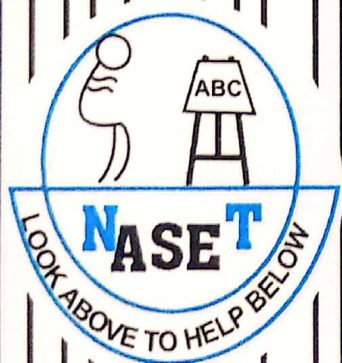


The Special Educator

Journal Publication of
**THE NIGERIA ASSOCIATION OF
SPECIAL EDUCATION TEACHERS**

(NASET)

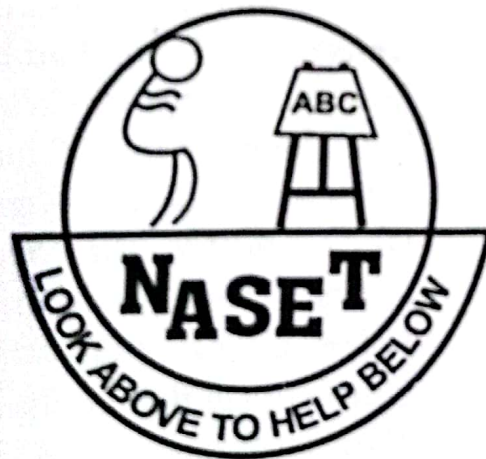
VOLUME 14, NO. 1 SEPTEMBER, 2015



Volume 14, No. 1 September, 2015

ISSN: 1597-1767

THE SPECIAL EDUCATOR



Special Educator: Vol. 14 No. 1 September, 2015

Editorial Board

EDITOR-IN-CHIEF

Theo Ajobiewe, Ph.D

- *Federal College of Education (Special), Oyo*

ASST. EDITOR

Oluseyi Dada, Ph.D

- *University of Calabar*

ASSOCIATE EDITORS

- | | | |
|-----------------------|---|--|
| 1) Dr. O. C. Dada | - | <i>Federal College of Education (Sp.), Oyo</i> |
| 2) Dr. Dada Shonibare | - | <i>NERDC, Abuja</i> |

EDITORIAL ADVISERS

- | | | |
|----------------------------|---|--|
| 1) Prof. I. J. Ihenacho | - | <i>University of Jos, Jos</i> |
| 2) Dr. T. C. Obani | - | <i>c/o Federal College of Education (Special), C</i> |
| 3) Prof. A. Adegoke | - | <i>University of Ilorin, Ilorin</i> |
| 4) Dr. S. O. Ladipo | - | <i>Emmanuel Alayande College of Education, C</i> |
| 5) Prof. I. A. Kolo | - | <i>Federal University of Education, Zaria</i> |
| 6) Prof. C. A. Bakare | - | <i>University of Ibadan, Nigeria</i> |
| 7) Prof. I. A. Nwazuke | - | <i>University of Ibadan, Nigeria</i> |
| 8) Dr. E. O. Adeniyi | - | <i>Federal College of Education, Osiele, Abeoku</i> |
| 9) Dr. J. M. Okuoyibo | - | <i>Federal College of Education (Special), Oyo</i> |
| 10) Prof. M. S. Eniola | - | <i>University of Ibadan, Ibadan, Nigeria</i> |
| 11) Dr. Elemukan S. Isaiah | - | <i>National President, NASET</i> |

CONTENTS

- 1) Attitude and Perception of Teachers towards Including Students with Special Needs in General Education Classroom
- *Okoroikpa, Njideka Ifeoma & Gigina Onyeka Christian* 1
- 2) Evaluating the Frequency of Co-Teaching Method of Instruction under Universal Basic Education (UBE) Scheme in Gombe and Benue States
- *Adaka, T. A. & Ugo A. Elizabeth Ph.D* 14
- 3) Roles of School Administrators in Inclusive Education in Nigeria
- *Mwapishak, Mikitda Sani mnim; GANG, Dachung Musa & Tuka, Nendelmwa Seth* 25
- 4) Teachers' Self-Efficacy as Panacea for Effective Inclusive Education Practice in Nigerian Schools - *Adika, Lawrence Olagoke Ph.D & Oyediran, Ayotunde O. Ph.D* 34
- 5) Implementation of Inclusive Education for Students with Visual Impairment in Nigeria: Challenges and the Way Forward
- *Mego, Stella C.* 42
- 6) Managerial Inhibitors of Inclusive Education for Pupils with Special Needs in Enugu State - *Eke Vitalis Ugochukwu, Ph.D* 48
- 7) Mathematics Therapy: A Strategy for Inclusion of Students with Visual Impairment into Teaching and Learning Mathematics
- *Emeka D. Ozoji, Ph. D mnae, fncec, pattean; Bernadette E. Ozoji, Ph.D., mstan; Isuwa J. Jurmang & Jikukka L. Jurmang* 61
- 8) Funding of Inclusive Education in Nigeria - *Abednego, Sati; Adgidzi, Esther & Shittu, Moses Michael* 73
- 9) Developing Evidence-Based Practices in Special Needs Education Delivery in Nigeria - *Emeka D. Ozoji, Ph.D, mnae, fpattean, mnaec & Bolchit Gideon Dala Ph.D fpattean, mnaec* 81
- 10) Partnership, Networking and Deliberate Collaborative Efforts as a Panacea for Best Practices of Inclusive Education in Nigeria
- *Nkanjo Daniel Ali & Baghalpup Laitu Jordan* 90

- 11) Managing Children with Behaviour Problems in Inclusive Classrooms - *Emeka D. Ozoji Ph.D mnae, fpattean, fncec; Gladys B. Babudoh Ph.D mncec, mpattean & Bolchit G. Dala Ph.D mncec, mpattean*
- 12) Classroom Behaviour Management Skills: A Key to Teachers Success in Inclusive Education Classroom - *Elemukan Isaiah Sunday, PhD & Umeh Callista Onwuadiebere*
- 13) Best Practices in Special Needs Education - *Ahmed Bappani*
- 14) Teacher Preparation for Inclusive Education Programmes in Nigeria - *Ahmed Bappani & Mal. Haruna Saidu Pali*
- 15) The Need for Inclusive Education for Persons with Special Needs in Nigeria - *Catherine James Atteng & Gloria O. Nwolu*
- 16) Management and Implementation of Inclusive Education for Special Needs Learners - *Isola S. Adewumi & Atare Folashade*
- 17) Identifying Mathematics Underachieving Gifted Child in Inclusive Classroom - *Dada, Oluseyi Akintunde, Ph.D*
- 18) Meeting the Learning Needs of Children with Visual Impairment in Inclusive Classrooms in Nigeria - *Opara Uche Eunice; Uloaku Nene Okoro, Ph.D & Egwim Getrude*
- 19) Fundamental Human Rights of Persons with Special Needs to Inclusive Education in Nigeria - *Sa'ad, M. Tajuddeen Ph.D & Isaac Ukute*
- 20) The Challenges of Implementing and Managing Inclusion in Nigeria - *Juliet S. Tauna; Amina Mu'azu & Rasheedat Zibiri*
- 21) Preparing Special Education Teachers for Inclusive Education - *Longpoe, Patricia Kwazoo'm*
- 22) Management and Implementation of Inclusive Education for Special Needs Learners in Nigeria - *Aderibigbe, Samson Akinwumi Ph.D*

202

23)	Causes of Academic Anxiety and Coping Strategies Employed by Secondary School Students with Special Needs in Abuja, Nigeria - <i>Olawuyi, Bolanle Olabisi, Bolu-Steve, Foluke & Ogundiran, Julius</i>	210
24)	Gender Issue and person with Special Needs - <i>Christopher M. Vande Ph.D & Gbaa, Dyako Jacob</i>	225
25)	Identification of Persons with Special Needs in an Inclusive Education Setting - <i>Loretta Uche Damboa</i>	236
26)	Curriculum and Pedagogical Issues in Teaching Learners with Special Needs in an Inclusive Setting - <i>Unegbu Justina Ifeoma & Ekwujuru, T. N.</i>	242
27)	Curriculum Reforms in Special Needs Education: The Role of Assistive Technology for Inclusive Education Practice~ - <i>Amwe, Racheal A., Longpoe, Patricia K. & Aliu, Charity E.</i>	251
28)	Community Based Rehabilitation (CBR) for Persons with Visual Impairment in Nigeria: Current Trends and Future Prospects - <i>Atti, Terver Peter (Jp), Amwe, Racheal Asibi & Ijir, Elijah Agwabi</i>	260
29)	Gender Issues and Education of Children with Special Needs in Nigeria - <i>Jerry Jummai</i>	271

CAUSES OF ACADEMIC ANXIETY AND COPING STRATEGIES EMPLOYED BY SECONDARY SCHOOL STUDENTS WITH SPECIAL NEEDS IN ABUJA, NIGERIA

OLAWUYI, BOLANLE OLABISI,
BOLU-STEVE, FOLUKE

&

OGUNDIRAN, JULIUS

Faculty of Education, University of Ilorin
olawuyiolabisi@yahoo.co.uk (Corresponding author)

Abstract

Anxiety can be used to describe uncomfortable feelings experienced in anticipation of an event. Students with or without special needs can suffer from anxiety when faced with certain academic situations. This study therefore investigated the causes of academic related anxiety and coping strategies employed by secondary school students with special needs in Abuja. A descriptive survey research design of the cross-sectional type was adopted for the study. The simple random sampling technique was used to select 300 students from two secondary schools for special needs students in Abuja. Ten research questions were raised and answered with mean and standard deviation while eight research hypotheses were postulated and tested with t-test at 0.05 level of significance. The instrument used for the study was an adopted questionnaire from Ogundiran (2014) with a reliability coefficient of 0.78. The findings showed that social factors ranked highest as the cause of anxiety while conscious effort towards being happy ranked highest on the list of coping strategies. The findings also showed no significant difference in the causes of academic anxiety and the coping strategies on the basis of gender and type of special needs. It was recommended that social factors should be specially considered among students with special needs.

Introduction

The school for special needs provides a range of educational and social services to individuals with disabilities. This form of education addresses student's individual differences and needs. The handicapped are persons who have a limited or restricted action due to one disability or the other (Olawale, 2001). In the time past there were provisions for the education of people with disabilities until the mid-nineteen fifties when a number of voluntary and religious organizations took the initiative of

...establishing schools for people with special needs. Where the establishment of such school was not feasible, special classes for students with mild general disabilities were attached to mainstream primary schools (Abang, 2005).

Anxiety though anormal phenomenon is characterized by a state of apprehension in an anticipation of a future event. According to Ahuja (2002) anxiety can best be understood on a continuum from a normal adaptive response due to demands of hectic life full of pressure, deadlines and stress to amore severe form which disrupts the daily functioning of a person. Even though a certain amount of anxiety is considered necessary for optimum performance, the excess of it can actually be destructive (Dobson, 2012). Anxiety can be defined as a complex psychological condition that affects the cognitive, behavioral, and psychological states of a person. Anxiety is a painful or apprehensive uneasiness of mind over an issue which often results into fear and uncertainty about the future. Callahan (2001) defined anxiety as an excessive and uncontrollable worry about the future and past events.

On the other hand academic anxiety is a form of reaction to stressful danger from an academic environment. Shakir (2013) describe dacademic anxiety as a mental feeling of uneasiness or distress experienced by students in an academic environment. Huberty (2009). affirmed that academic anxiety 'over a long time, can lead to poor academic performance, low self-esteem, and lack of motivation for academic activities among the special needs students. Students with anxiety are always restless, irritable, tired and nervous. These students are often depressed and demoralized. The study of Levin (2013) revealed that the level of academic anxiety is high among special needs students. Mincholas and Lewiensoh (1998) stated that female special need students are likely to experience academic anxiety disorder more than their male counterparts.

The major cause of anxiety can be biological and psychological in nature (Cowden, 2010). Smith (2009) also noted that academic anxiety is associated with emotional or behavioral disorder. Farooq (2012) stated that students generally experience high level of anxiety due to intensive academic workloads. Students reported the greatest source of academic anxiety when studying for examination (Kirk, Gallagher and Anastasia, 2006). Certain educational materials, facilities and equipment which could have enabled special needs students to learn without tears are not adequately provided by the government. This could be a major source of academic stress. Academic anxiety may be caused by environmental factors, medical factors, genetics, brain chemistry, substance abuse, or a combination of these (Cherry, 2014). It has been discovered that anxiety is a response to environmental influence, however Bensoussan, (2012) explained that special needs students can develop academic anxiety through negative self-talk.

Coping means to deal effectively with something that is difficult. The Oxford dictionary defined coping as an effective way of managing difficult situation. Difficult academic anxieties could stem from physiological, psychological or emotional situations. Folkman and Lazarus (2001) developed various coping strategies with various life events. It was discovered that children with academic anxiety tend to cope with their challenges by being quiet in the class and pleasing others in order to avoid conflict that can trigger anxiety (McLoone, Hudson and Rapee, 2006). Zelazo and Lyons (2012) confirmed that teaching of self-regulation technique has helped students with disability to cope with academic anxiety. Researchers like Ader and Erkin, (2010) identified that metacognition and mindfulness (MM) is a form of anxiety reduction strategies employed by special needs students. The therapy teaches people how to be aware of their actions and thoughts process. Also, special needs students cope through the support and care of their teachers. In an attempt to reduce academic anxiety, teachers teach students with disability test preparation skills in order to boost their academic performance and reduce test anxiety.

Statement of the Problem

Academic anxiety is a major problem among students with special needs. This fear can become so intense that it might actually interfere with their ability to perform well in school. The studies of Grills-Traqueched et al (2012) and Nelson & Harwood, (2011) vividly explained that students with disability suffer as a result of anxiety. The problem of academic anxiety among these students cannot be ignored because of the long lasting negative effects on special needs students. Anson, Bernstein and Hobfoll (1998) found that academic anxiety was significantly and negatively correlated with students' scores. To buttress this, Safree et al (2011) found that students with high level of anxiety have poor academic performance. Students with disabilities in any educational set up are subject to a lot of concerns which cannot be resolved; as such they employ a lot of coping strategies (Kouzma & Kennedy, 2004). Levin (2013) affirmed that anxiety can lead to mental problems.

Eniola (2007) worked on effects of stress inoculation training on the anxiety and academic performance of adolescents with visual impairment, Sena, Whiaker, Lowe, Patricia, Lu and Steve (2007) carried out a research on significant predators of test anxiety among students with and without learning disabilities while Jain (2012) looked at the effects of academic anxiety and intelligence on the academic achievement of the elementary level. To the best of the researchers' knowledge no study has examined the causes of academic anxiety and coping strategies employed by secondary school students with special needs in Abuja, Nigeria. There is therefore the need to gather more empirical findings on this population.

Purpose of the Study

The main purpose of this study was to find out the causes of academic anxiety and coping strategies employed by secondary school students with special needs in Abuja, Nigeria. Specifically, it was also designed to find out whether there were significant differences on the bases of their gender, age, school locality and type of disability.

Research Questions

The following research questions were formulated for the study:

1. What are the causes of academic anxiety among secondary school students with special needs in Abuja?
2. What are the coping strategies employed by secondary school students with special needs in Abuja?
3. Is there any significant difference in the causes of academic anxiety among secondary school students with special needs in Abuja on the basis of gender?
4. Is there any significant difference in the coping strategies employed by secondary school students with special needs in Abuja on the basis of gender?
5. Is there any significant difference in the causes of academic anxiety among secondary school students with special needs in Abuja on the basis of age?
6. Is there any significant difference in the coping strategies employed by secondary school students with special needs in Abuja on the basis of age?
7. Is there any significant difference in the causes of academic anxiety among secondary school students with special needs in Abuja on the basis of school location?
8. Is there any significant difference in the coping strategies employed by secondary school students with special needs in Abuja on the basis of school location?
9. Is there any significant difference in the causes of academic anxiety among secondary school students with special needs in Abuja on the basis of type of disability?
10. Is there any significant difference in the coping strategies employed by secondary school students with special needs in Abuja on the basis of type of disability?

Research Hypotheses

The following research hypotheses were generated for the study:

1. There is no significant difference in the causes of academic anxiety among secondary school students with special needs in Abuja on the basis of gender.
2. There is no significant difference in the coping strategies employed by secondary school students with special needs in Abuja on the basis of gender.

3. There is no significant difference in the causes of academic anxiety among secondary school students with special needs in Abuja on the basis of age.
4. There is no significant difference in the coping strategies employed by secondary school students with special needs in Abuja on the basis of age.
5. There is no significant difference in the causes of academic anxiety among secondary school students with special needs in Abuja on the basis of school location.
6. There is no significant difference in the coping strategies employed by secondary school students with special needs in Abuja on the basis of school location.
7. There is no significant difference in the causes of academic anxiety among secondary school students with special needs in Abuja on the basis of area of disability.
8. There is no significant difference in the coping strategies employed by secondary school students with special needs in Abuja on the basis of area of disability.

Methodology

A descriptive survey research design of the cross-sectional type was adopted for the study. The simple random sampling technique was used to select 300 students from two secondary schools for special needs students in Abuja. The instrument used for the study was an adopted questionnaire from Ogundiran (2014) with a reliability coefficient of 0.78. The questionnaire was divided into three sections. Section 'A' dealt with the personal data of the respondents. Section 'B' contained 20 items on the causes of academic stress. Section C had items on the coping strategies. The 4 point Likert Type Scale format was adopted for use on section B and C as thus: Strongly Agree -4 points, Agree- 3 points, Disagree -2 points, Strongly Disagree-1point.

The researchers employed both descriptive and inferential statistics for the data analysis. Frequency count and percentages were used for the demographic data while mean scores and ranking were used to answer the main research question.

Result

Table 1: Demographic Characteristics of Students with Special Needs Sampled

States	Categories	Frequency	Percentage (%)
Gender	Male	163	54.3
	Female	137	45.7
	Total	300	100.0
Age	14 to 18 years	230	76.7
	19 years and above	70	23.3
	Total	300	100.0

School Location	Huje	130	43.3
	Utako/Jadi	170	56.7
	Total	300	300.0
Type of Disability	Hearing	130	43.3
	Visual	170	56.7
	Total	300	100.0

Table 1 shows that out of 300 students with special needs sampled, 163 (54.3%) were males, 137 (45.7%) were females. In the same vein, 230 (76.7%) were within the age limit of 14 to 18 years, 70 (23.3%) were within the age bracket of 19 years and above. Furthermore, 130 (43.3%) were from Huje school, 170 (56.7%) were from Utako/Jadi school. Lastly, 130 (43.3%) had hearing impairment while, 170 (56.7%) had visual impairment.

Answering of Research Questions

Ten research questions were raised and two were answered using mean and standard deviation and output reveals as follows:

Research Question 1: What are the causes of academic anxiety among secondary school students with special needs in Abuja?

Table 2: Causes of Academic Anxiety among Secondary School Students with Special Needs in Abuja.

<i>Causes of Academic Anxiety</i>	<i>Mean</i>	<i>Std.</i>	<i>Rank</i>
Psychological factors	2.612	1.057	3 rd
Social factors	2.656	1.005	1 st
Economic Factors	2.633	1.030	2 nd

Table 2 shows that out of three major factors identified that could cause academic anxiety, social factors was ranked first with mean score of 2.656 and the standard deviation of 1.005. Economic factors was ranked second with the mean score of 2.633 and the standard deviation of 1.030. The third and last factor is psychological factor with the mean score of 2.612 and the standard deviation of 1.057.

Research Question 2: What are the coping strategies employed in handling academic anxiety by secondary school students with special needs in Abuja?

Table 3: Coping Strategies Employed in Handling Academic Anxiety by Secondary School Students with Special Needs in Abuja

S/No.	Statements	Mean*	Std.	Rank
	Coping Strategies employed to manage academic related anxiety :			
1	speaking out my mind and damning the consequences	3.2100	1.08157	9 th
2	relaxation technique	1.5400	.85489	17 th
3	training myself to adjust to anxiety provoking situations	3.2067	.74777	10 th
4	denying the thought of anxiety	3.4167	.95539	7 th
5	repressing the thought of anxiety	2.6167	1.04884	13 th
6	attacking the object of anxiety	2.8433	1.06579	12 th
7	withdrawing from the object of anxiety	3.5000	.84798	5 th
8	praying to God	3.6800	.82047	2 nd
9	discussing my feelings with others	3.4200	.95567	6 th
10	going to a quiet place to meditate	2.5900	1.32454	15 th
11	visiting choice areas in town	2.2933	.75444	16 th
12	seeking for professional help e.g. consulting psychologist/counselor	3.6367	.79167	3 rd
13	intentionally forgetting about the pain generated by the anxiety provoking situation	3.6000	.88086	4 th
14	reading ahead of examination to avoid examination tension	2.6033*	.85347	14 th
15	making myself happy even when there is nobody to make me happy	3.8467	.48711	1 st
16	getting involved in games	2.9333	1.04844	11 th
17	joining a peer study group to prepare well for examinations	3.2967	.59709	8 th

Table 3 indicates that out of 17 strategies identified, making myself happy even when there is nobody to make me happy was ranked first with the mean score of 3.8467 and standard deviation of .48711. Praying to God was ranked second with the mean score of 3.6800 and the standard deviation of .82047. Seeking for professional help e.g consulting psychologist/counselor was ranked third with the mean score of 3.6367 and the standard deviation of .79167. Other coping strategies followed with relaxation technique as the least with the mean score of 1.5400 and the standard deviation of .85489.

Hypotheses Testing

Eight research hypotheses were postulated in the course of this study. All the hypotheses were tested using t-test statistical technique at 0.05 level of significance.

HO₁: There is no significant difference in the causes of academic anxiety among secondary school students with special needs in Abuja on the basis of gender.

Table 4: Difference in the Causes of Academic Anxiety among Secondary School Students with Special Needs in Abuja on the Basis of Gender

Variables	NO	Mean	Std.	df	Cal.t-Value	Sig. (2-tailed)	Remarks
Male	163	92.926	32.037				
Female	137	93.058	31.627	298	0.036	0.971	NS

$P < 0.05$

Table 4 shows that the calculated t-Value is 0.036 with degree of freedom 298 computed at 0.05 level of significance. Since calculated level of significance (0.971) is greater than table level of significance (0.05), therefore, hypothesis 1 is not rejected. This implies there is no significant difference in the causes of academic anxiety among secondary school students with special needs in Abuja on the basis of gender.

HO₂: There is no significant difference in the coping strategies employed by secondary school students with special needs in Abuja on the basis of gender.

Table 5: Difference in the Coping Strategies Employed by Secondary School Students with Special Needs in Abuja on The Basis of Gender

Variables	NO.	Mean	Std.	df	Cal. t-Value	Sig. (2-tailed)	Remarks
Male	163	53.023	12.420				
Female	137	51.629	13.711	298	0.079	0.937	NS

$P < 0.05$

Table 5 shows that the calculated t-Value is 0.079 with degree of freedom 298 computed at 0.05 level of significance. Since calculated level of significance (0.937) is greater than table level of significance (0.05), therefore, hypothesis 2 is not rejected. This implies there is no significant difference in the causes of academic anxiety among secondary school students with special needs in Abuja on the basis of gender.

HO₃: There is no significant difference in the causes of academic anxiety among secondary school students with special needs in Abuja on the basis of age.

Table 6: Difference in the Causes of Academic Anxiety among Secondary School Students with Special Needs in Abuja on the Basis of age

Variables	NO.	Mean	Std.	df	Cal. t-Value	Sig. (2-tailed)	Remarks
14 to 18 years	230	93.135	32.085				
19years and above	70	92.500	30.855	298	0.146	0.884	NS

$P < 0.05$

Table 6 reveals that the calculated t-Value is 0.146 with degree of freedom 298 computed at 0.05 level of significance. Since calculated level of significance (0.884) is greater than table level of significance (0.05), therefore, hypothesis 3 is not rejected. This implies there is no significant difference in the causes of academic anxiety among secondary school students with special needs in Abuja on the basis of age.

HO₄: There is no significant difference in the coping strategies employed by secondary school students with special needs in Abuja on the basis of age.

Table 7: Difference in the Coping Strategies Employed by Secondary School Students with Special Needs in Abuja on The Basis of Age

Variables	NO.	Mean	Std.	df	Cal. t-Value	Sig. (2-tailed)	Remarks
14 - 18 years	230	52.330	13.244				
19years and above	70	51.914	12.988	298	0.231	0.817	NS

$P < 0.05$

Table 7 shows that the calculated t-Value is 0.231 with degree of freedom 298 computed at 0.05 level of significance. Since calculated level of significance (0.817) is greater than table level of significance (0.05), therefore, hypothesis 4 is not rejected. This implies there is no significant difference in the causes of academic anxiety among secondary school students with special needs in Abuja on the basis of age.

HO₅: There is no significant difference in the causes of academic anxiety among secondary school students with special needs in Abuja on the basis of school location.

Table 8: Difference in the Causes of Academic Anxiety among Secondary School Students with Special Needs in Abuja on the Basis of School Location

Variables	NO.	Mean	Std.	df	Cal. t-Value	Sig. (2-tailed)	Remarks
Kuje	130	93.877	31.720	298	0.424	0.672	NS
Utako/Jadi	170	92.306	31.853				

$p < 0.05$

Table 8 reveals that the calculated t-Value is 0.424 with degree of freedom 298 computed at 0.05 level of significance. Since calculated level of significance (0.672) is greater than table level of significance (0.05), therefore, hypothesis 5 is not rejected. This implies there is no significant difference in the causes of academic anxiety among secondary school students with special needs in Abuja on the basis of school location.

H_{06} : There is no significant difference in the coping strategies employed by secondary school students with special needs in Abuja on the basis of school location.

Table 9: Difference in the Coping Strategies Employed by Secondary School Students with Special Needs in Abuja on The Basis of School Location

Variables	NO.	Mean.	Std.	df	Cal. t-Value	Sig. (2-tailed)	Remarks
Kuje	130	52.668	12.954	298	0.501	0.617	NS
Utako/Jadi	170	51.900	13.351				

$p < 0.05$

Table 9 shows that the calculated t-Value is 0.501 with degree of freedom 298 computed at 0.05 level of significance. Since calculated level of significance (0.617) is greater than table level of significance (0.05), therefore, hypothesis 6 is not rejected. This implies there is no significant difference in the causes of academic anxiety among secondary school students with special needs in Abuja on the basis of school location.

H_{07} : There is no significant difference in the causes of academic anxiety among secondary school students with special needs in Abuja on the basis of area of disability.

Table 10: Difference in the Causes of Academic Anxiety among Secondary School Students with Special Needs in Abuja on the Basis of type of disability

Variables	NO.	Mean	Std.	df	Cal. t-Value	Sig. (2-tailed)	Remarks
Hearing	130	94.577	30.706	298	0.758	0.449	NS
Visual	170	93.531	32.566				

P < 0.05

Table 19 indicates that the calculated t-Value is 0.758 with degree of freedom 298 computed at 0.05 level of significance. Since calculated level of significance (0.449) is greater than table level of significance (0.05), therefore, hypothesis 7 is not rejected. This implies there is no significant difference in the causes of academic anxiety among secondary school students with special needs in Abuja on the basis of type of disability.

HO₈: There is no significant difference in the coping strategies employed by secondary school students with special needs in Abuja on the basis of type of disability.

Table 11: Difference in the Coping Strategies Employed by Secondary School Students with Special Needs in Abuja on The Basis of type of disability

Variables	NO.	Mean	Std.	df	Cal. t-Value	Sig. (2-tailed)	Remarks
Hearing	130	53.023	12.420	298	0.908	0.364	NS
Visual	170	51.629	13.711				

P < 0.05

Table 11 reveals that the calculated t-Value is 0.908 with degree of freedom 298 computed at 0.05 level of significance. Since calculated level of significance (0.364) is greater than table level of significance (0.05), therefore, hypothesis 8 is not rejected. This implies there is no significant difference in the causes of academic anxiety among secondary school students with special needs in Abuja on the basis of type of disability.

Discussion

This study indicated that the majority of the special needs students agreed that social factors are the major causes of their academic anxiety. Dobson (2012) noted that these students go through a lot of social and psychological challenges and this can lead to anxiety which negatively influence their academic performance. Anxiety is found to be associated with high level of worries among special needs students (Owens, Stevenson, Hadwin & Norgate 2012). Also these students cope with anxiety by

speaking out their mind and damming the consequences. Levin (2013) argued that talk therapy helps to reduce anxiety. The researcher discovered that the level of anxiety is higher among the hearing impaired students because of language barrier and this often trigger embarrassment, anxiety and depression.

Irrespective of the student's gender, Bhansali and Trivedi (2008) found that female challenged students had more incidences of academic anxiety in comparison to male students. This is likely to be caused by biological make up of females. Cherry (2014) explained that the major cause of anxiety are biological which consist of hormonal, chemical, and muscular changes in the body. Robison (1996) agreed that students learn to cope with academic anxiety in order to reduce failure.

The result from this current study revealed that students of different age groups in the school for special needs Abuja perceived the causes of academic anxiety the same way. This is in line with the submission of Swanson and Howell (1996) that adolescents of all ages experience anxiety which is caused by developmental process. Ader and Erkin (2010) argued that students endorsed emotional regulation as one of the best coping strategy technique employed for alleviating academic anxiety.

Akinpelu (2004) is of the opinion that disability causes anxiety which obstruct growth and educational progress. The major cause of academic anxiety among the deaf in a mainstreamed setting as noted by Bat-Chava and Martin (2003) is the barrier in communication between the deaf and the hearing student. This is because students with disabilities find it difficult to carry out duties and assignments at the normal speed when compared with those who are not challenged. This can naturally cause academic anxiety. In the same vein Eniola (2007) affirmed that students who are visually impaired experience greater level of anxiety which is caused by academic stress. Jurmang (2014) observed that most special needs students employ family and friends' support in order to cope with academic demands.

Conclusion and Recommendation

The study revealed that the major sources of academic anxiety among special needs students are social factors. Also it was found that there was no significant difference in the causes of academic anxiety and the coping strategies on the basis of gender, age, type of special needs and school location. It was recommended that social factors should be specially considered among students with special needs in Abuja.

References

- Abang, B. T. (2005). *The Exceptional Child: Handbook of Special Education*. Jos, Nigeria.
- Ader, E. & Erkin, E. (2010). Coping as self-regulation of anxiety: A model for math achievement in high-stakes tests. *Cognition, Brain, Behaviour*, 14, 311-332. Retrieved from <http://www.cbbjournal.ro/>
- Akinpelu, O. F. (2004). "Managing Handicapped Student in Schools". In A. Idowu (Ed.) *Guidance and Counseling in Education*. Ilorin: INDEMAC Publishers (NIG.) Ltd.
- Anson, A., Bernstein, J., & Hobfoll, S. E. (1998). Anxiety and Performance in Two Ego Threatening Situations. *Journal of Personality Assessment*, 48 (2), 168-172.
- Bat-chava, Y., & Martin, D. (2003). Negotiating Deaf-Hearing Friendships: Coping Strategies of Deaf Boys and Girls in Mainstream Schools. *League for the Hard of Hearing*, 511-519.
- Beauchemin, J., Hutchins, T. L., & Patterson, F. (2008). "Mindfulness Meditation Maylessen Anxiety, Promote Social Skills and Improve Academic Performance among Adolescents with Learning Disabilities". *Complementary Health Practice Review*, 13(1), 34-45. Doi: 10.1177/1533210107311624
- Bensoussan, M. (2012). "Alleviating Test Anxiety for Students of Advanced Reading Comprehension". *RELC Journal*, 43(2), 203-216. Doi 10.1177/0033688212449511
- Bhansali, R & Trivedi, K. (2008). "Is Academic Anxiety Gender Specific: A comparative Study". *Journal of Social Science*, 17(1), 1-3.
- Callahan, R. J. (2001). The Impact of thought Field Therapy on Heart Rate Variability (HRV). *Journal of Clinical Psychology*. 57(10), 1153-1170.
- Cherry, K. (2014). What is Causes Test Anxiety? Retrieved from psychology.about.com/od/mentalhealth/a/rest-anxiety-causes.htm.
- Cowden, P. (2010). "Communication and Conflicts: Social Anxiety and Learning. In The Proceedings of Academy of Organizational Culture". *Journal of Communication and Conflict*, 14(2), 16-19.
- Dobson, C. (2012). Effect Of Academic Anxiety on the Performance of Students with and Without Learning Disabilities and How Students Can Cope with Anxiety at School. Retrieved from
- Eniola, M. S. (2007). "The Effects of Stress Inoculation Training on the Anxiety and Academic Performance of Adolescents with Visually Impairment". *Pakistan Journal of Social Sciences*, 4(4), 496-499.
- Farooq (2012). "Problems Faced by Students with Special Needs in Ordinary Pakistan Schools". *Journal of Quality and Technology Management*, 8(1), 13-27.
- Folkman, S., & Lazarus, R. S. (2001). "The Relationship between Coping and Emotion: Implications for Theory and Research". *Social Science and Medicine*, 26, 309-317.

- Grills-Taquechel, A. E., Fletcher, J. M., Vaughn, S. R., & Stuebing, K.K. (2012). Anxiety and Reading Difficulties in Early Elementary School: Evidence for Unidirectional or Bi-directional Relations? *Child Psychiatry & Human Development*, 43, 35-47. Doi: 10.1007/s10578-011-0246-1
- Huberty, T. J. (2009). Test and Performance Anxiety. Retrieved from <http://www.nasponline.org/>.
- Jain, A. (2012). "Effect of Academic Anxiety and Intelligence on the Academic Achievement of the Elementary Level" *Asian Journal of Multidimensional Research*, vol.1 (4) 90-95.
- Jurmang, J. L. & Jurmang, J. I. (2014) "Together for a Better World for All: Including Persons with Disabilities (PWDs) in National development". *Special Educator*, 31(1), 188-194
- Kirk, S. A., Gallagher, J. J. & Anastasia, N. (2006). *Educating Exceptional Children*. Boston: Houghton Mifflin Company
- Levin, R. (2013). Anxiety More Common in Deaf People. Healthcare brandsanxiety.org
- McLoone, J., Hudson, J. L., & Rapee, R. M. (2006). Treating Anxiety Disorder in a School Setting. *Journal of Education and Treatment for Children*, 2(29), 4.
- Mucholas, B. & Lewinsohn (1998) Anxiety on the Basis Gender Differences. *Journal of Abnormal Psychology* 107 (1), 109-117
- Nelson, J.M. & Harwood, H. (2011) Learning Disabilities and Anxiety: A meta-Analysis. *Journal of Learning Disabilities*, 44 (1), 3-1. Doi: 10.1177/0022219409359939
- Olawale, S. G. (2001). *Counselling Exceptional Children. A Handbook for Professionals and Parents Working with Exceptional Children*. Ibadan: HMS Publications (Inc.)
- Owens, M., Stevenson, J., Hadwin, J. A. & Norgate, R. (2012). "Anxiety and Depression in Academic Performance: An Exploration of the Mediating Factors of Worrying and Working Memory" *School Psychology International*, 33, 433-449. Doi: 10.1177/0143034311427433
- Robinson, B. W. (1996). A Study of Anxiety and Academic Achievement. *Journal of Consulting Psychology*, 30(2), 165-167. Retrieved from <http://www.apa.org/pubs/journals/ccp/index.aspx>
- Safree, M. A., Yasin, M. & Dzulkifli, M. A. (2011). Differences in Depression, Anxiety and Stress between Low and High Achieving Students. *Journal of Sustainability Science and Management*, Vol. 6 (1), 169-178.
- Sean, Whitaker, Lowe, Patricia, Lu, & Steven (2007). Significant Predictors of Test Anxiety among Students with or Without Learning Disabilities. *Journal of Learning Disabilities*, 40(4), 360-376.
- Shakir, M. (2013). A Comparative Study of the Academic Achievement of Muslim and Non-Muslim Senior Secondary School Students in Relation to their Academic

Anxiety. *Excellence International Journal of Education and Research (Multi- Subject Journal)* Vol 1(4).

Smith, A. (2009). *Teaching Students in Inclusive Settings*. Canadian Edition. Pearson Publishing. Toronto: ON

Swanson, S. & Howell, C. (1996). "Test Anxiety in Adolescents with Learning Disabilities and Behavior Disorders". *Exceptional Children*, 62(5), 389-389. Retrieved from <http://journals.cec.sped.org/ec/>

Zelazo, P. D. & Lyons, K. E. (2012). The Potential Benefits of Mindfulness Training in Early Childhood: A Developmental Social Cognitive Neuroscience Perspective. *Child Development Perspectives*, 6(2), 154-160. Doi: 10.1111/j.1750-8606.2012.00241.