disabilities are called students without special educational needs (SEN).

Inclusive education, according to the Federal Ministry of Education (2022), is the process of addressing all barriers and providing access to quality education to meet the diverse needs of all learners in the same learning environment. It means that all students in a school, regardless of their strengths and weaknesses in any area, become part of the school community, where they are taught

to play together and communicate without possible labelling or discrimination of any sort. It is a process that allows children to be seen as equal members of the classroom without being marginalized by their colleagues. Inclusive education is meant to shape an inclusive society and an inclusive education system. All is meant to accomplish an inclusive and equitable society that takes into account a broad range of diversity beyond disability (Porter, 2022). Also, inclusion education takes into consideration the teaching and learning needs of all marginalized and vulnerable children and young people, including street children, girls, children from ethnic minorities, children from economically disadvantaged families, children from nomadic/refugee/displaced families, children with HIV/AIDS, as well as children with disabilities (Corps, Ceralli and Boisseau, 2022).

Wenenda and Okeke (2018) asserted that the practice of inclusion presents an avenue for schools to respond to and address students individually, bearing in mind that these students have rights that have been seen through the lens of equality to every opportunity provided by the government, and where necessary, equity is employed. The challenge, however, is that the government comes under scrutiny to determine how willing it is to drive the implementation of the policy or enforce the already stated policy, especially in government and public-owned schools.

According to Kisanji (2019), inclusive education is a practice in which all learners, especially children, despite their individual differences such as socioeconomic background, religion, and other peculiarities, are allowed to enroll and welcomed by their community schools into classes appropriate to their age groups. Inclusive education does not mean special schools and colleges just for students with special educational needs. This is called segregations, it also does not mean separate units in regular schools and colleges. This is segregation too; it also doesn't mean disabled children and students in regular education, but without enough support for them to be truly included. This is called integration. Disabled learners are in regular education, but their needs are not met.

Advocacy for inclusive education is anchored on the belief that education is a basic human right. Therefore, when the disabled are excluded from school, their human rights are violated. Not only that, they miss out on the lifelong benefits of education, such as better jobs, greater social and economic security, and more opportunities for full participation in society (Cheshire, 2022). Inclusive education is concerned with educational approaches, strategies and practices designed to meet the diverse needs of all students in a classroom.

However, Katz and Porath (2020) outline the primary and secondary goals of inclusive education as;

Primary goals:

1. To improve academic outcomes for all students, regardless of ability, disability or background.
2. To foster social relationships, acceptance, and a sense of belonging among diverse students.
3. To encourage active participation and engagement in learning for all students.
4. To recognize, value and celebrate diversity in all its forms.

5. To address and reduce disparities in education based on gender, disability, language, culture and socioeconomic status.

Secondary goals;

1. To enhance teacher confidence, competence and commitment to inclusive education.
2. To build partnerships with families, communities and organizations.
3. To develop culturally responsive teaching practices.
4. To ensure physical and digital accessibility.
5. To monitor and evaluate inclusive education practices.

Biology is a life science that studies the human body and the environment. In this case, biology is taught theoretically and practically. Biology is one of the core subjects in the Nigerian secondary school curriculum. Biology forms the backbone of many science subject combinations at the advanced level. Furthermore, biology is central to many scientific professions, such as Medicine, Pharmacy, Nursing, Agriculture, Biochemistry, Microbiology, Conservation, and so on. It is obvious that no student intending to study these disciplines can do without practical activities (Kareem, 2023).

Student performance refers to how well a student fulfills academic requirements and achieves educational goals. It is typically measured through assessments such as exams, quizzes, assignments, projects and participation in class. Student performance refers to students' ability to succeed academically and complete their educational programs. It is measured by various indicators and can be categorized as successful or unsuccessful. The successful students achieve excellent or suitable performance labels, while the unsuccessful students have poor performance. Measuring students' performance is important for educational institutions to identify areas for improvement. Ganai and Mir (2016) defined students' performance as students' knowledge of attaining ability or degree of competence in school tasks, usually measured by standardized tests and expressed in a grade or units based on students' achievement. Ezeani (2019) defined students' performance as the knowledge acquired or skills developed in school subjects, usually measured by test scores or marks assigned by the teacher. Several authors agree that performance results from learning prompted by the teacher's teaching activity and produced by the student. From a humanistic perspective, Martinez (2017) states that 'students' performance is the product given by students and is usually expressed through school grades. The student's performance is influenced by factors such as intellectual level, personality, motivation, skills, interests, study habits, self-esteem, and the teacher-student relationship. When a gap between academic performance and the student's expected performance occurs, it is referred to as divergent performance. An unsatisfactory academic performance is one that falls below expectations. Sometimes it can be related to teaching methods.

1.2 Influence of inclusive education on biology students' performance

Inclusive practice can be defined as attitudes and methods that ensure all learners can access education. Inclusive education can be regarded as a transformative approach to education, driving change at the school and classroom levels. But it seems that strategies adapted for students

with SEN, such as frequent feedback, cooperative learning, control of task difficulty, focus on concepts, teaching in small collaborative groups, and positive classroom climates, in addition to sensitive teachers, work effectively for all students, including those without SEN. Inclusive practices can influence performance when implemented at the school level. But it seems that strategies adapted for students with SEN, such as frequent feedback, cooperative learning, control of task difficulty, focus on concepts, teaching in small collaborative groups, and positive classroom climates, in addition to sensitive teachers, work effectively for all students, including those without SEN. Inclusive practices can influence performance when implemented on the school level: “Importantly, changes on a school level can improve students’ performance as well” (Szumski, 2017). Inclusive education requires competencies beyond those in traditional educational systems, especially that teachers make important instructional decisions in inclusive classrooms and prepare general education students. Teachers can play a key role in the school performance of all students (Szumski, 2017). In addition to the transformative change at the school level and the preparation of general classroom teachers for inclusive teaching strategies, the inclusive education practices influencing biology students’ performance in secondary schools are as follows:

1. Differentiated Instruction: Differentiated instruction is an inclusive teaching approach that tailor instruction to all students’ learning needs. All the students have the same learning goal, but the instruction varies based on students’ interests, preferences, strengths and struggles. This is the idea of teaching the whole group in one way, like a lecture. A teacher uses a variety of methods, such as project-based learning, group work, and laboratory experiments (lab-based learning), which involve scientific investigations and case studies, etc. This can also include teaching students in small groups or in one-on-one sessions.

Differentiated instruction is also defined as the philosophy of teaching based on the premise that students learn best when their teachers accommodate differences in readiness levels, interests, and learning profiles. A chief objective of differentiated instruction is to acknowledge various students’ backgrounds, readiness levels, languages, interests, and learning profiles. Differentiated instruction sees learning as social and collaborative, with responsibility for what happens in the classroom first resting on the teacher, but also on the learner. Then, building on this definition, Mulrey and Endinger (2023) added that differentiated instruction emerged within the context of increasingly diverse student populations. Also, in this environment, each student is valued for his or her unique strengths while being offered opportunities to demonstrate skills through a variety of assessment techniques. In the inclusive classroom, differentiated instruction is used to meet students’ diverse learning needs. Differentiated instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on each student’s ability. Differentiated instruction enables the teacher to incorporate authentic instruction through project-based learning, bringing relevant and meaningful knowledge into the classroom (Loreman, 2017).

2. Universal Design for Learning: Universal Design for Learning is an approach to teaching and learning that gives all students equal opportunity to succeed. The Universal Design for Learning (UDL) is an educational model that creates access to the general classroom, curriculum and

learning experiences for all students, including those with special educational needs. UDL benefits students and teachers alike by fostering a community of learners who appreciate one another's similarities and differences. The students benefit from a learning approach that eschews a one-size-fits-all curriculum and offers equal access to all learners, thereby increasing engagement and the flexibility of their learning (Etim, 2022).

Similarly, teachers benefit professionally by adopting an improved teaching methodology that creates a truly inclusive classroom and by collaborating with students and teachers. At its core, UPL values the diversity of all learners by creating classroom environments that are academically, socially, and emotionally inclusive of all children. UPL encourages providing multiple ways for students to engage with material, such as videos, texts, and hands-on activities, and to demonstrate their understanding through oral presentations, written reports, or projects, and to be motivated. This for example in a biology class, the teacher introduces photosynthesis as a topic with a range of materials to appeal to different interests of the students, students can choose to investigate different aspects of photosynthesis e.g, the chemical process, the role of sunlight or the importance of chlorophyll based on their interests and give results either by use of digital tools such as video editing software, graphic design tools or online simulations or through laboratory tools which includes hands-on experiments with plants placed under different light conditions allowing students to observe photosynthesis directly. The aim is to ensure that each student learns in the way they understand best.

3. Collaborative Learning: Collaborative learning is a term for a variety of educational approaches involving joint intellectual effort by students or students and teachers together. The students in the inclusive classroom bring multiple perspectives to the classroom despite their diverse backgrounds, learning styles, experiences and aspirations. The teachers would no longer assume a one-size-fits-all approach. When students work together on their learning in a biology classroom, teachers get a direct, immediate sense of how they are learning and what experiences and ideas students can bring up. The collaborative learning activities in an inclusive classroom can range from classroom discussions and short lectures to experiments throughout the entire class period to research studies.

4. Technology Integration: Technology integration is broadly defined as the use of any technological tool in the educational system. This includes ICT, digital technology, mobile technology and assistive technology, the use of audio aids, internet applications, video technology, and computer software, which can all be used to help deliver learning materials and support learning processes. Technology integration refers to any technology that helps students with exceptionalities succeed in an inclusive classroom. Technology integration in education has become a key tool in teaching and learning today. Thus, given the diverse range of student needs in the inclusive classroom, effective technology integration can serve as a platform for differentiated instruction.

The wide ranges of technological tools available today offers teachers limitless ways to address diverse student needs. Specifically, technology has made a considerable difference in the

lives of students with special education needs and has been shown to directly impact their performance (Jensen, Taylor & Fisher, 2020).

5. Adapted Curriculum: Curriculum adaptation involves modification to the delivery of instructional methods and intended goals of students' performance that does not change the content but does slightly change the conceptual difficulty of the curriculum. One important feature of adaptation is that it is a goal-driven process. It involves teachers and their collaborative efforts to identify students' goals before adopting any curriculum. According to Rose and Meyler (2022), curriculum adaptation refers to modifications to the way content is represented or presented, or to how students engage with and respond to the curriculum. Rose and Meyer further observed that such modifications do not alter the content in any way but instead seek to provide multiple means for students to access and respond to the content taught in an inclusive classroom, achieved through the incorporation of the principle of design for learning. Other practices that influence biology students' performance in an inclusive classroom include team teaching, inquiry-based learning, and performance assessment.

1.3 Performance of Students With and Without SEN in Inclusive Education

The primary focus of research on inclusive education services should be whether they are effective in improving student performance. The initial research examining inclusion focused on the social, emotional, and motivational factors, but more researchers are now evaluating the effects of inclusion on student achievement as well (Yell, Shriner & Katsiyannis, 2016). The student's performance can be measured using various variables. These variables include:

1. Performance of Students in Tests/Test Scores: A test is an assessment tool used to measure students' knowledge, abilities, skills or attitude in a particular subject. In secondary schools, teachers use tests to evaluate students and determine whether their teaching objectives have been achieved. The test can take different forms, for example, written, oral, practical, and standardized tests.

2. Grade: Grades are a measure of all students' achievement and performance in a particular course or subject. The grade helps the teacher provide feedback on the students' learning processes.

3. The Rate of Class Participation and Engagement: Participation and engagement of students in the class are very important as they are a crucial part of the learning process of students. Some students actively contribute to class discussions, while others participate passively. The other variables include entrance tests, reading, writing, communication skills and patterns of grades received in different courses.

Inclusive education has, in one way or another, affected students' performance. Although inclusive settings seem to affect learning outcomes both academically and non-cognitively, the results were contradictory and the number of studies was limited.

Therefore, the mere placement of children with SEN in general classrooms will not have a beneficial effect on students' performance. Rather, it is the manner of implementing inclusion and

the inclusive practices involved that will affect its efficacy. Research in the field of inclusive education is increasingly focusing on the development of practices that support teaching and learning for all students, with and without SEN (Nasbaum, 2013).

1.4 Purpose of the Study

The study determined inclusive education and its influences on biology students' performance in secondary schools in Anka South Local Government Area of Anambra State, Nigeria. Specifically, it determined:

1. The influences of inclusive education on biology students' performance in secondary schools in Awka South Local Government Area of Anambra State, Nigeria.
2. The influence of inclusive education on the interaction and participation of students with special educational needs and those without in the biology classroom in secondary schools in Awka South Local Government Area of Anambra State, Nigeria.
3. The differences in the performance of students with special educational needs and those without in secondary schools in Awka South Local Government Area of Anambra State, Nigeria.

1.4 Research Questions

The following research questions guided the study:

1. What are the influences of inclusive education on biology students' performance in secondary schools in Awka South Local Government Area of Anambra State, Nigeria?
2. What are the influences of inclusive education on the interaction and participation of students without special educational needs and students with special educational needs in the biology classroom in secondary schools in Awka South Local Government Area of Anambra State, Nigeria?
3. What are the differences in the performance of students with special educational needs and students without special educational needs in biology inclusive classrooms in secondary schools in Awka South Local Government Area of Anambra State, Nigeria?

2. Research Methods

A descriptive survey design was adopted for the study. The design is appropriate, as the study sought to collect data from respondents to investigate inclusive education and its influence on biology students' performance in secondary schools in Awka South Local Government Area of Anambra State, Nigeria. The study was conducted in Anambra State, Nigeria. The population of the study comprised 2,096 biology students in public secondary schools in Awka South Local Government Area of Anambra State, Nigeria. The study sample comprised 150 biology students from public secondary schools in Awka South Local Government Area of Anambra State, Nigeria.

The researcher developed questionnaires titled "Inclusive Education and Its Influence on Biology Students' Performance Questionnaire" (IEIOBSPQ). The instrument developed was validated by two experts. One from the Department of Educational Foundations and the other from

the Department of Science Education, both from the Faculty of Education, Nnamdi Azikiwe University, Awka, Anambra State, Nigeria.

Pearson’s Product Moment correlation coefficient was used to determine the instrument’s reliability, yielding a coefficient of 0.75. This was deemed sufficient to confirm the instrument’s reliability. According to Nworgu (2015), a reliability of 0.75 is very high. The researcher, together with two research assistants, collected data for the study using the direct approach, achieving a 97% return rate. The mean statistic was used to answer the research questions.

3. Results

Research Question 1: What are the influence of inclusive education on biology student’s performance in secondary schools in Awka South Local Government Area of Anambra State, Nigeria?

Table 1: Mean scores on the Influences of Inclusive Education on Biology Students’ Performance in Secondary Schools.

S/N	ITEMS	N	\bar{X}	REMARKS
1.	I have improved in my performance in biology since I started attending inclusive school.	150	3.30	Agreed
2.	My teacher uses different methods during teaching which helps me remember what has been taught.	150	3.40	Agreed
3.	I show continuous improvement in biology class.	150	3.08	Agreed
4.	I am able to accept my own physical appearance and is more confident of myself as there is no discrimination unlike regular schools.	150	2.86	Agreed
5.	In my school our teacher uses one method in teaching biological concepts.	150	2.24	Disagreed
Grand Mean			3.00	Agreed

Table 1 shows the view of respondents on the influence of inclusive education on biology student’s performance in secondary schools in Awka South Local Government Area of Anambra State, Nigeria. From the table 1, it can be seen that all the respondents agreed that inclusive education has a positive influence on the performance of biology students in secondary schools in Awka South Local Government Area of Anambra State.

Research Question 2: What is the influence inclusive education on the interaction and participation of students without special educational needs and students with special educational needs in biology classroom in secondary schools in Awka South Local Government Area of Anambra State, Nigeria?

Table 1: Mean scores on the Influence of Inclusive Education on the Interaction and Participation of Students Without Special Educational Needs And Students With Special Educational Needs in Biology Classroom in Secondary Schools in Awka South Local Government Area of Anambra State, Nigeria.

S/N	ITEMS	N	\bar{X}	REMARKS
6.	I feel very comfortable learning with students of different diversities.	150	3.53	Agreed
7.	I participate in all activities in the biology classroom.	150	3.25	Agreed
8.	In my school, opportunities are provided for students to work with others who are different from them despite their background, ethnicity or ability.	150	3.50	Agreed
9.	I associate with all my classmates despite their differences.	150	3.75	Agreed
10.	Students with special educational needs find it hard to associate with the rest of the class.	150	2.18	Disagreed
Grand Mean			3.24	Agreed

Table 2 shows the view of respondents on the influence of inclusive education on the interaction and participation of students without special educational needs and students with special educational needs in biology classroom in secondary schools in Awka South Local Government Area of Anambra State, Nigeria. From the table, it can be seen indeed that there is a positive influence of inclusive education on the interaction and participation of students without special educational needs and students with special educational needs in biology classroom in secondary schools in Awka South Local Environment Area of Anambra State, Nigeria.

Research Question 3: What is the difference in the performance of students with special educational needs and students without special educational needs in biology inclusive classroom in secondary schools in Awka South Local Government Area Anambra State, Nigeria?

Table 3: Mean scores on the Differences in the Performance of Students With Special Educational Needs and Students Without Special Educational Needs in Biology Inclusive Classroom in Secondary Schools in Awka South Local Government Area Anambra State, Nigeria.

S/N	ITEMS	N	\bar{X}	REMARKS
11.	Everyone in my class has good performance in biology class including practical activities.	150	3.92	Agreed
12.	My performance is valued in relation to my own possibilities rather than the performance of others.	150	3.75	Agreed
13.	The students without special educational needs have the best performance in biology in my class.	150	3.75	Agreed
14.	The students with special educational needs do not perform well in practical activities in biology class due to their physical or cognitive limitations.	150	2.22	Disagreed
15.	The students with special educational needs are slow at understanding biological concepts, which affects their performance in biology.	150	3.44	Agreed
Grand Mean			3.42	Agreed

Table 3 shows the view of respondents on the difference in the academic performance of students with special educational needs and students without special educational needs in biology inclusive classroom in secondary schools in Awka South Local Government Area of Anambra State, Nigeria. From the table, it can be seen that there is no significant difference in the performance of students with special educational needs and students without special educational needs in biology inclusive classroom in secondary schools in Awka South Local Government Area of Anambra State, Nigeria.

4. Discussion

The study found that inclusive education positively influences students' academic performance in biology in secondary schools in Awka South Local Government Area of Anambra State. It was indicated that inclusive education positively influences the interaction and participation of students without special educational needs and those with special educational needs in the biology classroom in secondary schools in Awka South Local Government Area of Anambra State, Nigeria. These findings aligned with that of Porter (2022), who assessed the challenges in the teaching and learning process for hearing-impaired students enrolled in regular primary and secondary schools in Dodoma, Tanzania. Porter (2022) examined the challenges of teaching and learning for students with hearing impairment and the factors contributing to the poor academic performance of hearing-impaired students enrolled in regular secondary schools.

Further findings indicated that there is no significant differences in the performance of students with special educational needs and students without special educational needs in biology inclusive classrooms in secondary schools in Awka South Local Government Area of Anambra State, Nigeria. These findings align with Mulrey and Eddinger (2023), who posited that learners who experience barriers to learning have needs beyond those of the so-called “normal” learners. These additional needs can range from the needs of gifted teachers to those of learners with severe handicaps. All learners need support, which could be extensive (a whole year).

5. Conclusion

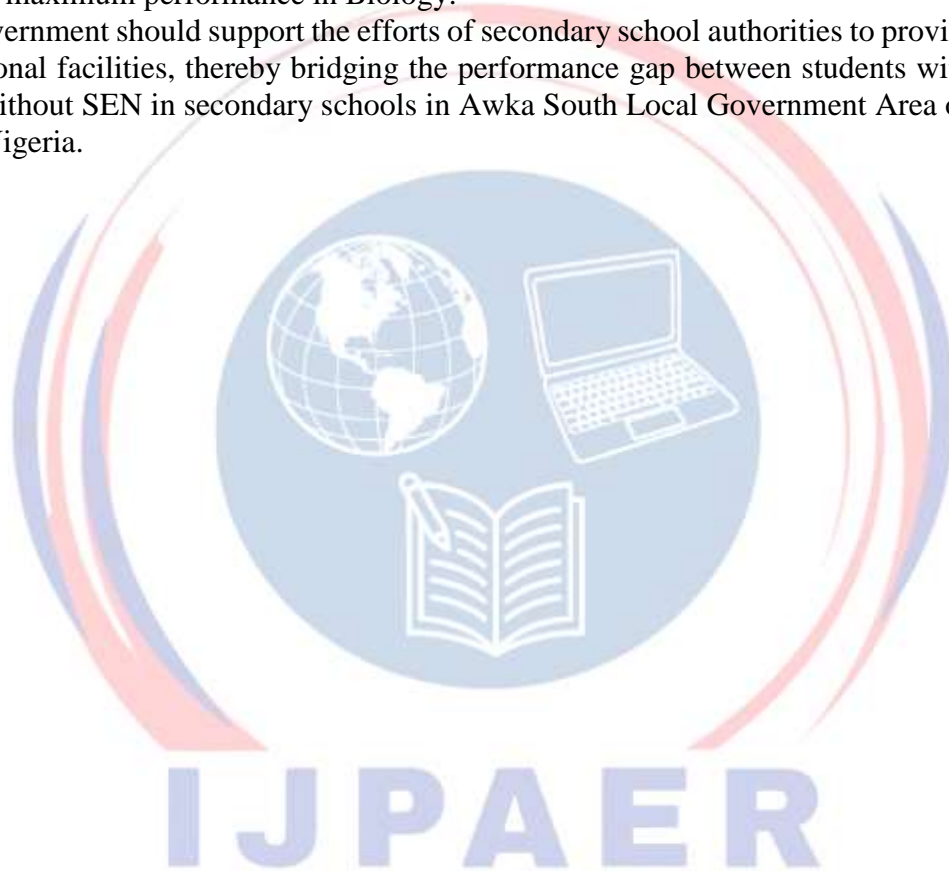
Based on the findings, it was concluded that inclusive education has a positive influence on students' academic performance in biology in secondary schools in Awka South Local Government Area of Anambra State, Nigeria. There is a positive influence of inclusive education on the interaction and participation of students with and without special educational needs in the biology classroom in secondary schools in Awka South Local Government Area of Anambra State, Nigeria.

The conclusion is that there are no significant differences in the academic performance of students with special educational needs and those without special educational needs in biology inclusive classroom in secondary schools in Awka South Local Government Area of Anambra State, Nigeria.

6. Recommendations

Based on the findings of the study, the following recommendations were made:

1. The secondary school authorities should endeavour to provide the enabling environment for inclusive education to thrive, thereby promoting robust student performance in biology in secondary schools in Awka South Local Government Area of Anambra State, Nigeria.
2. The secondary school authorities should do their utmost to ensure that students with SEN and those without coexist peacefully in an inclusive educational environment, thereby helping them achieve maximum performance in Biology.
3. The government should support the efforts of secondary school authorities to provide adequate educational facilities, thereby bridging the performance gap between students with SEN and those without SEN in secondary schools in Awka South Local Government Area of Anambra State, Nigeria.



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