Pre-Primary and Lower Primary Teachers'Attitude to Inclusive Education in Ondo West Local Government Area, Ondo State, Nigeria

By

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Abstract

The study examined attitude of pre-primary and lower primary school teachers towards inclusive education in their classrooms in Ondo West Local Government Area of Ondo State. Two research questions were raised to guide this study and three hypotheses formulated and testedat0.05 level of significance. Three hundred teachers participated in this study. Questionnaire on teacher's attitude towards inclusive education was used to collect data. The data collected was analyzed using frequency count,percentage,mean and standard deviation rating statistical techniques.The results showed that pre-primary teachers and lower primary school teachers have negative attitude towards inclusive education.The result further indicated there several factors that influence teachers'attitudetowardsinclusion.It was therefore recommended that for promoting the best practices in inclusive education,there is a need for minimal opportunities for training and development also funding is necessary.

Introduction

Education is the right of all children, and inclusive education have access to an appropriate, relevant affordable and effective education within their community. This education starts in the home with the family, and includes formal, non-formal and all types of community based education initiatives (Dapudong, 2014). For a long time the assumption has been that the children we find in the classroom can be taught using the same approach or methods. However experience show that each child comes from different home background and some may have some special needs to be given special attention. National Policy on Education, stipulates equal opportunity in access to education for all Nigeria children of school age (NPE2004).

Inclusion in education is an approach of educating children with special needs, where children with special needs spend most or all of their time with non-disabled children. Inclusive education is a global agenda. Generally, inclusion in education means "full inclusion of children with diverse abilities in all aspect of schooling that other children are able to access and enjoy" (Loreman, Deppeler and Harvey, 2005). UNESCO (2004) affirmed that inclusion is really about practical change. It works as a catalyst for change because it not only enhances education within the schools but also represent an increased awareness of human rights and leads to a reduction in social discrimination between the poor and rich. It is important to look at special needs education as social and cultural phenomenon. Cultural factors are the knowledge traditions, values and attitudes in society .In case there are difficulties experienced by children with disabilities, the causes might be the

cultural expectation. (Flem, Moen and Gudmundsdottir, 2005).

According to National policy on Education (2013),pre- primary education is one year education given to children aged 5prior to their entering primary schools. Primary education is education given to children aged 6-12 years.

In section 8 of Nigeria National Policy on Education (1977) has provided support mechanism for children with disabilities. Due to Nigeria governmental policies and cultural constraints, inclusive education did not witness series of advocacies, litigations, and legislations, as it was observed in large scale societies like United States of America, which resulted in the establishment of legalmechanism to meet the needs of children with disabilities in an inclusive setting. It is quite unfortunate that most public schools in Nigeria are often times overcrowded and lack the qualified personnel and facilities to identify childrenwith special needs and design remedial or intervention programme to handle same. The result is that such special needs children are forced to go through regular classroom without having their special needs being met. These special children also do not benefit from teaching-learning process.

Similarly,the National Policy on Education (2004) (section 7, subsection 122)states that "All necessary facilities that would ensure easy access to education shall be provided e.g. inclusive education with integration of special classes and units into ordinary/public schools under its Universal Basic Education (UBE) Scheme. However, there is no operational policy framework for the implementation of this approach to education of special needs children. So the operational framework should be provided to clearly indicate the source of funding, who provides resources, personal training, stakeholders involved, modalities of monitoring and evaluation According to Ojogwu, (2005), in order to assure success in the education of children with special needs in regular classrooms the teacher have the following roles to play. The teacher should be involved in identification, assessment and placement of children of special needs in the classrooms. Inclusion can largely depends on teachers attitude towards pupils with special needs and on the resources available to them. In quite number of studies, the attitude of teachers towards educating pupils with special needs has been put forward as a decisive factor in making school more inclusive(Meijer 2001)

The Education for the Handicapped children Act (EHA) passed in 1975 by U.S congress states "all children with disabilities should be educated to the maximum extent possible with their non disabled peers"(Monahan, Marino and Miller,1996).The law specified that all children receive an appropriate education in restrictive environment. In 2007, the U.S congress reported that "approximately 48% of children ages 3-5 years with disabilities spent at least 80% of their time in inclusive setting with typically developing peers while 25% received services in specialized or self contained setting (Souakou, 2012).

Therefore it is important to know how teachers feel about inclusion many

teachers do not fully agree and believe that inclusion works. According to UNESCO survey l985), those that favour the education of all children in ordinary classes were from the countries that have law requiring this (UNESCO, 2000). Teachers positive attitudes towards inclusion depended strongly on their teachers education, experience with students having special educational needs, class size, work load and the availability of support (UNESCO, 2000 Avrarnidis, Bayliss, and Burden 2000).

Teachers are more and more positive or optimistic about inclusion of students with disabilities, (Avramidis et. al. Burden, 2000). However, the actual implementation of inclusion in the classrooms confuses and worries teachers (Bradshaw, 2006). Teachers must treat all students as respected participants of the classroom and strive to meet their unique needs. Teachers attitude regarding inclusion may be related to the way they teach the population and how effective this teaching is (Baar and Bracchitta, 2008). For inclusion to be successful, all children must be able to participate in activities that are developmental appropriate to their individual needs, some children may require accommodation to participate, but activities should be meaningful for all children (Bredekamp, 2011).

Teachers fear, beliefs, and perceived inadequacies are all very influential in the way they respond to children with exceptional needs.Attitudes are critical to the success or failure of inclusion (Ross HilI, 2009). According to teachers in public school have the attitude that children with special educational needs should, be included in regular education classrooms. They also indicated that students with special needs to make significant steps towards academic achievement when included in regular classrooms.

Many factors influence the regular education teachers perception of inclusion. Research from west Virginia University suggested that success is dependent upon teachers beliefs. The study indicated, "when general education teachers are provided with proper training, supportive services through a collaborative consultant and designated time to meet, willingness to participate in collaborative interactions can be recorded" (Byers, Miller and Savage 2003.)In the issue of qualified personnel, it was found out that about 90% of regular teachers in the state lack the basic skills in special education (FME, 2007). For example a teacher with no basic skills in special education may not see the need to specify directions or positions when describing certain things to with or ideas with visually impaired students, hearing impaired, deaf and dumb and so on. The task of teaching both normal and children with special needs is not any easy one. Handling all categories of children in the same class will be seen as additional burden.

In order to address the manpower needs, knowledge and skills should be imparted to regular teachers through seminars and workshops. As stated by Ojwan and Hartley (2002), the Ministry of Education in Uganda trained a group of teachers called special needs educators coordinators. These coordinators go from school to school advising fellow teachers on effective inclusion of children with special needs in regular classes. According to Agomoh (2012),

regular teachers lack expertise or skills in the use of special equipment for teaching. Some equipment such as Braille machines, Taylor Frames Gramer Abacus e.t.c. requires skillful handling. Regular teachers are ignorant of the special equipment and materials and how to use them for teaching children with special needs.

However, Fakolade, Adeniyi and Tella (2009), reported in an interview conducted in Lagos State on the issue of inclusion of special need children in general education classroom. Her findings were that of 200 regular primary school teachers were interviewed,60% of them rejected inclusion, while 35%of them would want inclusion provided they were adequately trained, the remaining 5%were undecided on the issue. Thus, many of all these negative attitudes will have adverse effect on education of special needs in Nigeria.

In the study conducted in Malaysia, teachers have a positive attitude perception about the implementation of inclusive education, although improvements should be made in some aspects such as the cooperation between teachers in mainstream schools and special school teachers and the training of teachers that teach with special needs (Ali, Mustapha and Jelas 2006). According to Muhammad and Nair (2012) regular teachers lack confidence in their ability to successfully implement inclusive education. The result indicated that having educationally disabled students within regular classrooms did not yield a significant decline in the academic or behavioural performance of their non-disabled peers on measures of standardized tests.

A review of 26 studies revealed that the majority of teachers hold neutral or negative attitude towards inclusion of pupils with special needs in regular primary education. That is that no studies reported positive result (Boer et al 2011).Also the study conducted by Tsakiridouet. al. (2014), using a sample of 416 preschool, primary and secondary education teachers. The results show that, in general, teachers develop positive attitude toward the inclusive education. Higher self-efficacy was associated rather with their capacity to come up against negative experiences at school, than with their attitude toward disabled learners in the classroom and their ability to meet successfully the special educational needs students.

Similarly a study conducted in Bahamas by Johnson and Johnson (2014),using semi-structured interviews from eight teachers in Bahamas, revealed that teachers generally had positive attitudes towards inclusion. However, lack of funding, administrative support and minimal opportunities for training and development were identified as negative influential factors regarding teachers attitude towards inclusive education.

It was observed that professionally qualified teachers, tends to have a more favourable attitude towards the inclusion of special needs than their non-professional qualified teachers. It was further indicated that teachers demonstrate similar attitude towards the inclusion of special needs children in general education irrespective of their

years of experience (Thaver, Lim and land Liau 2014), towards inclusive education. It conflicts with other researchers that found associations between attitude towards inclusion and educational qualification (Forlinet, Loreman, Sharma and Earle2009).

According to Delgado (2013), the study revealed no relationship between attitudes of teachers regarding inclusion and teachers 'level of education or years of teaching experience. The researcher further reported that teachers' length of experience, teachers were classified into two groups. The novice group, included teachers with zero to five years teaching experience. The experienced group,included teachers with six or more years of teaching experiences. The study found out there is no difference between teachers' years of experience relationship their attitude towards inclusive education. In contrast, Stoiberet, Gettinger and Goetz (1998) reported a significant relationship between teachers' attitude towards inclusion and their years of experience.

Teachers with experience in both self-contained special education settings and in inclusive settings have reported that self-contained classroom was more challenging (Recchia and Landpuig 2011).

Similarly, Leyser and Tappendorf (2001) reports that teachers with experience in teaching students, particularly those with special needs, intensify their confidence to teach them. This is likely to grow which invariably alter their negative attitude.

Early childhood teachers feelings about inclusion of children with exceptional educational needs were found to be associated with educational level, length of experience, and background training (Stoiber, et. al. 1998).

The study intends to assess pre-primary and lower primary teachers attitude towards inclusive education which has remained untouched. This is because the issue of inclusion of children with physical disabilities into normal classroom is new and has not received an adequate attention in Nigeria.

Statement of the problem

In Nigeria today, there are few special schools which are not many as most public and private regular schools. This made most parents not to enroll their children with physical disabilities into regular school, since such children will not be admitted.

Research Questions

1. What is the attitude of Ondo State pre-primary and lower primary school to inclusive education?
2. What are the barriers to effective implementation of inclusive education the state as perceived by the teachers?

Hypothesis

Ho1: There is no significant influence of the teachers' qualifications on their attitude towards inclusive education.

Ho2: There is no significant influence of the teachers' years of experience on their attitude towards inclusive education.

Ho3: There is no significant influence of the teachers, exposure to children with learning disabilities on their attitude towards inclusive education.

Methodology

The study adopted a pure descriptive approach. The sample was composed of 300 teachers taken from all public schools in Ondo West Local Government Area of Ondo State. The main instrument for data collection was the questionnaire titled 'Pre-primary and Lower Primary School Teachers Attitude towards Inclusive Education Questionnaire (PLPSTAIE)'. It contained three parts. Part I was designed to collect the demographic data of the respondents; part 2 consisted of 15 items on teachers attitude towards inclusive education. Respondents were asked to rate the items using four point rating "Strongly Agree", "Agree", "Disagree", "Strongly Disagree", while part 3 consisted of 7 items on barriers to inclusive education. Respondents were asked to rate the items using four point rating "Strongly Agree", "Agree", "Disagree", "Strongly Disagree". The instrument was face and content validated and, tested for reliability through a test-retest method. The reliability coefficient, r0.91 was obtained from the instrument.

The researcher personally administered the questionnaire with the assistances of some teachers. After scoring,frequency, mean, t-test and analysis of variance was used in analyzing the data collected.

Data Anaylsis

The data collected from the field was grouped and analysed according to the following table:

Demographic Information of Respondents

Table 1: Distribution of Respondents based on Age

Age	Frequency	Percentage
I 5-20years	10	3.3
21-25 years	37	12.3
26-30 years	30	10.0
31-40 years	66	22.0
41-50 years	157	52.3
Total	**300**	**100.0**

Table 1 show that 300 respondents (teachers) were selected as sample for this study. Of the 300 teachers,3.3% were between 15 and 20 years old, l2.3% were between 21 and 25 years, 10% were between 26 and30 years old, 22% were between 31 and 40 years old while the remaining 52.3% were between 41 and 50years old. The table indicates that many of the respondents (74.3%) were between 31 and 50 years old.

Table 2: Teachers' Distribution by Qualifications

Qualification	Frequency	Percentage
NCE	143	47.7
B. Ed.	70	23.3

PGDE	12	4.0
M.Ed.	29	9.7
Ph.D.	6	2.0
Others	40	13.3
Total	**300**	**100.0**

Table 2 shows that 47.7% of the teachers were holders of Nigeria Certificate of Education, 23.3% hadBachelor of Education Degree, 4% had Postgraduate Diploma in Education, 9.7% had Master Degree inEducation, 2.0% had Ph.D.while the others constitution 13.3% had other qualifications which include O'Level, OND, HND and B.Sc. The result implies that many of the teachers (7 1%) were NCE and B.Ed. holders.

Table 3: Distribution of Teachers based on Years of Experience

Qualification	Frequency	Percentage
1-5 years	70	23.3
6-10 years	109	36.3
11-15 years	74	24.7
16 years and above	47	15.7
Total	**300**	**100.0**

Table 3 shows that 23.3% of the teachers had working experience of 1 to 5 years, 36.3% had 6 to 10 years of teaching experience, 24.7% had 11 to 15 years of experience while the remaining 15.7% had worked for 16 years and above. The result from this table indicates that many of the teachers (84.3%) had working experience ranging from 1 to 15 years.

Table 4: Teachers' Exposure to Special Needs Children

Response	Frequency	Percentage
No	190	63.3
Yes	110	36.7
Total	**300**	**190.0**

Table 4 shows that 63.3% of the teachers had not been exposed to special needs children before while only 36.7% had had taught special needs children. The result from this table indicates that many of the teachers selected as sample had not taught special needs children before.

Answer to the Research Questions

Research Question 1: What is attitude of Ondo State pre-primary and lower primary school teachers toinclusive education?

Table 5: Pre-primary and Lower Primary School Teachers' Attitude to Inclusive Education

S/No	Item	Mean	Std.D
1	I appreciate being a teacher to children with disabilities in an inclusive classroom.	1.65	.94
2	Children with disability will exhibit problems behaviour in regular classroom setting.	2.99	. 74
3	Children with disabilities will monopolize teachers' time in an inclusive classroom.	2.86	.75
4	Children with disabilities have the rights to be educated in same classroom typically for non-challenged children.	2.87	.76
5	1 cannot teach effectively in an inclusive classroom because I am not trained on it.	2.94	.73
6	Ihave the required patience to handle an inclusive classroom.	1.53	.73
7	Inclusion of children with disabilities in a regular classroom can create confusion.	2.84	.79
8	1 can feel more comfortable teaching in a regular classroom where children with disabilities are included.	1.59	.68
9	Children with disabilities should be educated alongside same category of children in the same classroom	1.34	.58
10	Educating children with disabilities in a regular classroom setting will give me much joy.	1.64	.72
11	1 looks forward to learning more about teaching children with disabilities in a regular classroom set 6	1.65	.97
12	1 am not worried about the behaviour problems that children with disabilities can exhibit in a regular classroom setting. -	1.67	.95
13	I can handle any type of disability children in a regular classroom setting.	1.57	.71
14	Inclusion of children with disabilities in a regular classroom will bring the best out of me as a regular teacher.	1.61	.70
15	Children with disabilities can experience better social skills development inaregular classroom.	1.60	.73
Weighted Average		2.02	

Note:1=Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree

Table 5 shows the attitude of pre-primary and lower primary school teachers to inclusive education. The table shows that the teachers disagreed to the following items: I appreciate being a teacher to children with disabilities in an inclusive classroom ($\bar{x}$ = 1.65), 1 have the required patience to handle an inclusive classroom ($\bar{x}$ = 1 .53), 1 can feel more comfortable teaching in a regular classroom where children with disabilities are included ($\bar{x}$ = 1.59), educating children with disabilities in a regular classroom setting will give me much joy (1.64), 1 look forward to learning more about teaching children with disabilities in a regular classroom setting ($\bar{x}$= 1.65), 1 am not worried about the behaviour problems that children with disabilities can exhibit in a regular classroom setting ($\bar{x}$= 1.67), 1 can handle any type of disability children in a regular classroom setting ($\bar{x}$=1.57), inclusion of children with disabilities in a regular classroom will bring the best out of me as a regular teacher (x= 1.61) and children with disabilities can experience better social skills development in a

regular classroom ($\bar{x}$= 1.60). The table shows further that the teachers agreed to the following items: children with disability will exhibit problems behaviour in regular classroom setting ($\bar{x}$= 2.99), children with disabilities will monopolize teachers' time in an inclusive classroom ($\bar{x}$= 2.86), children with disabilities have the rights to be educated in same classroom typically for non-challenged children ($\bar{x}$= 2.87), 1 cannot teach effectively in an inclusive classroom because I am not trained on it ($\bar{x}$= 2.94), inclusion of children with disabilities in a regular classroom can create confusion ($\bar{x}$= 2.84). The only item that the teachers strongly disagreed with is item 9 which states that children with disabilities should be educated alongside same category of children in the same classroom ($\bar{x}$= 1.34). A look at the result from the table indicates that the teachers disagreed with all the positive items while they agreed with the negative items that are positively worded. Also, the value of the weighted average (2.02) is less than 2.50 that is accepted in this study as a value that stand for positive attitude. Therefore, it can be inferred that the pre-primary and lower school teachers have negative attitude towards inclusive education.

Research Question 2: What are the barriers to effective implementation of inclusive education in the state as perceived by the teachers?

Table 6: Barriers to Implementation of Inclusive Education

S/No	Item	Disagree		Agree		Decision
		Freq.	%	Freq.		
1	Lack of availability of trained teachers	63	21.0	237	79.0	Accepted
2	Lack of availability of suitable and adapted environment	73	24 3	227	75.7	Accepted
3	Non-availability of appropriate resources	73	24 3	227	75.7	Accepted
4	Negative attitude of teachers	53	17.7	247	82.3	Accepted
5	Lack of community involvement	68	22.7	232	77.3	Accepted
6	Non-availability of flexible curriculum	82	27.3	218	72.7	Accepted
7	Lack of appropriate support service	60	20.0	240	80.0	Accepted

Table 6 shows what the teachers perceive as barriers to implementation of inclusive education. The table shows that all the factors mentioned in the table are accepted as barriers to implementation of inclusive education: lack of availability of trained teachers, (79%), lack of availability of suitable and adapted environment (75.7%), non-availability of appropriate resources (75.7%), negative attitude of teachers (82.3%), lack of community involvement (77.3%), non-availability of flexible curriculum (72.7%) and lack of appropriate supportive service (80%).

Test of the Hypotheses

Ho1: There is no significant influence of the teachers' qualifications on their attitude towards inclusive education.

Table7:Summary of One-Way Analysis of Variance showing Influence of Teachers' Qualification on their Attitude towards Inclusive Education

Teach. Qual.	N	Mean	SD	Model	Sum of Squares	df	Mean Square	F	Sig	Remark
NCE	143	30.58	4.26	Btw. Groups	76.916	5	15.383	.902	.480	Not significant
B.Ed.	70	30.56	4.33	With. Groups	5011.334	294	17.045			
PGDE	12	30.17	3.69	Total	5088.250	299				
M.Ed.	29	30.07	4.36							
Ph.D.	6	27.33	2.34							
Others	40	29.88	3.32							
Total	300	30.35	4.13							

Table 7 shows that the overall mean score on the attitude of teachers is as follows: NCE ($\bar{x}$ = 30.58), B.Ed. ($\bar{x}$ = 30.56), PGDE($\bar{x}$= 30.17), M.Ed. ($\bar{x}$= 30.07), Ph.D. ($\bar{x}$= 27.33) and Others (29.88). The values of the means reveal no appreciable differences which indicates the teachers, irrespective of their qualifications, had the same disposition towards inclusive education. Thus, there is no significant influence of the teachers' qualifications on their attitude towards inclusive education (F = .902; p > 0.05). Based on this result, hypothesis I is accepted.

Ho2: There is no significant influence of the teachers' years of teaching experience towards inclusive education.

Table8:Summary of One-Way Analysis of Variance showing Influence of Teachers' Experience on their Attitude towards Inclusive Education

Teach. Exp.	N	Mean	SD	Model	Sum of Squares	df	Mean Square	F	Sig	Remark
1-5 yrs	70	29.89	4.16	Btw. Groups	41.028	3	13.676	.802	.494	Not Significant
6-10 yrs	109	30.62	3.97	With. Groups	5047.222	296	17.051			
11-15 yrs	74	30.69	4.31	Total	5088.250	299				
16 yrs& above	47	29.89	4.17							
Total	300	30.35	4.13							

Table 8 shows the overall mean score on the attitude of teachers with 1 to 5 years of teaching experience is 29.89, that of the teachers with 6 to 10 years of experience is 30.62, the teachers with 11-15 years of experience had 30.69 while those with teaching experience of 167 years and above had 29.89. Again, the values of the means reveal no appreciable differences which indicates the teachers, irrespective of their years of teaching experience, had the same disposition towards inclusive education. Thus, there is no significant influence of the teachers' years of teaching experience on their attitude towards inclusive education. ($F_{(3,296)}$ = .802; p > 0.05). Based on this result, hypothesis 2 is accepted.

Ho3: There is no significant influence of the teachers' exposure to children with disabilities on their attitude towards inclusive education.

Table 9: Summary of T-test showing Influence of Teachers' Exposure to Children with Disabilities

Variable	N	Mean	Std. D	Df	T	Sig (p)	Remark
TEACHERS' ATTITUDE No (Not Exposed to Children with Disabilities)	190	30.77	4.20	298	2.356	.019	significant
Yes (Exposed to Children with Disabilities)	110	29.62	3.90				

Table 9 shows that the overall mean score on the attitude of the teachers who are not exposed to children with disabilities is 30.77 while that of the teachers who are exposed to children with disabilities is 29.62. The values reveal a slight difference which implies that the teachers who are not exposed to children with disabilities had better attitude to inclusive education. Thus, there is significant influence of the teachers' exposure to children with disabilities on their attitude towards inclusive education (df= 298; t = 2.356; p <0.05). Based on this result, hypothesis 3 is not accepted.

Table 10: Difference in Attitude and barriers T scores between pre-primary and lower primary school teachers

	Preschool (N 130)		Lower primary (N=170)		T	P value
	Mean	SD	Mean	SD		
Attitude	75.44	23.08	73.14	23.09	1.73	0.84
Barrier	28.57	10.03	35.87	6.10	-5.86	.01

Discussion of the findings

A related purpose was to explore whether teachers 'qualification had an impact on their attitude towards inclusion of children with physical disabilities. Teachers who where more qualified had the same negative attitude towards inclusive education like their counterparts with lesser qualifications.

Based on this result, it means that teachers irrespective of their qualifications had the same disposition towards inclusive education. As Fakoladeet. al. (2014), observed that general education teachers irrespective of their years of experience did not significantly affect their attitude towards inclusive education. Thaveret. al. (2009), noted that educational qualification did not seem to significantly affect the pre-service teachers towards inclusive education.

The level of teachers' years of teaching experience on their attitude towards inclusive education had no significant effect. Teachers with more years of teaching experience had the same attitude with teachers with lesser years of teaching experience.Both pre-primary and lower primary teachers perceive children with in regular classroom, this may be due to lack of exposure and training. Based on this result, the study was in favour of Delgado (2013), which revealed no relationship between attitudes of teachers and years of experience. In contrast to Stobieret. al. (1998), which reported a significant relationship

between teaches attitude towards inclusion and years of experience.

On teachers exposure, it was also found out, that teachers who were exposed to children with disabilities showed positive attitude towards inclusion compared to those who were not exposed. Lower primary school teachers showed more positive attitude to exposure than pre-primary teachers there is a significant influence of teachers exposure to children with disabilities on their attitude towards inclusive education ($df=298; t=2.356; p< 0.05$).Based on this result, this study is related to findings of Leyeret.al. (2001), which reports that teachers with experience in teaching students, particularly those with special needs, intensify their confidence to teach them.

Conclusion

This study has shown the attitudes and concerns of teachers that affect their acceptance and commitment to implementing inclusion. In general, the teachers do not have a positive attitude towards inclusion. So the opinions of teachers about inclusive education are influenced by these factors. What children need to succeed in inclusive schools are the understanding and contribution of regular teachers who are stakeholders in the implementation of inclusive programme.

Recommendations

Based on the findings of this study, the following recommendations were suggested:

A further awareness of teachers concerning the integration of the pupils with disabilities into schools as a necessary process.

Another element of inclusion that deserves a closer look is how political and economic factors contribute to lack of support for inclusion.

Government should provide adequate funds for all regular schools in Nigeria. This means that separate funds should be set aside for implementation of inclusive education.

Trained supportive personnel should be available in all regular schools such as Braille instructions, sign language interpreters, orientation and mobility instructors.

There is need for adaptation of regular school curriculum and teaching materials to suit the needs of children with special needs.

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