

INCLUSIVENESS OF STUDENTS WITH DISABILITIES AND THEIR LEARNING OUTCOME IN AGRICULTURAL SCIENCE PRACTICALS IN EKITI STATE GOVERNMENT COLLEGES

Gbemisola Promise, BANKOLE¹, Remigious Olawale, FAMIWOLE², Jonathan, OKE³.

^{1, 2&3}Department of Vocational and Technical Education, Ekiti State University, Ado Ekiti, Nigeria

Abstract

This study investigated the level of inclusiveness of students with disabilities in Agricultural Science practicals in Ekiti State Government Colleges. A descriptive survey research design was adopted, with a population comprising 1083 all students with disabilities enrolled in Agricultural Science in nine Government Colleges across the state. A sample of 25 students with disabilities was selected using purposive sampling. Data collection was conducted through a self-designed questionnaire, titled "Inclusiveness of Students with Disabilities and their Learning Outcome in Agricultural Science Practical Questionnaire" (ISDIOASPQ). The instrument consisted of two sections: demographic data and the inclusiveness of students with disabilities in Agricultural Science practicals. A four-point Likert scale (Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1) was used, along with test and exam results to assess learning outcomes. The instrument's reliability was verified using test-retest method, yielding a strong Pearson moment correlation coefficient. The questionnaire was administered by the researcher and three trained assistants, and all responses were collected following the necessary permissions from school management. Data analysis included descriptive statistics for research questions and regression analysis for testing hypotheses at a 0.05 significance level. The findings of the study reveal that; Peer collaboration and parental support were found to be inclusive, but administrative support and some aspects of teacher support were lacking, affecting full inclusion, most students with disabilities performed satisfactorily, though few excelled in Agricultural Science practicals, administrative support was significantly lower compared to factors such as teacher attitudes, and parental support, a decline in administrative support was a significant predictor of poorer learning outcomes, negative teacher attitudes were closely associated with lower student performance, peer collaboration was found to be a significant predictor of positive learning outcomes, participation of students with disabilities had a notable positive influence on their academic performance. Parental support had a negative effect on students' learning outcomes in Agricultural Science practicals, and teacher attitudes were the most significant predictor of learning outcomes, with negative attitudes leading to poorer performance. Other factors such as parental support, administrative support, and peer collaboration were not significant predictors, except for teacher attitudes. Based on the findings of the study, it was recommended that: government should ensure teacher training and professional development programs focus on fostering positive attitudes towards students with disabilities and schools should strengthen administrative support systems by creating inclusive policies and allocating resources to better support students with disabilities, schools management should promote peer collaboration through structured group activities and cooperative learning strategies, as these significantly improve academic performance, special interventions should be developed for students with disabilities, particularly in subjects like Agricultural Science practicals, to enhance learning outcomes and school management should integrate both administrative support and teacher involvement into inclusive practices to ensure all aspects of the learning environment contribute to the success of students with disabilities, this study concluded that the parental

support is the only variable of inclusiveness of students with disabilities that contributed to the learning outcomes of students with disabilities in agricultural science practicals in Ekiti State Government Colleges. Government are to organise training and re training for the school administrators and teachers teaching agricultural science in all Government Colleges, the uses of assistive devices should be provided for students with disabilities like students with albinism are to use magnifier glasses, and braille for visual impairment students, special educators and instructors are to be employed and dispatch to all Ekiti State Government Colleges for effective teaching and enhanced the learning outcomes of students with disabilities in agricultural science practicals in Ekiti State Government Colleges.

Keywords: Disabilities, inclusiveness, learning outcome, agricultural science practicals, Government Colleges.

Introduction

In the school system there are two categories of students, Students with disabilities and those without disabilities, cognitive or developmental disability is a physical or mental condition that limits a person movement, senses or activities. In the context of education, disability refers to any physical, mental, or social restrictions or impairments that prevent a student from fully engaging in the learning process (Anthony, Kazaara, & Kazaara, 2023). According to Mark, Daniel, Julius, et al. (2024), these disabilities can include learning problems, hearing and vision impairments, emotional or behavioural disorders, and physical impairments like mobility issues, Due to physical obstacles It could also be disabled as a physical, mental cognitive or developmental condition that impairs, interferes with or limit a person ability to engage in certain tasks or action. Disability refers to a situation in which a person faces difficulties, or is unable, to do other things on his or her own because of the interaction between the impairment he or she has and the available barriers. Disability takes many forms, and it may either be inborn or acquired through accidents and illnesses. Most common forms of disability are Abinism, physical

disability, mental disability, hearing impairment, visual impairment, speech impairment and deaf (hearing and speech impairment). Other disabilities are intellectual disability or learning difficulties, epilepsy and albinism, Impairments that causing disabilities may be from the birth or can be acquired during child personal life. Students with disabilities are individuals who have long term physical, mental, intellectual or sensory impairments as a result of any physical or mental health conditions which interracts with various barriers, to hinder their full and effective participation in the school activities. James (2014) conducted investigation of the effectiveness of teaching and learning students with disabilities in Agricultural Science practical in primary school. The outcome of the study found that the process of implementing teaching and learning Agricultural Science practical was far from what was intended by the curriculum. It was concluded that shortage of essential human and non-human resources lower teachers' productivity and students' achievement. It was therefore recommended that there is a need to foster the potential for continuing teaching and learning Agricultural Science subject more effectively by revitalizing Education for

Self-Reliance (ESR) Policy which is still relevant in the country. The term agriculture is occasionally restricted to crop cultivation excluding the raising of domestic animals. Agricultural education instruction in secondary schools is delivered through three component classroom and laboratory instruction (contextual learning), supervised agricultural experience programs (work-based learning), and the student-based youth programs and leadership organization. Agricultural education's primary purpose is to offer instructional programs to prepare students, including those with disabilities to acquire employability skills that will make them to be self-sufficient, reliant and independent. The researcher observed that the Nigerian society has a negative attitude towards the disabled due to myths and superstitions assumed to be associated with being disabled.

Inclusiveness is the quality of including many different types of people and treating them all fairly and equally, including everyone especially, allowing, and accommodating people who are historically excluded as because of their race, gender, age, sexuality or ability. Also it is systematic reform embodying changes and modification in content, teaching methods, approaches, structures and strategies in education to overcome barriers with a vision to serving to provide all students of the relevant ability with an equitable and participatory learning experience. According to Ball and Green (2014) noted that negative attitudes of the school administrators creates less inclusive placement for students with disabilities in government colleges, which primarily resulted from the lack of adequate training and experience related to special education and inclusion practices. Moreover, the attitudes toward inclusion of special education students in

government colleges was also reviewed among the school teachers attitudes toward inclusive education. The components of inclusion are administrative support, teacher attitude, parents support and involvement, collaboration, and classroom practices. Administrative support is a consideration of inclusion on the placement of student with disabilities in the general classroom and practicals, it increase the achievement of students and their effectiveness with able students. it support the general educational settings, it redefine roles and relationship between the students, because of their leadership role, they play a part of success or failure, daily influence on classroom functioning and student progress. Parental support and involvement influence closely linked to daily functioning especially student with disabilities.

Statement of the study

In 2020, UNESCO reported that Nigerian government shall ensure that every child with benchmark disability has access to free education in an appropriate environment till the child attains the age of 18years. Despite this report it appears that most students faced with various degrees of disabilities in Ekiti State Government Colleges are still suffering from exclusion in agricultural science activities particularly on the farm. There seems to be a growing exclusion and restriction of the students with Disabilities in agricultural science practical. It has been observed that most of the teachers teaching agricultural science seem not to understand challenges of students with disability thereby making them not to receive proper and necessary attention that can improve their performance as they concentrate on able bodied students only. Poor reinforcement from teachers in the colleges seems to be the order of

the day. Instead of the teachers encourage students with disability that perform well, they allow the able bodied ones to oppress dissable without being corrected or cautioned by the teacher. The researcher observed that the Nigerian society has a negative attitude towards the students with Disabilities due to myths and superstitions assumed to be associated with students without disabilities. It is also appears that has not been much consciousness about the inclusion of students with disabilities in the planning relating to agricultural science practicals Thereby raising concern leading to the fear of wether the interest and desired of the students with disabilities included in the farm.

Absence of specialized teachers employed by government is a factor that mostly affect students with disability. Agricultural science profession seems to have been taken over by teachers without disabilities who are knowledgeable in agricultural activities while excluding students with disabilities. This makes them to feel inferior when they are with teachers who don't understand their challenges and learning status. Most of the administrator didn't understand what disabilities mean they feel not concern about Student with disabilities, so students with disabilities are not more interested or involved in agriculture science practicals especially when their teachers are not around. Student with disability such as blindness, and hearing impairment are most of the time excluded from agricultural science practicals. Students with disabilities (SWDs) face multiple challenges in agricultural science practical activities such as ridge making, sowing, weeding, harvesting of crops, Manuring among others, school farm activities without help coming from the teachers.

In consequence, this study sought to investigate the level of inclusiveness of students with disabilities and their learning outcome in Agricultural practical in Ekiti

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Purpose of the study

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1. investigated the level inclusiveness of students with disabilities and their learning outcome in agriculture science practicals in Ekiti State Government colleges
2. examined the students with disabilities learning outcome in agriculture science practicals in Ekiti State Government colleges
3. examined the relationship between Administrator support towards students with disabilities and their learning outcome in agriculture science practicals in Ekiti State Government colleges
4. investigated the relationship between teachers' support towards students with disabilities and their learning outcome in agriculture science practicals in Ekiti State Government colleges
5. investigated the relationship between parental support and involvement towards students with disabilities and their learning outcome in agriculture science practicals in Ekiti State Government Colleges.

6. investigated which of the administrative support, teacher support, parental support, and students participation and involvement will most significant predict the learning outcomes of students with disabilities in agricultural science practicals in Ekiti State Government Colleges

Research Questions

The following research questions were raised to guide the study:

1. what is the level of inclusiveness of students with disabilities in Agricultural science practical in Ekiti State Government colleges
2. what is the learning outcome of students with disabilities in Agricultural science practical in Ekiti State Government colleges

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

- Ho1. There is no significant relationship between Administrative support and the learning outcome of students with disabilities in agriculture science practical in Ekiti State Government Colleges
- Ho2. There is no significant relationship between teachers' attitude and learning outcome of students with disabilities in agriculture science practical in Ekiti State Government colleges
- Ho3. There is no significant relationship between Parental support and involvement and learning outcome of students with disabilities in agriculture science practical in Ekiti State Government colleges.
- Ho4. Administrative Support, Teacher Attitude, Students' Collaboration,

Students' Participation and Parental Support will not be the most significantly predictor of learning outcome of students with disabilities in agriculture science practical in Ekiti State Government colleges.

Research methodology

The study adopted a descriptive survey research design, The research descriptive because it describe the existing situation regarding the inclusiveness of students with disabilities and their learning outcome in agricultural science in Ekiti State government colleges. The survey design also enable the researcher to carry out observation of things as they we be on without manipulating the variables. The population for this study consisted 1083 of all students with disabilities offering Agricultural science in all (9) nine Government Colleges in Ekiti State.

The sample for the study comprised 62 students with disabilities that are offering agricultural science using purposive sampling technique. A self-designed questionnaire titled "Inclusiveness of Students with Disabilities and their learning outcome in Agricultural Science practical Questionnaire" (ISDIOASPQ) will be used to explore information from the respondents. The questionnaire consist of 2 sections. Section A will consisted of demographic data while section B will be on will be on inclusiveness of students with disabilities in agricultural science practical. Four points using likert type rating scale of 4 points, Strongly agree SA -4, Agree A -3 points. Disagree D-2 points and Strongly Disagree SD- 1 point. Section C is on the learning outcome of students with disabilities in Agricultural science practical using the test and exam. The face and content reliability of the

instrument was ensured by experts in vocational and technical education and Tests and measurement in Ekiti State University Ado-Ekiti. The reliability of the instrument will be established using test retest. A pilot study was conducted by administered the twenty research instruments for students with disabilities from one Government College twice within a n interval of two weeks. Results collected shall be analysed using Pearson moment correlation coefficient to establish the reliability coefficient.

The instrument were administered by the researcher with the help of Three research assistants. the researcher asked the permission of the management of the schools and adequate follow up was made so as to ensure that all the administered questionnaires are retrieved.

The data collected were analyzed using descriptive and inferential statistics. All the research questions raised was answered using descriptive statistics such as frequency counts, mean, standard deviations, and percentages and inferential statistics such as t-test, Analysis of variance (ANOVA) and analysis of co-variance (ANCOVA). All the hypotheses was tested at 0.05 level of significant.

Results

Research Question 1: What is the level of inclusiveness of students with disabilities in Agricultural science practical in Ekiti State Government colleges?

Table 1: Mean and Standard Deviation of responses on the level of inclusiveness of students with disabilities in Agricultural science practical in Ekiti State Government colleges. N=25

Administrative Support	Mean ($\bar{x}$)	S.D	REMARKS
Provision of enabling environment for me in agriculture science practical by school administrator	2.16	1.18	Not Inclusive
Supplying adequate farm tools for me in Agricultural science practical by school administrator	2.24	1.01	Not Inclusive
Allocating more periods on the school time table for Agricultural science practical by school administrator	2.44	1.04	Not Inclusive
Allocating farm plots that I can use for my practical by the school administrator	2.40	1.00	Not Inclusive
Assigning an instructor that suits my disabilities on the school farm by school administrator	2.40	1.00	Not Inclusive
Teachers Attitude	Mean ($\bar{x}$)	S.D	REMARKS
They are more friendly to me in the school farm	3.12	0.97	Inclusive
They allow me to work in team with other students during Agricultural science practical	3.20	0.82	Inclusive
They usually tell me to stay in the classroom during Agricultural science practical	2.15	1.04	Not Inclusive
They gives me more time than students without disabilities in Agricultural science practical	2.36	1.04	Not Inclusive
They always listen and answers all questions from me in Agricultural science practical	2.32	0.80	Not Inclusive

Parental support and involvement in agriculture science practical

	Mean ($\bar{x}$)	S.D	REMARKS
My parents likes me to participate in Agricultural science practical	3.52	0.51	Inclusive
My parents use to buy agriculture science practical tools for me	3.32	0.85	Inclusive
My parents do encourage me to attend Agricultural science practical	3.52	0.82	Inclusive
My parents always encourage me to go to school on Agricultural science practical days	3.68	0.63	Inclusive
My parents want me to be engaged in livestock both at home and school	3.68	0.63	Inclusive

The findings from Table 1 reveal a mixed level of inclusiveness for students with disabilities in Agricultural Science practical activities in Ekiti State Government colleges. Administrative support appears lacking, with all indicators such as the provision of enabling environments, adequate tools, and suitable instructors receiving mean scores between 2.16 and 2.44, indicating a "Not Inclusive" assessment. In contrast, teachers' attitudes show a slight improvement, with students reporting some inclusiveness in working with teams (mean = 3.20) and friendly interactions (mean = 3.12). However, other aspects, such as being given additional time (mean = 2.36) and receiving attention (mean = 2.32), are marked as "Not Inclusive." Students' collaboration and participation are rated positively, with all mean scores above 3.20, signaling an inclusive environment where students

with disabilities are fully involved in group work and practical activities. Lastly, parental support is consistently high, with all responses marked "Inclusive," demonstrating strong encouragement from parents for their children's involvement in agricultural activities. This data shows that while peer collaboration and parental support are inclusive, administrative and some teacher-related support lag behind, hindering full inclusion of students with disabilities in agricultural science practical..

Research Question 2: What is the learning outcome of students with disabilities in Agricultural science practical in Ekiti State Government colleges?

Table 2: Frequency Counts and Percentages of the Performance of Students with Disabilities in Agricultural science practical in Ekiti State Government Colleges

GRADE	Frequency (n=25)	Percentage (%)
50%-55% (C5)	2	8
55%-59% (C6)	2	8
60%-64% (C5)	5	20
65%-69% (C4)	8	32
70%-74% (B2)	6	24
75%-100% (A1)	2	8

Table 2 shows that most students (32%, n=8) scored between 65%-69%

(C4), indicating moderate performance. A notable 24% (n=6) scored 70%-74%

(B2), showing relatively high performance. Meanwhile, 20% (n=5) scored 60%-64% (C5), and 16% (n=4) achieved 50%-59% (C5 and C6), representing lower but passing grades. Only 8% (n=2) reached the highest grade of 75%-100% (A1), while 8% (n=2) scored the lowest (50%-55%). These results imply that, while most students with disabilities are performing satisfactorily, a smaller portion is

excelling in the subject, with few students reaching the top performance category.

Testing of Hypothesis

Hypothesis 1: There is no significant difference in the level of inclusiveness of students with disabilities in Agricultural science practical in Ekiti State Government colleges.

Table 3: ANOVA of significant difference in the level of inclusiveness of students with disabilities in Agricultural science practical in Ekiti State Government colleges

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7155.200	4	1788.800	6.106	.000
Within Groups	35154.000	120	292.950		
Total	42309.200	124			

$P < 0.05$

From the ANOVA results in Table 3, the F-value is 6.106 with a significance level of $p = 0.000$, which is less than the threshold of $p < 0.05$. The hypothesis is therefore rejected. This implies that the

inclusiveness levels vary significantly between the colleges.

To further determine the level of variation, post-hoc analysis was performed.

Post Hoc Comparisons – grouping Comparison

Grouping	grouping	Mean Difference	SE	df	T	P _{tukey}	P _{scheffe}
1	- 2	-19.000	4.84	120	-3.9247	0.001	0.006
	- 3	-18.600	4.84	120	-3.8421	0.002	0.007
	- 4	-18.600	4.84	120	-3.8421	0.002	0.007
	- 5	-19.400	4.84	120	-4.0074	< .001	0.004
2	- 3	0.400	4.84	120	0.0826	1.000	1.000
	- 4	0.400	4.84	120	0.0826	1.000	1.000
	- 5	-0.400	4.84	120	-0.0826	1.000	1.000
3	- 4	-	4.84	120	-	1.000	1.000
	- 5	2.45e-14			5.06e-15		
4	- 5	-0.800	4.84	120	-0.1653	1.000	1.000
	- 5	-0.800	4.84	120	-0.1653	1.000	1.000

Key: 1 = Administrative Support, 2 = Teachers 'Attitude, 3=Students' Collaboration, 4= Students 'Participation and 5 = Parents Support

Significant differences were found between administrative support and Teachers 'Attitude, Students' Collaboration, Students 'Participation and Parents Support, with Tukey p-values below 0.05 and Scheffe p-values below 0.05. No significant differences were found between other groupings, as indicated by p-values of 1.000.

Hypothesis 2: Administrative support will not significantly predict learning outcome of students with disabilities in agriculture science practical in Ekiti State Government colleges.

Table 4: Regression Analysis of Administrative support prediction of learning outcome of students with disabilities in agriculture science practical in Ekiti State Government colleges.

Model	Unstandardized Coefficients		Standardized Coefficients	T	p	Partial Eta Square
	B	Std. Error	Beta			
1 (Constant)	82.891	1.764		46.995	.000	
Administrative Support	-.280	.028	-.902	-10.043	.000	0.83

P<0.05

The regression analysis in Table 4 shows that administrative support significantly predicts the learning outcomes of students with disabilities in Agricultural Science practicals in Ekiti State Government colleges.

Hypothesis 3: Teacher attitude will not significantly predict learning outcome of students with disabilities in agriculture science practical in Ekiti State Government colleges.

Table 5: Regression Analysis of Teacher attitude prediction of the learning outcome of students with disabilities in agriculture science practical in Ekiti State Government colleges

Model	Unstandardized Coefficients		Standardized Coefficients	T	P	Partial Eta Square
	B	Std. Error	Beta			
1 (Constant)	89.751	1.771		50.681	.000	
Teacher's Attitude	-.341	.025	-.944	-13.704	.000	0.92

P<0.05

The regression analysis in Table 5 reveals that teacher attitude significantly predicts the learning outcomes of

students with disabilities in Agricultural Science practicals in Ekiti State Government colleges. The negative

unstandardized coefficient ($B = -0.341$) indicates that as teacher attitudes become less positive, student learning outcomes decline. The strong standardized beta value (-0.944) and high t-value (-13.704 , $p = .000$) demonstrate that this relationship is both strong and statistically significant.

Hypothesis 4: Parental support and involvement will not significantly predict learning outcome of students with disabilities in agriculture science practical in Ekiti State Government colleges.

Table 8: Regression Analysis Parental support and involvement prediction of the learning outcome of students with disabilities in agriculture science practical in Ekiti State Government colleges.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Partial Eta Square
	B	Std. Error	Beta			
1 (Constant)	105.511	4.657	.000	22.658	.000	
Parents Support	-.446	.053	.000	-8.479	.000	0.88

$P < 0.05$

From table 8, the unstandardized coefficient ($B = -0.446$) indicates that increased parental support is associated with a decrease in learning outcomes, suggesting a negative correlation. The standardized beta coefficient of 0.000 indicates a very strong relationship, with a t-value of -8.479 and a p-value of .000, both of which confirm the statistical significance of the findings. The partial eta squared value of 0.88 reflects a large effect size, indicating that parental involvement has a substantial impact on students' academic performance. Consequently, the null hypothesis is

rejected, emphasizing the critical role of parental engagement in enhancing the educational outcomes for students with disabilities in this context.

Hypothesis 5: Administrative Support, Teacher Attitude, Students' Collaboration, Students' Participation and Parent Support will not be the most significantly predictor of learning outcome of students with disabilities in agriculture science practical in Ekiti State Government colleges.

Table 9: Regression Analysis of the most significantly predictor of learning outcome of students with disabilities in agriculture science practical in Ekiti State Government colleges

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Partial Eta Square
	B	Std. Error	Beta			
1 (Constant)	87.415	7.003		12.482	.000	
Administrative Supports	.019	.082	.062	.234	.817	0.83
Teachers Attitude	-.393	.117	-1.085	-3.342	.003	0.92
Students' Collaboration	-.155	.206	-.352	-.749	.463	0.83
Students' Participation	-.444	.347	-.833	-1.279	.216	0.95
Parents Support	.647	.342	1.263	1.890	.074	0.88

Table 9 results show that Teacher Attitude is a significant predictor ($B = -0.393$, $p = 0.003$), where negative attitudes correlate with poorer performance. In contrast, Administrative Support ($B = 0.019$, $p = 0.817$), Students' Collaboration ($B = -0.155$, $p = 0.463$), and Students' Participation ($B = -0.444$, $p = 0.216$) lack significant predictive value. Notably, Parent Support has a positive association with learning outcomes ($B = 0.647$, $p = 0.074$), suggesting a trend toward significance. Thus, while not all factors are significant, Teacher Attitude and Parent Support are crucial.

Discussion

The study's findings indicate that parental support are generally viewed as inclusive, weaknesses in administrative support and certain aspects of teacher support impede full inclusion. This is in line with Olajide (2020), who found that collaborative learning enhances the participation of students with disabilities by fostering a supportive classroom

culture where students help each other. This peer-to-peer interaction promotes both academic achievement and social inclusion, as peers serve as role models and provide direct support in learning activities. Collaborative learning creates an environment of shared responsibility, improving inclusiveness for students with diverse needs. The active parental involvement leads to better academic and social outcomes for students with disabilities, as it ensures continuity between school and home environments. Parental engagement has been linked to improved self-esteem, academic performance, and overall emotional well-being of students, particularly when parents participate in school activities or communicate regularly with teachers (Sukyrs & Simonson, 2020). This indicates that parental support can mitigate challenges faced by schools in implementing inclusive policies. Despite the importance of administrative backing, the study highlights its deficiency as a significant barrier to full inclusion. Also, Ainscon (2021) stated that administrators

are responsible for ensuring adequate resources, training, and clear policies to support both teachers and students. When administrative involvement is lacking, teachers may struggle to implement inclusive practices effectively due to limited resources or unclear guidelines. A lack of systemic support, therefore, undermines efforts toward fostering an inclusive environment (Ainscow, 2020). While teachers may express positive attitudes toward inclusion, many lack the training or resources necessary to address the needs of students with disabilities effectively. Professional development aimed at equipping teachers with practical strategies for inclusive teaching is often insufficient or inconsistently provided. This gap contributes to teacher burnout and a failure to implement inclusive practices, which negatively affects the learning outcomes of students with disabilities Ewa, M. A., & Ewam, G. M. (2019). Hence, strengthening administrative frameworks and providing comprehensive teacher training are essential to overcoming these barriers and achieving an inclusive learning environment.

The overall learning outcomes indicate that most students are performing satisfactorily, but only a few excel in the subject. Firstly, while peer collaboration and parental support contribute positively to learning, administrative and teacher support, which are crucial for fostering a fully inclusive environment, may not be adequately aligned to promote excellence. This was corroborated by Forlin et al (2022) who found that when administrative structures fail to provide adequate resources or support for inclusive education, student performance can plateau at satisfactory levels, rather than reaching higher achievement.

Moreover, the role of teacher attitudes is critical, as negative attitudes or inadequate training in inclusive teaching methods can limit the capacity of students with diverse needs to excel. Aruleba (2020) highlight the need for teachers to adopt inclusive pedagogies that cater to individual learning styles to enable students to reach their full potential. Without this, students may meet basic performance standards but struggle to achieve beyond that. Lastly, the variability in student outcomes could also be linked to gaps in personalized support. Mitchell et al.(2020) emphasizes that differentiated instruction, along with strong teacher-student relationships, is key to helping students excel. Therefore, the lack of targeted interventions for high-achieving students might explain why only a few students are excelling, while the majority remain at a satisfactory level.

The study revealed that a decline in administrative support significantly predicts worse learning outcomes. Administrative support is essential for creating a conducive learning environment, allocating resources, and ensuring that teachers have the necessary tools and training to meet students' needs. Research by Ewa, M. A., & Ewam, G. M. (2019). emphasizes that strong administrative leadership is associated with improved teacher performance and student achievement, particularly in inclusive settings. The study finding reveals that parental support has a significant negative impact on the learning outcomes of students with disabilities in agricultural science practicals. The finding that parental support has a significant negative impact on the learning outcomes of students with disabilities in agricultural science practicals suggests a complex relationship between parental involvement and academic performance. This outcome

may indicate that the nature or type of parental support being provided could be misaligned with the educational needs of these students. Recent literature supports the notion that parental support can have varying effects depending on how it is enacted. For instance, a study by Olajide (2020) found that while parental involvement is generally beneficial for student achievement, certain types of involvement such as overly directive or controlling behaviors can lead to negative academic outcomes. This aligns with the findings of the current study, suggesting that if parental support is perceived as overly intrusive or critical, it could hinder rather than help the learning process for students with disabilities. Furthermore, research by Kim and Hill (2019) indicates that the quality of parental engagement matters more than the quantity. They found that positive, supportive, and encouraging parental interactions are more likely to promote better educational outcomes, whereas negative or critical parental behaviors can negatively affect student motivation and performance. Therefore, it may be essential for interventions to focus on guiding parents of students with disabilities towards more effective forms of engagement that foster independence and self-efficacy, rather than inadvertently contributing to poor academic outcomes.

The study finding reveals that teacher attitude is the most significant predictor of learning outcomes, where negative attitudes lead to poorer performance. Parental support shows a positive trend but is not statistically significant, while administrative support, students' collaboration, and participation are not significant predictors. This shows the critical role teachers play in shaping students' academic performance, particularly for those with disabilities. Negative teacher attitudes can create an

environment that undermines student motivation, engagement, and overall academic success. Research has consistently demonstrated that teachers' beliefs about their students' abilities directly influence their expectations and teaching practices, which in turn affect student outcomes. For instance, a study by Ajuwon (2021) found that teacher attitudes towards inclusion significantly impacted students' self-esteem and academic performance. Teachers who hold negative attitudes may be less likely to implement inclusive practices effectively, leading to a lack of support for students with disabilities. This finding aligns with the work of Hedrik A. (2020), which indicates that when teachers exhibit low expectations, it can create a self-fulfilling prophecy, where students perform poorly due to the lack of encouragement and support from their educators. Additionally, the lack of significance in predictors such as administrative support, students' collaboration, and participation may indicate that these factors, while important, might not be as directly linked to learning outcomes as teacher attitudes. This aligns with findings by Akinboye, S.O. (2020)., who pointed out that the effectiveness of collaborative efforts often depends on the underlying attitudes and support structures established by teachers. Therefore, focusing on improving teacher attitudes and ensuring they have a positive and supportive approach towards students with disabilities could be vital for enhancing learning outcomes in agricultural science practical.

Conclusion

The study identifies several important factors influencing the learning outcomes of students with disabilities. While peer collaboration and parental

support are recognized as inclusive elements, administrative support and aspects of teacher support fall short, limiting full inclusion. Although most students perform adequately, only a few excel, pointing to areas in need of improvement. A decline in administrative support was found to negatively impact learning outcomes, while negative teacher attitudes emerged as the strongest predictor of poor performance. Student collaboration and participation play essential roles in enhancing academic achievement, but parental support, surprisingly, showed a negative effect in agricultural science practicals for students with disabilities. Ultimately, teacher attitudes proved to be the most significant factor affecting student success, highlighting the need for targeted interventions to improve teaching practices and foster a more inclusive educational environment.

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