



A Peer Reviewed International Journal of Asian  
Academic Research Associates



**AARJMD**

**ASIAN ACADEMIC RESEARCH  
JOURNAL OF MULTIDISCIPLINARY**



**INCIDENCE OF SCHOOL EXCLUSION AMONG HIGH STUDENTS: NEED FOR INTERVENTION**

**DR. P. U. EKEH\*; OLADAYO, O. T.\*\*; DR. ADIGUN, JEREMIAH O\*\*\***

\*Department of Educational Psychology, Guidance & Counselling  
University of Port Harcourt, Rivers State

\*\*Department Of Educational Psychology, Guidance Counselling  
University of Port Harcourt, Rivers State

\*\*\* Meharry Medical College

**ABSTRACT**

This was a descriptive survey research designed to determine the incidence of school exclusion and its causes among secondary school students in the Niger Delta areas of Nigeria. The population for the study was all the 851 secondary school principals and 504,889 students: Bayelsa (47,834); Rivers (225,258) and Delta (231,897) students. A sample of 90 principals and 69,233 students: Bayelsa (15 principals, 8,726 students); Rivers (25 principals, 31,638 students) and Delta (50 principals, 28,869 students) were drawn using disproportionate random sampling technique. Six research questions and four null hypotheses guided the study. The instrument used for data collection was Students Exclusion Questionnaire (SEQ). It was validated by experts and had a test-retest reliability assessment of the instrument produced reliability co-efficient of 0.83. Data collected were analyzed using Mean ( $\bar{x}$ ), Standard Deviation (SD), percentages and Chi-Square ( $\chi^2$ ). Results got after data analysis indicated that the incidence of school exclusion among students in Niger Delta is on the increase; significant difference existed between male and female students in school exclusion with high incidence of males; school exclusion of students in urban and rural areas was significant; there was a significant difference in school exclusion among students in senior and junior secondary school level; school type was a factor in respect of school exclusion among students. Based on the findings of the study, recommendations were made including that government should establish Student Referral Units in all schools to handle exclusion cases of students for proper rehabilitation; alternative schools should be established at every local government area of the Federation where excluded students can continue their education within the period of exclusion whether temporary or permanent exclusion.

## Introduction

Exclusion from school is as old as the history of schooling as instances abound that in every institution, rules and regulations are the bedrock of smooth running of schools to ensure peace, harmony, effective teaching and learning and prevent anarchy. In the U.S., the federal Rehabilitation Act of 1973 provided the first legislation for individuals with any disabilities to ensure that equal education was provided to all students (Nolan, 2004).

## Background

The earliest known school for individuals with disabilities was the American Asylum for the education of the deaf and blind in 1817 (Phelps, 1993). In 1959, Benk-Mikkelsen coined the term “normalization.” Benk-Mikkelsen defined this term as the “right of disabled people to have opportunities to live in as normal a fashion as possible” (Phelps, 1993, p. 5). This definition provided the way for parents to ask courts for the “least restrictive environment.” The creation of legislation for children with special needs was between 1950s and 1960s with the Civil Rights Movement (Nolan, 2004).

In 1973 law was enacted which stated that in “no otherwise qualified individual with handicaps shall solely by reason of her or his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance” (19 U.S.C. Sec. 706, 1973). This law had cardinal objectives according to Nolan (2004), objective one was to provide all children with disabilities the opportunity to have a free, appropriate, public education and the related services for their unique need. The second objectives garnered the rights of parents and their children with disabilities were protected. Third objective of was to assist governments at the local and state levels the means necessary to provide the appropriate education of all disabled children and lastly maintain the effectiveness of the mandated (Nolan, 2004). Inclusive education began with the UNESCO’s Salamanca Statement in 1994 which urged all governments to give the highest priority and budgetary priority to inclusive education and adopt the principle of inclusive education by enrolling students in regular schools. Nigeria as a matter of emphasis is a party and a signatory to UNESCO. Furthermore, the new initiative in National Policy on Education (2008) through Section 7 recognizes inclusive education which embraces all children and youth with special needs to learn in the same academic environment.

Every human institution is governed by rules and regulations. Sanctions are always applied for sanctions of the rules and regulation (Ekeh & Oladayo, 2010). In educational system, exclusion, which is a form of order preventing a student from attending classes or learning for a period of time or indefinitely, is often applied (Social Education Unit, 1998). Most often, cases that warrant exclusion are of higher degree which calls for its application in order to either prevent further occurrence, prevent breakdown of law and order or to serve as deterrence to others who may be nursing such acts (Ekeh & Oladayo, 2010).

Bad behavior and violence are clearly unacceptable, inside or outside the classroom (Donovan, Gilbertson, Osler, and Stephenson ,1998). However, exclusions from school have an impact that goes far beyond the individual school: they affect local businesses, the police, victims of crime, social services and the wider community (Donovan et.al, 1998). Exclusion means that the child is not allowed to attend school most often as a result of serious incidents or a series of incidents that warrant suspension or expulsion.

Donovan et.al, (1998) explained that there are two forms of school exclusions: the fixed term exclusion known as suspension where the pupil is excluded from school for a specified period and given a date of return to the same school; and permanent exclusion known as expulsion whereby the pupil is removed from school's roll and barred from returning to the same school. The fixed term exclusion is known for all minor offences which are in majority of all offences that are committed in schools. Permanent exclusion are for grievous offences that exclusion is the most appropriate option for law and order and to prevent further behavior that is deemed inimical to peace, harmony and safety of all concerned in the school environment.

The grounds of exclusion in schools are many. Social Exclusion Unit (1998); Osler (2001), listed the reasons for exclusion which include truancy, tardiness, insubordination, disobedience to teacher, insulting a teacher, hitting a teacher, bullying, fighting, and assaults on peers. Disruption, misconduct and, verbal abuse to peers, theft, defiance and disobedience, vandalism and arson, physical abuse and assault on staff, threatening with weapons and other are all unacceptable behavior. Experts maintained that concerns for educators with the Inclusion classroom were the lack of professional

development and amount of time spent with students with disabilities, which were needed for a successful inclusive classroom (Bennett, 2011). Teachers' attitude towards misbehavior may offer attention unintentionally reinforcing the inappropriate behavior or prompting the beginning of a coercive cycle that is difficult to end (Duchaine, Jolivette & Fredrick, 2011). Although there are various reasons students engage in inappropriate behavior during instruction, teachers are able to improve classroom behavior by adjusting when and how they respond (Baloglu, 2009; Duchaine, et.al., 2011).

Removing students from school through disciplinary exclusion also increases their risk of becoming a victim of violent crime. Violence and bullying in schools seem to increase though school is seen as the best means of modifying behaviours and preventing crimes for youth. According to Dinkes, Cataldi, Kena, Baum, and Snyder (2006) which published data on Education from the 2003-2004 school year for the US Justice Department, rates of serious violent crime against school age youth, including rape, sexual assault, robbery, and aggravated assault, are more than twice as high outside of school as they are in school. Furthermore, during that time period only 1.3 percent of all homicides of school-age youth were committed in a school building, on school property, in a school bus, or on the way to or from school, while the remaining 98.7 percent were committed outside of school. For school-age youth, particularly those who live in neighborhoods with high rates of violent crime, school remains the safest place to be. Likewise, the American Psychological Association (2006), in its Zero Tolerance Task Force Report, found little evidence that suspension and expulsion benefited students or their communities, and expressed concern that disciplinary exclusion policies could increase "student shame, alienation, rejection, and breaking of healthy adult bonds," thereby exacerbating negative mental health outcomes for young people. Wald and Losen (2003) stated that there is a connection between excluded students and crime. They are of the view that many advocates, researchers, and educators have examined the laws, policies, and practices that gave rise to these trends. In addition to higher drop-out rates, students who have been suspended are significantly more likely to become involved in the juvenile justice system than their peers. According to Leone, Christle, Nelson, Skiba, Frey, & Jolivette (2003, p.7), "There's considerable evidence that a history of school exclusion does one of two things – either it puts a child on the .path toward delinquency

or accelerates his journey there. Exclusion, then, is not only an ineffective deterrent for misbehavior, it is – at best – an accelerant and – at worst – a catalyst for it.” However, despite overwhelming popularity of exclusion of students among educators, Bumbarger, (1999), stated that there is no scientific proof that exclusion is an effective measure of reducing disruptive behavior but on the contrary, there is a clear association between disciplinary exclusion and further poor outcomes such as delinquency, substance abuse and school dropout. Osler, (2001, p.1) also stated that “there is growing concern about the significant number of excluded pupils whose education were seriously disrupted”. Moreover, he stated that most of the excluded students did not receive appropriate full-time education over long periods of time which negate their right to education.

It is also important to note that exclusions are concentrated at secondary school level (Berridge, et al, 2000). In most cases there is no guarantee that students that either face fixed or permanent exclusion are able to return back to school which give rise to increase in out-of- school children (UNESCO, 2005).

The study therefore focused on the extent of exclusion of secondary school students in Niger Delta and proffer intervention strategies in dealing with the causes of exclusion, preventing exclusion and proffering alternative ways to excluded students across the region.

### **Statement of the Problem**

It is imperative to make the school environment as serene as possible to enhance effective teaching and learning which is paramount to why schools are established. Students for a number of reasons have not adjusted well to school or to living in the community. While it is important to maintain peace and harmony within the school environment, it is also imperative to provide educational opportunities to those who have persistent problems in responding appropriately to disciplinary demands of schools and whose disruptive behaviors place them at risk of being excluded. The increase in the rate of out-of-school students who can be found around as hawkers, traders, bus-conductors and social miscreant raises questions about their educational status or what might have resulted in their current positions. The use of exclusion from school as a response to disruptive behavior also raises the important issue of students’ right to education (Osler, 2001).

Studies on incidence of school exclusion of students are not available to determine the incidence of exclusion. Owing to the attendant problems associated with exclusion of students, there is the need to determine the incidence of school exclusion of students as a documentary evidence for school administrators, educationists, policy makers and the government to be informed and take decisive step on how to handle the issues relating to exclusion of students and possible intervention strategies for excluded students. This informed the conduct of the study.

### **Purpose of the Study**

The purpose of this study is to determine the incidence and causes of school exclusion of students in the public secondary schools in the Niger Delta of Nigeria. In specific terms, the study is also designed to:

1. determine the incidence of school exclusion among male and female students.
2. ascertain the incidence of school exclusion in urban and rural located schools.
3. determine the incidence of exclusion of student at junior and senior secondary school levels.
4. determine the extent to which school type is a factor of school exclusion.

### **Research Questions**

1. What is the incidence of school exclusion in secondary schools in the areas under study?
2. To what extent is gender a factor in the incidence of school exclusion among student.
3. What is the rate of school exclusion in urban and rural located schools?
4. To what extent does incidence of school exclusion occur at the senior and junior secondary school levels?
5. How is school type (boys only, girls only and mixed sex schools) a factor in the incidence of school exclusion among secondary school students?
6. What are the causes of school exclusion among secondary schools students?

## Hypotheses

The following hypotheses were tested at 0.05 alpha levels.

1. The difference in the incidence of school exclusion among male and female students does not differ significantly.
2. There is no significant difference in the incidence of school exclusion in urban and rural schools.
3. The incidence of school exclusion among senior and junior students does not differ significantly.
4. Difference in incidence of school exclusion due to school types does not differ significantly.

## Method

This was a descriptive survey research aimed at determining the incidence and causes of school exclusion among secondary school students in the South-South geopolitical zone of Nigeria between 2001 and 2010. Six (6) research questions were postulated and answered while four (4) null hypotheses were tested at 0.05 level of significance.

The target population for the study was all the principals in all the 851 secondary schools and 504, 889 students in all the six states in the South-South Geo-political zone of Nigeria. This consists of students in Bayelsa (142 principals, 47,834 students); Rivers (216 principals, 225,258 students) and Delta (493 principals, 231,897 students), (FME, 2003) was determined through purposive sampling method. However, a sample of 90 principals and 69,233 students from 90 secondary schools drawn in three states of the South-South Geo-political zone - Bayelsa (15 principals, 8,726 students); Rivers (25 principals, 31,638 students) and Delta (50 principals, 28,869 students) was drawn using disproportionate random sampling in this study. A questionnaire named School Exclusion Questionnaire (SEQ) was used for data collection. The SEQ was divided into two parts. Part One elicited information on school exclusion of students for a period of ten (10) years (2001 to 2010), while Part 2 of the questionnaire contained 15 items used to determine the causes of exclusion. The items in Part Two were assessed on a four points likert type scale with the following response options – Strongly Agree, Agree, Disagree and Strongly Disagree. These response options were weighted 4, 3, 2, 1 respectively. For

this reason, a mean of 2.5 was chosen as criterion for decision making. The instrument was validated by three experts, two in Educational Psychology and one in Measurement and evaluation. Test re-test reliability assessment of Part Two of the instrument produced a reliability co-efficient score of 0.83. Four research assistants helped the researchers in distributing copies of the questionnaires to the principals in the schools under study. Six (6) research questions were postulated and answered while four (4) null hypotheses were tested at 0.05 level of significance. Percentages (%), Mean ( $\bar{x}$ ), Standard Deviation (SD), and Chi-Square  $X^2$  were used to answer the research questions and test the null hypotheses respectively.



## Results

Results got after analysis were presented in the Tables below.

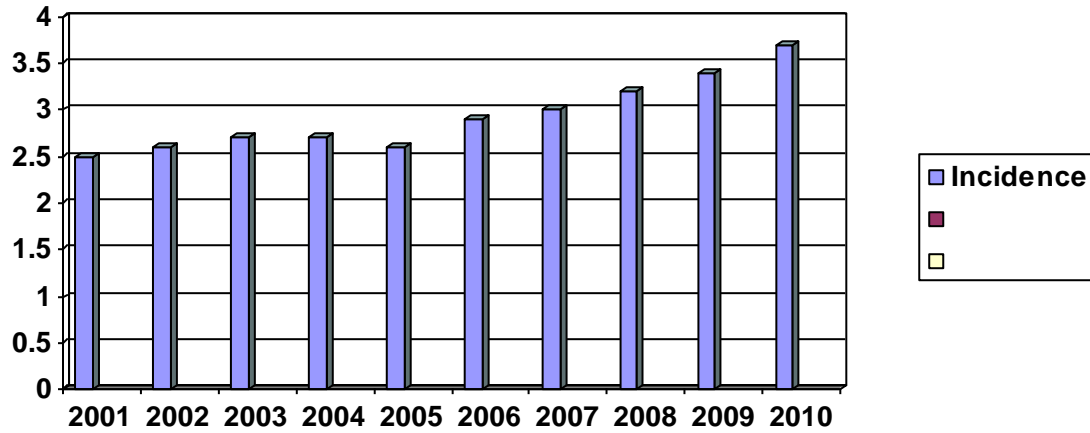
### Research Question 1: What is the incidence of school exclusion among secondary school students in the areas under study?

**Table 1: Percentages and mean (x) of incidence of exclusion among Secondary school students**

Years	Schools	Total No. of Students	No. Excluded	%Excluded
2001	90	65,346	1,637	2.5
2002	90	64,876	1712	2.6
2003	90	66,207	1,779	2.7
2004	90	68,432	1,821	2.7
2005	90	68,987	1,791	2.6
2006	90	70,119	2,033	2.9
2007	90	70,799	2,100	3.0
2008	90	71,174	2,306	3.2
2009	90	72,709	2,442	3.4
2010	90	73,686	2,785	3.7
TOTAL			20,406	

Table 1 showed that the average population of students over a period of 10 years (2001 to 2010) was 69,235. The total number of excluded students over ten years amounted to 20,406 (2.95%). A closer observation of Table I also revealed a progressive increase in the incidence of students exclusion from 1,637 (2.5%) in 2001 to 2,785 (3.7%) in 2010, indicating 1,148 increase in the number of students excluded, amounting to 70.13% This information was further presented in the Bar Chart below.

**Fig. 1 Bar Chart of Incidence of Exclusion Among Secondary Schools Students from 2001 to 2010**



The Bar Chart showed a progressive percentage increase in the exclusion of students between 2001 (2.5%) to 2010 (3.7%). This implied that incidence of exclusion of secondary school students in the area under study over a period of 10 years was high.

**Research Question 2: To what extent is gender a factor in the incidence of school exclusion among student?**

**Table 2: Percentages of Exclusion among Secondary School students in respect to their Gender**

<b>Gender</b>		<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>Total</b>
Total Exclusion		1,637	1,712	1,779	1,821	1,791	2,033	2,100	2,306	2,442	2,785	20,406
Males	No.Excluded	1,157	1,182	1,251	1,295	1,242	1,471	1,511	1,685	1,783	1,896	14,473
	% Excluded	70.7	69.0	70.3	71.1	69.3	72.4	72.0	73.1	73.0	68.1	
	N0. of Schs	47	47	47	47	47	47	47	47	47	47	
Females	No.Excluded	480	530	528	526	549	562	589	621	659	889	5,933
	% Excluded	29.3	31.0	29.7	28.9	30.7	27.6	28.0	26.9	27.0	31.9	
	N0. of Schs	43	43	43	43	43	43	43	43	43	43	
Total Schools		90	90	90	90	90	90	90	90	90	90	

Data in Table 2 showed that the number/percentage of male and female students excluded over a period of ten years (2001 to 2010) were respectively on the increase, with the male figures ranging from 1,157 (70.7%) in 2001 to 1,896(68.1%) in 2010. Figures for the female students increased from 480 (29.3%) in 2001 to 889 (31.9%) in 2010. This implied that there was high incidence of school exclusion among males than the females. The Bar Chart below gave a clear picture of this situation. The Bar Chart of the proportion between male and female secondary school students excluded from 2001 to 2010 was shown in the figure below:

**Fig. 2 Exclusion of Male and Female Secondary School Students from 2001 to 2010**

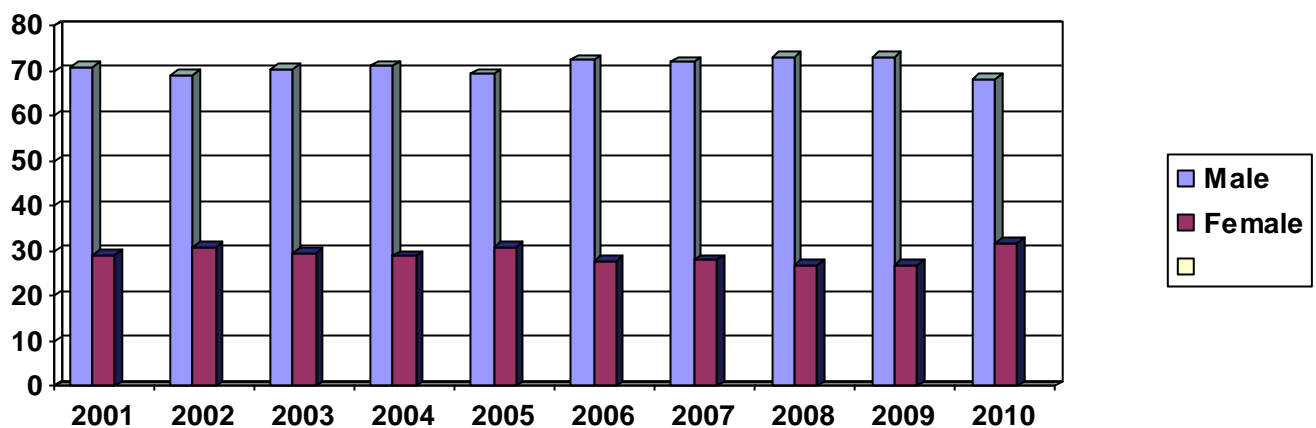


Fig 2 showed the proportion of male and female secondary school students' exclusion of 70.3:29.7 in 2001 and 68.1:31.9 in 2010. The result indicated that the percentage exclusion of female and male students during the period under study was on the increase, in favor of the males.

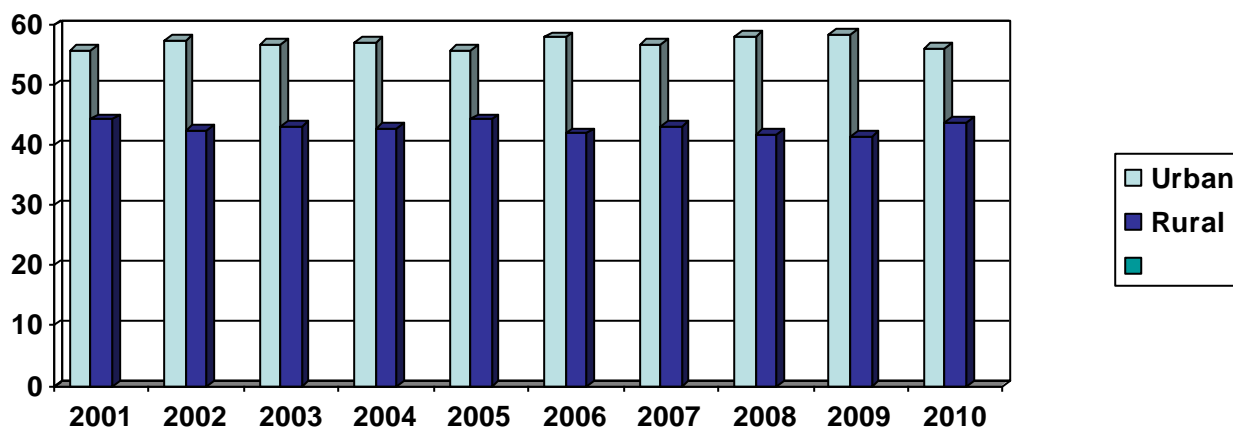
**Research Question 3: What is the rate of school exclusion in urban and rural located schools?**

**Table 3: Percentages of Exclusion of students in urban and rural schools**

School Location		2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Total Exclusion		1,637	1,712	1,779	1,821	1,791	2,033	2,100	2,306	2,442	2,785
Urban	No. Excluded	911	982	1,012	1,041	997	1,180	1,193	1,341	1,428	1,566
	% Excluded	55.7	57.4	56.9	57.2	55.7	58.0	56.8	58.2	58.5	56.2
	N0. of Schs	45	45	45	45	45	45	45	45	45	45
Rural	No.Excluded	726	730	767	780	794	853	907	965	1,014	1,219
	% Excluded	44.3	42.6	43.1	42.8	44.3	42.0	43.2	41.8	41.5	43.8
	N0. of Schs	45	45	45	45	45	45	45	45	45	45
Total Schools		90	90	90	90	90	90	90	90	90	90

Data in Table 3 showed rate of incidence of exclusion of students in urban located secondary Schools of 911 (55.7%) in 2001 to 1,566 (56.2%) in 2010. In contrast, exclusion rate of Secondary school students in rural areas stood at 726 (44.3%) in 2001 and 1,219 (43.8) in 2010. This implied that the exclusion percentage rate of secondary school students in urban areas progressively increased (55.7% in 2001 to 56.2% in 2010) while exclusion rate of secondary school students in rural area declined (44.3% in 2001 to 43.8% in 2011). Percentage rate of school exclusion of students in urban and rural areas of Niger Delta was shown in the figure below:

**Fig 3 School Exclusion of Students in Urban and Rural Secondary Schools in From 2001 and 2010**



The Bar Chart in Fig 3 showed a progressive increase in school exclusion of urban located secondary school students from 55.7% in 2001 to 56.2% in 2010 and a decline in school exclusion of students in rural located secondary schools from 44.3% in 2001 to 43.8% in 2010.

**Research Question 4. To what extent does incidence of school exclusion occur at the senior and junior secondary school levels?**

**Table 4: Percentages of exclusion of students at Junior and Senior schools levels**

School Type		2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Total Exclusion		1,637	1,712	1,779	1,821	1,791	2,033	2,100	2,306	2,442	2,785
Junior	No. Excluded	520	575	560	566	577	595	632	658	715	922
	% Excluded	31.8	33.6	31.5	31.1	32.2	29.3	30.1	28.5	29.3	33.1
	No. of Schools	90	90	90	90	90	90	90	90	90	90
Senior	No. Excluded	1,117	1,137	1,219	1,255	1,214	1,438	1,468	1,648	1,727	1,863
	% Excluded	68.2	66.4	68.5	68.9	67.8	70.7	69.9	71.5	70.7	66.9
	N0. of Schools	90	90	90	90	90	90	90	90	90	90
Total Schools		90	90	90	90	90	90	90	90	90	90

In Table 4, senior secondary school students had higher incidence of school exclusion of 1,117 (68.2) in 2001 and 1,863 (66.9) in 2010; over junior students with 520 (31.8%) in 2001 to 922 (33.1%) in 2010.

**Fig 4. Bar Chart Showing School Exclusion among Junior and Senior Secondary School Students in Niger Delta from 2001 to 2010**

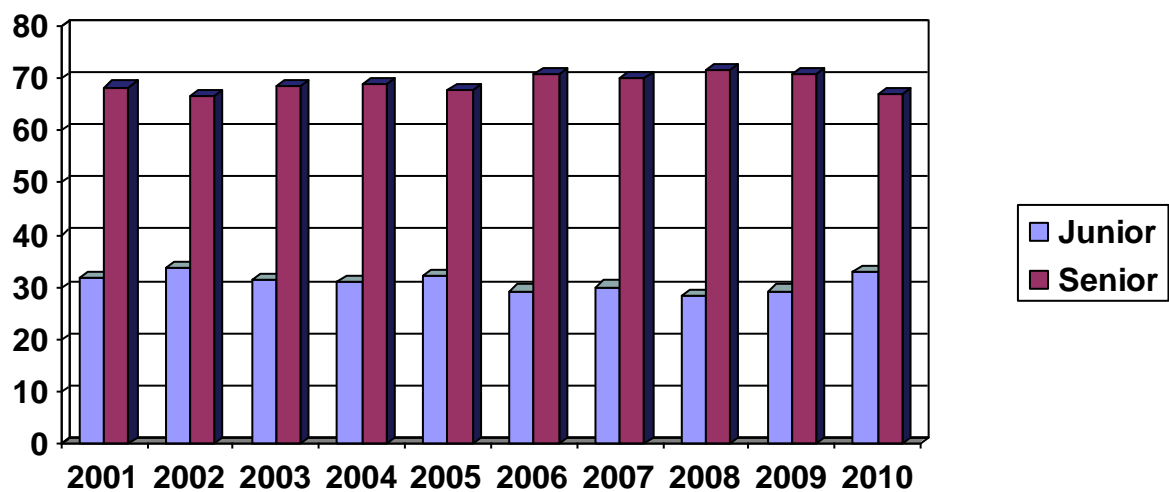


Fig 4 showed percentage increase in incidence of exclusion of students at the junior secondary school level (520(31.8%) in 2001 to 922(33.1%) in 2010) and at the senior secondary school level (1,117(68.2%) in 2001 to 1,863(66.9%) in 2010). Note that the incidence was higher among senior students.

**Research Question 5: How is school type (boys only, girls only and mixed sex schools) a factor in the incidence of school exclusion among secondary school students?**

**Table 5: Percentages of school exclusion in respect to boys only, girls only and mixed sex schools**

School Type		2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Total Exclusion		1,637	1,712	1,779	1,821	1,791	2,033	2,100	2,306	2,442	2,785
Boys	No. Excluded	229	227	246	251	256	248	257	260	273	279
	% Excluded	14.0	13.3	13.8	13.8	14.3	12.2	12.2	11.3	11.2	10.0
	NO. of Schools	8	8	8	8	8	8	8	8	8	8
Girls	No. Excluded	179	162	178	169	191	216	245	254	256	273
	% Excluded	10.9	9.5	10.0	9.3	10.7	10.6	11.7	11.0	10.5	9.8
	NO. of Schools	8	8	8	8	8	8	8	8	8	8
Mixed	No. Excluded	1,229	1,323	1,355	1,401	1,344	1,569	1,598	1,792	1,913	2,233
	% Excluded	75.1	77.3	76.2	76.9	75.0	77.2	76.1	77.7	78.3	80.2
	NO. of Schools	74	74	74	74	74	74	74	74	74	74
Total Schools		90	90	90	90	90	90	90	90	90	90

Data in Table 5 showed that Boys only schools had percentage decline in the incidence of students exclusion from 229 (14.0%) in 2001 to 279 (10.0%) in 2010. The same decline in the incidence of school exclusion was found in Girls only schools from 179 (10.9%) in 2001 to 273 (9.8%) in 2010. Mixed schools had experienced the highest incidence of students exclusion from 1,229 (75.1%) in 2001 to 2,233 (80.2) in 2010.



**Fig 5 School Exclusion in Respect of Boys only, Girls only and Mixed Sex Schools  
From 2001 to 2010**

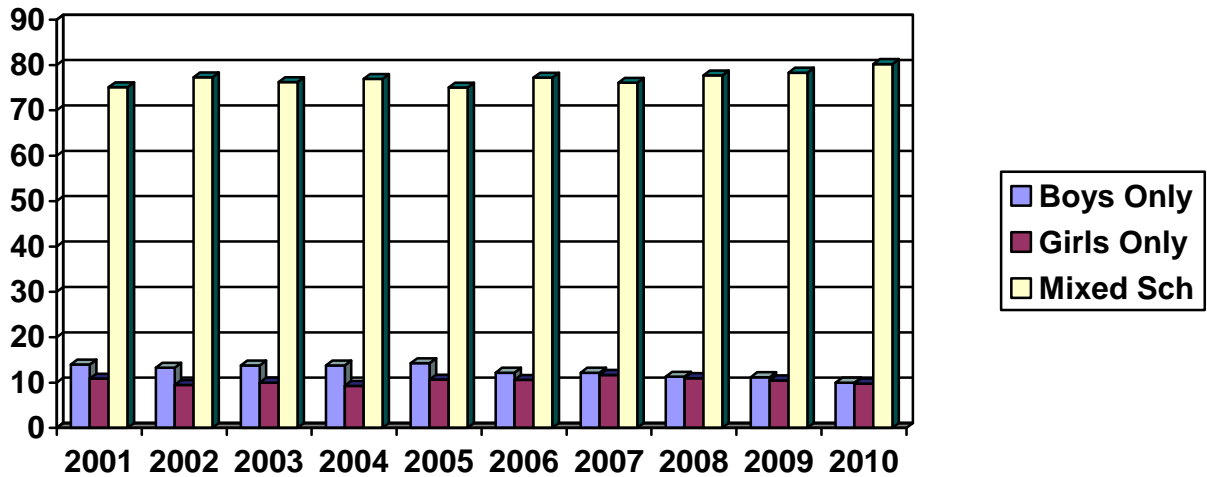


Fig 5 represented incidence of students exclusion based on school type. Mixed sex schools had the highest incidence of students' exclusion from (75.1%) in 2001 to (80.2%) in 2010.

**Research Question 7: What are the causes of school exclusion among secondary schools students?**

**Table 6: Mean (x) and Standard Deviation (SD) of causes of school exclusion among secondary school students**

S/N	School Exclusion	N	X	S.D	REMARK
1.	Truancy	90	3.03	0.68	ACCEPTED
2.	Verbal Abuse to Peers	90	2.30	0.80	REJECTED
3.	Verbal Abuse to School Staff	90	3.30	0.74	ACCEPTED
4.	Defiance and Disobedience	90	2.94	0.71	ACCEPTED
5.	Bullying/Fighting and Assaults on Peers	90	3.30	0.74	ACCEPTED
6.	Violence to Peers	90	3.55	0.69	ACCEPTED
7.	Violence to School Staff	90	3.69	0.74	ACCEPTED
8.	Drugs use	90	3.52	0.73	ACCEPTED
9.	Vandalism/Arson	90	3.55	0.60	ACCEPTED
10.	Theft	90	3.00	0.80	ACCEPTED
11.	Attempted Robbery of Another Student	90	3.41	0.83	ACCEPTED
12.	Threatening with a weapon	90	3.50	0.55	ACCEPTED
13.	Sexual Offences	90	3.11	0.81	ACCEPTED
14.	Learning Disabilities	90	1.92	0.76	REJECTED
15.	Poor Academic Performance	90	1.39	0.76	REJECTED

In Table 6, 15 items were listed as possible causes of school exclusion. Out of the 15 possible causes of exclusion, the respondents (School Principals) accepted 12 items representing Truancy (1), that Verbal Abuse to School Staff (2), that Defiance and Disobedience (4), that Bullying/Fighting and Assaults on Peers (5), that Violence to Peers (6), that Violence to School Staff (7), that Drug use (8), that Vandalism/Arson (9), that Theft (10), that Attempted Robbery of another student (10), that Threatening with a weapon (12), and that Sexual offence (13) as causes of school exclusion. Three (3) items representing Verbal abuse to peers (2), that Learning Disabilities (14) and that poor academic performance (15) were rejected by the respondents as possible causes of school exclusion. Items 3, 14 and 15 were rejected because their mean scores were less than 2.5 (the criterion), while items 1, 3, 4, 5, 6, 7 8, 9, 10, 11, 12, and 13, were accepted because their mean scores were above 2.5 (the criterion).

**Hypothesis One: There is no significant difference in the incidence of school exclusion among male and female students**

**Table 7: Chi-Square ( $X^2$ ) analysis of difference in school exclusion among male and female students**

Gender	Observed N	Expected N	Df	Cal $X^2$	Crit $X^2$	Remark
Male	15029	10453.0	1	4006.462	.000	Rejected
Female	5877	10453.0				

In Table 7, the  $X^2$ -calculated value of 4006.462 at 0.05 alpha level and df of 1 was greater than the  $X^2$ -critical value of .000. The null hypothesis 1 was therefore rejected. This implied that there was significant difference in school exclusion between male and female secondary school students, in favor of the males.

**Hypothesis Two: There is no significant difference in the incidence of school exclusion among urban and rural students**

**Table 8: Chi-Square ( $X^2$ ) analysis of difference in the incidence of school exclusion among urban and rural students**

School Location	Observed N	Expected N	Df	Cal $X^2$	Crit $X^2$	Remark
Urban	12099	10453.0	1	518.381	.000	Rejected
Rural	8807	10453.0				

Result of Table 8 showed that the Chi-square analysis of difference in the rate of school exclusion among urban and rural schools students gave  $X^2$ -calculated value of 518.381 which **was** greater than the critical  $X^2$ -value of 0.000 at 0.05 level at df of 1. The null hypothesis two in respect of school location was rejected. This implied that there was significant difference in the rate of school exclusion of students in urban and rural schools, in favor of urban schools.

**Hypothesis Three: The incidence of school exclusion among students in the Junior and Senior Secondary schools levels do not differ significantly.**

**Table 9: Chi-Square ( $X^2$ ) analysis of incidence of school exclusion at the Junior and Senior school levels**

School Level	Observed N	Expected N	Df	Cal $X^2$	Crit $X^2$	Remark
Junior	6486	10453.0	1	3011.019	.000	Rejected
Senior	14420	10453.0				

Table 9 showed that the Chi-Square analysis of incidence of school exclusion at the junior and senior secondary school levels gave a  $X^2$ -calculated value of 3011.019 which **was** greater than the  $X^2$ -critical value of .000 at 0.05 level of significance and df of 1. The null hypothesis three in respect of incidence of school exclusion of students at the Junior and Senior Secondary levels differed significantly, in favor of the senior students.

**Hypothesis Four: Difference in the incidence of school exclusion among students in boys only, girls' only and mixed schools is not significantly different**

**Table 10: Chi-Square ( $X^2$ ) analysis of difference in school exclusion among students in boys only, girls only and mixed schools**

School Type	Observed N	Expected N	Df	Cal $X^2$	Crit $X^2$	Remark
Boys Only	2476	6968.7	2	18906.104	.000	Rejected
Girls Only	2092	6968.7				
Mixed Schools	16338	6968.7				

Table 10 showed that the Chi-Square analysis of differences in school exclusion among students boys only schools, girls only schools and mixed schools produced  $X^2$  Calculated value of 18906.104 which was greater than  $X^2$ -critical value of .000 at 0.05 level of significance and df of 2. The null hypothesis 4 was therefore rejected. This implied that the incidence of school exclusion among students in boys only, girls' only and mixed schools was significantly different, with mixed schools recording the highest incidence, followed by boys only schools and lastly girls only schools.

**Summary of Results**

The summary of the findings are as follows:

1. There was steady increase in incidence of student exclusion from schools under study during the ten years period (2001 – 2010)
2. Truancy; Verbal abuse of school staff; Defiance and disobedience; bullying/fighting and assault on peers; violence to peers; violence to school staff; drug use; vandalism/arson; theft; attempted robbery of another student; threatening with a weapon; and sexual offences; were accepted causes of school exclusions.
3. There was significant difference in school exclusion between male and female secondary school students, in favor of the males.
4. Significant difference was found in the rate of school exclusion among urban and rural students, in favor of the urban students.

5. The incidence of school exclusion at the Senior Junior Secondary School levels differed significantly, in favor of the seniors.
6. There was significant difference in students' exclusion in boys only, girls only and mixed sex schools, in favor of mixed sex schools.

### **Discussion**

The trend in incidence and causes of school exclusion among secondary school students in the Niger Delta of Nigeria were investigated in this study. Findings indicated that the trend in incidence of school exclusion was on the increase, from 1,637 (2.5%) in 2001 to 2,785 (3.7%) in 2010 respectively. This corroborated with Donovan and Kenway (1998) who also found that school exclusion **was** on the increase over a period of some years studied in the United Kingdom. The study also found significant difference in school exclusion between male and female secondary school students, in favor of the males. These mean that was higher proportion of male students excluded from secondary schools compared to their female counterparts. This confirmed previous studies of Department of Education and Employment in Donovan et al (1998) and Berridge, et al (2001) who asserted that school exclusion of male students was about 83%, outnumbering female students school exclusion at a ratio of four-to-one in the United Kingdom. Sundius and Farneth (2008) also stated that there was a consistent evidence of male students exclusion compared to females with an average of 68% to 32% exclusions of male and female students respectively.

There was greater incidence of school exclusion among secondary school students in urban schools compared to rural school. The difference in school exclusion among students in urban and rural schools was statistically significant. Sundius and Farneth (2008) confirmed that there was variation of school exclusions of students due to location. They observed that school exclusion of students were concentrated in some districts or areas. This implies that the urban and rural location is a factor to reckon with in respect of school exclusions of students. It is believed that high teacher-student ratio and concentration of social vices are more pronounced in the urban areas compared to

rural areas. This could have accounted for greater incidence of school exclusion of students in urban areas compared to rural areas.

Significant difference was found in school exclusion among senior and junior secondary school students. The result actually indicated greater incidence of school exclusion among senior secondary school students, compared to the junior ones. This corroborated with the reports of the Department of Education and Employment in Donovan, et.al (1998) and Berridge, et.al (2001) who affirmed that school exclusion was higher among senior students than the junior ones.

Results also indicated that there was significant difference in incidence of students' exclusion in boys only, girls only and mixed schools, in favor of mixed schools. This was an indication that school type is a significant factor of school exclusion. This could be as a result of peer influence most especially across sex difference (male and female) and tendency students committing vices against the opposite sex that resulted in mixed schools' highest incidence of school exclusion.

### **Recommendations**

Based on the following findings, it was therefore recommended that

1. Establishment of Alternative Schools at every Local Government Area of the Federation where excluded students can continue their education within the period of exclusion if it is temporary or where they will complete their education if it is permanent exclusion. In agreement with Idol (2006) "the student with special education needs is attending the general school program, enrolled in age-appropriate classes 100% of the school day" (p. 77). Research finding also showed students with disabilities tend to achieve a modest to moderate amount more when placed in classroom with none inclusive students on both academics and social behavior (Henson, 2009; Duchaine, et.al. 2011).
2. Government should establish Student Referral Units in all schools to handle exclusion cases of students for proper rehabilitation.
3. Amendment of Education Law on Exclusion to provide unambiguous rules for exclusion and provide for continuing education of excluded students.

4. Employment of Counseling Psychologists in Secondary Schools to avert situations that will bring about either fixed or permanent exclusion of students through counseling and help in the rehabilitation of fixed excluded students.

Trepidations for educators with the inclusion classroom are the lack of professional development and amount of time spent with students with disabilities, which are needed for a successful inclusive classroom (Sharene, 2011; Duchaine et.al. 2011). The attitudes of teachers in inclusive classrooms are the determining factor in the overall success toward the inclusion of students with disabilities in the general education classroom (Leyser & Kirk 2011; Bennett, A. (2011 Duchaine, et.al, 2011). Overall success toward the inclusion of students with disabilities in the general education classroom will not improve until teacher increase student participation and acknowledge small successes each day immediately and consistently reinforcing student effort (Duchaine, et.al, 2011)



## References

American Psychological Association Zero Tolerance Task Force (2006). Are zero tolerance policies effective in the schools? *An Evidentiary Review and Recommendations*.

Bennett, A. (2011). Learning to be job ready: strategies for greater social inclusion in public sector employment. *Journal of Business Ethics*, Vol. 104 Issue 3, p347-359, 13p

Berridge, B and Pitts, P (2001). The independent effects of permanent exclusion from school on the offending careers of young people. Research, development and statistics directorate communications development unit. London. Home Office.

Baloglu, N. (2009). Negative behavior of teachers with regard to high school students in classroom settings. *Journal of Instructional Psychology*, 36, 69-78.

Bumbarger, B. (1999). Special Report. School violence: disciplinary exclusion, prevention and alternatives. Universities Children's Policy Partnership. U.S.A.

Dinkes, R.; Cataldi, E. F.; Kena, G.; Baum, K.; and Synder, T. D. (2006). Indicators of school crime and safety. Washington, DC: *US Departments of Education and Justice*.

Donovan, K (1998). *Second chances: Exclusion from School and Equality of Opportunity*. Introduction New Policy Institute. London. Premier House.

Donovan, K, Gilbertson, G, Hodge, O, Parsons and Stephenson (1998). *Second Chances: Exclusion from School and Equality of Opportunity*. New Policy institute. London. Premier House.

Duchaine, E. L., Jolivette, K., Fredrick, L., (2011). The effect of teacher coaching with

performance feedback on behavior-specific praise in inclusion classrooms. By: Education & Treatment of Children (ETC), 07488491, 34, Issue 2.

Ekeh, P. U. & Oladayo, O. T. (2010). Managing School Violence: An Alternative Approach. A Paper Presented at The Nigerian Society of Educational Psychologists Conference between 5<sup>th</sup> and 8<sup>th</sup> October, 2010 at Delta State University. Delta State.

Federal Republic of Nigeria (2008). National Policy on Education. Federal Ministry of Education. Abuja. *Nigerian Education Research Council*.

Leone, P.E., Christle, C.A., Nelson, M., Skiba, R., Frey, A., & Jolivette, K. (2003) School failure, race and disability: Promoting positive outcomes, decreasing vulnerability for involvement with the juvenile delinquency system. College Park, MD: The *National Center on Education, Disability, and Juvenile Justice*

Leyser, Y; Kirk, R (2011). Parents' perspectives on inclusion and schooling of students with angelman syndrome: suggestions for educators. *International Journal of Special Education*, Vol. 26 Issue 2, p79-91, 13p

Nakpodia, E. D. (2010). Teachers' disciplinary approaches to students' discipline problems in Nigerian secondary schools. *International NGO Journal*. Vol.5(6),144-151.

Nolan, J. E. (2004). The U.S. individuals with disabilities education act (IDEA): Teaching inclusion and exclusion of the disabled from Ford to Bush II. Paper presented at the Society of History of Education Conference, Dublin, Ireland, November 25

Osler, D. (2001). Alternative to school exclusion. *Inspectorate of Education*. Scotland.

- Phelps, M. A. (1993). Inclusion and integration and school climate. (ERIC Document Reproduction Service No.372574)
- Rehabilitation Act of 1973, Section 504, 19 U.S.C. section 706.
- Sharene S. L. (2011). An outcome measure for social goals of inclusion. *Rural Special Education Quarterly*, Spring 2011, Vol. 30 Issue 1, p6-13, 8p
- Sundius, J. & Farneth, M. (2008). Putting kids out of school: What's Causing High Suspension Rates and Why They are Detrimental to Students, Schools, and Communities. *Open Society Institute-Baltimore, U.S.A*
- Social Exclusion Unit (1998). Truancy and school exclusion report by the social exclusion unit. Presented to Parliament by the Prime Minister by Command of Her Majesty. United Kingdom.
- UNESCO. (1994). The Salamanca Statement and Framework for Action on Special Needs Education. Paris, *UNESCO/Ministry of Education*, Spain.
- UNESCO, (2005). Children out of school. Measuring exclusion from primary education. UNESCO Institute for Statistics. Montreal.
- Wald, J. & Losen, D. (2003). Deconstructing the school-to-prison pipeline: New Directions for Youth Development. San Francisco: Jossey-Bass.