

## ATTITUDE OF TEACHERS TOWARDS INCLUSIVE EDUCATION: IMPLICATION FOR EDUCATION FOR ALL

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### **Abstract**

*The study was carried out to determine the attitude of teachers towards inclusive education and its implication to education for all. Descriptive survey design was adopted. The population of the study was 1,183 teachers while the sample was 472 respondents. Proportionate random sampling technique was used to select 94 respondents from 31 public junior secondary schools and 378 respondents' from 124 public primary schools. In order to ensure fairness, 50% was further employed on proportionate basis to ensure equal gender representation. The questionnaire tagged 'Attitude of Teachers towards Inclusive Education Assessment Scale (TIEAS) was used for data collection. The instrument was validated by experts while the reliability was determined by the administration of the instrument to a smaller group of respondents numbering twenty (20) in a trial test conducted in Ikwo Local Government Area of Ebonyi State. The reliability index was computed using Cronbach Alpha approach which yielded a reliability coefficient of 0.76. The services of three (3) research assistants were employed for the administration and collection of the instruments, whereas, simple percentage counts were used to answer four (4) research questions that guided the study. Four (4) null hypotheses were formulated and analyzed with t-test at 0.05 probability level. The result indicates that 74% of teachers are negatively disposed to inclusive education. Also, the result of null hypothesis 1 was rejected; indicating that the attitude of teachers towards special education need students is significant whereas, hypothesis 2 affirms that age and experience of teachers are of great factors. It further revealed that female teachers are more friendly and accommodating to disabled students more than their male counterparts. It is therefore recommended that teachers should be*

*made to undergo specialized and professional training regularly to cope with inclusive education situations in integrated and mainstream school environment amongst other things.*

**Keywords:** Attitude, Teachers, inclusive education, special education needs students

### **Introduction**

Children are naturally unique from birth. They are endowed with different potentials, capabilities and abilities. They grow and learn in different ways and places. The development of children is occasioned by many factors ranging from nature-nurture controversy. For this reason (s), the need for friendly and inclusive education arose to enable every child exercise his or her right to education. The 1999 Constitution of Federal Republic of Nigeria as amended aptly mandates government to direct its policy towards ensuring that there are equal educational opportunities at all levels. In response to this, Federal Republic of Nigeria (2014) in her National Policy on Education provides that every Nigerian child shall have the right to equal educational opportunity irrespective of any imagined disabilities each according to his or her ability. In this direction, Federal Government also domesticated Article 26 of Universal Declaration of Human Rights of 1948. The Article provides the right of everyone to education and that education shall be free and compulsory up to elementary stages (Tilak, 2011).

Similarly, the Millennium Development Goals (MDGs, 2000), Goal 2 and Sustainable Development Goals (SDGs, 2015), Goal 4 as domesticated in Nigeria conform to universal call to action of equality and inclusive education. Inclusive education affords different categories of children (abled and disabled otherwise referred as special education needs students) the opportunity to access education in integrated environments without hindrance since education is the foundation for the development of both individuals and nations. By this, the discrimination of special education needs students both in integrated schools and classrooms would have been overcome. No doubt, the physically and emotionally challenged children need a comprehensive support of every one to enroll and stay in an integrated classroom regardless of personal status in life. But, for any government programme such as inclusive education or policy to succeed, teachers'

attitude is paramount. Teachers may have their reservations towards inclusive education. The attitudes of teachers towards inclusive education may have been triggered by many factors.

Firstly, the patience and appropriate methodology of handling special education needs students, understanding level of the affected students, time factor, lack of training, absence of instructional aids/material/equipment, environmental factors/structural defects and inadequate remunerations of teachers may tend to influence the perception and effectiveness of teachers in respect of inclusive education. Undoubtedly, teachers' attitudes will always have significant impact on students' educational outcome because they are the character molders. Some shared experiences show that teachers' attitudes are the major barriers to inclusive education. Avramidis and Nowich (2002) were of the view that teachers regard children with emotional and behavioural difficulties as being difficult to manage. In handling special education need students, teachers' age plays a significant role. A study carried by Timo (2018) revealed that younger teachers were somewhat more positive towards inclusion, and stressed further that female teachers felt slightly more positive towards inclusion than male counterparts. Conversely, Humphrey and Symes (2013) noted that teachers experience had an equal implication on the confidence in teaching this group of children. Kalyva, Gojkovic and Tsakiris (2007) and Avramidis, Bayliss and Burden (2000) hold alternate views with Timo (2018) when they found that teachers with more relevant experience in teaching have positive attitude towards inclusion than the younger ones. No doubt, age to a large extent depicts experience.

Similarly, Chireshe (2011) concluded that female teachers had been reported to have more tolerance in their pursuit of implementing inclusive education. Corroborating this view, Scior (2011) affirms that in four out of seven studies conducted on attitude of teachers towards inclusive education, female teachers possess more positive attitudes towards inclusion as opposed to male teachers. Irrespective of the role age and gender may play on inclusion; it is of interest to note that managing special education needs students demand sacrifice, patients, tolerance and skills of accommodation. Teaching special education need students is seen as imposing additional demands on teachers but Timo (2018) study held strongly that inclusion does not create extra

work for teachers. Ironically, some teachers do develop some degree of anxiety towards inclusive education just for mention. This is because the level of discomfort is high in mainstream schooling. In line with Nigerian educational policy, inclusive education is still a right of children and not a privilege.

### **Statement of the Problem**

It may be the desire of special education needs students to access education as provided by the National Policy on Education (2014). The effective implementation of this policy seems to be a herculean task. In alter disregard of the policy document, government and some private institutions invest on special schools for various degrees of the handicap students (blind, deaf, dump, mental retarded etc.). This policy document provides for inclusive education to the citizenry. The emergence of these special schools for the disabled is not in conformity with the country's education policy. The separation of physically challenged children from their peers in most cases appear to be influenced by human factors. Parents would want the best for their wards but not at exorbitant costs as it were, to train the affected children in special schools. Part of the best is where their physically challenged persons will be taken good care off by their loco-parentis. But the failure of teachers to leave up to expectations concerning inclusiveness has significantly created a gap. Therefore, the study tends to examine the attitude of teachers in respect of age and gender to inclusive education and what this action portends in attainment of education for all.

### **Purpose of the Study**

The purpose of the study is to determine the attitude of teachers towards inclusive education and its implications to education for all. In specific terms, the study would achieve the following objectives to:

- i. Determine the attitude of teachers towards inclusive education.
- ii. Find out the implication of teachers' attitude towards attainment of education for all.
- iii. Ascertain the age influence of teachers' attitude towards inclusive education.
- iv. Determine the gender approach to inclusive education.

**Significance of the Study**

The findings of the study would expose the type of attitudes teachers' exhibit towards inclusive education and what this action portends on the attainment of education for all in Nigeria. In the first instance, the outcome of the study would help in addressing teachers' perceptions, opinion, behaviours towards inclusive education. When these perceptions are corrected, teachers will begin to accept and admit with ease special education needs students into integrated school environments according to educational policy and law, knowing fully well that the disabled children desire the company of their peers (able and disabled) in mainstream schooling. On its own, government would have known the short fall that triggers negative attitudes towards inclusive education and work towards addressing them in order that equal educational opportunities are made available to all Nigerian citizens as enshrined in 1999 Constitution of Federal Republic of Nigeria and captured by National Policy on Education, (2014). Parents would have enjoyed the privilege of training their wards in nearby public schools and spend less in finding special schools built for special education needs students.

**Research Questions**

The following research questions guided the study.

- i). What are the attitudes of teachers towards inclusive education?
- ii). What is the implication of teachers' attitude towards the attainment of education for all?
- iii). How does age influence the attitude of teachers towards inclusive education?
- iv). What is the gender approach to inclusive education?

**Hypotheses**

The following null hypotheses formulated were analyzed with t-test at 0.05 probability level.

**HO<sub>1</sub>**. The attitude of teachers towards special education needs students is not significant.

**HO<sub>2</sub>**. There is no significant difference on the attitude of teachers towards inclusive education

based on age considerations.

**HO<sub>3</sub>**. There is no significant difference between the attitude of male and female teachers towards inclusive education.

### **Scope of the Study**

The study was carried out in Ohaukwu Local Government Area of Ebonyi State, South-East Nigeria. It was targeted to cover all the lower and upper basic education levels in the Council Area with the aim of determining the attitude of teachers towards inclusive education for the attainment of education for all as stipulated by National Education Policy.

### **Review of Related Literature**

Relate literature was conceptually, empirically and theoretically reviewed in the following related subheadings: Conceptual Framework (inclusive education and attitudes of teachers) and Theoretical Framework (Expectancy Value Theory)

### **Conceptual Framework**

#### **Inclusive Education**

Inclusive education is the practice where by children with special needs receive education in their locality together with those without disabilities in mainstream classroom (Payan, 2012). UNESCO (1994) sees inclusive education as schooling in which all children, including children with severe disabilities have access to regular classrooms with the help of adequate support. On the basis of non-discriminatory tendencies, National Policy on Education (2014) states that every Nigerian child shall have the right to equal educational opportunities irrespective of any imagined disabilities. Contrary to this, many countries including Nigeria still separate and segregate children with special education needs from mainstream schooling, undermining the convention on the rights of people with Disabilities (CRPD). This, notwithstanding, inclusive education is gaining ground in many countries of the world (European Agency for Development in Special Needs Education, 2012). In order hand, Avramidis, Bayliss and Burden (2000) see inclusion as the restructuring of mainstream schooling to accommodate every child

irrespective of disabilities and to ensure that learners belong to a community. In many countries of the world including Nigeria, inclusive education has been challenged by many factors, majorly teachers' attitudes. A lot of countries practice segregated education system whereby special education needs students are separated from the conventional school environments in their quest for education.

### **Teachers' Attitude**

The New International Webster's Comprehensive Dictionary of the English Language defines attitude as a position of body, as suggesting some thought, feeling, or action. It went further to state that attitude is a state of mind, behaviour or conduct regarding some matter as indicating opinion or purpose. This means that attitude is the position appropriate to the expression of feelings whether consciously or unconsciously exhibited. Allport in Obioha (2004) sees attitude as the individual response to all situations. Timo (2018) posits that positive teachers' attitude is essential when children with special education needs are placed in mainstream classrooms. The success of inclusive education largely depends on teachers' attitude towards special education needs students. The willingness of teachers to respond effectively and positively to diverse differences of students with disabilities in the mainstream classrooms marks the beginning of the success of inclusive education. If a teacher does not want a particular child in a classroom, no amount the resources available, the situation would not be salvaged. Though, lack of resources may be a strong factor against inclusive education, but it is assumed that such claim may be a social excuse by teachers to do away with special education need children in a mainstream schooling. Nonetheless, one of the key factors of interest has been the overall level of acceptance of inclusive education amongst teachers. An investigation that reviewed studies carried out from 1999 - 2008 did not find any study on attitude of teachers to inclusive education with positive responses exceeding 70% (de Boer, Piji and Minnaert, 2011). This reveals that the impediment of inclusive education lies on teachers.

## **Theoretical Framework**

### **Expectancy Value Theory**

The actions and inactions of teachers are often guided by value system and re-orientation. Teachers like any other individuals adopt some kind of particular attitude based on the value system. When teachers' expectations are not met, the implication is that the attitude would change negatively. The expectancy value theory explains that when expectations are met the reverse becomes the case. The demand arising from inclusive schooling is very high. Teachers self-efficacy, behavioural pattern of disabled students, inappropriate methodology of handling them and their understanding level, time factor, lack of training, absence of instructional aids/material/equipment, environmental factors/structural defects and inadequate remunerations are factors of anxiety amongst teachers. The value orientation of teachers determines the level of acceptance. Cook (2001) affirms that teachers are most positive to special education needs children with mild impairments and most negative to accept students with severe intellectual disabilities or behavioural problems in their classrooms.

### **Methodology**

The methodology presents the procedure that was used for the study thus, research design, population of the study, sample and sampling technique (s), instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method data analysis.

### **Design of the Study**

Descriptive survey design was adopted for the study since it involves the collection of data from a sample drawn from a given population to describe certain features of the sampled population which are of interest to the researcher.

### **Population of the Study**

The population comprises of 1,183 teachers from 31 public junior secondary and 124 public primary schools in Ohaukwu Local Government Area of Ebonyi State (UBEB, 2020). Out of this number, 584 are females, while 599 are male teachers. The choice of teachers



was based on attempt to determine the attitude of teachers towards special education needs students in mainstreaming schooling.

### **Sample and Sampling Techniques**

The sample for the study was 472 respondents from both lower and upper basic education in Ohaukwu Local Government Area. This represents 40% of the entire population purposeful selected. Proportionate random sampling technique was used to select 94 teachers from 31 upper basic education level and 378 teachers' from 124 of lower basic education level. In order to ensure fairness, 50% was further employed on proportionate basis to ensure equal gender representation.

### **Instrument for Data collection**

The questionnaire tagged 'Attitude of Teachers towards Inclusive Education Assessment Scale (TIEAS) was used for data collection. The instrument was structured into two sections; 'A' and 'B'. Section 'A' contains the demographic characteristics of the respondents while section 'B' deals with 28 items graded strongly agree, (SA), agree (A), disagree (DA) and strongly disagree (SD). The instrument was validated by experts and their views were accommodated. Whereas, the reliability was determined by the administration of the instrument to a smaller group of respondents numbering twenty (20) in a trial test conducted in Ikwo Local Government Area of Ebonyi State. The twenty (20) respondents were not part of the sample for the main study. The reliability index was computed using Cronbach Alpha approach which yielded an index reliability of 0.76. This suggests that the instrument has a high internal consistency and good enough for use. Three (3) research assistants were used for the administration and collection of the instrument in the three education blocks of Ngbo, Ezzangbo and Effium respectively. The entire Four Hundred and Seventy Two (472) questionnaire distributed were returned 100%. Simple percentage counts were used to answer four (4) research questions while four (4) null hypotheses were formulated and analyzed with t-test statistics at 0.05 probability level.

## Results

**Research Question 1:** What is the attitude of teachers towards inclusive education?

**Table 1: Attitudes of teachers towards inclusive education.**

S/N	Items	SA	A	D	SD
1	Systematic observation to study each pupil/students as individual right.	32(7%)	50(11%)	140(30%)	250(53%)
2	Positively disposed to disabled persons	17(3%)	108(23%)	116(25%)	231(49%)
3	Teachers are mindful of the problems of special education needs students	22(5%)	30(6%)	100(21%)	320(68%)
4	Teachers are driven by anxiety coupled with incessant complaints, spirit and mind to abandon the students unassisted.	280(59%)	180(38%)	7(2%)	5(1%)
5	Teachers are ready to accommodate individual differences with equal attention to both able and non-able students in an inclusive classroom	48(10.1%)	48, (10.2%)	109(23%)	267(56.7%)
6	Indifference and	189(40.1%)	139(29.4%)	74(15.7%)	70(14.8%)

	unconnected attitudes towards the uncontrollable behaviour of some of the special needs students				
7	Display of intolerance, non-commitments in handling special education needs students in a conventional classrooms	219(46%)	151(32%)	60(13%)	42(9%)
8	Display of hostility and lack of love towards the students	300(64%)	90(19%)	41(9%)	41(9%)
9	Insufficient support made available to special education need students	101(21.4%)	22(4.7%)	236(50%)	113(24%)

**Research Question 2:** What is the implication of teachers' attitude towards the attainment of education for all?

**Table 2: Implications of attitude of teachers towards attainment of education for all**

S/N	Items	SA	A	D	SD
10	Increase in the rate level of school dropouts	213(45%)	171(36.3%)	48(10.2%)	40(8.5%)
11	Illiteracy level and attendants increase in unemployment	205(43%)	117(25%)	80(17%)	70(15%)
12	Emergence of youth and adult	236(50%)	101(21.4%)	100(21.2%)	35(7.4%)

	delinquency cum social menace				
13	Rebirth of unproductive population	189(40.1%)	170(36%)	39(8.3%)	74(15.7%)
14	Duplication of institutions with it attendants costs for creating special needs schools to cater for the disabled only	400(85%)	30(6.3%)	21(4.4%)	21(4.4%)
15	Withdrawal of children by their parents from mainstream schooling	191(40.5%)	222(47%)	36(7.6%)	23(4.9%)
16	Alienate children from interacting, learning and growing with their peers in accordance with respect to equal educational opportunities	210(44%)	118(25%)	80(17%)	64(14%)
17	Creation of artificial division and separating SENS from the standard and conventional educational opportunities	117(25%)	205(43%)	80(17%)	70(15%)
18	Abortion of the vision of education for all	200(42.4%)	200(42.4%)	35(7.4%)	37(7.8%)

**Research Question 3:** How does age influences attitude of teachers towards inclusive education?

**Table 3: Age influence on the attitude of teachers on inclusive education.**

S/N	Items	SA	A	D	SD
19	Age increases experience in managing integrated classroom	290(61.4%)	104(22%)	48(10.2%)	30(6.4%)
20	Experiences acquired over the years are edge to determine appropriate techniques and methodology in handling persons with disabilities	213(45%)	171(36.3%)	48(10.2%)	40(8.5%)
21	Younger teachers prioritize the affairs of the able students against and over the students with disabilities	236(50%)	101(21.4%)	100(21.2%)	35(7.4%)
22	More experienced teachers show love, accommodation, attention and support to the special need students	236(50%)	111(23.5%)	100(21.2%)	25(5.3%)
23	Less experienced teachers find it difficult to utilize the advice of the specialist	184(39%)	216(45.8%)	23(4.9%)	49(10.4%)

	educational psychologists				
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**Research Question 4:** What is the gender approach to inclusive education?

**Table 4: Gender approach to inclusive education**

S/N	Items	SA	A	D	SD
24	Bullying and maltreatment of special education need students by female teachers	32(7%)	45(10%)	197(42%)	198(42%)
25	Special education need students are excluded from school activities by male teachers	301(64%)	151(32%)	11(2%)	9(2%)
26	Female teachers have the tendency for soliciting for extra support in taking care of the disabled students	304(64.4%)	40(8.4%)	98(20.8%)	30(6.4%)
27	Male teachers always ignore specialists advice on the approach towards inclusive education	236(50%)	111(23.5%)	100(21.2%)	25(5.3%)
28	Exclusion of special education needs students in school activities by male teachers.	107(22.7%)	316(67%)	23(4.9%)	26(5.5%)

**Hypothesis 1:** The attitude of teachers towards special education needs students is not significant.

**Table 5: t-test summary showing difference in mean ratings of teachers’ attitude towards special education need students and non-disabled students**

	N	Mean	Std	Df	T	P
Special needs students	271	46.29	6.34	471	1.66	<0.05
Non-disabled student	201	31.67	5.01			

From the table, the results showed that there was a significant difference in mean ratings of the attitude of teachers towards special education need students and non-disabled students with t.cal of 1.66 at 0.05 level of significance. A significant difference was also found in the mean and standard deviation figures. The attitude of teachers is justified here by the glaring fundamental differences in the mean scores and variations of the standard deviation scores of special education need and non-disabled students.

**Hypothesis 2:** There is no significant difference on the attitudes of teachers towards inclusive education based on age consideration.

**Table 6: t-test summary showing difference in mean ratings of teachers’ attitude towards inclusive education based on age consideration**

Variables	N	Mean	Std. dev	Df	t-cal	t-tab	P inference
01-20years	139	43.64	8.180	470	0.305	0.195	0.5 significant
21-35 years	333	41.19	9.415				

Table 6 above shows that the mean scores of respondents of 01-20 years (43.6) is greater than their 21-35years (41.2). The standard deviation of those within 01-20 years (8.2) is less than those within 21-35years (9.4). In addition, the calculated value of the two groups is 0.305 which is significant to critical value of 0.19 with 470 degree of freedom at 0.05 level of significance. Consequently, the null hypothesis which states that there is no significant difference in the mean ratings of the attitude of teachers towards inclusive education based on age is hereby rejected.

**Hypothesis 3:** There is no significant difference between the attitude of male and female teachers towards inclusive education.

**Table 7: t-test summary showing difference in mean ratings of teachers' attitude towards inclusive education based on gender**

	N	Mean	Std	Df	T	P
Male	180	51.60	4.08	471	3.90	<0.05
Female	292	63.19	7.42			

From table 7, the results showed that there was a significant difference in the mean ratings of the attitudes of male and female teachers (3.90 at 0.05 level of significance). A significant difference was also found in the mean and standard deviation figures.

### Discussion

The result of research question 1 shows that 83% of the respondents disagreed that teachers are systematic in their observation and in studying individual pupils/students in their care, whereas, 74% attests that teachers are nevertheless not positively disposed to disabled students. Consequent upon this, Unianu (2012) affirms that teachers' attitudes are influenced by several factors such as: the degree of children' difficulties, the nature of children' disabilities, teachers experience with children of special need education, teachers'



preparedness for integrated classrooms and so on. Also, 89% shows that teachers are not mindful of the problems of special education needs students; they are rather driven by anxiety coupled with incessant complaints with spirit and minds to abandon the students unassisted. Again, 79% of the respondents agreed that teachers found it difficult to accommodate students' individual differences. Some of the identified attitudes of teachers towards inclusive education include: teachers' indifference towards the uncontrollable behaviour of some of the special education needs students, display of intolerance, non-commitment in handling disabled students in a conventional classroom, hostile attitudes and lack of love and support towards special education needs students. Similarly, the result of hypothesis 1 indicated that there was a significant difference in mean ratings of the attitude of teachers towards special education need students and non-disabled counterparts with t-cal. of 1.66 at 0.05 level of significance. The implication was that teachers are negatively disposed to inclusive education. This finding correlates with Al-Zyoundi (2006) who concluded that majority of teachers surveyed in Jordan had negative feelings about inclusion and felt that the decision makers were out of touch with classroom realities. The negative attitudes of teachers towards inclusive education was captured by Hay, Smit and Pualsen, (2001) when they submitted that the main reason for teachers behaviour towards disabled students stem from the fact that they are not sufficiently trained to deal with inclusive education activities.

On research question 2, the findings showed that the consequences are enormous including: increasing rate of school dropouts, illiteracy and attendant increase in unemployment, withdrawal of children by their parents from mainstream schooling and thereby aborting the vision of education for all, emergence of youth and adult delinquency with its accompanying social menace, rebirth of unproductive population, duplication of institutions with it attendant costs to both government and parents through special schools to cater for the disabled only, alienating children from interacting with their abled counterparts and denying them the privilege of learning and growing together with their peers in accordance with equal educational opportunity policy of government and creation of artificial division amongst students which fall short of inclusiveness.

The result of research question 3 also revealed that age increases experience and places those teachers on better pedestal to accommodate the activities of the special education need students. 83.4% attests to this whereas, 81.3% was in agreement that experience acquired over the years gives an edge to determine techniques and methodology that are appropriate in handling persons with disabilities. This indicates that more experienced teachers show love, accommodation, attention and support to these class of students. By this, the null hypothesis which states that there is no significant difference in the mean ratings of the attitude of teachers based on age is hereby rejected. It was found that younger teachers are in the habit of prioritizing the affairs of the healthy students over and above the disabled ones. This result is in line with the findings of Nangio (2014) whose work affirmed that teachers experience is a factor towards inclusive education. Similarly, the result conforms to Kalyva, Gojkovic and Tsakiris (2007) and Avramidis, Bayliss and Burden, (2000) who found that teachers of standing age and relevant experience have more positive attitudes towards inclusive education. However, the finding of this study is in contrast with Timo (2018) who revealed that younger teachers were somewhat more positive towards inclusion than the older ones.

With respect to research question 4, the responses indicated that female teachers are more friendly, supportive and accommodating than their male counterparts who tend to bully and exclude special education need students from school activities. The hypothesis which stated that there is no significant difference on the attitudes of male and female teachers in Ohaukwu Local Government Area towards inclusive education was rejected. This indicated that there was a significant difference on the mean ratings of attitude of male and female teachers (3.90 at 0.05 level of significance). This result agreed with Timo (2018) who measured gender differences using t-test and concluded that female teachers are slightly more positive towards inclusion than male teachers. According to his findings, 26.4% men are most critical of inclusive education, while 18.1% of women belonged to this group. Elliott (2008) noted that two out of the three studies carried out on teachers' attitude towards inclusive education, showed that female teachers are more positive towards inclusion as compared to their male colleagues. Also, Chireshe (2011) noted that female teacher

trainees had been reported to have more tolerance in their pursuit of implementing inclusive education.

### **Conclusion**

Education for all is a global agenda. Inclusive education is one of the programmes aimed at educating all citizens in mainstream schooling, irrespective of disabilities. However, inclusive education practices and principles are seldom marred by teachers' attitudes to special education needs students. The special education needs students are part of the larger society that need and deserve education as their fundamental human right. Because of their peculiarities, adequate attention should be given to any mode of learning that would integrate them with their peers in the mainstream schooling. Anything less than this, would amount to denial of educational opportunities and abortion of the vision of education for all in line with the education policy and global agenda spear-headed by United Nations.

### **Recommendations**

Government should ensure that her educational policies are implemented fully. In this regard, physically challenged children should be integrated into the mainstream schooling. This would afford the special education needs students, the sense of accommodation and love. Since teaching of special education need students demands sacrifice, patience and commitment, only teachers with passion should be recruited and trained for inclusive education programme. Government on its own should ensure that necessary equipment and gadgets should be provided in all the schools to aid admission of special education needs students into the mainstream classrooms. It is on this premise that inclusive education will be achieved and ultimately, a road map towards attainment of education for all in Nigeria.

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