

The Practice of Inclusion and the Training Needs of Inclusive Education Teachers in Relation to Geographical Location in Lagos State

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Abstract. Inclusive education demands the equal rights of both special needs and regular learners in the general classroom irrespective of disabilities and geographical location. The implementation of inclusion following the UNESCO'S standard requires a huge commitment of human and material resources as well as adequate teacher preparation. It was observed that Lagos State Government embarked on the implementation of inclusion in the State since 2003. In view of this, the study investigates the practice of inclusion with special reference to teacher's status, training, practice and teacher's ratings of the performance of special needs learners in the inclusive units situated in a defined geographical location, Lagos State. The sample consisted of all the eighty three (83) teachers in the 29 inclusive units in the geographical area known as Lagos State. Three (3) research questions and two hypotheses were formulated to guide the study. Descriptive survey research design was used. Data was analyzed using descriptive statistics while the hypotheses were tested using chi-square at 0.05 level of significance. Some notable findings are that, not all the teachers in the inclusive units were beneficiaries of the inclusive training conducted twice so far. Learners with hearing impairment topped the rating list by trained and untrained teachers. Similarly, trained teachers attested that there was a marked difference in their classroom delivery as a result of the training. Against the aforementioned, the study recommends that the

inclusive units in all geographical locations in the State should be majorly manned by trained regular teachers and that government should invest in more support to aid the learning of other learners.

Key words: Geographical location, inclusive education, special needs, trained teachers, teacher's status

1. Background to the Study

The early years in the life of any child are regarded as the 'formative period' in which development is most rapid and uttermost care needed. The justification for providing adequately for childhood years, according to Osanyin (2013), lies in the recognition and acceptance of the fact that early learning influences later learning, and that a favorable geographical environment is essential for early learning. To this end, Sopekan (2013) suggests that a children's pre-school is a healthy environment for providing healthy life style and positive experiences for children. Juke (2007), also hints that school readiness depends on cognitive, motor and socio-emotional development. Consequently, strategies that promote total growth and development of all children are to be evolved,

Various researches in the field of child development have established that the first five years of life are extremely crucial to a child's

intellectual, emotional, social and physical development. These are the most impressionable years as they lay the foundation for the development of the child's personality. Concomitant with the above, Trembay (2000), advances that the significance of the early years in shaping the quality of a child's growth, education, health and economic welfare has been recognized in child's growth and development research. There are evidences according (Osanyin 2012), that during early childhood, brain cells grow in abundance, Patterns of behaviour, competency and learning are initiated and established while social environmental factors begin to modify genetic inheritance. From the foregone, it can be deduced that when children are found at an early age to have a form of disability that may likely hinder learning, such that they may require learning in a segregated setting, including them in a general classroom may bring faster cure to them. This is because, at this critical stage, the brain is undergoing rapid development which may be encouraged through inclusion. In the words of (Hornby 2000), "An abundance of teachable moments occur during infancy and the pre-school period that can be best used in the inclusive settings with teachers who are trained to recognize such developmental opportunities".

In the context of international protocols and conventions such as the Rights of the Child, Education for ALL (EFA) goal 1, and the Millennium Development Goals, it becomes necessary to ensure that every child lives, grows well, and develops to full potential, protected and allowed to participate meaningfully and productively in the society.

The US congress in 1975 passed a law which specifies the rights of all children with special needs, and those who had been excluded from public schools due to disabilities, to a free, appropriate public education in the least restrictive environments.

The provisions of the 1994 Salamanca conference on special needs and education paved the way for the Lagos State government's decision to implement inclusion in schools within its geographical boundary in 2003. The

State currently has 29 inclusive units spread across its 17 local government areas. Consequently, a higher number of children with special needs have found themselves in the general classrooms. The inclusion of children with special needs in the general classroom is referred to as inclusive education. Inclusion is therefore, a form of educational reform as it alters the existing structures in the school system. These structures are linked to placement options, curriculum modification and pedagogy, learning styles, materials, space and the total environment (Nwazuoke, 2007). Inclusion demands that the schools change in order to meet and improve the learning needs of all children in a given community within a geographical area, with particular reference to learners with special needs (Obani, 2006). Inclusion also recognizes that any child can experience difficulty in learning which may be short lived, long term or at any time during the school career. It is evident therefore that the schools need to continually review themselves to meet the needs of learners with diverse needs irrespective of the geographical location they are situated. Similarly, Kavale (2000) suggests that in order to avoid harm to the academics of learners with special needs in a general classroom, a full range of human and material services/resources are required, which include; support equipment, trained teachers, and support staff, organization of staff scheduled meeting, creation and evaluation of the learners together. Invariably, inclusion requires the adaptation of the school's curriculum to make it accessible to children with special needs. According to Cook & Landrum (2000), one of the most important determinants of inclusion is the attitude of the general education teacher towards accommodating children with special needs. Their findings revealed that, most general education teachers requested for additional planning time, training and resources for inclusive teaching. They further asserted that positive teacher attitude towards inclusion of children with special needs starts with proper preparation and training because the attitude of teachers can be significantly influenced by their own perceived level of efficiency.

Since the inception of inclusive education especially in developing countries such as Tanzania and Ghana, research documents of Ubani (2006), have reported unfavorable perception of inclusion by general classroom teachers. This was linked to lack of support facilities and inadequate staff training. This implied that there was no sufficient preparation for the implementation of inclusion programme. Major contributions of inclusive education programme according to UNESCO (1994), relate to its ability to:

- Address and response to the diversity of needs of all children
- Increase children participation in learning
- Reduce and eliminate exclusion within and outside school
- Strengthen the capacity of the schools system to reach out to all children and be understood as a strategy to achieve Education for All.

The major impetus for inclusive education was given at the World Conference on Special Needs Education: Access and Quality, held in Salamanca, Spain, June 1994 where more than 300 participants, representing 92 governments and 25 international organizations considered the fundamental policy shift required to promote the approach of inclusive education, in order for schools to serve all children particularly children with special needs.

The UNESCO's Salamanca statement on Inclusion documents that:

"Every child has a basic right to education and that every child has unique characteristics, interests, abilities and learning needs."

The statement emphatically declared that those with special education needs must have access to regular schools. The document noted that regular schools with an inclusive ethos are the most effective way to combat discriminatory attitudes, create welcoming inclusive communities and achieve education for all.

The Salamanca Statement requests governments to:

- Give the highest priority to making education systems inclusive.

- Adopt the principle of inclusive education as a matter of law and policy.
- Develop demonstration projects.
- Encourage exchanges with countries with experience of inclusion.
- Set up ways to plan, monitor and evaluate provisions for children and adult.
- Invest in early identification and intervention strategies.
- Invest in the vocational aspect of inclusive education.
- Make sure there are adequate teacher education programmes for inclusive education (UNESCO, 1994).

Section 7 of the National Policy on Education, (2004) also affirms the Nigeria government's commitment to the education of children with special needs through inclusion. The policy document asserts that government will provide all necessary infrastructures and material resources needed to ensure the education of children with special needs in the general classroom through inclusion. With this backdrop, the Government of Lagos State flagged off its inclusive education campaign in 2003 with two inclusive units at Ikorodu, (Ipakodo Primary School) and Oshodi, (Oshodi Central Primary School). These two schools were to serve as model schools for inclusive education in Lagos State.

In 2006, additional 27 inclusive units were established across the State. The first inclusive education training was conducted for teachers in February/March 2007. The training, organized by the University of Ibadan Consult was specifically for the head teachers of the inclusive units and some selected regular and special teachers. The second training was conducted in 2008. In 2009, a five-man committee was set up and entrusted with the task of reviewing the State Policy in order to come up with a policy statement for inclusive education programme in Lagos State.

However, the state of inclusive education programme in Lagos State and how it is run raised some concerns relating to the approach and evaluation. For instance:

- On what bases were the additional 27 inclusive units established three years after the two pilot schools?
- What was the frequency and duration of training received by inclusive head teachers and the selected teachers?
- Why were all the teachers not trained for the practice of inclusion?
- Why was the inclusion policy only formulated six (6) years after takeoff?

The Lagos State government's inclusive education policy proposed that:

Regular classroom teachers shall be trained on the rudiments of inclusive and special need education.

It also stipulated that

- Free and compulsory education shall be provided for children with disabilities with a teacher/pupil ratio of 1:10 in all inclusive units.
- Vocational training shall be emphasized for the intellectually disabled after which there is award of certificate and job placement.
- Public structures shall be erected in a way that persons with special needs are put into consideration.
- Appropriate assessment centers shall be created in each education district.
- Relevant professional shall be on ground for appropriate placement.
- Implement 30% of basic salary as special allowance for teachers in inclusive units.

Regrettably however, research findings revealed that not all the teachers in the Lagos State inclusive classrooms were exposed to the training conducted for teachers in 2007 and 2008 respectively. Moreover, since the inception of inclusive education practice in Lagos State, it appears that little or no research has been carried out to evaluate its practice with a view to ascertaining its relevance. It is to the foregone and other questions that might arise in the process of this investigation that this study intends to address.

2. Statement of the Problem

Early Childhood period is the most vulnerable and crucial stage of a child's life. The child develops to his best potentials only if properly stimulated by the right people in the right situation within the right environment. Therefore, access to a free and compulsory basic education (irrespective of abilities or disabilities) is a fundamental right of every child, knowing full well that the educational experiences that the child is exposed to during this period are crucial to his or her future. Unfortunately however, Ajuwon (2008), in a review of inclusive education in Nigeria, points out that there has been little or no free access of children with special needs into the general classrooms and that the programme's impact is yet to be felt by the populace. Contrary to this view however, the inclusive education enrolment data reveals an influx of children with special needs into the general classrooms since the inception of inclusion by the Lagos State Government in 2003, SUBEB (2013).

It is against this background that this study seeks to evaluate the practice of inclusive education in early childhood classrooms in Lagos state with a view to assess the available facilities, teacher training and preparation and the mode of practice of inclusive education in Lagos State. To the best of the researcher's knowledge and based on extensive search of the literature, no empirical studies have been done to evaluate the practice of inclusive education in the early childhood classrooms of Lagos State as a geographical location in Nigeria. Hence this study was designed to fill this gap in our knowledge and to chart a way forward for inclusivity.

3. Research Questions

- Is there any difference in the trained and untrained teachers' ratings of learners' performance?
- What is the relationship between inclusive teachers training and teachers classroom practice?
- Is there any difference in the perception of children without special needs and

children with special needs towards inclusion?

4. Significance of the Study

This study is deemed significant because it would assist educational planners to have an immediate feedback on the relative effectiveness of the current inclusive programme in Lagos State.

The significance of the study will also be in the provision of data concerning the ongoing inclusion programme in Lagos State.

The information that will be provided in this study will help the Lagos State Government to review, reform and map out strategies that will lead to quality inclusive education practice.

The study is also significant in that it will reveal the need for training and re-training of inclusive education teachers in Lagos State.

5. Definition of terms

Inclusive Education: The education of children with special needs and other children in the early childhood regular classrooms.

Geographical Location: the particular position a place occupies on the earth's surface

Special needs Children: This refers to children who have been determined medically to require special attention and specific amenities in the school environment that other children do not need.

Teachers' Practice: This refers to the various strategies used by teachers in the early childhood inclusive classrooms to maximize learning for children with and without special needs.

Support: These are all the human and materials facilities that should be in place for effective implementation of inclusive programme.

Teachers' Perception: This refers to the ideas and beliefs of teachers in the early childhood inclusive classrooms towards the inclusion of children with special needs.

6. A View of Lagos State Inclusive Education Policy

It is proposed in the Lagos State government inclusive education policy that:

- All children with special needs are eligible for placement in the general classrooms
- Regular classroom teachers shall be trained on the rudiments of inclusive and special need education.
- Free and compulsory education shall be provided for children with disabilities with a teacher/pupil ratio of 1:10 in all inclusive units.
- Vocational training shall be emphasized for the intellectually disabled after which there is award of certificate and job placement.
- Public structures shall be erected in a way that persons with special needs/learning difficulties are put into consideration.
- Appropriate assessment enters shall be created in the state in each education district and relevant professionals shall be on ground for appropriate placement.
- Government shall implement 30% of basic salary as special allowance for teachers in inclusive units.

Inclusive Units in Lagos State

S/N	LGEA	INCLUSIVE UNITS	EDU. DISTRICT
	Agege	Amosu Pry Sch Ore-ofe Pry Sch	District 1 District 1
	AjeromiIfelodun	Anglican Pry Sch	District 5
	Alomsho	L.G Pry Sch Igando Oki Complex Pry. Sch, Alaguntan	District 1
4.	Amuwo-odofin	1. Amuwo Odofin.Pry. Sch. mile Central Pry. Sch .festac.	District 5
5.	Apapa	Methodist Pry. Sch. Apapa. Sari Iganmu Pry. Sch. Iganmu.	District 4
6.	Badagry	Muslim Pry. Sch. Badagry. L.A. Pry Sch. Ajara Road.	District 5
7.	Epe	A.U.D. Pry. Sch. Epe.	District 3

		Methodist Pry. Sch. Agbowa.	
8.	Eti-Osa	Army Children Sch. Bonny Camp. Eti-Osa. Addo Pry.Sch.	District 3
9.	Ibeju-Lekki	R.C.M. Pry. Sch. Okuraye. R.C.M. Pry Sch. Ayeteju	District 3
10.	Ifakoljaye	All Saint Pry. Sch. Iju Road. New Oko Oba Pry. Sch. Iju	District 1
11.	Ikeja	Bola Memorial Pry Sch. Army Children Pry Sch. Ikeja.	District 6
12.	Kosofe	Maryland Pry. Sch. G.R.A. Pry. Sch. Ogudu Ojota	District 2
13.	Lagos Island	Ereko Methodist Pry sch. ST. Joseph Pry Sch. Elegbata	District 3
14.	Mushin	Ojuwoye Community Pry Sch. Olosa Pry. Sch.	District 6
15.	Ojo	Akanji Aka Pry Sch.11. Ajangbadi Pry. Sch.	District 5

6.1 Categories of Special Needs Learners in Lagos State Inclusive Units

With the exception of the regular learners, the Lagos State Inclusive Education Units have Six (6) categories of learners with special needs as classified below:

- Physically impaired learners
- Visually impaired learners
- Hearing impaired learners
- Autistic learners
- Intellectually impaired learners
- Learning disabled learners

7. Methodology

This section highlights the various strategies employed in this study.

7.1 Research Design

The study adopted the descriptive survey method for the baseline study. Survey studies aim at describing the characteristics of a population by examining a sample of the group.

7.2 Area of the study

The study was carried out in the 29 early childhood education inclusive units of Lagos State.

7.3 Population of study

All eighty three (83) early childhood education teachers in the twenty nine (29) inclusive units

located in the geographical area were involved in the study (Of these 83 teachers 41 had been trained for the practice of inclusion) and all children aged 3-8 years in the inclusive units of Lagos State were also involved in the study.

7.4 Research instruments

In order to assess the practice of inclusion and training needs of teachers in early childhood classrooms in Lagos State, data was collected using the following instruments namely: structured questionnaires for teachers and for children; and structured Interview for teachers

7.5 Data analysis

The Statistical Package for the Social Sciences (SPSS) was adopted for the analysis of the data collected. Research questions were analyzed using descriptive statistics such as: frequency counts, percentages, mean scores, and standard deviation.

Research Question 1a: What are trained teachers' ratings of learners with special needs in the inclusive classroom?

To determine trained teachers' ratings of learners with special needs in the inclusive classrooms, a cross tabulation of disability types and teachers' ratings were used .The result is presented in 1a

Table 1a: Trained Teachers' ratings of children with special needs in the early childhood inclusive classroom.

Trained Teachers' Ratings of children with special needs in the early childhood inclusive classrooms of Lagos State

Disability Types	Poor	Fair	Good	Very Good	Total	
Visual Impairment	11 26.8%	26 63.4%	2 4.9%	2 4.9%	41 100.0%	
Hearing Impairment	4 9.8%	8 19.5%	24 58.5%	5 12.2%	41 100.0%	
Intellectual impairment	23 56.1%	4 9.8%	3 7.3%	11 26.8%	41 100.0%	
Learning Disability	4 9.8%	26 63.4%	8 19.5%	3 7.3%	41 100.0%	
Physical Disability	5 12.2%	24 58.5%	6 14.6%	6 14.6%	41 100.0%	
Autism	24 58.5%	7 17.1%	8 19.5%	2 4.9%	41 100.0%	
Total		71 28.9%	95 38.6%	51 20.7%	29 11.8%	246 100.0%

Table 1a above representing views of trained teachers on the performance of children with special needs in the early childhood inclusive classrooms reveals that respondents rate the performance of children with special needs as follows:

Children with hearing impairment topped the list with 58.5% of the teachers rating of good performance. Both children with visual impairment and learning disability have fair rating in their performance by 63.4% teachers and this was closely followed by children with physical disabilities who are equally rated fair in their academic performance by 58.5%.Whereas, children with autism and intellectual impairment have poor rating in their academic performance by 58.5% and 56.1% teachers respectively.

Research Question 1b

Table 1b Untrained teachers' ratings of learners with special needs in the inclusive classroom?

To determine trained teachers' ratings of learners with special needs in the inclusive classrooms, a cross tabulation of disability types and teachers' ratings were used.

The result is presented in 1b

Disability types	Untrained Teachers' Ratings				Total
	Poor	Fair	Good	Very Good	
Visual Impairment	12 28.6%	25 59.5%	3 7.1%	2 4.8%	42 100.0%
Hearing Impairment	5 11.9%	10 23.8%	22 52.4%	5 11.9%	42 100.0%
Intellectual impairment	25 59.5%	5 11.9%	4 9.5%	8 19.0%	42 100.0%
Learning Disability	5 11.9%	26 61.9%	6 14.3%	5 11.9%	42 100.0%
Physical Disability	6	20	10	6	42

	14.3%	47.6%	23.8%	14.3%	100.0%
Autism	23 54.8%	9 21.4%	6 14.3%	4 9.5%	42 100.0%
Total	76 30.2%	95 37.7%	51 20.2%	30 11.9%	252 100.0%

Table 4b above representing views of untrained teachers reveals that in the inclusive early childhood classrooms the respondents rate the performance of children with special need as follows:

Children with hearing impairment topped the list with 52.4% of the teachers rating them good in performance. While children with learning disability are rated fair in performance by 61.9% of the respondents. Similarly, children with visual impairment are also rated fair in performance by 59.5% of the respondents, followed closely by the rating of children with physical disabilities who were equally rated fair in their academic performance by 47.6%. However, children with intellectual impairment and autism are rated poor in academic performance by 59.5% and 54.8% respondents respectively.

Research Question 2: What relationships exist between inclusive teachers' training and teachers' classroom practice?

To determine the relationship between teachers' training and teachers classroom practice, a cross tabulation of the percentage of individual opinion for each items was collated under linker type questionnaire. The results are displayed in Table 2.

Table 2: Perception of Inclusive Training and Trained Teachers' Classroom Practice

ITEM	SA	A	D	SD	Total
Teaching in the regular classroom is not different from teaching in the inclusive classroom	3 7.3%	7 17.1%	4 9.8%	27 65.9%	41 100.0%
Inclusive training has impacted positively on my classroom delivery	10 12.2	5 12.2%	16 39.0%	10 24.4%	41 100.0%
Knowledge obtained from inclusive training is not different from general education knowledge	9 22.0%	4 9.8%	20 48.8%	8 19.4%	41 100.0%
My classroom delivery is still the same as before	4 9.8%	12 29.3%	5 12.2%	20 48.8%	41 100.0%

Note- This questionnaire was administered to only the teachers who claimed to have been trained Findings from the table revealed that 31 out of the 41 respondents disagree that teaching in the regular classroom is not different from teaching in the inclusive classroom. While 26 of the respondents disagree on the notion that inclusive training has impacted positively on their classroom training. Similarly, 28 of the respondents also disagree that knowledge obtained from inclusive training is not different from general education knowledge while 25 of the respondents attested to the fact that their classroom delivery is still the same before they were trained.

Research question 3: What will be the perceptions of regular and special needs learners in the early childhood inclusive classrooms towards inclusion?

To determine the perception of regular learners in the inclusive classrooms towards inclusion, a cross tabulation of items and the children's yes and no questionnaire was used. The result is presented in Table 3a.

Table 3a: Perception of regular children (LD) to inclusion.

S/N	Statement	Yes (%)	No(%)
1.	Do you like everyone in your class?	38 (76)	12 (24)
2.	Do you feel disturbed by special needs learners in your classroom?	19 (38)	31 (62)

3.	Does your teacher give the special needs learners more attention than she gives you?	33 (66)	17 (34)
4.	Do you want them to remain in your class?	36 (72)	14 (28)
5.	Do you want their parents to take them to another school?	10 (20)	40 (80)
6.	Do you like everyone with special needs in your class?	31 (62)	19 (38)
7.	Do you have a deaf friend?	37 (74)	13 (26)
8.	Do you have a blind friend?	37 (74)	13 (26)
9.	Can you invite them to your birthday?	30 (60)	20 (40)
10.	Do you think they are performing well in school?	30 (60)	20 (40)

The table above reveals that 38 out of 50 i.e. (76%) of children without special needs like everyone in their class. 31(62%) do not feel disturbed by special needs children and 33 (66%) do not feel that the teachers give special needs children more attention. In addition, 36 (72%) will want children with special needs to remain in the classroom, while 40 (80%) do not want the parents of the special needs children to take them to another school. 31 (62%) like everyone with special needs in their classrooms. 37 (74%) have hearing impaired friends while 37 (74%) have visually impaired friends. Similarly, 30 (60%) can invite special needs children to their birthdays and 30 (60%) feel that special needs children are doing well.

Table 3b: Perception of special needs children towards their inclusion.

S/N	Statement	Yes (%)	No (%)
1.	Do you like everyone in your classroom?	32 (64)	18 (36)
2.	Do your classmate make jest of you?	17 (34)	33 (66)
3.	Does your teacher give other children more attention than you?	12 (24)	38 (76)
4.	Do you want to remain in your class?	38 (76)	12 (24)
5.	Do you want your parents to take you to another school?	14 (28)	36 (72)
6.	Do you like your teacher?	30 (60)	20 (40)
7.	Does your class mate like you?	38 (76)	12 (24)
8.	Do they play with you?	30 (60)	20 (40)
9.	Are you happy in your classroom?	32 (64)	18 (36)
10.	Do you feel bad in you class?	17 (34)	33 (66)

Responses in the table reveals that most of the special needs children i.e. 32 (64%) like everyone in their classrooms, 33 (66%) of the special needs children do not feel that their mates make jest of them. Similarly, 38 (76%) of the special needs children do not feel that children without special needs get more attention than them, while 38 (76%) of the children with special needs will still want to remain in the same classroom and 36 (72%) of the special needs children do not want their parents to take them to another school. In the same vein, 30 (60%) children with special needs like their teachers while 38 (76%) children with special needs think their classmate like them, 30 (60%) children with special needs attests that children without special needs play with them, 32 (64%) children with special needs agree that they are happy in their classrooms and 33 (66%) children with special needs do not feel bad being in the classrooms.

Hypotheses Testing

H₀ 1: There is no significant difference in the performance ratings of children with special needs by trained and untrained teachers' in the inclusive classroom.

Table 4: Cross tabulation of trained and untrained teachers' ratings of learners with special needs in the early childhood inclusive classrooms

		Rating of Learners Disabilities				Total
		Poor	Fair	Good	Very Good	
Training	Trained Teachers	71	95	54	29	249
	Untrained Teachers	76	95	51	30	252
	Total	147	190	105	59	501

The entries in each cell are the frequency of subjects appropriate to the cell. Each cell is a representation of the sum of counts from each question asked from the respondents about the ratings of children with special needs/learning difficulties in the inclusive units. From this table, it appears that the differences between the groups are in the preferences for the 'Poor' and 'Good' ratings.

Table 5: Chi-square tests trained and untrained teachers' rating

	Value	Df	A symp. Sig (2-sided)
Person Chi-Square	255	3	.968
Likelihood Ratio	255	3	.968
Linear-by-Linear Association	.087	1	.768
N of Valid Cases	501		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 29.32.

The Chi-Square Tests table contains the information needed for evaluating null hypothesis. We do not reject H_0 and conclude that differences between the ratings of learners' disabilities by the trained and untrained teachers are not significant. Therefore, the null hypothesis which states that: There is no significant difference in the performance ratings of children with special needs/learning difficulties by trained and untrained teachers' in the inclusive classroom is hereby accepted.

$$\chi^2(3, n=501) = 0.255, p=0.968 > .05.$$

H₀₂: There is no significant difference in the perception of children without special needs and children with special needs to inclusion

The chi-square table of independence evaluates the differences between groups (regular and special needs learners). In other words, the test procedure tests independence (association) between two variables. This hypothesis was tested with the first five (5) items of the research questions for the two (2) groups

Table 6: Regular and special needs learners' perception of inclusion.

		PERCEPTION TO INCLUSION		Total
		Yes	No	
LEARNERS	Regular Learner	27	23	50
		54.0%	46.0%	100.0%
	Special Needs Learners	23	27	50
		46.0%	54.0%	100.0%
Total		50	50	100
		50.0%	50.0%	100.0%

Table 7 Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.640 ^a	1	.424		
Continuity Correction ^b	.360	1	.549		
Likelihood Ratio	.641	1	.423		
Fisher's Exact Test				.549	.274
Linear-by-Linear Association	.634	1	.426		
N of Valid Cases	100				

0 cells (0.0%) have expected count less than 5. The minimum expected cell count is 1.00. Computed only for a 2x2 table

The chi-square tests table shows that the chi-squared statistic is 0.64. The $p > 0.05$ which means that we do not reject the null hypothesis of independence between the perception of children without special needs and those with special needs to inclusion. Therefore, we can conclude that there is no significant difference between the groups. The hypothesis is hereby accepted.

8. Recommendations

Inclusive education is all about creating equity and access to education for all categories of special needs children of school going ages. The reality of this requires that necessary steps be taken by the government and the general public in order to ensure that persons with disabilities are well provided for educationally and not denied the fundamental rights to education. Education should be seen by the government as a basic human right and the foundation for a more just society, therefore:

- There must be a well formulated and practical policy statement on inclusive education on the national level and must be implemented accordingly.
- There must be organized networking among all the bodies and professionals (governmental and non- governmental) working with children with special needs for collaborative effort in problem solving, exchange of ideas and acquisition of new strategies from time to time.
- Government must make provision for both human and material resources to make inclusive education practice successful. Teachers' must be motivated as they work with children with special

needs in the general education settings.

- The implication is that the conclusion in Nigeria will inevitably create new and increased demands on the teachers as well as stake holders. With the growing number of inclusive schools teachers are expected to make adaptations and accommodations to the curriculum.
- There is need for curriculum modification so as to accommodate all categories of persons with special needs in the general classroom settings.
 - Inclusive education should be included in the curriculum of all prospective teachers' at colleges of education, polytechnic and university level.
 - Inclusive education requires the modification of all education structure so as to be able to create necessary accommodation for all categories of special needs persons; therefore, government must restructure all schools physical structures so as to make it possible to all categories of exceptional persons to access quality education in the general education settings.
 - There is need for governments to do all within their power to encourage positive societal attitude towards persons with disabilities. It is obvious that the negative attitude of the Nigerian society towards persons with disabilities stems out of our belief and this somehow hinders the full acceptance of those with disabilities.

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