

**COMPARATIVE ANALYSIS OF PERCEPTION AND KNOWLEDGE OF, AND  
ATTITUDE TO INCLUSIVE EDUCATIONAL PRACTICES IN LAGOS,  
NIGERIA, AND EAST LONDON, THE UNITED KINGDOM**

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## **CERTIFICATION**

This is to certify that this work was carried out by **Teresa Ngozi Onyemah** under my supervision in the Department of Special Education, Faculty of Education, University of Ibadan, Ibadan, Nigeria.

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## **DEDICATION**

This work is dedicated to my husband Mr M. C. Onyemah, my Dad Mr S. E. Chibogu and my late mum Mrs. S.E. Thompson. I love you all.

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## ABSTRACT

Inclusive Education (IE), the integration of learners with special needs and those without learning challenges into the same learning space, was introduced to remove barriers to learning. Prior to its adoption in 1994, Pupils with Disabilities (PwDs) were not adequately considered, but were victims of rejection, segregation, and discrimination by persons without disabilities. Nonetheless, there is evidence of poor implementation of the Framework across countries, a trend which has been attributed to stakeholders' poor understanding of, and dispositions to IE practices. Previous studies focused largely on country-by-country analysis of IE practices with little emphasis on cross-country comparative analysis. This study, therefore, was designed to compare the perception and knowledge of, and attitude of teachers and pupils towards IE practices in Lagos and East London.

Bandura's Social Learning, Vygotsky's Social Development, and Lave and Wenger's Situated Learning theories were adopted as the framework, while the survey design was used. East London (EL) in the United Kingdom and Lagos in Nigeria with enactment of inclusive educational policies and practices were purposively selected. Ten primary schools with inclusivity dominance were purposively selected from each of the two cities, and six teachers and 10 pupils were selected from each school. The instruments used were standardised Teacher Perception ( $r=0.76$ ), Teacher Knowledge ( $r=0.86$ ), Teacher Attitude ( $r=0.89$ ), Pupil Perception ( $r=0.84$ ), Pupil Knowledge ( $r=0.76$ ) and Pupil Attitude ( $r=0.82$ ) of inclusive educational practices scales. The scales were validated based on the cultural milieu of the sampled countries. These were complemented with three sessions of in-depth interview with the head teachers from EL and Lagos. Quantitative data were analysed using descriptive statistics, while qualitative data were content analysed.

The pupils' age in Lagos was  $10.50 \pm 2.60$  years, while in EL was  $7.00 \pm 2.30$  years. There were 75.0% girls from Lagos and 51.0% boys from EL. The teachers' age and teaching experience were  $27.10 \pm 1.20$ ;  $2.0 \pm 0.05$  years for Lagos, and  $29.20 \pm 2.30$ ;  $4.5 \pm 1.00$  years for EL. The teachers' perception of IE was low ( $\bar{x}=2.45$ ) in Lagos, but high ( $\bar{x}=2.73$ ) in EL, while the pupils' perception of IE was high ( $\bar{x}=2.65$ ) in Lagos, and in EL ( $\bar{x}=2.94$ ) as against the threshold of 2.50 and 2.50, respectively. The teachers' knowledge of IE was 53.4% in Lagos and 59.6% in EL, while the pupils' knowledge was 53.2% in Lagos, and 65.8% in EL, indicating that knowledge of IE was high in EL. The teachers' attitude towards IE was low ( $\bar{x}=2.46$ ) in Lagos, but high ( $\bar{x}=2.75$ ) in EL, while the pupils' attitude towards IE was low ( $\bar{x}=2.48$ ) in Lagos, but high ( $\bar{x}=2.81$ ) in EL as against the criteria norm of 2.50 and 2.50, respectively. The head teachers in EL were favourably disposed to the practice of IE, while their counterparts in Lagos complained about its implementation and implication on other pupils without disabilities.

Teachers and pupils' perception, knowledge, and attitude towards the inclusive educational practices in Lagos, Nigeria were low compared to that of East London, United Kingdom. Therefore, there is need for more awareness and sensitisation programmes, particularly among the stakeholders in Nigeria.

**Keywords:** Inclusive education in Nigeria, Inclusive education in United Kingdom, Pupils with disabilities

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Education has been touted as a strategic tool to improve functionality of different categories of people in the society. Thus, education systems need to be systematically structured to capture every member of the society in the instructional process. The concept of inclusive education has been viewed and interpreted differently by experts in the field of education. Inclusive education requires that different categories of students in the learning space are well catered for, to enjoy the full benefits of formal education and become functional members of the society. The vulnerable and disadvantaged young people in the community need to be properly integrated into the instructional process, to ensure that formal education becomes practically universal and all-inclusive. It is important to note that students in the school system come from different backgrounds and would therefore face diverse instructional challenges in the teaching-learning process.

The views of scholars on the concept of inclusive education are well encapsulated in the words of Ademokoya (2008), who emphasised that inclusive education remains a long-term reform process focusing on the need to ensure that all learners have access to the wide range of educational and social opportunities offered by the school system, regardless of their socio-economic and physical challenges. In the words of Avramidis and Norwich (2002), inclusive education (IE) refers to the systematic process of re-organising regular school systems, with a view to ensuring all schools in the community are able to accommodate all categories of children, irrespective of their level of disabilities. Michael and Oboegbulem, (2008) describe IE as the process of integrating learners with special needs and those without learning challenges into the same learning space, thereby allowing all the students to enjoy the same learning opportunities, experience, and content. Ahmad (2000) asserts that inclusion indicates a procedure that brings all categories of children and young people

in the society under the same well-coordinated pre-primary, primary and high schools, colleges, and universities across the world.

This structure allows for students with different forms of disabilities and students without learning challenges to interact and learn within the same instructional setting. Garuba (2003) affirms that inclusion is the full-time placement of young people who are suffering from mild, moderate, and severe disabilities in regular classrooms, with a view to carrying every student along in the instructional process. Ajuwon (2008) considers inclusion as the philosophy and practice of education that allows for pupils with disabilities to effectively participate in general education settings. These definitions are pointers to the fact that inclusion was proposed to overturn the practice of excluding a certain group of people in the society from education, based on their socio-economic, psychological, and physical challenges.

It had been argued that IE should incorporate the concepts of social inclusion and valued status for all categories of people in the society, regardless of their diversities and learning disabilities. The instructional benefits accruable to the inclusive approach to education are more rewarding not only to the learners with special needs, but also to the students without learning disabilities (Nind and Wearmouth, 2006). This makes EI an effective educational approach that should be prioritized by governments at all levels. It also entails the process of educating children with disabilities in the regular classrooms thereby exposing them to the learning content they would experience, if they did not suffer any form of disabilities or learning challenges. It must be noted that inclusiveness is a strategic educational reform, specifically directed at restructuring the regular educational setting, with a view to accommodating all categories of learners within the learning space.

This approach is a clear departure from the traditional system of training learners with special needs in special schools. It should be mentioned that the traditional system of special education required that special schools be established to cater for the needs and aspirations of learners with different forms of disabilities. These special schools are usually equipped with human and material resources to engage this category of learners in the instructional process. The schools are located across different regions of the world. However, (Ademokoya, 2008) argued that this structure of learning increases the level of isolation and marginalization of people with disabilities in the education system. Thus, inclusive education seems to be a

radical departure from what is obtainable in the traditional special education setting. This learning approach allows for both categories of students to learn and interact under the same instructional setting. It is expected that this mode of instruction would drastically reduce isolation and marginalization of people with special needs in the teaching-learning process at all levels of education.

The process of integrating students with special needs into regular schools and having the same educational opportunities with their counterparts without disabilities is a worldwide trend. Scholars across different countries of the world are of the opinion that children with any form of learning difficulties should be accommodated with other regular students and be allowed to participate actively within the learning space. It remains one of the most widely debated issues in the education community both nationally and on the global scale, as experts in the field of special education had advocated the need to redefine the approach to educating pupils with special needs at different levels of education. Different attempts had been made to shift the focus of education from discriminative tendencies to an all-inclusive approach that would expand educational opportunities to accommodate all categories of students in the classroom.

The major stakeholders in the field of special education are consistently advocating the need to move beyond the present educational approach that discriminates against students with one form of disabilities or the other and focus on educational practices that promote all-inclusive educational opportunities for all learners in the classroom. It had been widely argued that the educational system that marginalizes students with special needs will not be able to unlock the hidden potentials of these students in the classroom. The huge potential of these students should be unlocked to allow them to participate actively in the teaching-learning process at all times. In this way, inclusive education would require the school management to ensure that persons with learning disabilities are able to operate and interact with other students within the classroom. This allows them to collaborate with their colleagues in solving instructional problems and become co-constructors of knowledge in the instructional process.

It should be mentioned that learners in the classroom come from different backgrounds and with diverse abilities. In this way, teachers need to understand that students learn in different ways and should therefore structure instructional activities to cater for the individual differences that exist among the pupils in the classroom.

Teachers in every subject area can therefore take advantage of technology to facilitate classroom activities at different levels of education. However, it is noteworthy that teachers need to identify students' learning styles and structure instructional activities in such a way that learners would learn in their preferred ways. Learning resources should be provided to meet the diverse needs of all learners in the classroom. For instance, some students prefer to learn with visual content while others like audio instructional content. It will be practically inappropriate to prepare video instruction for a class with regular students and visually impaired students.

The onus lies on the teacher to structure instructional content in such a way that all students in the classroom will benefit maximally in the teaching-learning process. This calls for the need to systematically integrate inclusive educational practices at different levels of education, with a view to making sure that students in the class have access to educational opportunities, irrespective of their physical and mental peculiarities. In essence, efforts across different countries of the world had been directed to the promotion of inclusiveness as a catalyst for the systematic transformation of school operations, with a view to accommodating all categories of pupils in the classroom setting. It is important to note that the introduction of inclusive education would require a systematic change in the existing structures and procedures in the classroom setting and there is a need to transform the learning space in order to cater for the special needs of persons with disabilities.

A teacher needs to re-arrange the classroom setting to allow these students to move freely and interact with other colleagues in the classroom. The inclusive education explores a systematic process that involves commitment and sacrifices on the part of the teachers if the objectives of this programme would be realised. The success of the programme requires a strong connection between the commitment of teachers to the programme and successful implementation of inclusive education in the school system. This implies that teachers and other stakeholders in the field of education need to make adequate provision for these vulnerable children to participate in the instructional process, especially in the same classroom with learners without learning disabilities. This makes it important for appropriate legislations and policies to be put in place to ensure that this programme is well implemented by the critical stakeholders in education. There is a need to properly institutionalise inclusive education into the education system through relevant legislation and educational

policies. These policies and documents would mandate the stakeholders in the system to prioritise inclusion in the teaching-learning process.

In different countries of the world, efforts have been made by governments at all levels to entrench inclusion in the educational practices and protect the rights of persons with disabilities to qualitative and functional education to become functional members of the society. Legislations, policy documents and proclamations had been made to encourage and mandate educational stakeholders to ensure that these persons are able to access educational opportunities within the regular classroom settings. Section (7) of the revised National Policy on Education (NPE - 2008) and the goals of Nigeria's UBE (FGN, 2004). In other words, the legislations and policies are intended to ensure that the school managements prioritise the issues of inclusive education in the school system. The policies are also meant to encourage parents and family members to support persons with disabilities in their quest for qualitative education at all levels. The persons with disabilities require special intervention to allow them access educational opportunities within the society.

These individuals need to be carried along in the process of teaching and learning and inclusive education affords them the opportunities to be part of an instructional system that caters for all categories of learners, regardless of their physical, intellectual, and emotional abilities. To achieve these lofty objectives, several countries across the globe, including China, Japan, the United States of America, United Kingdom, Canada, and Australia, had given legislative backing to the process of promoting inclusiveness within the learning space (UNESCO, 2015). These countries had made strategic efforts at ensuring that schools support the integration of persons with any form of disabilities into the instructional process at all levels of education. These efforts involved deliberate legislation to mandate educational stakeholders to protect the educational needs and aspirations of these vulnerable groups in the society. There were also specific documents and policies that had been formulated in these countries to provide enablement to promote effective integration of educational practices that have to do with inclusion of all categories of students in the system.

The combination of these legislations and policies has been used by many countries across the world to protect the educational rights of people with disabilities. This had been executed with a view to ensuring that the educational systems are able to accommodate all categories of learners within the learning space. In essence, this

effort has systematically changed policies and procedures in educational practices across different countries of the world, even in some developing countries, including Nigeria and other countries in Africa. While some countries like India and the Philippines had promulgated legislations to support and protect the educational rights of the vulnerable groups in the society, other countries in different regions of the world, including Hong Kong, have seamlessly adopted appropriate educational policies that encourage and emphasise the need to ensure adequate provision for the educational needs of children with disabilities under the same classroom environment with their peers without any form of disabilities (Sharma, Forlin, and Loreman, 2008).

In other words, some countries did not see the need to embrace these inclusive tendencies. Thus, attempts were made to institutionalise inclusive education with the help of appropriate educational policies and programmes that encouraged inclusive educational practices in the classroom. These efforts strategically focused on the framework to protect the educational needs of children with special attention to get the best out of the instructional process and collaborate actively with their colleagues to solve problems and create artefacts. Although these attempts, including legislation and policies, are crucial in the educational system, they do not necessarily encourage school administrators to accept the idea of including all pupils into mainstream classrooms. However, an in-depth analysis of the need to expand the frontier of education to pupils with Special Educational Needs (SEN) will enable the school educators to appreciate the relevance of inclusive education (IE). Despite these efforts by governments at all levels to ensure that adequate policies and legislations are put in place to incorporate inclusive education into the school system, persons with disabilities are still confronted with instructional challenges, especially in the mainstream education setting. It therefore becomes imperative to briefly look at issues and activities that gave birth to inclusive ideas. This would allow stakeholders to effectively assess the issues relating to inclusive education and proffer probable solutions to the challenges. It is important that all these issues are examined by scholars, with a view to ensuring the entire classroom ecosystem provides opportunities for all categories of children to maximise their potential and interact freely within the classroom.

From time immemorial, pupils with disabilities (PWDs) have been plagued with lots of challenges both at home and in the school. Even within the family settings, a significant number of persons face unprecedented challenges in the forms



of stigmatisation, discrimination, and segregation. Some members of the family are guilty of discriminating against these vulnerable children, as many of them found it extremely difficult to access quality education. This was due to the negative disposition of family members to the plight of persons with learning difficulties in the society. Many children face huge challenges from their family members, they have not been able to play critical roles in effective teaching and learning processes. Many family members showed negative disposition to the issues affecting these children and found it difficult to protect their educational rights and aspirations. These challenges are so profound to the extent that it cuts across different phases.

The first phase of challenges facing PWDs began with complete rejection by parents, relatives, and colleagues without disabilities, hence, this phase could be best described as 'rejection era' (Komolafe, 2013). During this phase, PWDs were completely rejected, castigated, and chastised by their parents and the society without catering for their educational needs. In this phase, some parents openly choose to terminate the lives of any of their children that suffer from one disability or the other either by killing them directly or engaging in any of such activities that can aid the termination of their life. Reasons advanced for doing this was that they don't want to be associated with any form of disabilities, which was often seen as more of a taboo. In this phase, many parents and family members subjected persons with any form of disabilities to untold hardship culminating into torture, segregation, and discrimination. All these violent means resulted in the inability of these children to actively participate in the educational process at different levels.

The second phase was characterised by segregation, seclusion, and discrimination against PWDs (Komolafe, 2018). The magnitude of discrimination and segregation increased significantly during the second phase of violence against children with learning needs. However, there was a drastic reduction in the killing of these vulnerable children in the society. This phase was referred to as the sympathy era because instead of rejection and direct elimination of PWDs, they were rather separated and segregated from their colleagues who were without disabilities. More so, to a reasonable extent, their educational needs were given a little bit of consideration even though not adequately met. Thus, the provision of education to PWDs was carried out in a different environment separated from other children without disabilities. In this phase of sympathy, people and governments at all levels gave slight attention to the issues that had to do with inclusive education.

Further, several attempts were made at this phase to expand educational opportunities to the students with disabilities. In this regards, special schools were created to take care of the educational needs of these persons, with a view to allowing them to become functional members of the society. It should be noted that this kind of arrangement created a huge gap between the students in the regular schools and learners with learning disabilities. The process encouraged discrimination and marginalization of these vulnerable groups in the society. The underlying perception was those impairments in PWDs were the causes of the challenges they faced in the mainstream schools. Thus, many educators and school management were of the opinion that pupils with disabilities cannot cope with the learning structure in the regular classroom environments. Due to their specific learning requirements, it was believed that these students should be educated in special schools separated from the mainstream schools.

Thus, emphasis was placed on setting up special schools to cater for the educational needs of persons with any form of disabilities in the society. During this period, several of such institutions were established across the globe by different levels of governments. These schools were specifically designed and built for the purpose of educating children with one form of disability or the other. The special schools were manned by special education teachers who were believed to have acquired adequate skills and competences in the area of teaching children with special needs. Thus, during this phase, there was high level of discrimination against children with special needs in the society. The inability of these children to freely interact and collaborate with students in regular school had a negative influence on their sense of belongings and functionality in the society. It should be noted that persons with disabilities have hidden potentials that could be tapped in stimulating growth and development of the society (Fakolade, Adeniyi and Tella, 2009).

The third phase involved the integration of PWDs into mainstream schools. The focus at this phase was on PWDs and their impairments were viewed as a cause of the barriers they face in education, which should be corrected within the instructional process (UNESCO, 2003). However, instead of putting PWDs in segregated learning environments, measures were taken to make the children fit into the mainstream schools (Komolafe, 2018). During this phase, strategic efforts were made to provide for the educational needs and requirements of persons with learning challenges within the mainstream school structures. In other words, provisions were

made at this level to ensure that adequate provisions were made to ensure that these vulnerable students were able to learn effectively in the classroom with other members without learning disabilities.

Legislations and policy documents were prepared to encourage teachers and other stakeholders to integrate learners with special schools into the mainstream classroom and allow them to interact freely with their colleagues in the regular classroom setting. This was meant to protect the interest and educational needs of the children with learning challenges and to make them productive members of the school system. The legislations were directed at ensuring that the education community work together to protect the educational needs of these people and drastically reduce the rate of discrimination against persons with disabilities within the learning space. Thus, people were orientated on the procedures and techniques of handling issues regarding inclusive education and providing equal educational opportunities for all categories of children in the classroom. Teachers were encouraged to ensure peaceful coexistence between PWDs and learners without learning challenges in the classroom. All efforts were made to promote inclusive educational practices in the school systems across the world.

Similar to the earlier phases, the educational challenges and needs of PWDs could not be met at this phase also because the curriculum in the mainstream schools then were not designed for the PWDs. It should be noted that institutionalization of inclusive education across all levels of education requires drastic adjustments in the classroom structure and instructional techniques by the teachers. It is important that teachers understand the procedures involved in the process and respond positively to realise the objectives of IE in the classroom. Due to the peculiar characteristics and challenges faced by these vulnerable groups in the school system, integrating them into the regular classroom requires systematic changes in the settings and techniques of instructional delivery to cater for the diverse learning styles in the classroom. Thus, the onus lies on the teachers and school management to restructure classroom settings and school facilities, with a view to supporting students with learning challenges within the instructional process. This would allow them to interact actively with other members of the class and solve instructional problems together.

Thus, all the efforts during this phase were supposed to be focused on the provision of adequate facilities and learning materials to assist persons with learning challenges cope with the ever-increasing challenges of the regular classroom

conditions. However, despite all these transitional arrangements, PWDs still suffer physically, socially, psychologically, and emotionally when compared with their counterparts who are without disabilities. This was due to the inability of the stakeholders to provide adequate resources for effective integration of inclusive practices into the school system. Little attention was given to the need to restructure the classroom and school environment to support easy movement and interaction between learners with special needs and those without learning challenges. In an attempt at providing a new direction and succour to the challenges confronting PWDs, the Salamanca Framework for Action was initiated in 1994, which articulated the idea that education should be made to eliminate discrimination and improve social justice (UNESCO, 1994).

Prior to the framework, the concept and principle of inclusive education could be dated back to 1990, when the United Nations began the idea of 'Education for All' at a conference in Thailand. This served as the starting point in the clamour for the need to ensure that quality education is provided for different categories of people in various communities across the globe. However, a standard policy statement on the issue of inclusive education actually emanated from the Salamanca conference in 1994. Thus, Salamanca framework encouraged governments at all levels to stop the kind discrimination and marginalization in the provision educational opportunities that concerned pupils or children with special needs and to also make sure that learning institutions accommodate all children not considering the physical, intellectual, social, emotional, and linguistic or other conditions of such persons.

It was documented in the framework that regular schools with inclusive approach to education practices are the most effective means of controlling marginalization, discrimination, creating welcoming communities, building an inclusive societal structure, and achieving education for all categories of people in the society, irrespective of their physical and intellectual orientations (Salamanca Statement, 1994). It was revealed in the statement that the rates of marginalization and discrimination that exist in the school system would not allow for effective productivity of people with disabilities and appropriate actions need to be taken to correct the anomaly. According to the policy framework, it is expected that learning institutions should put necessary facilities in place to accommodate all categories of students, regardless of their learning challenges. Indeed, this policy emphasises the

need to work towards providing opportunities for all children to be part of the school system (Ajuwon, 2008).

In essence, the Salamanca Agreement principles and practices seem to be in tandem with the goals of Nigeria's Universal Primary Education (UPE) scheme of 1976, the Universal Basic Education (UBE) scheme of 1999 and the United Kingdom Equality Act of 2010. It is therefore worthy to mention here that the Salamanca idea gave birth to what is today known as inclusive education. Establishing the contrast between integration/mainstream education and IE will further enhance the concept of IE and make the meaning more real in the mind of the people. Chhabra, Srivastava, and Srivastava, (2010) argue that the two terms (integration and mainstream) virtually mean the same thing. The terms refer to the process of placing a student with some forms of disabilities in an ordinary or regular school environment, while receiving instruction from the same curriculum. The curriculum content is not modified to cater for the specific needs and aspirations of students with disabilities.

However, students with disabilities occasionally receive some additional learning support to cope with the learning tasks in the classroom. At this point, the focus is to make the student fit into the learning environment rather than have classroom activities adapt to the student. Thus, the emphasis in mainstream education is not to empathise with the learners with disabilities but to provide essential learning supports that would make them functional participants in the instructional process. The term inclusion, therefore, means a more radical model in the instructional process. The implication is that regular school curriculum, teaching strategies, administration, and learning resources need to be structured to meet the instructional needs of all students in the learning space, to ensure that every member of the class can successfully participate in the mainstream of education at different levels (Chhabra, Srivastava, and Srivastava, 2010).

Inclusive education, therefore, emerged to correct the flaws inherent in integration. With inclusion, pupils with special needs who spend time with their peers tend to show an increase in social skill and academic proficiency (Chhabra, Srivastava, and Srivastava, 2010). The basic ideology on which this is premised is not about separating learners with special needs or learning challenges into special schools. Rather the intervention emphasises the need to adjust school structures and organisation to meet the needs and aspirations of all learners with disabilities and students without learning challenges. The onus, therefore, lies on the educational

system and educational stakeholders to provide enablement to incorporate pupils with special needs in the programme of “education for all”. The idea of inclusive education remains a major challenge across different countries of the world (Flemand Keller, 2000).

Although there is a general view that IE is a fundamental way of realising quality education for all, there are usually noticeable differences in national policies and re-organisation of schools across different regions of the world (Savolainen, Engelbrecht, Nelc and Malinena, 2012). This is largely due to changes witnessed by countries in their educational policies (Kuhne and Wiener 2000). Due to these changes in education policy, many countries in the developed countries like Canada, England and the United States of America have abandoned the system of special school to some extent (Meijer, Soriano, and Watkins 2006) while in other countries of the world, parents who have pupils with disabilities are free to choose either a regular or special school for their children. Even though the affected parents could have different motives for selecting regular schools for their children, it is likely that they choose a regular instructional setting because of the possibilities it could offer for learners with disabilities to participate in social interaction with their colleagues within and outside the school environment.

It is usually the expectation of these parents that physical integration in the regular schools would afford their children the opportunities to participate in social activities within the school system (Scheepstra, Nakken, and Pijl, 1999). To some extent, this action could engender collaboration and interaction among different categories of students in the regular school setting. Achieving the task of inclusiveness involves the support and cooperation of all the stakeholders that are directly and indirectly involved in the education of pupils with special needs. Nwazuke (2014) opined that the success of inclusive education hinges on key factors such as teachers, parents and educational administrators’ attitude, teaching effectiveness, support staff as well as the teacher assistants who are available, technically competent, and adequate in number. These stakeholders include pupils, parents, teachers, and government. This implies that the success of IE lies on the level of support and collaborations from these stakeholders in terms of the way and manner at which they perceive pupils with special needs, the knowledge they have about them, which will help translate their attitudes towards them. This helps to explain the fact that good perception, knowledge, and positive attitude towards pupils with

special needs is key to the successful implementation of inclusive education anywhere in the world.

More so, quite a lot of comparative studies on IE have been done by scholars of international repute. Aldaihani (2010) engaged in a comparative study of inclusive education in Kuwait and England. His result showed that there is a high level of disparity in inclusive practices between Kuwait and England. The results indicate the existence of many external and internal constraints in the development and implementation of IE for pupils with mild learning disabilities (MLD), particularly in Kuwait. In the same vein, Schwab, Gebhardt, Hessels, Ellmeier, Gmeiner and Rossmann (2015) in their study reported that the progress that had been witnessed in the area of inclusive education in the Austrian school system over a couple of years had been accompanied by systematic transformation of teachers' attitudes towards the need for inclusion in the school system across all levels of education in the country.

Hayashi, (2014) carried out a comparative analysis of policies to examine the influence of IE in Asia and Africa continents, which focused on the educational rights of students with one form of disability or the other. His findings showed that 'inclusion' emphasized the need to satisfy the needs of not only the disabled, but all students with special needs, but this was properly recognized by developing countries in Asia and Africa continents. In the same vein, many countries from these regions have specified and prioritized the vulnerable groups based on logical reasoning and not on the acceptable framework. Hence, based on the geographical locations, social and cultural contexts of some countries in the developing world, prioritisation of groups with disabilities becomes a critical fast-track programme towards the initial steps for educational inclusion in the regions. In some developing countries of Asia and Africa, efforts were directed at the need to protect the educational rights of these vulnerable children in the society.

Many of these countries specially directed the programme of inclusive educational practices at the persons with disabilities, as these persons had been recognised as the vulnerable group in terms of access to functional education at different levels. A critical examination of these comparative analyses shows that only one of the studies (Hayashi, 2014) appraised inclusive practices in Africa with other continents, while others did not. More so, Nigeria was not included among the selected African countries that were examined in the study. This points to the fact that much comparative studies and analyses are yet to be carried out in relation to

inclusive educational practices and implementation in Nigeria with other countries around the globe. This researcher considers it expedient to engage in a cross-country analysis of inclusive practices between Nigeria and the United Kingdom as it will help examine the extent of inclusive practice in these two countries.

More so, it will help clear the coast on whether or not Nigeria has fully incorporated the tenets of inclusive education into its educational curriculum. The fundamental basis for choosing these two countries lies in the fact that Nigeria was one of the colonies colonized by Britain; and even after independence, the educational practices in Nigeria are still tailored towards British ideas and philosophies. It is on this premise that this study was carried out to comparatively analyse the perception, knowledge and attitude of teachers and pupils to inclusive educational practices in Nigeria and the United Kingdom.

## **1.2 Statement of the Problem**

The educational world is never static and keeps on moving particularly as regards putting in place a systematically structured process such as inclusive education which captures every member of the society in the instructional process. It is therefore imperative for any nation to be conscious of the best global practices and standard particularly as regards inclusive education. Nigeria in particular which happens to be the most populous black nation and with an aggressive growth of students in both the elementary and tertiary institutions need to put in place measures that will take care of different categories of students in the learning space. This educational practice has been embraced in the international world as it caters for the vulnerable and disadvantaged young people in the community and need to be properly integrated into the instructional process in order to enjoy the full benefits of formal education and become functional members of the society.

Further, assessing the main stakeholders of inclusive practice revealed that most studies that had worked on inclusiveness only focused on parents and teachers as the main stakeholders of inclusive education neglecting the pupils as a major element. Also, the roles and relevance of these stakeholder's perception, knowledge and attitude to inclusiveness were not adequately and holistically examined and analysed. The perception, knowledge and attitude of these stakeholders will go a long way in enhancing the successful practice and implementation of inclusive education. Comparative appraisal of inclusive practice also showed that very few studies have



been able to delve into this area and those that did, to the best knowledge of this researcher, were not from Nigeria, nor was their focus on Nigeria. To be able to appreciate the extent to which inclusive ideas and philosophies are practiced and implemented in Nigeria, the Nigerian peoples' perception, knowledge, and attitude must be compared with what is obtainable in other countries.

This researcher felt that the United Kingdom served as a better option for comparison because Nigeria was one of the colonies of Britain, a leading economy under the United Kingdom economic cum political arrangement. Moreover, most of Nigerian educational programmes and policies, as of today, are still tailored toward the British practices. It is on this premise that this study engaged in comparative study on perception, knowledge and attitude of teachers and pupils to inclusive educational practices in Nigeria and the United Kingdom. The study adopted a descriptive approach to investigate inclusive education practices in Nigeria and Britain for a better understanding of the perception and knowledge in the two countries. This would help provide insight needed for better policy direction with respect to this system of education.

### **1.3 Purpose of the Study**

The main purpose of this study was to investigate the teachers and pupils' perception, knowledge, and attitude toward inclusive education in Nigeria and the United Kingdom. Other specific purposes of this study include to:

- i. Compare the knowledge about inclusive education possessed by the regular teachers and special teachers in Nigeria and the United Kingdom.
- ii. Examine if differences exist in knowledge about inclusive education possessed by regular pupils and special pupils in Nigeria and the United Kingdom.
- iii. Appraise the perceptions of the regular teachers and special teachers to inclusive education in both Nigeria and the United Kingdom.
- iv. Determine the perceptions of the regular pupils and special pupils to inclusive education in Nigeria and the United Kingdom.
- v. Examine the attitude of the regular teacher and special teachers to inclusive education in Nigeria and the United Kingdom.
- vi. Assess the attitude of the regular pupils and special pupils to inclusive education in Nigeria and the United Kingdom.

#### **1.4 Research Questions**

To be able to successfully achieve the objectives stated above, the following research questions were raised:

1. (a) What is the perception of the regular teachers and special teachers to inclusive education practice in Nigeria?  
(b) What is the perception of the regular pupils and special pupils to inclusive education practice in Nigeria?
2. (a) What is the perception of the regular teachers and special teachers to inclusive education practice in the UK?  
(b) What is the perception of the regular pupils and special pupils to inclusive education practice in the UK?
3. (a) What is the knowledge of inclusive education practice possessed by the regular teachers and special teachers in Nigeria?  
(b) What is the knowledge of inclusive education practice possessed by the regular pupils and special pupils in Nigeria?
4. (a) What knowledge is possessed by the regular teachers and special teachers about inclusive education practice in the UK?  
(b) What knowledge is possessed by the regular pupils and special pupils about inclusive education practice in the UK?
5. (a) What is the attitude of the regular teachers and special teachers to inclusive education practice in Nigeria?  
(b) What is the attitude of the regular pupils and special pupils to inclusive education practice in Nigeria?
6. (a) What is the attitude of the regular teachers, special teachers to inclusive education practice in the UK?  
(b) What is the attitude of the regular pupils and special pupils to inclusive education practice in the UK?

#### **1.5 Significance of the Study**

Scientific research in special education over the years has focused mainly on the understanding of certain factors impinging on the educational attainment and achievement of youth and adolescents with special need. The sole aim is to improve

upon their quality of life. Lack of adequate instructional methodologies is one of the problems often neglected when such factors are considered. Scholars have moreover identified the need to study this benefit centered on inclusive educational practices.

The findings of this study would be of immense significance to the following: students, parents and teachers, school counselors, special educationists, school administrators, government, educational researchers, the Non-Governmental Organizations (NGO's) the FBO's and others. The findings will help students to identify factors inherent in them and those that are outside their self-jurisdiction that determine their educational attainment particularly in an inclusive educational environment. Parents and teachers would benefit from this study because it would make them understand the components and essence of inclusive educational practices.

Moreover, special teachers were made to learn how to adjust their approaches and procedures according to their qualifications, age, gender, and experience since there are learners whose needs are demanding due to the severity of their handicapping conditions. Educators in general could also learn better about students' levels of cognitive engagement to facilitate their perseverance through difficult academic activities. School administrators and government would understand the importance of inclusive education and the need to develop policy to address such. The findings would serve as an eye-opener educator who may wish to carry out research on the areas of inclusive educational practices.

School teachers will benefit from the findings of the study. As agents of change, the study will provide them with information on the differences between inclusive educational practices and otherwise. It would enable teachers know where and how to direct efforts in assisting students to realize their full educational attainment and potentials. The outcome of the study will equip them with the necessary information on how students' educational attainment can be improved to ensure that they perform well their academic pursuit. This information could be used by special educators to adjust the learning environment in order to meet the specific needs of learners, as well as address any motivational issues that could lead to an increase in the number of students' attrition rates.

Findings from this study helped to address some of the challenges militating against successful implementation of inclusive education not only in Nigeria but everywhere around the world. Also, through this study, persons with disabilities were

motivated to utilize learning support services and personnel that are made available to implement inclusive education. Regular teachers were made to learn how to control their attitudes towards inclusion and accept every learner as a unique individual who needs guidance and support. On the part of the government, findings from this study enabled them to see how best inclusion can be implemented outside the present form of implementation in Lagos State, Nigeria.

In summary the outcome of the study will assist in the realization of UBE goals of improving performance in education as well as contribute to the theory and practice of special educational practices. It will serve as resource materials for others who want to carry out research in related field while contributing the existing literature on educational attainment.

### **1.6 Scope of the Study**

The scope of this study covered (10) inclusive schools each in Lagos State, Nigeria, and East London in the United Kingdom, totaling twenty (20) inclusive schools. Specifically, the study focused on the educational needs of pupils with disabilities (PWDs) under the inclusive system of education covering Lagos State, Nigeria, and East London in the United Kingdom.

### **1.7 Operational Definition of Terms**

The following terms are operationally defined to make clarification of some concepts in this study.

**Attitude to Inclusive Education:** The disposition, feeling, position that people have towards inclusive education and its practices.

**Inclusive Education:** Pupils with and without disabilities attend the same neighborhood schools in age-appropriate settings where they are encouraged to learn, contribute, and participate in a variety of school activities based on their ability.

**Inclusive Practices:**It involves curriculum modification and teaching strategies that recognize learner diversity, allowing all pupils, regardless of disability to access instructional content and actively participate in learning learning tasks as well as assess them at their own pace.

**Knowledge of Inclusive Education:** Facts, information, and skills acquired about inclusive educational practices through experience or education; the theoretical or practical understanding of inclusiveness.

**Perception to Inclusive Education:** The way and manner in which educators regard, understand, or interpret inclusive education.

**Regular Teachers:** Persons trained to teach school classes in the normal academic settings.

**Special Teachers:** The specially trained individuals who specialise in teaching pupils with various forms of disabilities.

**Regular Pupils:** Pupils who are enrolled or accepted for enrolment in an eligible institution for the purpose of obtaining a certificate offered by the school.

**Special Pupils:** Pupils with one form of disability or the other specially enrolled or accepted for enrolment in an eligible institution for the purpose of obtaining a specialised service offered by the school.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

Literature was reviewed based on the following sub-headings:

#### **2.1 Conceptual Review**

##### **2.1.1 Concept of Inclusive Education**

Inclusive education is a form of instructional arrangement that is carried out within a conventional learning environment. This implies an instructional space where students from diverse backgrounds and with different learning abilities learn together in an inclusive environment, usually under the same roof. Scholars had given different definitions of IE, depending on their perspectives regarding the concept (Uchem and Ngwa, 2014). Kochoung (2010) as cited in Uchem and Ngwa, (2014) believes IE is a type of instructional arrangement that focuses on changing educational systems to take care of the needs of children with disabilities in the classroom. The author concluded that the matter goes beyond putting pupils with disabilities into existing structures but adjusting the existing facilities to accommodate their diverse learning needs and aspirations over time.

Corroborating this view, Wiles and Bondi (2011) affirm that the concept of inclusion involves systematic integration of learners with special needs in regular educational settings and providing adequate learning support services to the pupils to allow these students access conventional educational opportunities, as being enjoyed with their counterparts without disabilities. UNESCO provided a more inclusive definition of IE to capture different perspectives from diverse socio-cultural settings across the world. UNESCO (2009) considers IE as a procedure that focuses on transformation of learning institutions to accommodate different categories of learners including boys and girls, learners from minority ethnic groups, students from rural areas, HIV/AIDS positive individuals and students with general learning difficulties. In the same vein, UNESCO (2011: 3) further considers IE as a process of responding to the diverse needs and aspirations of all categories of learners through provision of adequate resources to drastically reduce the rate of exclusion from the education system.

This implies that the main goal of IE is to minimise the degree of excluding some categories of learners from the instructional setting, based on their physical, psychological, social, and intellectual abilities. It is expected that learners who are suffering one form of disability or the other, should be allowed to maximise their potential within the school system. This would afford the students the opportunity of becoming productive members of the community and contribute to the growth and development of the general society. The issues of inclusive education practices had been widely discussed worldwide, with experts consistently advocating for the need to engender unrestricted access to education by all students within the society. Scholars across different disciplines are increasingly advocating for the need to make sure that persons from diverse backgrounds are well catered for, within the instructional process.

It is expected that persons with learning challenges are given unrestricted access to qualitative education that their counterparts without learning disabilities enjoy in the society. It should be noted that students with special needs could also perform better in the classroom when given the required resources and facilities to become active participants in the instructional process at different levels of education. This group of people have hidden potentials that should be unlocked with the capabilities provided by inclusive education. Inclusive education allows the stakeholders in the field of special education to unlock the potentials of persons with learning challenges and make them active participants in the process of teaching and learning at all levels of education. In the developed countries of the world, emphasis is usually placed on the systematic removal of instructional constraints that could hinder effective participation of disadvantaged persons in the teaching-learning process.

When persons with one form of learning challenge or the other are well accommodated within the system, they would become active participants within the instructional process, and this could improve their learning outcomes one way or the other at the end of classroom activities. These students would be able to interact with other members of the classroom in the regular educational setting and this gives a sense of belongings to the persons with learning challenges and improves collaboration and teamwork among them. This implies that inclusive education could be a veritable tool to integrate students with learning disabilities into the instructional setting as they would be able to interact freely with other persons within the regular

school setting. In the same vein, the systematic policy formulation and implementation of education with inclusion in the education system would assist to unlock the hidden potentials of these persons to contribute to the growth and societal development.

The ideas of inclusive education would help in developing relevant skills and competences of persons with special needs. This makes them functional members of the society and be able to contribute to societal development. In other words, IE has a ripple effect on the development of the society as many of these persons with disabilities would be able to contribute their quotas to the advancement of their immediate communities over a period of time. This implies that society that neglects persons with disabilities would be depriving these people the opportunities of contributing to the development of the communities. Thus, in order to maximise the potentials of all the students in the school environment, there is a need to promote inclusive education among all categories of students in the classroom. Inclusive education would allow education stakeholders to explore the potentials of all the students in the school environment, regardless of their physical and emotional orientations.

In several communities across the world, especially in Africa, evidence has shown that persons with disabilities are treated as second class citizens, especially in terms of access to educational opportunities, when compared with their counterparts with no learning challenges (Urwick and Elliott, 2010). In some cases, these students are segregated into special schools, to be handled by specially trained teachers. The assumption had been that these students would find it extremely difficult to cope with the instructional process in the mainstream classroom setting. However, evidence abound in literature that learners with disabilities would be able to perform maximally in the regular classroom setting, with the provision of appropriate resources and learning materials by the school management. Thus, the onus lies on the teachers and the entire school management to ensure that classroom structures are re-configured, and appropriate learning resources are provided to allow learners with disabilities function effectively within the learning space.

Scholars believe that, with relevant resources and adequate facilities, learners with learning challenges would be able to interact with other members of the class and participate actively in the instructional process. This would go a long way in bridging the educational gap between persons with disabilities and others without learning



challenges in the society. In most cases, persons with disabilities (PWDs) have been plagued with lots of challenges both at home and in school. Even within the family settings, a significant number of persons face unprecedented challenges in forms stigmatisation, discrimination, and segregation. Some members of the family are guilty of discriminating against these vulnerable children, as many of them found it extremely difficult to access quality education. This was due to the negative disposition of family members to the plight of persons with learning difficulties in the society.

Many children face huge challenges from their family members and as such they have not been able to play critical roles in effective teaching and learning processes. Many family members showed negative disposition to the issues affecting these children and as such found it difficult to protect their educational rights and aspirations. These challenges are so profound to the extent that it is caught across different phases. The first phase of challenges facing PWDs began with complete rejection by parents, relatives, and colleagues without disabilities, hence, this period could be best described as 'rejection era' (Komolafe, 2013). During this phase, PWDs were completely rejected, castigated, and chastised by their parents and the society without catering for their educational needs. In this period, some parents openly choose to terminate the lives of any of their children that suffer from one disability or the other either by killing them directly or engaging in any of such activities that can aid the termination of their life.

Reasons advanced for doing this was that they don't want to be associated with any form of disabilities, which was often seen as more of a taboo during the period. In this phase, many parents and family members subjected persons with any form of disabilities to untold hardship culminating into torture, segregation, and discrimination. All these violent means resulted in the inability of these children to actively participate in the educational process at different levels. This period was referred to as the sympathy era because instead of rejection and direct elimination of PWDs, they were rather separated and segregated from their colleagues who were without disabilities. Although these people were not directly killed in the society, there was a high level of segregation and discrimination against these children across the world. More so, to a reasonable extent, their educational needs were given a little bit of consideration even though not adequately met. Thus, the provision of education to PWDs was carried out in a different environment separated from other children

without disabilities. In this era of sympathy, people and governments at all levels gave slight attention to the issues that had to do with inclusive education.

Several attempts were made at this stage to expand educational opportunities to the students with disabilities to take part in educational activities. However, special schools were created to take care of the educational needs of these persons, with a view to allowing them to become functional members of the society. It should be noted that this kind of arrangement created a huge gap between the students in the regular schools and learners with learning disabilities. The process encouraged discrimination and marginalization of these vulnerable groups in the society. The underlying perception was those impairments in PWDs were the causes of the challenges they faced in the mainstream schools. Thus, many educators and school management were of the opinion that pupils with disabilities cannot cope with the learning structure in the regular classroom environments. Due to their specific learning requirements, it was believed that these students should be educated in special schools separated from the mainstream schools.

Thus, the emphasis was placed on the setting up of special schools to cater for the educational needs of persons with any form of disabilities in the society. During this period, several of such institutions were established across the globe by different levels of governments. These schools were specifically designed and built for the purpose of educating children with one form of disability or the other. The special schools were manned by special education teachers who were believed to have acquired adequate skills and competences in the area of teaching children with special needs. Thus, during this period, there was high level of discrimination against children with special needs in the society. The inability of these children to freely interact and collaborate with students in regular school had a negative influence on their sense of belongings and functionality in the society. It should be noted that persons with disabilities have hidden potentials that could be tapped in stimulating growth and development of the society.

Teachers were encouraged to ensure peaceful coexistence between PWDs and learners without learning challenges in the classroom. All efforts were made to promote inclusive educational practices in the school systems across the world. After the apartheid period in South African, several attempts were made to entrench IE in the system of education in the country. For instance, the repeal of the Bantu Education Act of 1954 and promotion of education of people with disabilities and minority

groups in regular schools are indications of inclusive education practice in the country, immediately after the apartheid regime. These efforts were made by the government to restructure and reconfigure classroom environments, educational facilities, learning resources, beliefs, cultures, policies, and practices in the entire educational systems. With these efforts, the government was able to significantly respond to the existing diversities of all learners within the country.

The implication is that the principles of inclusion in the educational system could be used to ensure and entrench peaceful coexistence among different categories of people in the society. It remains a powerful tool to promote peaceful relationships in the classroom, which could be extended to the general society. In the post-apartheid phase, inclusive education was recognised as one of the ways to bring about reconciliation and collaboration among people in the society. In the school settings, efforts were made by governments at all levels to promote systematic integration of inclusive education practices into the education system, with a view to promote the culture of equal rights and reconciliation among different categories of people in the South-Africa society. In this way, huge amounts of resources were expended on the provision of enabling the environment to entrench inclusive education practices in the schools. Government intended to leverage the capabilities of inclusive education in providing equal rights for all categories of people in the society.

This could start from the school environment with the integration of inclusive education into the school system. Inclusive education creates a sense of belonging for all the students in the school. The traditional system of segregating learners with disabilities into the special schools had been found to demoralise the vulnerable children in the society as they would feel inferior to other colleagues in the community. This is the reason special education specialists had been advocating for the systematic integration of inclusive education practices into the teaching-learning process. It is believed that inclusive education creates opportunities for every child in the classroom to develop and learn the required skills to function effectively in the society.

It is expected that the instructional process should be all-inclusive and protect the rights of the vulnerable group in the classroom. Learners with disabilities are usually prone to violent attack, discrimination, and marginalization in every sector of the society. In the teaching-learning process, these students are likely to be marginalised, if necessary, actions are not taken by the stakeholders to protect their

interest and make them active participants in the classroom activities. Staff and students in the school system tend to discriminate against children with disabilities due to their peculiar characteristics that might result in learning difficulties. This is where the role of teacher remains critical as the facilitator of instructional process. The onus lies on the teachers to shoulder the responsibilities of protecting the educational rights of persons with learning difficulties within the classroom ecosystem. It is important for teachers to ensure that these vulnerable students are not discriminated against by the staff and other students in the school environment.

However, before teachers would be able to discharge these responsibilities effectively, they should receive adequate training on the principles and practice of inclusive education. This should be done by the teacher training institutions when these teachers receive their preparation programme. The pre-service teachers need to be exposed to the fundamentals of inclusive education and how the rights and aspirations of the vulnerable students could be adequately protected within the learning space. These prospective teachers are supposed to acquire skills and competences on the management of classroom settings with heterogeneous learning requirements. The students in the class have diverse learning styles and requirements and should be given opportunities to participate effectively in the classroom activities. In this way, teachers need to provide a peaceful atmosphere for all categories of learners to participate in the instructional process.

Within the context of this study, inclusive education is basically considered as an anti-discriminatory strategy in educational practices that focuses on increasing the attendance rate of students in the school system, involvement of learners in instructional activities, and academic achievement of all categories of pupils in regular instructional settings, regardless of their intellectual, physical, socio-economic and cultural status in the society. In other words, IE is simply an educational process that affords every child of school age the opportunity to enjoy quality education in the regular school settings, with a view to equipping them with requisite skills and competences to become productive members of the society. The main idea of inclusive education centers on the need to shift the focus of instruction and the entire classroom structures to accommodate all categories of students in teaching and learning.

There had been concerted efforts among scholars across the world on the need to ensure that all learners in instructional settings are adequately catered for,

regardless of their intellectual, physical, or psychological abilities. An effective instructional process is the one that caters for the diverse needs and aspirations of the students. This would ensure realisation of the objectives of the “education for all programmes” being championed by several world bodies, education stakeholders and NGOs globally. The instructional challenges confronting different categories of students within the learning space can easily be surmounted with the systematic integration of IE into the school system across all levels of education. Basically, the revolution that ensures inclusion in the education system is focused on people with disabilities and learning difficulties across different stages of education. This is implemented with a view to ensuring that these students are not unnecessarily discriminated against within the school system.

It had been assumed that these categories of students would require learning support to afford them the opportunities to participate actively in the classroom activities. This focus is being reflected across scholarly submissions and legislative acts in different regions of the world. There had been various attempts and concerted efforts by governments and other educational bodies to ensure effective integration of all learners, especially those with disabilities, in teaching-learning activities. The focus of policy statements and educational interventions in this regard had been directed at providing appropriate facilities that could be used to carry every student along in the instructional process. IE primarily focuses on all learners, especially those groups of students who have traditionally been excluded from educational opportunities as a result of their intellectual, physical, and cultural orientations. Such includes learners with special needs, students with learning disabilities, orphans, and other vulnerable children in the society.

These vulnerable students are usually excluded from the regular classroom exercise based on erroneous impressions that they might be able to cope with the ever-increasing instructional demands of the mainstream school environment. With this kind of assumption, some of the educational stakeholders find it difficult to integrate them into the regular school setting and this mostly leads to discrimination and segregation in the instructional process. This gap in educational opportunities has denied learners with disabilities unrestricted access to quality and functional education in the society. The high rate of discrimination against people with disabilities had unjustly hindered effective participation of the vulnerable students in the classroom activities, as learners with learning difficulties are usually separated

from the other students that are considered normal. In most cases, children with special needs are segregated into special schools to receive special education by specially trained teachers. These actions are basically geared towards ensuring that children with special needs receive formal education and become functional members of the community.

However, the separation of these students from students in the regular schools only contributes to the educational gap between learners with disabilities and those without learning challenges in the system. With this kind of arrangement, the educational system is strengthening the rate of inferiority complex experienced by the students in the special schools. It would also become practically impossible for effective interaction and cooperation among different categories of students in the education system at different levels. Therefore, there is a strong need for an educational approach that entrenches cooperation and interaction among different categories of learners within the learning space. There should be unhindered collaboration and teamwork among the students to solve personal and societal problems. In other words, educational systems across the world need to expand educational opportunities, such that every student in the system will be an active participant in the instructional process. There is a need for adequate provision for learning resources that would enable all categories of students in the learning space to interact and exchange ideas.

This is the hallmark of inclusive education, as a system that allows learners with learning challenges to be educated under the same condition with students without disabilities. Under inclusive educational practices, students from diverse backgrounds would be afforded the opportunity to freely interact and collaborate to solve different educational problems. Since they are coming from different backgrounds, there is a need to provide instructional settings that would allow all categories of students to benefit maximally from the teaching-learning process and become functional members of the society now and in the future. These students need to be considered in the planning and implementation of educational policies and programmes, such that they would not become a nuisance to the entire community. It is important to note that learners with disabilities are expected to be protected and properly educated to become productive members of the society. In the long run, these children will be able to contribute to the growth and development of their communities and the world at large.

It should be noted that these pupils with special needs would not be able to perform optimally in the regular school system unless adequate learning support facilities are provided to easy learning. Thus, the concept of inclusive education emphasises the need to transform the instructional setting with the provision of appropriate learning facilities, with a view to assist these vulnerable children operate maximally within the system and interact freely with other members in the classroom. It has been established that effective realisation of the goals of IE would be a mirage unless adequate provisions are made to alter the configuration of the existing classroom structure to cater for the needs of learners with disabilities in different countries of the world. Governments at all levels need to prioritise the provision of these supporting facilities to engender effective integration of these students in the regular classroom environments.

### **2.1.2 Growth of Inclusive Education**

In the last 2 decades, education has assumed a significant position within the international development sector across the globe. In the same vein, the concept of inclusive education has systematically been popularised to become a household term in different regions of the world (Urwick and Elliott, 2010). The level of awareness of the necessity to carry all students along in instructional programmes is rapidly expanding and inclusive education is at the threshold of becoming a strategic platform to improve accessibility to educational opportunities by all categories of students in the instructional space. All the children should be allowed to enjoy the basic right to functional and qualitative education regardless of their physical and intellectual status. The reason is quite obvious. These students are the future citizens of the country and should, therefore, be equipped with relevant skills and competences through formal education, to become useful members of the society.

It is expected that the rate of growth and sustainable development in a country could be a function of the principles and practice of IE being implemented in the educational system. The approach of IE is a positive response to the needs and aspirations of all categories of people in the society. When the school system allows all students to become active participants in the instructional process, it would promote peaceful coexistence among the learners. This stimulates interaction and collaboration within the classroom and could easily improve acquisition of skills and academic achievement. These skills and competences could be extended to the

society, thereby allowing students to proffer probable solutions to the societal challenges. These problem-solving skills would propel the youngsters to contribute to the growth and development of their immediate community and society at large.

Several countries worldwide had made efforts at ensuring adequate provision for all categories of students within the classroom ecosystem. The UK made several efforts at ensuring that all students within the instructional space are able to get quality education, not considering their physical make-up and psychological state. At one time or the other, governments at all levels made serious attempts to institutionalize IE across different levels of education. This was executed with a view to ensuring that young persons with any form of disabilities could become active participants within the learning space. In other words, efforts were made by the UK government to bridge the instructional gap between children with disabilities and their counterparts in the regular schools. The idea was really to promote the type of education that encouraged seamless interaction among all categories of students in the classroom at all times. This contributed immensely to the realization of the goals and objectives of IE in the country.

In terms of legislative attempt to ensure inclusive education in the country, in the year 1988, efforts were made to promulgate the Education Reform Act which systematically led to the establishment of the National Curriculum and national testing and assessment procedures to regulate the country's educational system. This was with a view to providing appropriate resources and facilities that would be required for effective inclusion programmes in the education system at different levels. This legislative effort was aimed at ensuring that issues that had to do with inclusive education were backed by enabling laws of the country and made it imperative for educational stakeholders to ensure judicious use of available resources to cater for the education needs of the students at all levels of education. These laws made it compulsory for school management to address the specific and general needs of physically and mentally challenged persons. The idea was basically to systematically remove the instructional gap that existed between regular students and learners with disabilities. The legislation practically gave legal backing to the efforts by education stakeholders to provide necessary resources and facilities that could stimulate effective integration of all pupils into the classroom process.

Salamanca Framework for Action (1994) was a radical departure from what was obtainable in the traditional education setting, where students with learning



disabilities were confined to the special schools and taught only by teachers who had been trained to handle such special conditions. Before the framework came into existence, special schools were specifically established to cater for the educational needs and aspirations of students with disabilities in the society. This system emphasized the need to educate learners with learning challenges in special schools, with a view to giving due consideration to the peculiar conditions and ensured that students were able to benefit maximally from the instructional process.

The blueprint from Salamanca Framework called for all educational activities to be child-centered and also to recognise the diverse learning needs of pupils in the learning space. This document also emphasized the idea that disabilities do not necessarily translate in provision of special educational needs and that learners with challenges are just as diverse as other non-disabled children in their learning needs and educational aspirations. In this way, it has been argued that children with the same form of disabilities do not automatically require the same educational needs and this calls to question the idea of labelling all children with learning challenges as having special educational needs, thereby separating them into specialist learning institutions in different parts of the world.

The discussion in education circles concerning education with inclusion had been broadened to include other pertinent issues such that it was no longer focused on educating the student but how the system of education is configured to surmount instructional barriers that could exclude persons with learning needs from accessing qualitative education. In this wise, inclusive education, as it were, was basically the output of Salamanca framework and it basically emphasized two things - how to put necessary machinery in motion to shift the focus from assumptions about the needs of children with disabilities being entirely impairment based to a functional members of the society; and about how the stakeholders could put relevant resources in place to systematically transform regular education systems to accommodate the learning needs and aspirations of all children so as to help establish education systems that are free from instructional marginalization at all times (Kiuppis, 2014).

The principle involved in IE were first adopted at the “World Conference on Special Needs Education: Access and Quality” which was held in Salamanca, Spain in 1994. The resolution at the conference was thereafter re-emphasised at the World Education Forum in Dakar, Senegal in the year 2000. This gave significant impetus to the need to entrench the idea of inclusion in the systems of education across the globe.

The world education forum restated the need for governments at all levels to provide adequate facilities that would allow different categories of students to effectively participate in the instructional process. This provided a framework to integrate vulnerable groups into the same learning environment with other students in the school system. The IE approach to the education system is further supported by the United Nations Standard Rules on Equalisation of Opportunities for Persons with Disability. This rule proclaims participation and equality for all in the school system.

These efforts had resulted in the provision of enabling environments for systematic inclusive education practices in different countries of the world. Countries in different regions of the world are gradually adopting the principles and practices of inclusion in their educational system to cater for the instructional needs of all students in the school systems. In recent times, Indian intellectuals and scholars have reached consensus on the need to adopt and integrate IE in mainstream schools across the country. In 2005, the debate on the need for inclusive education in different educational systems worldwide was re-ignited when Mary Warnock published a pamphlet entitled, *Special Educational Needs: A New Look* to consider inclusion in instructional process from another perspective. Terzi (2010) republished Warnock's publication in the first chapter of his book. Warnock traces the history in the development of educational provisions for children with SEN in the UK and specifically evaluates the issue of inclusion in the educational system. The author concludes that IE should be re-evaluated, rethought, and redefined with a view to allowing students with SEN to be integrated into the "...regular system of education, wherever they can get the best form of learning within the instructional process" (p.14). In chapter two of the book, one of the contributors (Norwich) gives a detailed analysis of the issues raised by Warnock concerning the idea of inclusion in assisting all learners within the learning space. On the issue of inclusive education, he argues that provision of learning resources for children with SEN is a continuum which could necessitate the need to locate special schools and mainstream schools within the same environment. This system practically involves co-habitation of the two types of school in the site.

Efforts at reducing barriers in instructional process continued to grow over different stages of educational revolution across the world, with strategic emphasis on the need to provide adequate resources and educational infrastructures that would make learning accessible to different categories of learners in the school system.

Children in the society are from different backgrounds and would therefore require different educational needs. It is important that the teaching-learning process is structured in such a way that it allows for diverse learning requirements of different categories of students in the society. This is the basic idea surrounding inclusive educational practices across the globe. In 1975, the idea of Inclusion became a legal right, when the Act on the Education for All Handicapped Children was passed into law. The main objective of the act was to ensure that students with diverse forms of disabilities are given the opportunity to participate in public education structure. In other words, this legislative document laid emphasis on the procedure, techniques and commitments that should be made to democratise learning space, such that learners with different forms of disabilities could be allowed to receive formal education in regular schools as their counterparts without learning difficulties.

The years 1990, 1997, and 2004, witnessed reauthorizations of this document which manifested in the emergence of a new law known as the Individuals with Disabilities Education Act (IDEA). This new law authorises stakeholders in the field of education to put necessary infrastructures in place to ensure that people with disabilities are not only allowed to learn in the public education system, but these students should also have the right to learn with less restrictions within the learning environment. This indicates that children with any form of disabilities in all schools should have access to formal education under the same condition with pupils without disabilities. In the context of morality and ethics, inclusion in the education system should be given utmost priority because children with disabilities are first and foremost children, who should enjoy the same facilities and learning resources as other children in the schools.

It is important that these students benefit from the same learning experiences that all other children enjoy, preferably under the same instructional setting. It is expected that the fundamental human right of the learners with disabilities be upheld and guided by stakeholders in the education system, with a view to giving these children a sense of belonging to become active participants in the classroom instructional activities. When learners with special needs are given the same learning opportunities with other students, it would go a long way in boosting and sustaining their confidence in classroom activities. This would engender interaction and collaboration among the students and could have a positive impact on their learning outcomes in the long run. Inclusion provides adequate platforms for socialisation,

interaction and collaboration among the students and these qualities are some of the requisite requirements in the 21<sup>st</sup> Century global economy.

It builds confidence in the system through appropriate modelling of social, behavioural, and academic competences. The process of incorporating children with special needs in general classroom setting signifies acceptance of diversity among the students. It teaches children how to interact with others of different abilities, backgrounds, and learning styles. It has been established that inclusive education must identify and respond appropriately to the diverse learning needs of their students in the instructional setting. It is noteworthy that learners with a particular community are from different backgrounds and socio-economic status and should be given an enabling environment that would allow each of them to participate actively in the instructional process. The status of a particular group of students should not be a barrier to hinder them from receiving formal education at the right time.

This involves the procedure that would accommodate diverse learning styles and learning preferences of different categories of students. This feat is achievable through the institutionalisation of appropriate curricula content, instructional planning, organisational arrangements, teaching strategies and learning resources that could be used to facilitate instructional delivery process. This support service is a continuum that should be consistently sustained to solve instructional challenges special needs students encountered in every school (UNESCO, 1994). The basic idea of inclusion focuses primarily on a child-centered approach to instructional delivery, which is capable of effectively educating all children, including those with severe disadvantages and disabilities.

Within the principles and practices of inclusive education, the entire classroom ecosystem revolves around the students and emphasis is basically placed on the provision of learning resources to cater for the needs of all students in the classroom. The focus of the classroom instruction is on all categories of students within the instructional process. Warnock (2005) referred to inclusion as possibly the most disastrous legacy of the 1978 Report... (p.20)". The report indicates that all learners with disabilities should be properly integrated into the instructional process, with the exception of children with most severe disabilities. She believed that this approach cannot be a workable solution to the issue of discrimination and stigmatisation of children with special needs in the school systems. Warnock was of the opinion that

students with diverse degrees of disabilities should be properly integrated into regular classroom settings.

However, there were arguments from scholars on the appropriateness of this kind of approach towards IE to integrate learners with special needs in the classroom activities, even before the publication by Warnock in 2005. For instance, Kauffman and Hallahan (1995) from the USA were reputable scholars in the field of special education, who published the first book on the need to entrench full and comprehensive inclusive education in the teaching-learning process. Their book critically examined the theory of full inclusion, through which it was proposed that all children be educated in a regular educational setting without the need for the creation of any kind of special classes, special schools for a particular set of people based on their intellectual, physical, and psychological challenges. The book largely disagrees with the view that the idea that practicing full inclusion in the school system would be detrimental, not only to the education of children with SEN but also to the entire special education community.

In the more recent time, Farrell (2010) published a book that focused on evaluating criticism of special education and also considered justifications for inclusive education in the school system. Some of the criticisms of special education that was examined by the scholar include: the restrictions or limited knowledge of the special education that is based in the system; the unhelpfulness of classifications such as autism; inappropriate use of assessment procedure like intelligence testing; negative impact of labelling on children with SEN which could promote discrimination; and a lack of unique strategy and curriculum content to implement special education. He, therefore, concludes that these criticisms are generally based on long-held misconceptions on the assumptions and knowledge of current theory of learning, coupled with the evidence and practice in the field of special education across the world. In most cases, those issues that have to do with the justifications for inclusive education that are addressed include the social construction of disability and SEN, the rights-based justification for inclusive education, and dependence on the postmodern perspectives of education in different parts of the world.

Developed nations of the world including the United State of America, Canada, Australia, United Kingdom, and others had largely entrenched IE into the mainstream instruction across all levels of education. However, the situations in developing and under-developed countries are not encouraging as there is still a long

way to go in the area of inclusion in the education system. For instance, in Africa and Nigeria in particular, provision of appropriate facilities and learning resources to practically reduce stigmatisation and discrimination of the students with special needs had not been given desired attention as expected. This becomes manifested in the area of planning, organisation, implementation, and accessibility to educational opportunities among the students. In some instances, a developing nation like Nigeria does not prioritise issues pertaining to inclusion in the education system.

This makes it extremely difficult for this category of people in the developing countries to actively participate in the instructional processes, especially when mixed with other regular students in the school setting. Governments in these nations could not provide adequate resources to integrate persons with disabilities into the mainstream education system, due to bad governance, corruption, mismanagement of funds and inadequate resources. Gabriele (2007) affirmed that in developing countries of the world, persons with special needs are among the poorest people with little or no attention to their welfare and educational attainment. Specifically, the kind of education Nigeria gives her citizens with disabilities encourages high rate of discrimination and stigmatisation, which reduces the level of interaction among different categories of people within the instructional space.

In Nigeria, education for the people with special needs is still at the traditional stage, where schools are located in strategic places to cater for educational needs of these students across the country. People with disabilities are still receiving education in isolated schools, located away from the regular schools for other students. There still exist specialised schools for different categories of disabilities in the country which include schools for the blind, deaf and dumb, and other with various forms of disabilities. This system promotes discrimination of students with disabilities, and it becomes practically impossible for these students to interact and collaborate with other regular students within the learning space. With this kind of educational arrangement, it becomes practically impossible to get the best out of this category of people. People with disabilities would not be able to acquire requisite skills and competences to function effectively in the society. In this way, the students would find it extremely difficult to contribute meaningfully to the growth and development of their immediate community and society at large.

However, this does not mean that there were no efforts being made to ensure that inclusive education holds its ground in Africa and Nigeria in particular. Some

efforts had been made to advocate for the need to protect the interest and educational needs of the vulnerable groups in the society by many NGOs and international partners. These attempts were made to enlighten people in the society on the need to encourage and promote inclusive education across all levels of education. For instance, Nigerians from all sectors gathered in Abuja in 2016 to demand for the right of people with disabilities to be protected through integration of inclusive education in the school system across all levels. With human and material support from world bodies and Non-Governmental Organisation like USAID, Strengthening Advocacy and Civic Engagement Programme in Nigeria, the programme was put together by Joint National Association of Persons with Disabilities in the country.

The main objective of the enlightenment campaign was to create awareness and drum support for the need to provide an enabling environment that would allow seamless integration of persons with special needs into the mainstream or regular classroom setting in the country. This group demanded for the persons with special needs to be well included in the mainstream schools across the country. This was with a view to ensuring that these persons are not unnecessarily discriminated against, in an attempt at receiving formal education at all levels. The problems of discrimination and segregation affect a significant number of persons with disabilities across different regions of the country. Children with learning challenges face a lot of difficulties in accessing quality education in Nigeria as many institutions do not provide a conducive environment for effective integration of these persons in the regular classroom exercises. In most cases, many persons with disabilities are segregated into special schools across the country.

This was due to the belief that these children cannot operate effectively in the regular classroom environments like students without learning challenges. This has contributed immensely to the number of out-of-school children in the country as these persons are usually denied the opportunity to participate in the school system. According to UNICEF, more than three million children with special needs are out of school in Nigeria. Also, the UBE Act of 2004 stipulates that basic education should remain free and compulsory for all children in the society while Section 42 of Nigerian Constitution speaks of freedom from all forms of discrimination. Despite these laws and provisions, persons with disabilities still confront huge challenges, when it comes to the issue that relates to access to quality education in the country. There seems to be no political will to implement these policies and children with

special needs are continuing to be at the receiving end as many learning institutions do not consider them in planning and implementation of educational policies at all levels of education.

Lack of implementation framework has remained an instructional bottleneck to integrate these children into the school system together with other students. At present, persons with disabilities still access education in special schools and other centers that are primarily established for them. Even these special schools are not equipped with requisite facilities that would make learning easy for students. This approach is increasingly expanding the educational gap between students in regular schools and learners with special needs. The system of isolation encourages discrimination and stigmatisation of people with disabilities in the country. Thus, persons with disabilities in Nigeria are finding it extremely difficult to play active roles in the growth and development of the country due to inadequate skills and competences. This could be attributed to the fact that many educators believe that learners with special needs cannot be educated in the same class with other students without disabilities.

This makes most of the children with learning challenges lose their sense of belonging and this in turn could degrade their potentials. In this way, persons with disabilities would not be able to contribute their quota to the growth and development to the society and the world at large. Thus, there is a need to unlock the potentials of these students by making adequate provision for effective integration of inclusive education at different levels of education in the country. The hidden talents of the persons with disabilities could be adequately tapped if they are given equal educational opportunities with their colleagues without learning challenges.

### **2.1.3 Principles and Practices of Inclusive Education**

According to TANENBAUM, (2011), there are seven principles and practices of inclusive education. These include:

1. Teaching All Pupils

It is important to note that learners in the classroom come from different backgrounds and with diverse abilities. In this way, teachers need to understand that students learn in different ways and should therefore structure instructional activities to cater for the individual differences that exist among the pupils in the classroom. With diverse abilities and competences, children possess different learning styles, and



it is important to take note of their preferences within the instructional system. Teachers in every subject area take advantage of technology to facilitate classroom activities at different levels of education. However, it is noteworthy that teachers need to identify students' learning styles and structure instructional activities in such a way that learners would learn in their preferred ways. Learning resources should be provided to meet the diverse needs of all learners in the classroom. For instance, some students prefer to learn with visual content while others like audio instructional content. It will be practically inappropriate to prepare video instruction for a class with regular students and visually impaired students.

The onus lies on the teacher to structure instructional content in such a way that all students in the classroom will benefit maximally in the teaching-learning process. In order to do this effectively, teachers should have the capabilities to use technological tools to author instructional content and domesticate learning resources to meet the peculiar needs of all the students in the classroom. It is important for teachers to structure instructional content in such a way that the needs and aspirations of all the students in the classroom will be substantially met. Teachers are the critical stakeholders in teaching and learning and have the responsibilities to cater for the educational requirements of all pupils within the space. It is paramount to note that learners in the classroom are from different backgrounds with diverse learning needs. The teacher had the responsibilities of ensuring that these needs are considered in the selection of learning materials and strategies to be used for instructional delivery.

Teachers need to prepare instruction in such a way that the diverse learning needs and styles of all students in the classroom will be met. This would entrench the principles and practices of inclusive education in the instructional process at various levels of education. Teachers with adequate skills and knowledge of inclusive education practices would be able to cater for the needs of all students in the classroom, especially those with special needs. Thus, the instructional process should be directed at ensuring that people with any form of disabilities are carried along in the classroom activities. These vulnerable children should be able to derive maximum benefits from instructional activities designed by the teacher. This would promote inclusive education among various categories of students in the learning space.

## 2. Exploring Multiple Identities

The instructional process should emphasize confidence building among the students. This would improve their sense of belonging and allow them to ask questions about difficult concepts in the classroom. This approach would improve interaction and teamwork among the students. Thus, teachers are expected to create learning activities that would stimulate interaction and sharing of experiences among the students. Teachers could engage students in collaborative projects, where they would have the opportunities to share their experiences with other members of the class. This would build pupils' confidence in the instructional process and improve participation in classroom activities. Some learning strategies like cooperative learning, problem-based learning and digital storytelling could be used to explore multiple identities among different categories of students in the classroom. Cooperative and collaborative learning had been identified as viable instructional strategies that could promote interaction and teamwork among students of diverse abilities in the classroom.

It is expected that teachers deploy appropriate instructional strategies that would encourage interaction among students. These strategies should cater for individual differences among all the students in the classroom and allow for equal opportunities to educational services in the school. An efficient teacher needs to involve varieties of methods in the instructional process, with a view to catering for the diverse educational needs and learning styles of children in the classroom. With these kinds of engaging strategies, teachers would be able to cater for the needs of students with disabilities within the learning space. This would eventually lead to systematic integration of inclusiveness in the classroom activities.

## 3. Preventing Prejudice

The experiences people gain on a daily basis do influence their behaviour and judgment and this could degenerate into prejudice and bias, especially among students in the school system. Teachers could prevent these anomalies by creating awareness on the need to engage in positive activities and behaviours among the students. Teachers could teach students how to play their roles in creating conducive and equitable learning environments to enhance the teaching-learning process at all levels of education. Learners need to be equipped with relevant knowledge and skills to identify facts and reject fiction within the learning system. Teachers need to explain to

students the behaviours that are based on prejudice and the need to embrace positive behaviours that would promote peaceful coexistence and collaboration among students in the classroom. Teachers also need to enlighten other students in the classroom on the peculiarities of students with disabilities and the need to protect their rights at all times. Regular students should be told to embrace these vulnerable students and interact freely with them to solve instructional problems and societal challenges. When this is done, students with disabilities would be able to benefit maximally from the instructional process and become active participants in the teaching-learning activities.

#### 4. Promoting Social Justice

To maintain peaceful coexistence among people in the society, citizens need to cultivate the habits of fairness, respect for rule of laws and uphold the norms of the community. The groundwork of equipping citizens with these values could be laid in the school system. Teachers need to discuss with students on issues concerning fairness, equality, and justice. Teachers should explain to pupils what constitutes injustice and the need to demand their rights such as equitable educational opportunities, immigration rights and civic neglect of urban environments.

#### 5. Choosing Appropriate Materials

Instructional materials are designed to facilitate classroom instruction and make learning to be more realistic and connected to real-life situations. In essence, these materials are deployed to assist teachers achieve instructional objectives and engage learners in instructional content. There are many instructional materials that could be used by teachers to meet the diverse needs and aspirations of students in the classroom. However, it is important to note that some learning materials are appropriate for some categories of students within the instructional process. The onus, therefore, lies on the teacher to select appropriate materials that could address the peculiar needs of all the students in the classroom. These materials could be used to promote different cultures and beliefs of people across the globe. Learning resources like print materials, movies, pictures, and other internet resources can be used to expose learners to people's diversity across the globe. Choosing appropriate materials could involve the following efforts:

- Be diverse: No particular material can be said to be appropriate to teach the whole classroom, so teachers should generate multiple media resources to explain the cultures and beliefs of groups across the world.
- Let groups speak for themselves. It is important to situate the learning content within the context of learners' experiences. For example, when explaining issues about women and their rights, the teacher needs to also quote from female authors to describe the situations appropriately.
- Experts are everywhere: There are different resources outside the classroom setting that teachers could use to make learning more meaningful and realistic to the students. Teachers could invite experts in relevant professions to discuss different concepts in the classroom. It is important to note that teachers could also link students with relevant media content on blogs and YouTube, where students could access lectures and presentations from scholars across the globe.

#### 6. Teaching and Learning about Cultures and Religions

The society is made up of people with diverse religious and cultural beliefs and thus, students in the instructional setting would have different cultural and religious dispositions. The onus, therefore, lies on the teacher to expose children to positive cultural and religious values. Students need to learn about the diverse cultures and religions of other people of the world and also their peers in the school setting. Teachers should set appropriate standards and frameworks that would regulate inquiry about other people's culture and religion, such that individuals' feelings would not be negatively tampered with. Emphasis should be laid on the need to respect other people's cultures and belief systems, with a view to entrenching peaceful coexistence within the learning space. When learners are exposed to different cultural beliefs across the world, it stimulates respect for people's opinions and views about specific concepts in the classroom.

It is also important for teachers to go beyond teaching religious and cultural values of people across the world. Teachers are expected to clear various misconceptions that could exist in pupils' minds about cultures and beliefs of other people in the society. Teachers need to emphasise mutual respect for the religions and cultures of all students in the classroom. This would promote interaction and teamwork among the students and could have an impact on their learning outcomes.

## 7. Adapting and Integrating Lessons Appropriately

In order to entrench inclusion in the education system, teachers across all levels need to be flexible in the process of adapting lessons in the curriculum. It is important that the instructional content is well planned and structured in such a way that learners would be able to participate effectively in the teaching-learning process. The groundwork of adapting appropriate content in the instructional process is adequate preparation of lesson plans by the teacher. Lesson plans are prepared to guide teachers and students on steps to take to achieve previously stated instructional objectives.

At this point, it is important for teachers to note that students in the classroom come from diverse cultural settings and religious beliefs. These students are also from different socio-economic backgrounds in the society. Thus, it becomes imperative for teachers to understand the fact that their feelings and beliefs should be adequately protected at all times. Learners' analysis is important for teachers to understand the nature and status of every student in the classroom. Teachers have to identify learners' learning styles, background, religion, cultural beliefs among other factors. Issues that have to do with learners' history, religions and cultures should be handled with caution and respect in such a way that all interests are well protected. This will build students' confidence in the system and promote peaceful coexistence among all the students in the classroom.

### **2.1.4 Inclusive Education and Disabilities**

There had been concerted efforts among scholars across the world on the need to ensure that all learners in instructional settings are adequately catered for, regardless of their intellectual, physical, or psychological abilities. An effective instructional process is the one that caters for the diverse needs and aspirations of the students. This would ensure realisation of the objectives of the "education for all programmes" being championed by several world bodies, education stakeholders and NGOs globally. The instructional challenges confronting different categories of students within the learning space can easily be surmounted with the systematic integration of IE into the school system across all levels of education. Basically, the revolution that ensures inclusion in the education system is focused on people with disabilities and learning difficulties across different stages of education. This is

implemented with a view to ensuring that these students are not unnecessarily discriminated against within the school system.

It had been assumed that these categories of students would require learning support to afford them the opportunities to participate actively in the classroom activities. This focus is being reflected across scholarly submissions and legislative acts in different regions of the world. There had been various attempts and concerted efforts by governments and other educational bodies to ensure effective integration of all learners, especially those with disabilities, in teaching-learning activities. The focus of policy statements and educational interventions in this regard had been directed at providing appropriate facilities that could be used to carry every student along in the instructional process. These reports and policy statements had been directed primarily at the need to include learners with disabilities in the school system, especially with the regular students in the mainstream schools. Education for All (EFA) programme by UNESCO report that:

The strategic goal of education for all programme across nations can systematically be achieved only when all countries worldwide recognise the fact that the universal right to education extends to all categories of people in the society and when these nations direct educational resources at establishing or reforming different sectors of public education systems, with a view to meeting the educational needs and aspirations of persons with learning challenges at all levels of education (UNESCO, 2010).

The issue of inclusion has been one of the major discussions across different countries of the world, with experts consistently advocating for the need to engender unrestricted access to education by all students within the society. Scholars across different disciplines are increasingly advocating for the need to ensure that persons from different backgrounds are well catered for, within the learning space. It is expected that persons with learning challenges are given unrestricted access to qualitative education that their counterparts without learning disabilities enjoy in the society. It should be noted that students with special needs could also perform better in the classroom when given the required resources and facilities to become active participants in the instructional process at different levels of education. These groups of people have hidden potentials that should be unlocked with the capabilities provided by inclusive education.

Inclusive education allows the stakeholders in the field of special education to unlock the potentials of persons with learning challenges and make them active participants in the process of teaching and learning at all levels of education. In the developed countries of the world, emphasis is usually placed on the systematic removal of instructional constraints that could hinder effective participation of disadvantaged persons in the teaching-learning process. It should be mentioned that when these persons are well accommodated within the system, they would become active participants within the instructional process, and this could improve their learning outcomes one way or the other at the end of classroom activities. These students would be able to interact with other members of the classroom in the regular educational setting and this gives a sense of belongings to the persons with learning challenges and improves collaboration and teamwork among them.

This implies that inclusive education could be a veritable tool to integrate students with learning disabilities into the instructional setting as they would be able to interact freely with other persons within the regular school setting. In the same vein, the systematic policy formulation and implementation of education with inclusion in the education system would assist to unlock the hidden potentials of these persons to contribute to the growth and societal development. The ideas of inclusive education would help in developing relevant skills and competences of persons with special needs. This makes them functional members of the society and be able to contribute to societal development. In other words, IE has a ripple effect on the development of the society as many of these persons with disabilities would be able to contribute their quotas to the advancement of their immediate communities over a period of time.

This implies that society that neglects persons with disabilities would be depriving these people the opportunities of contributing to the development of the communities. Thus, in order to maximise the potentials of all the students in the school environment, there is a need to promote inclusive education among all categories of students in the classroom. Inclusive education would allow education stakeholders to explore the potentials of all the students in the school environment, regardless of their physical and emotional orientations. However, it should be noted that inclusive education poses serious instructional challenges to the stakeholders in education as the approach involves systematic alteration of different elements of the school system. The systematic integration of inclusive education into the education

system requires a paradigm shift from the traditional way of school structure. It should be noted that the school setting in the traditional environment usually encourages separation between regular students and learners with disabilities in the instructional setting.

That led to the establishment of special schools for people with learning difficulties in those days. This approach promoted discrimination of persons with disabilities within the learning space. Therefore, the systematic introduction of IE into the education system necessitated the need for re-adjustment of the structure and setting of the classroom to accommodate different categories of learners in the instructional process. This makes inclusive education present some challenges to the stakeholders in the system of education, especially the teachers, who need to re-arrange the classroom setting and learning facilities to cater for the needs and instructional requirements of learners with learning difficulties in the regular classroom environment. For instance, in different countries in Europe, IE presents a huge challenge for the educational systems, regardless of the level of development and implementation process.

The reason is quite obvious. IE is a systematic procedure that requires adjustment in curricula content and classroom structure, with a view to satisfying the needs of all students in the classroom, notwithstanding their psychological, physical, social, ethnic background and family backgrounds. Furthermore, inclusive education requires fundamental changes on the organisational and managerial structures of the schools, to promote active participation of all students in the teaching-learning process (Unianu, 2011). In recent times, IE has been expanded to include those who are at risk of marginalisation or exclusion from the mainstream classroom for whatever reasons, whether these persons have disabilities or not. The vulnerable persons in the society like orphans and children from broken homes are usually at the risk of being excluded from mainstream schools, due to their inability to pay for functional education in the society.

Even though these persons are without any form of disabilities, the societal structure and educational system could inadvertently exclude them from the teaching-learning process. For instance, a child from a broken home could be excluded from mainstream education due to his single parent inability to cater for his educational needs at a particular time. Therefore, the concept of inclusion had been extended to incorporate other categories of persons, apart from pupils with special needs. Hence,



IE can be considered as a process that intends to address barriers to learning and participation by providing equal educational opportunities for all learners to take part in the teaching-learning process (Oduolowu, 2011; Ainscow and Cesar, 2006). Ajuwon (2008) considers IE as the philosophy and practice of educating students with disabilities in the regular education system, to promote effective interaction and exchange of ideas in the classroom. To Odubiyi (2016), IE is usually based on the notion that every child should be treated as an equally important member of the education system.

In fact, the concept of inclusion seeks to address the learning needs of all students in the school system, with a particular focus on those with vulnerability to marginalisation, discrimination, and isolation in regular schools across different societies in the world. A number of researchers (Avramidis and Norwich 2002; Forlin, 2001) affirm that successful implementation of reforms and policies on inclusiveness is largely a function of the goodwill of educators and stakeholders in the field of education. Educators here simply connote all the stakeholders that are directly or indirectly have a link with inclusion, including pupils. These stakeholders must possess good perception, knowledge, and positive attitude about this course for it to be achievable. There is a need to appeal to the sensibilities of the stakeholders in terms of adequate orientation and enlightenment, such that they would appreciate the need for inclusion in the education system across all levels. These educators had been touted as the critical stakeholders in the formulation and implementation of various educational policies across the world (Norwicki and Sandieson 2002).

It is important to consider their perception, attitude, and readiness to implement policies that concern inclusive education in the school setting. Even with adequate policies and legislations, the system requires firm support from the education stakeholders, for effective realisation of the objectives of IE in the instructional setting. For instance, it had been observed that teachers with positive attitudinal disposition towards inclusive educational practices are likely to show high level of readiness to alter the classroom setting in such a way that will benefit pupils with diverse learning needs in the classroom (Sharma, Forlin, Loreman, and Earle. 2006; Subban and Sharma 2005). Teachers play pivotal roles in the implementation of educational policies in the classroom at different levels of education. These professionals usually implement any legislation or policy that is meant to improve the learning conditions of students with disabilities in the school system.

Successful implementation of educational policies and legislations is practically a function of the readiness and attitude of the teachers in the system. If teachers show support for the policies in IE, then, there would be a high level of compliance with the laws regarding the protection of persons with disabilities in the classroom. The support of teachers remains strategic to successful implementation of any educational programme at all levels of education. Teachers are the facilitators and moderators of instructional process and their disposition to any integration effort would largely determine the extent of successful implementation of such a programme in the school system. Thus, teachers have pivotal roles to play in the implementation of inclusive education practices in the instructional process. Olagunju and Aranmolate (2012) in their study found a significant difference in the awareness level, attitude and perception of teachers and parents.

Teachers' mean scores were higher than parents mean scores. Secondly, there is also a significant difference between the mean scores of teacher trainee subjects and parent subjects. The teacher trainee subject mean scores are higher than that of parent subjects. Rambo (2012) in their report revealed that the term inclusive system of education is not a new term to pupils in the department of Special Education, University of Ibadan, and those at Federal College of Education (Special) Oyo while those in other departments apart from those mentioned above, were not aware and were not in support of such system of education. He, therefore, recommended that knowledge of IE should be inclusive in the curriculum at the higher level. Teachers who have positive disposition towards creating an enabling environment for inclusion of all categories of pupils in the classroom, were found to record more success in the stages of implementing inclusive educational practices at various levels of education (Avramidis, Bayliss, and Burden, 2000).

Pearce (2009a, 2009b) found out that the process of maintaining and sustaining a positive attitude towards the practice of inclusive education was even more paramount than teachers' knowledge and skills in the instructional delivery process. This report was corroborated by Boyle, Scriven, Durning and Downes (2011), who concluded that a positive attitude towards inclusion in educational practices was even more imperative than school resources that are made available to teachers who are saddled with the responsibilities of implementing the inclusive education at different levels of education. Pearce (2009a) also affirmed that pre-service teachers who were properly equipped with requisite skills and competence to

carry all students along in instructional practices during their teacher training programmes have more positive attitudes to inclusive education, than their counterparts who were did not receive adequate training to teach students with diverse learning needs in the classroom.

Inclusive education may have been influenced by the attitude of some stakeholders. It is interesting to note that a significant number of teachers in Nigeria possess mixed attitudes towards the concept and idea of inclusive education. Oladele and Ohanele (2012) reported that Nigerian teachers have a negative attitude towards inclusive educational practices. Some of these teachers were of the view that students with learning disabilities might not be able to benefit maximally in the regular classroom setting. The implication is that teachers with this kind of perception would find it difficult to integrate children with learning challenges in the regular classroom. Apparently, it would be difficult to convince such teachers to support policies and legislation that are meant to protect the educational rights of the vulnerable students in the school system.

This position negates that of Okoli, Olisaemeka and Ogwuegbu (2012) who were of the opinion that attitude towards IE varies from teacher to teacher. These authors believed that some teachers have strong belief in the abilities of these children to cope with the instructional challenges in the regular classroom setting, while some are of the view that students with disabilities should be separated and taught in the special schools across the country. Salami (2014) reported in his study that respondents felt they were adequately prepared for some responsibilities in the inclusive setting. Some of the teachers believed in their capabilities and competences to integrate learners with special needs into the mainstream educational system, with a view to allowing them to benefit maximally by interacting with other students without learning challenges.

However, there were significant areas the regular teachers felt they were not prepared enough. These include the use of assistive technology skills, handling special needs pupils, peer tutoring, and skills for social and academic integration of special needs pupils. Thus, what has been practiced in Nigeria was more of integration that sought to educate persons with disabilities and their average counterparts in the same school setting. It was obvious that the practice was not without its flaws and loopholes as it further encouraged segregation, labelling, and hence, stigmatizations (Komolafe, 2018). In order to effectively integrate students

with disabilities in the instructional system, several models had been suggested by scholars in different parts of the world. For instance, in the UK, Heiman (2004) identified four basic models of inclusion in school system, namely.

- i. in-and-outmodel.
- ii. two-teachersmodel.
- iii. full inclusion model and
- iv. Rejection of inclusion model.

These models were developed to provide frameworks for effective integration of learners with disabilities into the instructional system at all levels of education. In other words, IE is a systematic procedure that should be guided by appropriate frameworks for effective implementation in the school system. Heiman (2004) further conducted another study in the UK and Israel on the implementation of inclusive education in the instructional setting.

Findings from the result reveal that a significant number of UK teachers and teachers from Israel believed in the effectiveness of an in-and-out model to incorporate pupils with disabilities in the school system. Many of the respondents were of the opinion that this model would allow learners with disabilities to benefit from special instruction put in place to cater for their special needs and regular classroom instruction from regular teachers. This encourages active interaction and collaboration between learners with learning disabilities and students without learning challenges. The two-teacher model was more entrenched in the school system in Israel than what is obtainable in Britain. This model involves two teachers teaching at the same time in the classroom. During this instruction, the special education specialist will teach the pupils with disabilities, while the other teacher concentrates on the regular students.

The implication is that two teachers would deliver instructional content in the classroom simultaneously and each of them would focus on a specific group of people in the classroom. Special teacher would focus on special students while the other teacher concentrates on regular students in the same classroom. In Israel and the UK, a small percentage of teachers were of the opinion that the only workable model for effective integration of people with disabilities in instructional process is the full inclusion model. This model allows for students with disabilities to be incorporated into the regular classroom setting to engender effective interaction and social collaboration among all members of the classroom. When stakeholders in education

provide adequate learning support for the teachers, students, and the entire school system, full inclusion would be most beneficial for all categories of students in the learning space.

Lastly, the findings showed that some teachers in both countries believed in a rejected inclusion model. This model provides a framework for separation between learners with disabilities and regular students in the school system. Teachers who believed in this model were of the view that pupils with disabilities should be separated from regular students. It is believed that students with learning disabilities should be allowed to learn at their own pace in separate classes. The teachers concluded that the rejected inclusion model would be able to cater for the immediate and future needs and aspirations of special needs pupils, who could find it extremely difficult to reach the academic level of the mainstream students in the mainstream classroom (Ali, Mustapha, and Jelas, 2006). Common to some of these findings is that education is the major key to sustainable human development and the teacher is undoubtedly the most important factor in the education.

Although IE has been actively considered since the Salamanca Framework in 1994, scholars are still doubtful of the readiness of educational stakeholders to implement the policy in Nigerian educational system. These uncertainties and contradictions can only be put to rest through a comparative analysis of inclusive practices in Nigeria with the rest of the world. It therefore behooves on the researcher to compare the inclusive practices in Nigeria with that of a more developed and civilized economy in Europe. The United Kingdom was considered to be a better option due to the fact that Britain- the capital country of the UK colonized Nigeria. And even after independence, Nigeria still seems to share some common values with Britain on so many issues, education inclusive.

Appraising the emergence of inclusive education in Nigeria, the education of children with special needs did not start in Nigeria formally until around the 19th century (Komolafe, 2018). This implies that children with special needs learning needs could not be met because formal education did not make provision for them in Nigeria since it was designed for the regular learners and not individuals with special needs. As reported by Komolafe (2018), prior to the year 2000, education of persons with special needs was dominated by missionaries. However, these schools were later taken over by the government during the post-independence era and returned back to their respective owners in the year 2000. This pointed to the fact that the word

“inclusive” was in the oblivion in Nigeria for many years. It took the efforts of Lagos State government who was the first and the most obvious State in Nigeria, to have identified some regular schools within the state and designated them as inclusive. Consequently, 31 schools were designated across the Education Districts in the State.

The Scandinavian principles of ‘normalization’ and ‘community care’ marked the emergence of IE in the United Kingdom. These principles were the first policy documents backed with appropriate legislation to ensure effective realization of aims and objectives of IE in the UK. This was the strategic attempt to integrate learners with learning disabilities into the mainstream education in the country. According to Montgomery (1990), the White Paper Better Services for the Mentally Handicapped that was prepared for implementation in 1971 emphasized a paradigm shift that focused on the community provision and reduction in the number of hospital beds that were reserved for persons with disabilities from 90% to 40% of the provision for residential services, particularly for the mentally challenged people in the society. The approach was to encourage the full integration of these persons into the community. The idea was basically to make functional members of the community. Thus, family members were encouraged to move persons with disabilities from health centers and integrate them into the school system.

Although the community provision approach was not fully accepted by the people, due to the inability of the government to make radical and strategic changes in the system. However, principle was the first attempt by the government and other education stakeholders to incorporate mentally handicapped pupils into the formal education setting and was able to extend provision of learning facilities to children with learning disabilities across the school system. With this initiative, children with learning disabilities were afforded unique opportunities to enjoy special education, with the establishment of new schools with required learning resources. During this period, a significant number of the children with disabilities were systematically moved from hospitals to family homes, foster homes, or small children’s homes, with the exception of some who were left behind in medical facilities as a result of the need to access adequate medical support (Porter and Lacey, 2005). After the principles of normalization and community care comes the Warnock Report of 1978 and Educational Act of 1981.

These new developments provided systematic transformation in the type of attention given to school settings, which could be a breeding ground for learning

difficulties (Armstrong, Armstrong, and Spandagou, 2010). Also, the 1981 Education Act charged the local authorities with power and responsibility of assessing needs and ensuring that pupils with learning difficulties received special educational provision that would benefit maximally from classroom instruction. The Act mandated Local Education Authorities (LEAs) across the country to make adequate provision for pupils with special needs to be educated in regular schools, with due consideration for the consent of the parents and schools' capabilities to provide supporting services that would ensure successful implementation of the initiative (Montgomery, 1990). This legislation systematically led to the introduction of the law of integration to UK policy, which eventually resulted in positive climate change across the country.

The Act encouraged different organs of government to ensure adequate provision for the needs and aspirations of persons with disabilities in the country. This involved the provision of appropriate social facilities to integrate these people into the mainstream societal structure. The main facilities were to be structured in such a way that persons with one form of disabilities or the other would be able to interact with the environment and contribute to the growth and development of the society at large. In the school environment, the school management and other critical stakeholders were encouraged to reinvigorate the instructional terrain, such that persons with disabilities would have the opportunity to participate in the teaching-learning process. Due to their peculiar characteristics and challenges, it is expected that persons with disabilities would require specific learning conditions that would cater for their learning needs. In this way, the Act encouraged stakeholders in education to ensure adequate consideration for the needs and aspirations of these vulnerable groups, while planning and implementing educational policies across all levels of education.

This was intended to make persons with disabilities functional active participants in the instructional process. This would afford them the opportunity to contribute positively to the growth and overall development of the society. The early part of 1990's witnessed more rapid development, overwhelming mainstream school capability to deliver on its mandates. During this period, the regular schools were strengthened to deliver educational policies that integrated different categories of people in the instructional system. In this way, the legislation called 'Education Act of 1993' gave birth to a Code of Practice on Education (DoE, 1994). The main highlight of this legislation was the identification and assessment of the requirements of special education and learners with special learning challenges in regular schools. This code

of practice focused on assigning needs of the pupils and schools at different stages of school action and procedure, which include statutory assessment and issued statements on the policy and process.

At this stage, the learning needs of the persons with disabilities were highlighted and the available facilities and learning materials were evaluated to identify areas of improvements in making the instructional system more disability friendly. In doing this, the available facilities were assessed to know if these materials could support the learning requirements of every category of students in the school environment. Also, the peculiar characteristics of these people were considered in categorizing their learning needs and the materials that would be required to meet these instructional needs of learners with special needs. The idea was to ensure that the learning environment became more disability-friendly and support the learning needs and aspirations of the students with learning challenges. This was to ensure that appropriate facilities in the school were supplied to cater for the learning needs of these persons. Also, the learning materials are provided to ensure that learners were able to learn effectively, irrespective of their specific characteristics. Whether students are confronted with learning challenges or not, they should have a conducive environment to operate and learn within the school system. In other words, the education system should provide educational opportunities to all categories of people in the society.

Moreover, the act mandated the regular school system to appoint their special education needs co-coordinator (SENCO), who was saddled with the responsibilities of working collaboratively with other staff to make sure that regular school systems followed all the required principles and procedures stipulated in the document to meet the special educational needs of its pupils through a five-stage model that would culminate into the writing of Individual Education Plans (IEPs) (Ellis, Tod and Graham-Matheson, 2008). These SENCOs were the personnel who were charged with the responsibilities of monitoring the programmes and policies put in place to protect the rights of persons with special needs within the instructional process. The Act gave necessary powers to the SENCOs to mobilise the entire school system, with a view to ensuring that adequate resources are provided for all categories of children in the school to access functional and qualitative education at all levels. They were also to ensure that these vulnerable children were not discriminated against by other students and staff in the regular school setting.



This act included the policy of legal obligation and enforcement to ensure compliance by LEAs and schools. In this way, adequate frameworks were provided to ensure that major education stakeholders operate within the provisions of the laws to protect the rights and learning requirements of children with learning difficulty in the school system. They mandated the LEAs and school management to provide necessary resources, facilities and learning materials that would make it possible to seamlessly integrate learners with learning challenges into the mainstream educational setting. In other words, all the critical stakeholders in the education sector were put under obligation by the Act to provide an enabling environment for students with any form of disabilities to learn productively in the classroom setting, with other students with no special needs. These stakeholders were mandated by the Act to create an atmosphere of learning that would allow all categories of students to interact freely in the classroom and collaborate to solve personal and societal problems.

This Act gave impetus to the efforts at ensuring that learners with disabilities were able to access quality and functional education with other regular students, without any form of discrimination and segregation. People were made to realize the need to protect the educational rights of this group of students and allow them unrestricted access to educational opportunities like their counterparts without learning difficulties. Year 2000 marked the beginning of a new era in the life of pupils with special educational needs (SEN) and inclusive education policy in the United Kingdom. Strategic efforts were made to systematically entrench the principles and practices of inclusive education in the education system. These efforts led to the promulgation of relevant laws to mandate stakeholders to protect the educational needs of pupils with disabilities and ensure that equal rights are given to all categories of students in the country, regardless of their physical, intellectual, and emotional status. Attempts were also made to build a framework that would facilitate seamless integration of inclusive education in the school systems across the schools in the UK. Governments at all levels provided workable platforms that ensured sustainable inclusive educational practices, with a view to making sure that all categories of learners in the classrooms are well catered for.

In 2001, the Special Educational Needs and Disability Act (SENDA) was introduced to put workable framework in place for inclusion and this Act provided a more robust protection of pupils with disabilities against marginalization and discrimination. This act encouraged schools to treat children with SEN equally with

other children and to make provision for necessary facilities to meet their needs and aspirations of this category of children in the school system. It also reinforced the rights of parents of such children to choose their preferred type of school system, which they believed would allow the learners to maximize their potential. With this, full inclusiveness was on course in the United Kingdom. Several research works have been carried out on inclusive education in Nigeria. For instance, Nwazuo (2014); Okoli, Olisaemeka and Ogwuegbu (2012); Oladele and Ohanele (2012); Olagunju and Aranmolate (2012); Fakolade, Adeniyi, and Tella, (2009); Oyewumi (2008), Eniola and Olukotun (2003) and host of others have all worked on inclusive educational practices in Nigeria. However, to the best knowledge of this researcher, none of these studies have been able to holistically work on these three variables of perception, knowledge, and attitude toward inclusive education in Nigeria. Majority of these scholars have only succeeded in working on one or any two of these variables at maximum. Worse still, none of these studies has deemed it fit to extend the focus of any of these three variables on the pupils.

### **2.1.5 Introduction and Practice of Inclusive Education in Nigeria and United Kingdom**

This sub-section examined the origin and practice of inclusive education in Nigeria and the United Kingdom. The analysis began with Nigeria and followed by the United Kingdom.

#### **2.1.5.1 Introduction of Inclusive Education in Nigeria**

Evidence abounds in literature that there had been a strong revolution in the developed and industrialised countries of the world to integrate all categories of students in the regular public school settings (Avramidis, Buylis, and Burden, 2000; Crolland Moses, 2000; Hammond and Ingalls, 2003). These movements had been well documented in literature, as many world bodies and NGOs had taken giant steps to demand for the right of people with special needs to be included in the education setting with their counterparts with no learning disabilities. It had been established that all students would benefit from effective interaction and collaboration with such an educational approach. Thus, there had been practical steps in the industrialised world to integrate the persons with disabilities into the regular school settings. This

had been achieved with the provision of appropriate learning resources that would allow students with special needs function effectively in the mainstream schools.

However, in the context of Nigerian education system, much of the debates regarding inclusive education had remained theoretical and speculative. This is because, to some extent, there was no literature explaining the historical background and development of IE in Nigeria. It was on record that the word “inclusive” was in the oblivion in Nigeria and Lagos State in particular until the State government handed over some schools to their owners in the year 2000 (Komolafe, 2015). Even with this development, Nigeria, and Lagos State in particular cannot boastfully claim to have been practicing inclusive education because most of its operations still revolve round integration and not inclusion as originally claimed.

Lately, several efforts are being made to ensure that inclusive education is fully integrated into the school system in Nigeria. One of such efforts as reported by an online newspaper (The Authority-<http://authorityngr.com/2016/04/>) through JideOjo was made on April 19, 2016, when people across the country converged on the nation capital, Abuja, to clearly demand for the need to ensure inclusive education for persons with disabilities in different levels of education. The researcher happened to be one of the special guests of honour at the event, which focused on the need to emulate other developed countries of the world in the area of inclusion, with a view to ensuring that all learners in the schools have unrestricted access to functional education. Stakeholders were of the view that learners with special needs required a strong voice and support to protect their rights and needs within the learning space. Basically, the enlightenment campaign was organised by the Joint National Association of Persons with Disabilities with partnership and support from USAID and other Non-Governmental Organisations in the country. It was carried out to demand for the right of the persons with disabilities to get unrestricted access to quality education at all levels.

The demands put forward by JONAPWD include:

- That governments at all levels are expected to make adequate provision for relevant resources and infrastructures like accessible classrooms, assistive digital tools, mobility aids, visual and hearing aids and other required materials that would allow students with disabilities to be properly integrated in the regular classrooms.

- The existing regular schools should be rehabilitated and provided with the relevant resources to integrate children with disabilities into the school system and make learning accessible to them at all times.
- Intensive capacity-building training should be prioritised by state and federal governments to allow teachers to deliver on their mandates within an inclusive education setting.
- Relevant courses in special education, especially those relating to inclusive education, should be made compulsories for all prospective teachers.
- It was also demanded that governments at all levels need to set-up a special fund for seamless implementation of IE, especially at the basic level of education.
- Lastly, it was recommended that different media organisations should restructure their educational programmes to reflect documentaries, articles, and news on the issues of inclusion in the education system.

#### **2.1.5.2 The Practice of Inclusive Education in Nigeria**

In the early stage of our educational system, inclusive education approach was originally considered as a notion at different levels of education, as many people believed that all categories of learners in the education system cannot be captured within the instructional process. The early assumption indicated that learners with special needs should be given special attention in special schools across the country. This necessitated the need to establish special schools in different parts of the country. Many stakeholders in the field of education believed that learners with disabilities would not be able to learn effectively in the classroom with regular students. However, with the increase in evidence-based in research and the need for inclusion in the educational system in the recent time, inclusive education has witnessed progressive improvements in the teaching-learning process regardless of cultural, social-economic, political, psychological, and physical constraints among different categories of people in the society (Eskay, 2009; Abang, 1988; Oluigbo, 1986). Stakeholders in the field of education are consistently advocating for the need to ensure total inclusion within the instructional process. In recent times, the strategic importance of inclusive education has been repeatedly emphasized to capture all categories of students within the classroom activities.

This concept of inclusion had been emphasized at different educational institutions across the country, where people had demanded for the need to allow people with disabilities enjoy the same educational opportunities at different levels of education. In 2002, the 12th Annual National Conference of the National Council for Exceptional Children was held at Minna, Niger State, and one important issue that featured prominently concept of inclusion in education system and the need to allow learners with diverse capabilities to participate actively in teaching and learning process (Sambo and Gambo, 2015). In the keynote address presented at the conference, Tim Obani (a renowned expert in special education), emphasized that the traditional system of special education that focused on its restrictive practices cannot successfully address these myriads of challenges confronting children with special needs in the society (Garuba, 2003). It was emphasized that there was a strong need for a paradigm shift in the traditional system of special education in the country.

The traditionally held belief that special education children should be separated from regular students was not sustainable in the modern schooling system as learners with diverse capabilities should be allowed to interact freely and collaborate to solve personal and societal challenges in the society. The process would improve access to education opportunities in the country. The provisions of Section 8 of the National Policy on Education since 1977 gave impetus to the realisation of inclusive education, as the policy provides support mechanisms for children with disabilities within the instructional process (Sambo and Gambo, 2015). The educational policy emphasized the need for stakeholders to ensure adequate provision of learning resources that would engender inclusion within the school system.

However, it should be noted that inclusive education has not been given adequate attention and consideration in Nigeria, when compared with what is obtainable in the developed countries like the United Kingdom, Canada, Germany, and the United States of America. In most developed countries of the world, legal mechanisms had been put in place to protect the needs and aspirations of children with disabilities in the school system. In these parts of the world, stakeholders in the area of special education usually organise campaigns, public awareness, advocacies, and orientation to demand for the rights of the vulnerable in the education system.

### **2.1.5.3 Introduction of Inclusive Education in United Kingdom (UK)**

The emergence of inclusive education in the United Kingdom can be traced to the Scandinavian principles of ‘normalization’ and community care, which happened to be the first attempt at emanating inclusive education policies and legislations in the UK. Firstly, the document called “White Paper Better Services for the Mentally Handicapped of 1971” specifically emphasized a strategic shift towards community provision for people with any form of disabilities and also aimed at drastically reducing hospital beds for these people from 90% to 40% of the residential provision for the mentally handicapped within the society. The policy advocated for the need to reduce the number of bed spaces that were reserved for persons with disabilities in the United Kingdom. However, during this period of introducing inclusion in educational practices in the UK, the community provision approach was not fully accepted by the people, due to the inability of government to make radical changes in the structure of education and instructional settings across all levels

With this effort, persons who were usually considered as ‘educationally subnormal’ were provided with special education in new schools across the country. This programme ensured that children with disabilities in health centers were gradually moved to family homes, foster homes, or small children’s homes, with the exception of those with serious medical conditions (Porter and Lacey, 2005). The UK made several efforts at ensuring that all students within the instructional space are able to get quality education, not considering their physical make-up and psychological state. At one time or the other, governments at all levels made serious attempts to institutionalize IE across different levels of education. This was executed with a view to ensuring that young persons with any form of disabilities could become active participants within the learning space. In other words, efforts were made by the UK government to bridge the instructional gap between children with disabilities and their counterparts in the regular schools.

These efforts continued till 1981 when the Education Act saddled local authorities with the responsibilities of assessing educational needs of pupils with special needs. The idea was to ensure that children with disabilities were provided with appropriate learning resources to facilitate learning in the classroom. This Act also mandated Local Education Authorities (LEAs) to ensure that pupils with special needs in regular schools are well supported with learning resources that would facilitate their learning. However, the school authorities were mandated to seek the

consent of the parents before embarking on such intervention (Montgomery, 1990). This Act gradually introduced the principles of integration and inclusion to UK educational policies, which had a positive impact on the school system and students' learning process.

However, many scholars criticized this act for not being inclusive of all categories of children with special needs in the school system. This act was directed at addressing the needs and aspirations of some categories of learners within the instructional process. Such, it was believed that all students with disabilities should be able to enjoy education at all levels. One of the first criticisms came from Warnock (2005) who admitted that the act did not incorporate children suffering from dyslexia and social deprivation in the provision of learning materials and access to educational opportunities in the country. These categories of students were not included in the programme of inclusive education at this time. Thus, it was generally recommended that issues relating to the socially disadvantaged students should be systematically structured and all-inclusive. In the same vein, Williams (1993) believes that pupils suffering from MLD, and social deprivation are usually from parents with low incomes and low level of education which makes it practically impossible for them to cater for the needs and aspirations of these children.

#### **2.1.5.4 The Practice of Inclusive Education in United Kingdom (UK)**

The practice of inclusive education in the UK had gone through many stages and different efforts had been made by successive governments to integrate persons with disabilities in the regular classroom situation. These efforts are usually geared towards ensuring that children with learning difficulties are able to reach their full potential and contribute immensely to societal growth and development at all times. The era of SEN/inclusive education policy is manifested with the most recent documents and guides that direct and promote inclusive education at different levels of education, with a view to making it possible for all categories of individuals in the school system to interact freely and exchange ideas to shape learning and research. Different programmes had been introduced in the past few years to entrench inclusiveness in the education system and afford all students in the instructional system the opportunity to cooperate and solve problems together. The programmes were meant to give sense of belonging to the vulnerable groups within the learning space, such that they can also participate in the teaching-learning activities. For

instance, the Special Educational Needs and Disability Act (SENDA) came on board in 2001 to provide a framework for inclusiveness in educational practices.

This legislative act was practically promulgated to protect the interest and aspirations of persons with learning disabilities across the country. Basically, the Act provided an extended protective platform for persons with disabilities against marginalization, discrimination, and segregation as well as encouraging school's management and other strategic stakeholders to treat children with SEN equally with other pupils without learning challenges and to make practical restructuring to meet their needs. It was expected that there should be reasonable readjustments in the classroom structures and school settings, in order to allow these children to function effectively in the mainstream learning environments.

It should be noted that learners with disabilities have peculiar characteristics and challenges that would not allow them to effectively navigate the terrain in the mainstream schools. Thus, it becomes paramount for the management in the school to readjust the facilities and structure to support the physical and emotional needs of these students. The entire environment needs to be disabilities-friendly, so that they can operate within the system and get the best out of it all the time. The implication is that serious attempts need to be made by the stakeholders to restructure the facilities in the school, in such a way that the vulnerable children would be able to move freely and interact with their colleagues in the environment. The adjustments could be in the form of school structures and terrain to facilitate easy movement of all categories of students in the school.

The buildings, like laboratories, libraries, workshops, and classrooms need to be disability-friendly to ensure that persons with special needs are able to move freely within the system. In the same vein, the classroom setting also needs some adjustment in the area of arrangement of seats and learning resources. It becomes basically important for the teachers to rearrange the classroom setting, with a view to making it possible for children with learning needs to get the best out of the classroom instruction. They should be able to freely move within the classroom and interact actively with other members of the class. The SENDA also provided a veritable framework for people in the society to assess the extent of compliance to inclusiveness by the school management. It therefore strengthened the rights of concerned parents to choose their preferred school type and how their children would be attended to.



With this act in place, parents were given the opportunity to decide the type of school to enroll their children (DfES, 2001a). They were also able to monitor the progress of their children and how the school management made provision for the persons with disabilities in the school. This provided a kind of feedback to the government on how schools were integrating these vulnerable groups into the school system at that time. It actually assisted governments at all levels to take critical decisions on the issue of inclusiveness and how to make adequate provision for people of various backgrounds to take part actively in the instructional process. As a result of these efforts, the government issued guidance in Schools which was titled *Achieving Success to LEAs*. This effort emphasized how best to provide adequate funding for effective realization of inclusive education across the country (DfES, 2001a). At the same rate, a new Code of Practice was introduced to different school settings to ensure effective implementation of the new legislation to make it easy for children with disabilities to coexist productively with other classmates (DfES, 2001b).

This new law emphasized the need to integrate children with disabilities in mainstream schools and encouraged school management to closely work with parents, pupils, and partnership with other agencies to ensure that all categories of learners in the school system are able to work together and collaborate to learn and solve critical problems in the school and society (Ellis *et al*, 2008). Schools across the country were encouraged to ensure that children with disabilities were not discriminated against in an attempt to access quality education like their counterparts with no learning difficulties. This significantly gave impetus to the process of integrating learners with disabilities to the mainstream education system, with a view to make sure that all students in the classroom were able to freely interact and exchange ideas that would help to collectively solve personal and societal challenges.

#### **2.1.6 Perception of Inclusive Education**

The concept of inclusive education had been widely debated by scholars across different regions of the world. It has been identified that teachers have great roles in ensuring seamless integration of inclusive education within the education systems across the globe. In any instructional effort, teachers are meant to perform strategic roles as facilitators and moderators in the teaching-learning process. The success or otherwise of any educational programme depends largely on the teachers, who are the facilitators of the instructional process at any level of education. Teachers

are expected to play a pivotal role in the process of inclusion in the education system, as they have an important duty to discharge in ensuring that learners of different categories are able to operate effectively within the classroom. Studies had highlighted that the perceptions of teachers about inclusive education could affect the successful implementation of this programme within the learning space.

The fundamentals of inclusive education have to do with the teachers' willingness to accept and integrate learners with special needs in the classroom system, especially to learn with regular students (Ali, Mustapha and Jelas, 2006). The perception of teachers about inclusive education remains a strategic index to measure their level of willingness to partake in the programme. Teachers' perception could determine the level of success that would be recorded in the process of policy implementation and enhancement, especially in the area of inclusive education in the school system. Teachers are required to have a positive perception of the programme in order to support government policies and programmes in this regard. Teachers are the channels through which the policies and techniques that are involved in inclusive education could be implemented in the school setting. If teachers believe that there is no need for an education structure to include persons with learning difficulties, then, it will be difficult to expect them to implement policies that have to do with inclusiveness in the school system. Thus, the perception of teachers could determine the rate of success that could be recorded in the programme of inclusive education at different levels of education.

Burke and Sutherland (2004) found a significant positive relationship between teachers' knowledge of disabilities and their perceived willingness to educate these people to encourage them to participate actively in the instructional process. In the same vein, Pivik, McComas, and LaFlamme (2002) assert that teachers remain the most strategic component in ensuring the successful implementation of inclusive education. This implies that due consideration needs to be given to the issue of teacher's perception of inclusive education, with a view to making sure that this lofty idea is well implemented in the educational systems across the globe. In order to improve teacher's perception of inclusive education, it is important that stakeholders in the field of special education expose pre-service teachers to the concept right from the teacher education programme. Pre-service teachers need to be exposed to the issues that relate to the idea of inclusiveness in the classroom and the need to give equal rights to every category of students in the classroom.

It is important to mention that these prospective teachers are the ones to carry on with the procedure and techniques of curriculum implementation and enhancement at different levels of education. When pre-service teachers are well-grounded in the principles and procedures of inclusive education, it becomes easy for them to seamlessly implement policies that relate to inclusiveness in the teaching-learning process. Thus, teachers' perception could determine, to a large extent, the successful implementation of inclusive education in the school system. It is important to note that scholars across the world have examined the concept of inclusive education from different perspectives based on their backgrounds and beliefs. In other words, inclusive education has generated a lot of controversies among scholars in the field of special education. In the words of Berg (2004), the principle and definitions of inclusive education had generated huge controversies among special education experts, teachers, administrators, parents, and other stakeholders as people look at this concept from different perspectives.

Experts had made efforts at describing inclusive education, with a view to ensuring that this vulnerable group of people in the society are not unjustly marginalised in the school system. Inclusion basically means the belief or philosophy that persons with disabilities should be systematically integrated into the regular classroom setting to freely interact with their peers in the classroom (Friend and Bursuck, 1999). This systematic integration lies largely on the perception of teachers of the need to provide an enabling environment and relevant resources to make learners with disabilities functional members of the society at all times. Apart from teachers, the perception of scholars about issues of inclusiveness in educational practices could also hinder effective integration of inclusive education across different countries of the world. Some scholars perceive inclusive education as unrealistic and confusing, as they believe that learners with disabilities would find it extremely difficult to cope with instructional needs in the regular classroom.

#### **2.1.7 Knowledge of Inclusive Education**

It is a known fact that the success expected of a well organised and carefully structured inclusive learning cannot be achieved where there is no proper knowledge and orientation about what inclusive education entails. Teachers especially must possess the prerequisite knowledge of what inclusion is and how best it can be structured and managed so as to be able to achieve its predetermined objectives.

Although much work has not been done on the nexus between knowledge and inclusive education, however, the few ones that were available corroborated the fact that much cannot be achieved in inclusive education without the key stakeholders having the required knowledge that will make it thrive. Hay, Smith, and Paulsen (2001) carried a study on the knowledge of inclusive education among 2577 teachers in South Africa and it was reported that teachers in this country had inadequate knowledge about the issues of IE and how the approach could be promoted in the school system.

Furthermore, a significant number of the teachers affirmed that they were not fully equipped with required pedagogical and content skills to teach all categories of students in regular classrooms. This was due to the inadequate training, lack of time, large classes, and lack of teacher experience to handle such cases (Pottas, 2005). It had been reported that many teachers entertain fear and some level of anxiety when faced with the challenge of teaching learners with diverse abilities in the classroom (Swart et al., 2002 in Pottas, 2005). Other specific concerns that had to do with inclusion included the lack of educational facilities and teacher support, insufficient learning materials within the instructional space, infrastructure and assistive devices and many other pedagogical issues. Some particular issues include teachers' negative attitudes, labelling and stigmatisation as a result of misconceptions about capabilities of learners with educational needs and the potential effect of inclusion on the instructional process and classroom structure (Swart et al., 2002 in Pottas, 2005).

In the same vein, another study was carried out to identify the possible stressors in the successful implementation of IE among teachers South Africa and it was discovered that the four most stressful areas for teachers are: the behaviour of the learner, administrative issues, the teacher's perceived self-competence and the parents of the learner with specific educational requirements (Engelbrecht, Forlin, Eloffand Swart 2001 in Pottas, 2005). It was discovered that teachers usually face administrative issues that have to do with the need to shoulder the responsibility to cater for the learner with disabilities and other learners in the same class at the time. It was reported that many teachers believed that it could be practically impossible for them to manage the class with these diverse learners with different educational needs. Also, other administrative issues could include adapting the curriculum to cater for the educational needs of all students; adjusting lesson plans and adequate funding for necessary learning supports. In the area of students' behaviour, poor communication

skills among different categories of learners and short attention span could pose huge instructional challenges to the teachers in the classroom.

Since the students are confronted with different learning disabilities and have a variety of learning styles, it was believed that teaching all these categories of students within the learning space might be practically impossible as asserted by the South African teachers. Another important causal factor was the teachers' lack of competence which might be due to inadequate training during teacher education programmes in universities and colleges. It is possible that many of the respondents were not properly trained in the area of inclusive education and could therefore find it extremely difficult to engage learners of diverse abilities in the teaching-learning process. Finally, issues that have to do with parents of the learners with specific needs might be due to gap in communication between school management and the parents, and parents' perceived lack of understanding of the learners' capabilities to participate in regular classroom activities and many other critical factors (Engelbrecht et al., 2001 in Pottas, 2005).

### **2.1.8 Attitude towards Inclusive Education**

The idea of inclusion focuses on the need to provide adequate educational opportunities for persons with disabilities to study and learn in the regular classroom setting with their counterparts without disabilities (Mitchell, 2008). The philosophy guiding the principle of inclusive education emphasises the need for teachers and other strategic education stakeholders to ensure that adequate facilities and learning materials are made available to both students with disabilities and their counterparts without learning difficulties to interact freely and collaborate within the classroom setting. Scholars are of the opinion that the performance and participation of pupils with disabilities in the classroom activities would improve significantly, if appropriate accommodations and learning supports are provided by the stakeholders in education. In other words, persons with disabilities have the propensity to participate actively in the instructional process, if given the required educational opportunities to cohabit productively with their counterparts without learning challenges.

The process involved in the organised placement of children with disabilities in regular classrooms, has dominated discussions among scholars in the last two decades. Scholars in the area of special education are consistently advocating for the need to galvanise adequate resources to ensure that learners across different categories

are allowed to interact freely and collaborate within the same instructional space. It is believed that this would give sense of belonging to the persons with disabilities and allow for cooperation and teamwork within the learning space. However, teachers' attitude to the issues and principles of inclusion of students with special educational needs (SENs) had recently become the focus of extensive research in special education. This could be due to paradigm shift in the field of special education with strong emphasis on the need to examine in detail, the disposition of the teachers to institutionalise the idea of inclusion into the classroom practices (Rose, 2001).

The strategic importance of teachers in instructional processes necessitates the need to consider their attitude to any educational intervention at different levels of education across the world. Teachers are the moderators and facilitators of instruction and factors relating to them should be considered in proffering sustainable solutions to different educational problems at all levels. According to Stewart (2001), the attitude of teachers to inclusive education indicates their abilities to cater for the learning challenges of learners with diverse forms of disabilities in the classroom. It is believed that teachers who have competence and required background in handling children with special needs would have a positive disposition to the idea of inclusion in the educational system. The background of equipping teachers with requisite skills in handling children with special needs could therefore be laid during the teacher education programme. The pre-service teachers need to be exposed to the skills and pedagogy of teaching learners with disabilities in the regular classroom.

In essence, the attitude of teachers remains strategic to the successful implementation of inclusive education in the school system. Teachers hold the key to the implementation of educational programmes and their beliefs and attitudinal disposition could go a long way in determining the extent of incorporating inclusive educational practices in the classroom. Positive attitude on the part of the teachers could promote seamless integration of inclusive education into the school activities at different levels of education. Teachers need to have a positive attitude to the idea of inclusive education, after which a conducive atmosphere would be provided for all categories of students to participate actively in the instructional process.

## **2.2 Theoretical Framework**

This section discusses extensively the underlying theories explaining perception, knowledge, and attitude to inclusive education.

### **2.2.1 The Social Learning Theory (Albert Bandura)**

Different learning theories had lent credence to the need to integrate inclusive education across different levels of education in the world. One of the learning theories that could be used to explain the concept of inclusiveness in the teaching-learning process is the Social Learning Theory (SLT) postulated by Albert Bandura (Bandura, 1977). The learning theory posits that learning is a cognitive process that usually takes place in a social context and this learning process can occur purely through observation or direct instruction and this can even occur without the presence of motor reproduction or direct reinforcement. In the presence of observation of behaviour over a period of time, the theory affirms that learning also takes place through the observation of rewards and punishments, this process was identified by Bandura as vicarious reinforcement. Great emphasis is placed on the need for reinforcement to systematically produce learning in different contexts. Social learning theory is a combination of behavioural and cognitive learning theories of learning, with a view to providing a robust framework that could give probable explanations for the diverse range of learning experiences that occur in the real world. This learning theory draws from the strengths of behavioural and cognitive theories of learning, in order to appropriately predict human behaviours and explain the outcome of human interaction with the environment over a period of time.

### **Core Assumptions and Statements of SCT**

#### **Core concept within SCT**

SCT integrates an extensive number of discrete thoughts, ideas, and sub-forms into a general system for understanding human functioning. Five of the focal ideas are as following:

Observational Learning/Modelling: From its inception one core premise within SCT has been that individuals learn through perception. This procedure is likewise portrayed as vicarious learning or modelling since learning is an aftereffect of watching the conduct and results of models in nature. Albeit observational learning is reliant upon the accessibility of models, who or what can serve this job is defined

comprehensively. Live shows of a conduct or ability by an instructor or schoolmate, obviously, exemplify the thought of modelling. Verbal or composed depictions, video or sound recordings, and different less immediate types of execution are likewise viewed as types of modelling.

There are additional distinctions among various kinds of models. Mastery models are capable while demonstrating an aptitude, though coping models battle, commit errors, and just in the end show capability. Abstract modelling happens when the ability or information being found out is passed on just indirectly, and cognitive modelling happens when a model verbalizes her thoughts while demonstrating a cognitive procedure or expertise.

According to SCT, observational learning of novel practices or aptitude is reliant on four inter-related procedures involving consideration, maintenance, generation, and inspiration. Attentional procedures are basic since students must take care of a model and the significant parts of conduct to learn. Maintenance alludes to the procedures vital for reducing and transforming what is seen into an emblematic structure that can be put away for later use. Creation forms are important when students draw on their put away codes and try to perform what they have watched. Finally, motivational procedures are keys for understanding why students take part in the earlier sub-forms, including whether they ever endeavour to utilise or reproduce the new aptitudes they have watched. Every one of these procedures, besides, is influenced by factors, for example, the formative dimension of the student and qualities of the model and modelled conduct (Schunk, 2016).

**Outcome Expectations:** Outcome desires mirror individuals' beliefs about what outcomes are destined to follow if specific practices are performed. For instance, children may trust that in the event that they get a hit during a ball game the group will cheer, they will feel better and will be respected by their partners. These beliefs are shaped inactively through students' very own past encounters and vicariously through the perception of others. Outcome expectations are critical in SCT in light of the fact that they shape the choices individuals make about what moves to make and which practices to stifle. The recurrence of conduct should increase when the results expected are esteemed, while practices related with troublesome or insignificant results will be kept away from (Pajares, 2006).

**Perceived Self-Efficacy:** Self-efficacy likewise has developed as a prominent and influential idea within SCT. Self-efficacy reveals individuals' beliefs about whether



they can accomplish a given dimension of progress at a specific assignment, (Bandura, 1997). Students with more noteworthy self-adequacy are progressively certain about their capacities to be fruitful when contrasted with their friends with lower self-viability. Self-adequacy has demonstrated valuable for understanding students' inspiration and accomplishment in scholarly settings. More elevated amounts of apparent self-adequacy have been related with more noteworthy decision, determination, and with increasingly compelling system use (Pajares, 2003)

Steady with the precepts of SCT, self-efficacy is seen as individuals' very own result past exhibitions, the perception and verbal influence of others in nature, and individuals' on-going physiological state (Bandura, 1997). Instead of straightforwardly affecting their self-efficacy, be that as it may, these wellsprings of information are gauged and separated through a procedure known as cognitive evaluation. For instance, an earlier disappointment may not be adverse to self-adequacy if students accept there was some no-longer significant explanation behind the poor execution (e.g., earlier ailment). Interventions dependent on SCT and intended to increase self-adequacy in school-matured children have demonstrated successful (Pajares, 2002).

Goal Setting: Goal setting is another focal procedure within SCT (Bandura, 1986; Schunk, 1990). Goals reveal cognitive portrayals of foreseen, wanted, orfavoured results. Henceforth, goals embody the organisation see within SCT that individuals not just learn, they use planning to imagine the future, recognize wanted results, and create plans of activity. Goals are likewise firmly identified with other essential procedures within SCT. For instance, models can give goal in the type of explicit conduct results or progressively broad guidelines for satisfactory dimensions of execution.

Goals likewise are intricately identified with students' result desires and their apparent self-viability. Goals are an element of the results students anticipate from engaging specifically practices and the certainty they have for completing those practices effectively. Finally, goals are a critical essential for self-guideline on the grounds that these objectives give destinations that students are trying to accomplish and benchmarks against which to pass judgment on advancement.

Self-regulation: SCT models of self-regulation accept that self-regulation is subject to goal setting, in that students are educated to deal with their thoughts and activities in order to achieve specific results (Schunk, 2001; Zimmerman, 2000). SCT perspectives on self-regulation initially underscored three sub-forms (Bandura, 1986; 1991). Self-perception reveals students' capacity to screen or monitor their own practices and results. Self-judgment is the procedure through which students assess whether their activities are viable and enable them to gain ground toward their objectives. Finally, self-reaction happens when students react to the evaluations made by modifying their conduct, rewarding it, or discontinuing it.

Rather than adopting behaviorist notions of associationism, Miller and Dollard proposed a theory of social learning and imitation in 1961. There were some flaws in the learning theory as well. It ignored delayed and non-reinforced imitations, as well as the generation of new reactions. They introduced concepts such as observational learning and vicarious reinforcement in their 1963 book *Social Learning and Personality Development*, which broadened the scope of social learning theory. The world had changed dramatically by the 1970s. Bandura, on the other hand, realized that his own social learning theory was lacking a critical component. "Self-Efficacy: Toward a Unifying Theory of Behavioural Change," published in 1977, identified a critical missing component: self-belief.

As a result of his book *Social Foundations of Thought and Action: A Social Cognitive Theory*, Albert Bandura developed the social cognition theory (1986). In human adaptation and change, self-assurance and ability are examples of negative, self-regulatory, and self-reflective processes. In contrast to reactive organisms shaped and shepherded by environmental forces or driven by hidden inner impulses, people are seen as proactive, self-reflective, and self-regulating entities. A dynamic interplay of personal, behavioral, and environmental influences causes human dysfunction, according to this theory. People's interpretations of their own images and self-representations, for example, influence their environments and personal factors, which influence and change their behavior. a) According to Bandura's (1986) reciprocal determinism theory, cognitive, affective, and biological factors are personal factors. Triadic reciprocal interactions result from B) behavior and C) environmental influences.

According to social cognitive theory, the reciprocal nature of the indicators of behavior functioning allows therapy and counseling efforts to be directed at self, environmental, or psychological variables. Improving interpersonal, cognitive, or motivational mechanisms, broadening behavioral skill sets, or improving the basic conditions under which people live and work are all potential tools for increasing well-being (self-acceptance). Teachers, for example, are responsible for improving the academic learning and confidence of their students. Using the social cognitive theoretical framework, teachers can work to improve their students' emotional states, as well as correct their flawed self-esteems and thought processes (personal factors), academic skills and self-regulatory practices (behavior), and school and classroom structures that may be jeopardizing student success (environmental factors).

Human functioning theories that overemphasize the role of the environment in the development of human behavior and learning contrast sharply with Bandura's social cognitive theory. Behavioral theories, for example, are uninterested in self-processes because theorists believe that external stimuli cause human behavior. Inner processes are dismissed as a redundant factor in the cause-and-effect process of behavior and unworthy of psychological investigation because they are viewed as transmitting rather than causing behavior. A psychology without introspection, according to Bandura, cannot hope to explain the complexities of human functioning. Mental processes are understood by looking into one's own conscious mind. Forecasting human behavior in relation to environmental factors How an individual cognitively processes and interprets those outcomes is critical to understanding.

It also differs from human functioning theories, which place an overabundance of emphasis on biological factors in human development and adaptation. Although evolution is acknowledged as a factor in human adaptation and change, the type of evolutionism that views social behavior as the result of evolved biology ignores social and technological innovations that create new environmental selection pressures for adaptiveness on biological evolution, which is rejected (Bussey and Bandura 1999). A bidirectional influence is proposed instead, in which evolutionary pressures alter human development to the point where individuals are able to create increasingly complex environmental innovations that "in turn" "create new selection pressures for the evolution of specialized biological stems" This bidirectional influence is the driving force behind our planet's remarkable intercultural and intracultural diversity.

According to social cognitive theory, individuals are active participants in their own development and have the ability to influence events through their actions. People must believe in their own agency because their thoughts, feelings, and actions all have an impact on their behavior (Bandura, 1986). Individuals' ability to exercise control and agency is dependent on their self-perceptions, according to Bandura's theory of human behavior. Because human lives are not lived in isolation, individuals are seen as both products and producers of their own environments and social systems. Self-acceptance among adolescents is therefore determined by both the adolescent's personal belief about themselves and the feedback from their environment. Bandura broadened the definition of human agency to include collective agency, in which people collaborate to improve their lives based on shared beliefs about their abilities and common goals. Human adaptation and change in both collective and individualist societies benefit from this conceptual expansion.

Human behavior is influenced by environments and social systems via psychological mechanisms in the self's stem. As a result, according to social cognitive theory, economic conditions, socioeconomic status, and educational and familial structures do not directly influence human behavior. Instead, they have an impact on it to the extent that they influence people's aspirations. Beliefs in one's own efficacy, personal standards, emotional states, and other self-regulatory influences. Over the last two decades of the 20th century and into the new millennium, this social cognitive view of human and collective functioning, which differed from prevalent behaviorist theories, had a profound influence on psychological thinking.

Certain abilities define humanity, according to Bandura's social cognitive perspective. Among the most important are symbolism, foresight, learning through vicariously experiencing, self-regulation, and self-reflection. Humans have the ability to influence their own fate as a result of their cognitive abilities. The ability of humans to symbolise things is astounding. They can use symbolic abilities to extract meaning from their surroundings, create action guides, solve problems cognitively, support forethoughtful courses of action, gain new knowledge through reflective thought, and communicate with others across time and space. Symbols, according to Bandura, are the vehicle of thought, and by symbolizing their experiences, they can provide structure, meaning, and continuity to their lives. People can also save data that will be used to guide their future actions by symbolizing. They are able to model observed behavior through this process.

Individuals use symbols to solve cognitive problems and engage in self-directedness and forethought. In order to motivate, guide, and regulate their activities, people plan courses of action, anticipate the likely outcomes of those actions, and set goals and challenges for themselves. Because of the ability to plan alternative strategies, one can anticipate the consequences of an action without actually engaging in it. People learn not only from their own experience but by observing [the behaviors of others. This vicarious learning permits individuals to learn a novel behavior without undergoing the trial-and-error process of performing it. In many situations, it keeps them from risking costly and potentially fatal mistakes. The observation is symbolically coded and used as a guide for future action. Observational learning is governed by the processes of attention, retention, production, and motivation. Attention refers to one's ability to selectively observe the actions of a model. For their part, observed behaviors can be reproduced only if they are retained in memory, a process made possible by the human capability to symbolize.

Production refers to the process of engaging in the observed behavior. Finally, if engaging in the observed behavior produces valued results and expectation, the individual is motivated to adopt the behavior and repeat it in the future.

1. Individuals have self-regulatory mechanisms that provide the potential for self-directed changes in their behavior. The manner and degree to which people self-regulate their own actions and behavior involve the accuracy and consistency of their self-observation and self-monitoring, the judgments they make regarding their actions, choices, and attributions, and, finally, the evaluative and tangible reactions they make to their own behavior through the self-regulatory process. This last sub-function includes evaluations of one's self (their self-concept, self-esteem, values) and tangible self-motivators that act as personal incentives to behave in self-directed ways. For Bandura (1986) the capability that is most distinctly human (p. 21) is that of self-reflection, hence it is a prominent feature of social cognitive theory. Through self-reflection, people make sense of their experiences, explore their own cognitions and self-beliefs, engage in self-evaluation, and alter their thinking and behavior accordingly.

The concept of reciprocal determinism remains a critical factor in social learning theory. This concept assumes that there is a reciprocal relationship between an individual's behaviour and the environment where he/she operates. The belief is

that just as an individual's behaviour is influenced by the environment, the environment is also influenced by the behaviour of individuals in the community. In other words, an individual's behaviour could be altered by the environment, and people's personal qualities could also influence environmental activities (Bandura, 1977). Looking at the relevance of this theory to this study, SCT attests to the fact that the academic prowess and performance of pupils can be improved upon when the pupils are meant to learn in a socially friendly environment. This implies that bringing pupils with disability together in the same academic environment with their peers without a disability will be helpful to both of them.

### **2.2.2 Vygotsky Social Development Theory**

Another learning theory that appropriately explains human behavioural changes in the society is Vygotsky Social Development Theory that was postulated in 1934. Lev Vygotsky has been identified as one of the earlier scholars that provided a solid framework for developmental research and theory in cognitive development among different categories of individuals in the society over the years. He had been able to provide the basis for the understanding of human behaviours in different contexts and circumstances within the community. His developmental effort had resulted in the growth of Social Development Theory, and this had been adopted by many scholars to explain human behaviours in the community and also within the school setting. Fundamentally, this learning theory highlighted the pivotal role of social interaction in the development of cognitive abilities of people, especially students in the classroom setting (Vygotsky, 1978).

In his theory, the scholar argued that learning is a necessary and universal aspect of the process of developing culture, which occurs as a result of human interaction with the environment at one point or the other (Vygotsky, 1978). In other words, it is believed that social learning occurs before development could take place at any point in time. Vygotsky has developed a sociocultural approach to cognitive development. He was also of the opinion that children at tender ages are mostly inquisitive and ready to be active participants in their own learning and development of new schema through interaction with the environment. However, the theory emphasized the strategic importance of social contributions to the process of development and formation of behaviour among different categories of people in the society. In order to properly understand human behaviour within the society,

Vygotsky highlighted three major themes which are social interaction, the more knowledgeable other, and the zone of proximal development.

### **Social Interaction**

Social interaction had been identified by Vygotsky to play a strategic role in the process of cognitive development in individuals in the society at a particular time. It is believed that the process involved in social interaction could shape the cognitive development of persons within a particular societal setting. This implies that individual needs to actively interact with the environment, with a view to developing cognitive abilities and form a particular pattern of behaviour. This development and extent of this cognitive ability depends largely on the rate of social interaction that an individual involved in. Vygotsky was of the opinion that social learning precedes development, and that level or rate of development is determined by social learning.

### **The More Knowledgeable Other**

In the work of this author, MKO refers to a person who has more knowledge or better understanding about a particular concept or subject than the learner within the instructional process. The MKO is usually considered as a person that has higher cognitive ability about a particular concept of subjects than what the student knows. This person could be a teacher, coach, or older adult. It is also important to know that the MKO could also be colleagues, in the classroom, a younger person, or even computers or computer-related devices. In fact, the MKO may not necessarily be human as the advancement in science and technology has made it practicable to learn many things from computers and other digital devices.

### **The Zone of Proximal Development (ZPD)**

Another important concept in Vygotsky's theory is the Zone of Proximal Development. The ZPD is the distance between the abilities of students in the classroom to execute a specific task with the assistance of an adult and/or with peer collaboration and the students' abilities to solve instructional problems independently without any help from the More Knowledgeable Order. In other words, the concept of ZPD came about as a result of recognition of the fact that there comes a time in teaching-learning process and in training, when learners or trainee would require help from the teacher, coach, seniors or even colleagues in the classroom to be able to

perform a specific task. However, after continuous accumulation of experiences from the MKO, the students would attain a level where they would be able to execute those tasks without the need to seek assistance from anybody. Thus, the distance between these two phenomena, according to this theory, is called ZPD. Vygotsky was of the opinion that learning usually takes place within this zone, as students would have acquired some skills and competences to perform some activities without any assistance from the third party (Karpov, 2005).

### **Vygotsky and Language**

It was the opinion of Vygotsky that language usually develops from social interactions between man and the environment, and this is acquired specifically for communication purposes among different categories of people in the society. In the words of Vygotsky, language remains the greatest tool for individuals in the society, which is used as a means for communicating and interacting with people across the world. According to Vygotsky (1962) language plays two critical roles in cognitive development:

- It remains the strategic channel through which information could be transmitted from adults to the younger ones in the society.
- The language on its own had become an indispensable powerful tool of intellectual adaptation among different categories of people in the society.

Vygotsky (1987) tried to distinguish between three forms of language among the people of a particular society. The first form of language among people is social speech, which is external communication used to talk to others (typical from the age of two). This form of communication exists between an individual and another person in the community. Private speech, which is directed at one self and serves as the foundation for intellectual function, begins at the age of three; and finally, private speech goes underground, diminishing inaudibility as it assumes a self-regulating function and transforms into silent inner speech (typical from the age of seven).

### **Classroom Applications of Vygotsky Theory**

Reciprocal teaching can be considered as the contemporary application of Vygotsky's theories in the school setting. This approach is usually adopted to improve the abilities of pupils to learn from text materials provided in the instructional setting. In this kind of teaching approach, both teachers and students would positively



collaborate in learning and acquisition of four key skills which include summarising, questioning, clarifying, and predicting. Over time, the primary role of the teacher dwindles. Vygotsky theory also applies to some instructional approaches, such as "scaffolding" and "apprenticeship," because a teacher or more experienced peer helps in design or organise learning activities so that a novice can work efficiently on them. Vygotsky's theories are also relevant to the current interest in knowledge sharing because they imply that group members should have varying levels of ability so that more advanced peers can assist less advanced peers in functioning within their ZPD.

Based on the findings from the classroom application of this theory, it thus becomes evident that the theory laid its credence and weights to the support of inclusive education through a positive perception, better knowledge, and right attitude.

### **2.2.3 Situated Learning Theory (Lave)**

This is another important and strategic learning theory that could be used to explain the concept of inclusiveness in the school system across the globe. This type of learning was first proposed by Jean Lave and Etienne Wenger and it was fundamentally proposed as a model of learning in a network of training among various researchers in the world. Lave (1988) asserts that learning, as it were, occurs primarily as a function of the activity, context, and culture in which it occurs. This indicates that learning occurs within the context of these important variables. In essence, situated learning is the type of learning that occurs in a similar setting where it is applied. Lave and Wenger (1991) opine that learning ought not to be seen as essentially the transmission of theoretical and decontextualized information starting with one individual then onto the next

This is to approximate the learning of instructional activities as close as possible to the context in which students would use the knowledge in the larger society. The essence of this learning theory is generally to make learning real and connected to real-life situations. It is believed that learning should take place in such a way that students would be immersed in the learning environment that would explain how the experience and skills acquired would be applied to solve real-life societal problems.

## **2.3 Empirical Review**

This section explores the related studies carried out in regard to the study. It describes the content of their findings and discoveries over time.

### **2.3.1 Teachers Perception of Inclusive Education in Nigeria and the United Kingdom**

This subsection analytically explored major findings on teachers' perceptions towards inclusive education in Nigeria and the United Kingdom. However, this discussion was split into two; the first dealt with Nigeria and the latter capturing that of the United Kingdom.

#### **2.3.1.1 Teachers Perception of Inclusive Education in Nigeria**

It is important to examine the perception of teachers when it comes to the issue of inclusive educational practices in the country. Teachers' perception remains a critical factor that could determine the successful implementation of any educational programmes across the world. When teachers perceive a particular programme as being supportive of their job and help in realisation of the instructional objectives, they tend to show positive disposition to integrate the programme into the teaching-learning process. On the other hand, negative perception about a programme would reduce the kind of commitment to implementing the project. In the context of special education in the Nigerian education system, teachers' perception plays a vital role in the implementation of policies and procedures that have to do with inclusive educational practices in the classroom.

As a result of this, scholars had consistently advocated for the need to examine the perception of teachers in the ideas and principles of inclusive education at various levels of education. This would provide a veritable platform for successful implementation of inclusive education in the country. There has been a mixed and inconsistent finding as regards the perception of teachers toward inclusive education in Nigeria. Salami (2014) reports that some teachers in mainstream classes believed that they were not fully prepared for seamless integration of inclusive educational practices in the instructional process. Many teachers were of the view that they needed assistance in the area of assistive technology skills, capabilities to effectively handle special needs students, peer tutoring skills, and the competence to integrate these students in social and academic contexts.

Although many teachers in Nigeria are making efforts to ensure implementation of inclusive educational practices in the classroom, a significant number of them are not well trained in the principles and procedures of inclusive education. This lack of readiness could be traced to the period of preparing these teachers at the higher education level. It is important to note that teacher education programmes lay the foundation for the principles and practices of classroom process and the skills to be used in the classroom. Special education programmes, therefore, need to include the skills and competences that pre-service teachers would need to effectively provide an enabling environment for children of diverse learning needs and requirements to participate in the classroom activities. To boost teachers' level of readiness, there is a need to train them in the principles and procedures involved in the implementation of inclusive educational practices across all levels of education. Teachers need to acquire the skills in integrating children with disabilities in the regular classroom environment.

In the same vein, in-service teachers are required to be properly trained on how to coordinate and organise classroom setting, such that children with any form of disabilities would be able to participate actively in instructional process and interact with their counterparts without learning challenges. This cooperation will stimulate exchange of information and cross-fertilization of ideas in the classroom. When collaboration and teamwork are entrenched in the instructional process, then, students would be able to work together to proffer probable solutions to societal problems across the world. In the light of this, teachers' perception would be significantly improved, when they have acquired relevant skills and competences in the areas of inclusive education and how to accommodate learners of diverse learning needs in the classroom.

Olagunju and Aranmolate (2012) in their study on the awareness level, attitudes, and perception of stakeholders on IE practices in Africa discovered that there was a significant difference in the awareness level, attitude and perception of teachers and parents. Teachers' mean scores were higher than parents mean scores. Secondly, there is also a significant difference between the mean scores of teacher trainee subjects and parent subjects. The teacher trainee subject mean scores are higher than that of parent subjects. Rambo (2012) in their report after a study revealed that the term inclusive system of education is not a new term to students in the department of Special Education, University of Ibadan, and those at Federal

College of Education (Special) Oyo while those in other departments apart from above mentioned were not aware and were not in support of such system of education. They, therefore, recommended that knowledge of IE should be inclusive in the curriculum at the higher level.

Ajuwo (2008) carried out research on the teachers' attitude to inclusive education in Nigeria and the need to promote a healthy environment that will stimulate seamless integration of effective inclusive educational practices across different levels of education. He reported that a significant number of teachers tolerate the diverse behaviours of their learners within the inclusive education setting. However, some of these teachers were not really confident of their abilities to manage the attitudes of students with special needs in the classroom. It had been observed that this lack of confidence could be attributed to the inadequate training in the principles and ideas of inclusive education during their teacher education programmes in various higher institutions across the country.

Scholars had observed that the teacher education programme provides a veritable platform for the acquisition of relevant skills and competences that pre-service teachers would require to function effectively in the classroom environment. This implies that the teacher education programme could be a strategic breeding ground for the inculcation of positive attitude and perception for the integration of inclusive education practices in the country. When teachers acquire relevant skills in inclusive education right from their teacher education programmes in colleges of education and universities, it will become easy for them to create an enabling environment to implement various educational policies and programmes in the classroom. Apparently, pre-service teachers who require skills and capabilities acquired from well-structured teacher education would be well positioned to promote inclusive education in the school system.

These pre-service teachers would be able to assist children with special educational needs to function effectively in the regular classroom setting. This promotes active interaction and collaboration among learners with diverse learning abilities in the classroom. Omede and Momoh (2016) examined teacher preparation for inclusive education of persons with special needs in Nigeria: the challenges and solutions. Their result reported that teachers in both regular and special schools are the pivot toward the course of inclusiveness. They further maintained that inclusive ideas and practices have come to stay in Nigeria and that the sooner it is well

implemented, the better it is for the country particularly in meeting the educational needs of the special pupils. We can therefore conclude that the practice of inclusiveness may not have received the required attention and recognition required, however, the perception of Nigerian teachers towards this course has been positive and favourable.

### **2.3.1.2 Teachers Perception of Inclusive Education in the United Kingdom**

It has been established and accepted worldwide that inclusive education promotes a significant policy direction as regards children with disabilities. It is therefore expected that educators, most especially those that are directly concerned with the education of pupils with disabilities, rise to the challenge of accommodating and meeting the educational needs of these pupils. Teachers represent a fundamental element of these educators. Literature on inclusion in the United Kingdom has revealed that teachers' knowledge and attitudes are important factors in promoting inclusive practices (Avramidis and Norwich, 2002).

Teachers' opinion and understanding of inclusiveness in education practices are strategic for the successful implementation of inclusive education in the school system (Kuester, 2000). In other words, the view and understanding of teachers hold the key to the realisation of the objectives of inclusive education across different levels of education. Teachers remain strategic to the implementation of various educational programmes across the world and these professionals need to have adequate understanding of the principles and procedures that are involved in inclusive education. When teachers possess adequate knowledge of the concept, it becomes easy to assist children with any form of disabilities to cope with the ever-increasing challenges of the regular classroom settings. It should be mentioned that institutionalisation of inclusive practices in the classroom requires a systematic restructuring of the existing facilities to cater for the peculiar characteristics of these vulnerable students in the regular school system.

Thus, teachers with the required understanding and skills would be able to re-organise the classroom ecosystem to provide a friendly instructional terrain for students with different forms of disabilities. This would allow these categories of learners to benefit maximally in the regular classroom setting. The acceptance level of teachers' concerning issues of the inclusion would likely influence their readiness to take ownership of the programme, and also stimulate their commitment at

implementing it (Thorpe and Azam, 2012). The overall understanding of teachers' perceptions of inclusive education practices and the factors influencing their perceptions of the concept may aid in the development of programs designed to help improve teachers' perceptions and, as a result, contribute to inclusive education's success. This implies that educational stakeholders must investigate teachers' perceptions in order to identify potential barriers to effective implementation of inclusive education in the school system. Teachers' perception could be a signal to the future of inclusive education in the field of education across the world.

When considering inclusive setting in education, it is paramount that teachers give adequate consideration and render necessary assistance to the diverse requirements of students with special needs in addition to their regular work of teaching all students in the classroom (Thorpe and Azam, 2012). This places additional responsibilities on the teachers at all levels of education to create an enabling learning condition that allows effective participation of these disadvantaged students in the classroom. It requires commitment, competence, and dedication on the part of teachers to accommodate learners with special education needs in the instructional process. The configuration and structures of the entire classroom would have to be transformed, if students with disabilities would participate actively in the classroom activities, especially within the regular school system. The implication is that teachers would have to go extra miles to cater for the needs of these persons at all times. In other words, inclusive education requires that teachers perform extra tasks in addition to the normal regular classroom activities. The teaching-learning process would therefore be targeted at ensuring that all categories of learners in the classroom are able to benefit maximally from the classroom tasks. To do this effectively, there is a need for teachers to properly understand the peculiarities of learners with special educational needs and provide for their aspirations accordingly.

Thus, teachers should be able to combine these multiple responsibilities and ensure that both learners with learning needs and those without disabilities are able to coexist peacefully and collaboratively within the learning space. In this way, the basic objectives of inclusive education can only be realised, when teachers are ready to shoulder these additional responsibilities and provide for the diverse educational needs of students in the classroom. Also, teachers need to be properly trained, especially from the teacher preparation programme on the skills and competences in handling diverse learning styles of different students in the classroom. Scholars are

consistently advocating for the need to train pre-service and in-service teachers on the fundamentals of inclusive education, such that these professionals would be able to execute and implement educational policies to institutionalise the programme in the entire classroom ecosystem (Cheng, 2011; Ghani and Ahmad, 2012). When these facilitators of instruction receive adequate training on the principles and procedures involved in inclusive education, students with learning challenges would have unrestricted access to quality and functional education in the country.

This would make them become functional members of the society and contribute to the growth and development of the world at large. The resultant interaction and teamwork in the system could also improve students' learning outcomes in different subject areas. The existing laws and legislation can only be effectively implemented by well-trained teachers, who understand the fundamental right of persons with disabilities and the need to provide an enabling classroom environment that would encourage them to become functional members of the class. Subban and Sharma (2006) further affirm that teachers incorporating inclusive educational practices in the modern classroom are now required to restructure classroom setting and to live up to the expectation in providing an enabling learning environment for various categories of students by confronting the increasingly diverse learning challenges. Since students in the classroom are from different backgrounds and beliefs, the onus lies on the teachers to ensure that all learners in the classroom are able to participate effectively in the classroom discussion and other instructional tasks at all times. Special attention needs to be given to the fundamental learning styles of all the students in the classroom, especially those with learning disabilities due to their vulnerability to discrimination and marginalization in the regular classroom setting.

In essence, teachers have strategic roles in ensuring that genetic make-up, physical appearance, and intellectual abilities of students are not used to deny them unrestricted access to qualitative and functional education. Teachers should rather understand these diverse learning challenges and structure classroom instruction in such a way that all students would be afforded the opportunities of interacting and collaborating within the learning space. Pottas (2005) maintained that very little attention and consideration are often placed on the personal beliefs and rights of the teachers outside the common expectation that they will genuinely and readily accept new policies and practices and adjust to changes that go with the new educational

system. Subban and Sharma (2006) further corroborated this by maintaining that teachers' attitude and concerns towards the implementation of inclusive education have not often been taken into consideration. If any major transformation is to be achieved in the educational system, their readiness, belief, attitude, and perception should be given due consideration (Mdikana, Ntshangase and Mayekiso 2007).

The disposition of teachers to any educational policies and programmes would determine, to a large extent, their participation at the implementation stage. Successful implementation of any policy is largely a function of teacher-related factors like attitude, beliefs, and perception. This implies that teachers are the major predictors of successful implementation of any educational policies across the globe. Their strategic importance is also noticeable in the formulation and implementation of policies that have to do with inclusive educational practices in the school system. As pointed out by Meijer (2001) that several studies have shown teachers' attitude towards practicing inclusion play as an influential factor in making inclusion effective in school. Some studies had specifically identified teacher-related variables as crucial factors that could hinder effective implementation of inclusive education in different countries of the world. The teachers' disinterest in meeting the educational needs of the special pupils in the regular school will bring about a shift in the responsibility back to the special teachers, which may result in some form of segregation within the school (Meijer, 2001).

In other words, a teacher's inadequate knowledge and interest in the concept of inclusive education could contribute significantly to the educational gap between learners with special needs and those without learning challenges. Thus, teachers are expected to acquire relevant skills and competence in the area of effectively handling students with learning challenges in a classroom with regular students. According to O'Brien (2000), the key enabler to successful practice of inclusion in the education system practically lies inside the teacher's head, with emphasis on their perception towards the programme. Apparently, a good number of teachers in the regular schools do not believe in the workability of inclusive education within the mainstream setting. Many of these professionals usually believe that it would be difficult for learners with special needs to learn maximally in the classroom with regular students without any form of disabilities. These teachers therefore believe that students with learning difficulties can only learn effectively in special schools that are separated from the mainstream schools. In a study carried out by Burke and Sutherland (2004) it was



reported that there existed a significant positive correlation between teachers' knowledge of disabilities and their perceived willingness to support inclusiveness in the education system and classroom instruction at any time. All these are pointers to the fact that the perception of the people toward inclusive education is not only positive in Europe but high.

### **2.3.2 Teachers Knowledge of Inclusive Education in Nigeria and United Kingdom**

This subsection systematically explored major findings on teachers' knowledge about inclusive education in Nigeria and the United Kingdom. However, this discussion was split into two; the first part dealing with Nigeria and the latter captured that of the United Kingdom.

#### **2.3.2.1 Teachers Knowledge of Inclusive Education in Nigeria**

Any attempt to solve issues relating to inclusiveness in the education system needs to focus on the knowledge of the teachers of inclusive education at a particular time. Teachers play pivotal roles in the process of teaching and learning at different levels of education and their understanding of the principles and techniques involved in a particular programme could determine, to a large extent, the success or otherwise of such instructional efforts. Teachers' understanding of the importance and the need for inclusion should be properly examined by the stakeholders in the field of education, especially on the issues that have to do with special education in different countries of the world. The knowledge of inclusive education by the teachers across different levels of education could be a signal to the level of implementation of educational policies that are formulated to protect the rights and interests of persons with learning difficulties within the learning space.

It is noteworthy that teachers are the tools that would carry on with the process of curriculum implementation and enhancement and these professionals should have a proper understanding of any educational policy or programme. In other words, teachers' knowledge of inclusive education remains a potent parameter that assists stakeholders in the process of ensuring effective implementation of educational policies and legislations that are meant to entrench inclusiveness in the educational system. Successful implementation of inclusive education can only be achieved if teachers have firm knowledge of the concept and how to execute the principles and

policies that protect the rights of children with disabilities in the regular schools. According to UNESCO (2005), inadequate knowledge of inclusive education is one of the most challenging factors inhibiting effective implementation of inclusive education in different educational settings across the globe (UNESCO, 2005).

The world body believes that, even though inclusive education holds the key to equal educational rights and opportunities in the society, the challenge of inadequate knowledge of teachers could negatively influence both the quality of education received by children's learners' special educational needs and also teachers' willingness to accept inclusion as a strategic strategy to protect the educational needs and aspiration of persons with learning challenges. To the best knowledge of this researcher, no concrete research has been done on the level of knowledge possessed by educators toward the course of inclusive education. The only study whose work has little connection to this discourse was the one carried out by Olagunju and Aranmolate (2012) on the awareness level, attitudes, and perception of stakeholders on IE practices in Africa. Their findings revealed that there was a significant difference in the awareness level, attitude and perception of teachers and parents. Teachers' mean scores were higher than parents mean scores. This awareness score can be best related to the amount of information knowledge possessed by the parents and teachers. With this, it is a bit difficult to conclude on the degree of knowledge and awareness possessed by educators about inclusive ideas and practices.

### **2.3.2.2 Teachers Knowledge of Inclusive Education in United Kingdom**

While it's a difficult task generalizing in aggregate terms the level/amount of knowledge and awareness about inclusive education possessed by educators in Nigeria. It was a different experience in the United Kingdom because several literatures exist on this. According to Brandon (2006), a lack of understanding about critical strategies such as instructional strategies, learning support, and learner-centered teamwork can impede the efficient implementation and establishment of inclusive education in the school system. Hodkinson (2005) concludes that effective implementation of education with inclusion largely relies on how teachers conceptualise and understand the concept and show willingness to support the realisation of its objectives in the educational system. The implication is that the successful implementation of this important programme in the UK education system is a function of the teacher's knowledge of the principles and procedures involved in

the process of education with inclusion in the country. Teachers with adequate knowledge of inclusion will show positive commitments to ensure its effective implementation and integration in the school system. On the other hand, teachers with shallow knowledge about the idea and fundamental principles of inclusive education will find it extremely difficult to provide equal rights for all categories of children within the learning space.

In a qualitative study carried out by Lawson, Parker, and Sikes (2006), it was reported that conceptualisation of the principles and fundamentals of inclusion varied among participants and teachers' narratives about inclusive education focused on the aspect of human daily participation with each pupil. Singal (2008) emphasises perceptions, practices, and experiences of Indian teachers about the need for institutionalisation of inclusive education in the classroom situation. The findings showed that teachers' knowledge and competences in implementing and entrenching inclusiveness in educational practices, were crucial factors to be considered in order to ensure full participation of all children in classroom activities. In this way, it was recommended that if stakeholders really wanted to realise the full benefits of inclusive education in the school settings across the country, it is important to work on the level of understanding of teachers about the concepts and strength of education with inclusion. Hodkinson and Devarakonda (2009) teachers with positive knowledge of this concept would be willing to participate in the implantation of the programme at all levels of education.

Findings from the study carried out by Khan (2011) revealed that the existing knowledge of teachers is not always sufficient for inclusive teaching. Contrary to other studies, this author believed that the level of knowledge possessed by the teachers might not be a major determinant of the successful implementation of inclusive education in the Indian schools as several other factors could still contribute significantly to this. On the other hand, Meng, (2008) concluded that the appropriate knowledge of teachers about inclusive education could have a positive effect on inclusive educational practices across different schools in the world.

### **2.3.3 Teachers Attitude toward Inclusive Education**

This sub-section observed and discussed major findings on teachers' attitude toward inclusive education in Nigeria and the United Kingdom. However, this discussion was split into two; the first part dealing with Nigeria and the latter capturing that of the United Kingdom.

#### **2.3.3.1 Teachers Attitude toward Inclusive Education in Nigeria**

The success of inclusive education will be difficult to achieve without good disposition toward the course by the concerned educators. The term 'disposition' here encompasses in totality the character and attitude towards inclusive education. As maintained by Norwich (1994), teachers' belief and attitude are central toward the successful implementation of inclusive practices. This is because teachers' acceptance of inclusion policy will go a long way in their commitments towards its implementation. The role of teachers in the implementation of educational policies remains critical and these professionals could determine the extent of integrating inclusive educational practices at any level of education. Teachers' attitude to the idea of inclusion could determine how they would be committed to the implementation of educational policies and legislations that are meant to entrench inclusive education in the education system.

Teachers with positive disposition to the issue of inclusiveness would be ready to implement various policies that are formulated to protect the interest of learners with disabilities in the classroom. On the other hand, teachers with a negative attitude to inclusive education would consider inclusive education practices as an additional burden and would not be willing to integrate such intervention in the instructional setting. As a result, one of the major determinants of inclusive education practices at various levels of education is teachers' attitudes. In a study examining the implementation of the Inclusive Early Childhood Education curriculum in the Nigerian school system, Odebiyi (2016) discovered that a significant number of Nigerian teachers had a positive attitude toward inclusive education. The study also confirmed that these teachers indicated a willingness to use social and functional curriculum if given the necessary support to ensure the country's effective implementation of inclusive education. This with a host of other findings justified the earlier claim that Nigeria teachers' attitude toward inclusive education is a mixture of positive and negative.

### **2.3.3.2 Attitude toward Inclusive Education in United Kingdom**

One important factor that could hinder full integration of inclusive education in any society is the attitude of major stakeholders to the idea of inclusion in educational practices. The teacher had been identified as a strong stakeholder in the implementation of educational policies in the classroom. Thus, their attitude could go a long way in determining the success of inclusive education in the school systems. The influence of teachers' attitude on inclusion in the UK educational system had been well documented in literature as several scholars in the field of special education had examined the influence of teachers on the full integration of inclusive educational practices across the country. In the UK, reports have it that the attitude of many educators toward inclusive education is almost similar to what is upheld in Nigeria. This implies that there is also the problem of negative attitude among educators in the UK as regards the need for full inclusive educational practices across all levels of education.

Several studies indicate that many educators in the UK display negative attitudes towards inclusive education and this affects the possibility of integrating learners with learning difficulties into the regular classroom environment (Mushoriwa (2001), Sadek and Sadek (2000), had carried out studies on the disposition of educational stakeholders to the issues regarding the integration of inclusive education in the classroom practices at different levels of education. These scholars believed that teachers hold the key to the effective implementation of inclusive education in the education system and their attitude remains strategic to the realisation of the objectives of this lofty programme. Teachers usually support any educational programme that they think would help them achieve their learning objectives and would aid smooth instructional delivery in the classroom.

Thus, their attitude could determine, to a large extent, the successful integration of children with disabilities into the regular classroom ecosystem. In an attempt to find out the attitude of teachers to the concept, Hoover (1984) carried out a study on educators' attitudes towards inclusion by focusing on children with learning, emotional and behavioural disorders in the regular school setting. Findings showed that due to their lack of experience, educators seemed to possess a negative attitude to the issue of inclusive practices, while experienced special education teachers appeared to be more positive in their disposition. In other words, only matured and experienced teachers were considered to have a positive attitude to inclusive educational practices

unlike other teachers with negative attitude to the concept. In the same vein, Mushoriwa (2000) carried out a study which examines Zimbabwean's primary school teacher's attitudes towards inclusive education with focus on blind children in some selected schools in the country.

Findings revealed that teachers do not show a positive attitude to the inclusion of blind children in regular classrooms in their schools. A significant number of the teachers were of the opinion that blind children cannot operate effectively in the regular school setting. This implies that teachers with this kind of disposition would not be willing to implement policies and legislations that encouraged the full integration of persons with visual challenges into the mainstream school system. Malinen and Savolainen (2008), cited in (Fakolade, Adeniyi, and Tella, 2009) investigated the attitudes of some Chinese teachers towards the inclusion of children with disabilities into mainstream schools. It was reported that the teachers' average attitude towards inclusive educational practices was negative; social justice, ability to meet pupils with severe disabilities special needs, the level of teachers' qualification and competence, were extracted and the most significant predictor of teachers' attitudes was the participants' major subject in the university

Elliot (2008) conducted a research on the connection that exists between the attitude of teachers toward the inclusive educational practices for children with mild to moderate mental challenges and their achievement in instructional content when compared to their counterparts with no form of disabilities. The findings indicated that teachers with a positive attitude toward education with inclusion provided educational opportunities for all of their students, especially with significantly more practices and discussion, and therefore recorded a higher level of success rate in terms of improved achievement. Over the years, researchers had made concrete attempts at examining crucial factors that could hinder effective inclusive practices within the learning space. In most cases, the attention of researchers across the world had been focused on the need to examine the attitudinal disposition of teachers in the provision of enabling learning environment that would promote inclusiveness in the teaching-learning process.

These studies had been directed at investigating the likely teacher-related factors that could hinder inclusive education that would allow students with learning challenges interact with other students within the regular classroom setting. These factors would give educational stakeholders the opportunity of understanding the

challenges confronting effective implementation of inclusive education policies in the country. Thus, stakeholders would be able to make critical decisions on how to motivate and encourage teachers to be active participants in the project of inclusive education at different levels of education. In different studies, many students and teacher related factors had been found to have a relationship with teacher attitudes toward inclusion in the education system (Rizzo and Vispoel, 1992). Teachers-related factors remain strategic to the successful implementation of inclusive education across different educational levels. These factors could determine and shape the attitudinal disposition of teachers to the idea of inclusion.

Factors like belief, readiness and perception had been found to be strategic to the rate and extent at which teachers would support policies and programmes of inclusive education in the classroom. These factors go a long way in determining whether teachers would promote inclusive educational practices in the classroom or not. Scholars had emphasized the need to consider these variables in determining teachers' attitude to support and promote inclusive education in the instructional setting. Thus, teachers' attitude had remained an important factor that would determine the success or otherwise of inclusiveness in educational practices.

In the same vein, many scholars across the globe had identified student-related factors as important in dictating the success rate of inclusive practices in the classroom. Although teachers have been recognised as indispensable companions in the instructional process, the roles of students in the teaching-learning process cannot be over-emphasized. In modern times, the focus of instruction has now been focused on the students, with consistent calls for the need to ensure that classroom activities remain learner centered. This implies that learners also have critical roles in the process of entrenching inclusive educational practices in the school systems across the globe. This is due to the fact that learners' personal and psychological attributes could influence teachers' attitude to the implementation of inclusive education practice in the teaching and learning process. Rizzo (1985) had identified that student grade level and severity of learning challenges have been found to have strong influence on the teachers' attitudes toward inclusion in the classroom. The study affirms that higher levels of severity in disability could trigger negative attitudes of teachers towards inclusive education.

## **2.4 Appraisal of the Literature**

All of the literature reviewed shared one fundamental value: inclusion is a dynamic process of people participating in a web of relationships. This process distinguishes itself from a simple mainstreaming/integration approach by legitimizing people's interactions within social groups. Thus, this justifies the reasons for variations in the practice and implementation of inclusive ideas and principles all over the world. These variations have prompted researchers to look at various issues relating to inclusiveness. Most studies on inclusive education focused on either perception or attitude of educators towards inclusive education.

These studies have all failed to look in-depth into bringing the three variables of perception, knowledge, and attitude together in a study. More so, several of these studies failed to consider and recognise pupils as part of the major stakeholder in the campaign for 'Education for all'. This formed one of the grey areas that this study focused on. Another gap the study aimed to fill relates to cross-country analysis of inclusive practices between Nigerian and the United Kingdom. This is considered essential because very few studies, to the best knowledge of this researcher, have been able to carry out comparative study on inclusive education. Most of the few ones that exist were not made for any of the African countries. Embarking on cross-country analysis will allow comparison across countries and encourage countries to be able to compare and contrast to determine the level and extent of inclusiveness, identify reason(s) for variation (if any) and seek ways to improve on them. All these gaps informed the choice of this researcher to embark on comparative study of perception, knowledge and attitude of teachers and pupils toward inclusive educational practices in Nigeria and the United Kingdom.



## **CHAPTER THREE**

### **METHODOLOGY**

The present chapter focuses on the explanation of how the study was carried out. This includes the research design, the study population, the sample and sampling techniques, instrumentation, procedure for data collection, summary of activities in the experimental groups and method used for data analysis.

#### **3.1 Research Design**

Descriptive research design of survey type was adopted for the study. This design was considered appropriate for this study because it involves a systematic description and comparison of existing perception, knowledge, and attitude toward inclusive education from two different countries and the study made no attempt to manipulate any of the variables.

#### **3.2 Population**

The participants for this study comprised all teachers and pupils in the inclusive schools located in Lagos State, Nigeria, and East London in the United Kingdom. They were selected from the inclusive schools located in these two educational districts in Africa and Europe respectively.

#### **3.3 Sample and Sampling Technique**

The sample for this study consisted of three hundred and twenty(320) participants that were drawn purposively from the twenty (20) inclusive schools located in Lagos State and East London respectively and who had spent at least two years in the school settings. Sixteen participants were drawn from each of these schools (they comprised six teachers and ten pupils each) totaling twenty (20) schools that made up the three hundred and twenty (320) participants used in the study. Purposive sampling technique was employed in the selection of these participants. This sampling technique was considered appropriate for this study because not all

schools in these two areas practice inclusive education. Thus, only those that met these requirements were purposively selected for this study.

The inclusive schools used in this study were from Lagos State, Nigeria and East London, United Kingdom include:

**LAGOS STATE**

<b>S/N</b>	<b>Name of the Schools</b>	<b>LGEA</b>
1.	Ajao Estate Pry. Sch. Oshodi	Oshodi/Isolo
2.	Oki Saints Primary School Iju Road	Alimosho
3.	Maryland Primary School	Kosofe
4.	LA Primary School Oshodi	Oshodi/Isolo
5.	AmuwoOdofin Pry School.	AmuwoOdofin
6.	Central Primary. School. Festac	AmuwoOdofin
7.	Ojuwoye Community Primary School	Mushin
8.	OlasaPrimary. School	Mushin
9.	Bola Mem. Primary School	Ikeja
10.	Estate Primary School	Ikeja

### EAST LONDON, UNITED KINGDOM

<b>S/N</b>	<b>Name of the Schools</b>	<b>London Borough</b>
1.	Tollgate Primary School	Newham
2.	The Royal Docks School	Newham
3.	Mayflower Primary School	Tower Hamlet
4.	St Edmunds RC Primary School	Tower Hamlet
5.	Five Elms Primary School	Barking and Dagenham
6.	Hunters Hall Primary School	Barking and Dagenham
7.	Barley Lane Primary School	Redbridge
8.	Nightingale Primary School	Redbridge
9.	St Joseph's RC Primary School	Barking and Dagenham
10.	Ellen Wilkinson Primary School	Newham

### **3.4 Instruments**

Data for the study were collected through self-structured questionnaires. They were of six types, and each were divided into two: regular teachers against pupils and special teachers against pupils. These instruments were:

- Teachers' Perception of Inclusive Education Scale (TPIES)
- Teachers' Knowledge of Inclusive Education Scale (TKIES)
- Teachers' Attitude of Inclusive Education Scale (TAIES)
- Pupils' Perception of Inclusive Education Scale (PPIES)
- Pupils' Knowledge of Inclusive Education Scale (PKIES)
- Pupils' Attitude Inclusive Education Scale (PAIES)

#### **3.4.1 Teachers' Perception of Inclusive Education Scale (TPIES)**

This was divided into two parts, parts I, and II. Part I seeks information on demographic data of the respondents. Part II contained fifteen (15) designed questions to obtain information on teachers' perception toward inclusive education. The items were facts of statements drawn out from the concepts, characteristics, assessment, and management of pupils with learning disabilities under the same learning condition and environment with their normal peers. It is a four-point rating scale to which the respondent is requested to respond by a tick (✓) in front of an option that depicts their choice. However, the researcher re-validated the modified version of the instrument, and a Cronbach alpha of .76 was obtained in a pilot study that involved administering the instrument to a selected sample outside the original population.

#### **3.4.2 Teachers' Knowledge of Inclusive Education Scale (TKIES)**

This scale measured teachers' knowledge about inclusive education. It contains fifteen (15) items that were based on reviewed literature. The respondents were asked to rate their knowledge about the conducts and dispositions of pupils with disabilities that are placed under the same learning condition and environment with the normal pupils. It contained a four-point Likert scale, where 4 = Strongly Agree, 3 = Agree, 2 = Disagree, and 1 = Strongly Disagree. Respondents were asked to tick (✓) in a box that depicts their choice. This instrument was pilot tested using Cronbach

alpha value from schools selected outside the schools used in the study. It was found to have a reliability value of 0.86.

### **3.4.3 Teachers' Attitude of Inclusive Education Scale (TAIES)**

This scale measured the attitude of the respondents toward inclusive education. Fifteen (15) items based on the review of the literature are included in this part. The respondents were asked to rate their beliefs and feelings based on their discrimination or acceptance of people with learning disabilities under the same learning resources with the normal pupils. It consisted of a 4-point scale, where 4 = Strongly Agree, 3 = Agree, 2 = Disagree and 1 = Strongly Disagree. Respondents were asked to respond by a tick (√) in a box that depicts their choice. This instrument was pilot tested using Cronbach alpha value from schools selected outside the schools used in the study. It was found to have a reliability value of 0.89.

### **3.4.4 Pupils' Perception of Inclusive Education Scale (PPIES)**

This scale measured pupils' perception toward inclusive education. It consists of ten (10) items. The instrument was used to gather more confirmatory information on how pupils perceived each other, particularly when normal pupils and pupils with learning disabilities are being exposed to the same learning resources and environment concurrently. This instrument was made up of 4-point scale, where 4 = Strongly Agree, 3 = Agree, 2 = Disagree and 1 = Strongly Disagree. Respondents were asked to respond by a tick (√) in a box that depicts their choice. This instrument was pilot tested using Cronbach alpha value from schools selected outside the schools used in the study. It was found to have a reliability value of 0.84.

### **3.4.5 Pupils' Knowledge of Inclusive Education Scale (PKIES)**

This scale is designed to get information on pupils' knowledge about inclusive education. The items are facts of a statement drawn out from the concept, characteristics, causes, assessment, and management of pupils with learning disabilities under the same educational resources and environment together with the pupils without disabilities. It contained fifteen (15) items that are made up of 4-point scale where 4 = Strongly Agree, 3 = Agree, 2 = Disagree and 1 = Strongly Disagree. Respondents were asked to respond by a tick (√) in a box that depicts their choice.

This instrument was pilot tested using Cronbach alpha value from schools selected outside the schools used in the study. It was found to have a reliability value of 0.76.

#### **3.4.6 Pupils' Attitude Inclusive Education Scale (PAIES)**

This scale measured the attitude of the pupils toward inclusive education. It contained ten (10) items based on the reviewed literature where respondents were asked to rate their beliefs, and feelings in accordance with their acceptance or otherwise, of the pupils with learning disabilities when they are exposed to the same learning environment and resources together with their counterparts without learning disabilities. Like other instruments earlier discussed, this instrument was made up of a 4-point scale, where 4 = Strongly Agree, 3 = Agree, 2 = Disagree and 1 = Strongly Disagree. Respondents were asked to respond by a tick (✓) in a box that depicts their choice. This instrument was pilot tested using Cronbach alpha value from schools selected outside the schools used in the study. It was found to have a reliability value of 0.82.

### **3.5 Procedure for Data Collection**

This was categorised into two, procedure for data collection in Nigeria and in the United Kingdom

#### **3.5.1 Procedure for Data collection in Nigeria**

A letter of introduction was obtained from the Head of Department of Special Education, University of Ibadan, Ibadan, for identification purposes. This letter was presented to the headmasters/headmistresses of the selected schools to seek for their indulgence and permission to make use of their schools, teachers, and pupils for this study. After their approval, the researcher together with five (5) trained research assistants went ahead to administer the questionnaire and retrieved them immediately. This became necessary for the smooth conduct of the exercise. However, efforts were made to ensure that those that could not be retrieved immediately were collected later on the research team's subsequent visit to the respondents in the course of the study.

### **3.5.2 Procedure for data collection in United Kingdom**

A letter of introduction obtained from the Head of Department of Special Education, University of Ibadan, Ibadan, for identification purposes was presented to the boroughs of the selected local authorities to seek for their indulgence and permission to make use of the schools, teachers, and pupils for this study. Upon acceptance, the researcher also presented a Disclosure Barring Service (DBS) certificate showing that researcher had a clean record with the education authority and that the researcher is permitted to work with the schools, staff, and pupils within the borough. The presentation of DBS by researchers as required for ethical approval, helps to safeguard issues and child protection in schools.

After all these documents were presented and certified to be accurate with no criminal records or abuse on children, the researcher was allowed to carry out the study in the selected schools.

### **3.6 Method of Data Analysis**

Descriptive statistics such as frequency counts, percentages, mean score, and standard deviation were used to analyze the collected data. Frequency counts, percentages, and bar charts were used to analyze demographic data, while mean scores and standard deviation were used to analyze research questions.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

This chapter analyses and discusses the empirical results derived from this study. The data were analysed using frequency counts, percentage, and t-statistics. Section 4.1 presents the demographic analysis; section 4.2 presents the results of the research questions. Section 4.3 presents the discussion of findings.



#### 4.1 Demographic Profile of the Respondents

##### 4.1.1 Demographic Distribution of UK Pupils

**Table 4.1a: Demographic Distributions of UK Pupils**

<b>Variables</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>		
Male	51	51.0%
Female	49	49.0%
<b>Total</b>	<b>100</b>	<b>100.0%</b>
<b>Age</b>		
7-9	87	87.0%
10-12	13	13.0%
<b>Total</b>	<b>100</b>	<b>100.0%</b>
<b>Class</b>		
Year 5	61	61.0%
Year6	39	39.0%
<b>Total</b>	<b>100</b>	<b>100.0%</b>

Table 4.1a revealed that 51 (51.0%) of the respondents were males while the remaining 49 (49.0%) were females. This implies that male participants dominated this study in the United Kingdom. Also, 87 (87.0%) of the respondents were within the age range 7-9 years, while the remaining 13 (13.0%) were within the age range 10-12 years. This implies that the majority of the pupils' used in this study were within the age bracket of 7-9 years old. Similarly, 61 (61.0%) of the respondents were in year5, while the remaining 39 (39.0%) were in year6. This implies that pupils in year5 dominated the United Kingdom respondents.

#### 4.1.2 Demographic Distribution of Nigerian Pupils

**Table 4.1b: Demographic Distributions of Nigerian Pupils**

<b>Variables</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>		
Male	25	25.0%
Female	75	75.0%
<b>Total</b>	<b>100</b>	<b>100.0%</b>
<b>Age</b>		
7-9	25	25.0%
10-12	75	75.0%
<b>Total</b>	<b>100</b>	<b>100.0%</b>
<b>Class</b>		
Primary 6	100	100.0%
<b>Total</b>	<b>100</b>	<b>100.0%</b>

Table 4.1b revealed that 25 (25.0%) of the respondents were males while the remaining 75 (75.0%) were females. This implies that female participants dominated this study in Nigeria. Also, 25 (72.5%) of the respondents were within the age range 7-9years, while the remaining 75 (75.0%) were within the age range 10-12 years. This implies that the majority of the pupils' respondents used in this study were within the age bracket of 10-12 years old. All the respondents in Nigeria were in Primary 6.

### 4.1.3 Demographic Distribution of UK Teachers

**Table 4.1c: Demographic Distributions of UK Teachers**

<b>Variables</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>		
Male	25	41.7%
Female	35	58.3%
<b>Total</b>	<b>60</b>	<b>100.0%</b>
<b>Age</b>		
25-34	33	55.0%
35-44	22	36.7%
45-64	5	8.3%
<b>Total</b>	<b>60</b>	<b>100.0%</b>
<b>Teaching Experience</b>		
1-3	35	58.3%
4-7	25	41.7%
<b>Total</b>	<b>60</b>	<b>100.0%</b>

Table 4.1c revealed that 25 (41.7%) of the respondents were males while the remaining 35 (58.3%) were females. This implies that female participants dominated the teacher participants in the UK. Also, 33 (55.0%) of the respondents were within the age range 25-34 years, 22 (36.7%) were within age range 35-44 years, while the remaining 5 (8.3%) were within age range 45-64 years. This implies that the majority of the teachers' respondents used in this study were within the age bracket of 25-34 years old. Similarly, 35 (58.3%) of the respondents had 1-3 years of teaching experience, while the remaining 25 (41.7%) had 4-7 years of teaching experience. This implies that teachers whose teaching experience span through 1-3 years dominated this study.

#### 4.1.4 Demographic Distribution of Nigerian Teachers

**Table 4.1d: Demographic Distributions of Nigerian Teachers**

<b>Variables</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>		
Male	25	41.7%
Female	35	58.3%
<b>Total</b>	<b>60</b>	<b>100.0%</b>
<b>Age</b>		
25-34	30	50.0%
35-44	28	46.7%
45-64	2	3.3%
<b>Total</b>	<b>60</b>	<b>100.0%</b>
<b>Teaching Experience</b>		
1-3	31	51.7%
4-7	25	41.7%
8-11	4	6.7%
<b>Total</b>	<b>60</b>	<b>100.0%</b>

Table 4.1d revealed that 25 (41.7%) of the respondents were males while the remaining 35 (58.3%) were females. This implies that female participants dominated the teachers' participants in Nigeria. Also, 30 (50.0%) of the respondents were within the age range 25-34 years, 28 (46.7%) within the age range 35-44 years, while the remaining 2 (3.3%) were within the age range 45-64 years. This implies that the majority of the Nigerian teachers' respondents used in this study were within the age bracket of 25-34 years old. Similarly, 31 (51.7%) of the respondents had 1-3 years of teaching experience, 25 (41.7%) had 4-7 years of experience, while 4 (6.7%) had 8-11 years of teaching experience. This implies that teachers whose teaching experience span through 4-7 years dominated this study.



## 4.2 Answering of Research Questions

**Research question 1(a):** What is the perception of the regular and special teachers to inclusive education in Nigeria?

**Table 4.2: Perception of the regular teachers toward inclusive education in Nigeria**

S/N	Statements	SA	A	D	SD	Mean	STD. D	Remark
1	Students with any form of disability will likely display behavioral problems in a general classroom.	18 45.0%	2 5.0%	18 45.0%	2 5.0%	2.10	1.06	Poor
2	Pupils with some level of disabilities can learn best in the general classroom setting.	- -	16 40.0%	19 47.5%	5 12.5%	2.28	0.68	Poor
3	Learners without disabilities might not accept pupils with disabilities in the same classroom	9 22.5%	5 12.5%	21 52.5%	5 12.5%	2.55	0.99	Good
4	Pupils with disabilities have behaviours that could negatively influence others without disabilities in the classroom.	4 10.3%	17 43.6%	11 28.2%	7 17.9%	2.54	0.91	Good
5	Teachers in regular classroom possess the requisite skills and competences that are required to work with pupils with disabilities	11 27.5%	17 42.5%	9 22.5%	3 7.5%	2.90	0.90	Good
6	Emotional development of students with disabilities could be negatively affected with the integration of IE	7 17.5%	17 42.5%	14 35.0%	2 5.0%	2.28	0.82	Poor
7	Pupils with learning disabilities require opportunities to function effectively in the general classroom setting	10 25.6%	18 46.2%	11 28.2%	- -	2.97	0.74	Good
8	The classroom behaviors of pupils with disabilities generally do not require more patience from the teacher than do the classroom behavior of the pupils without disabilities	4 10.0%	18 45.0%	13 32.5%	5 12.5%	2.53	0.85	Good
9	Special education teachers are the only professionals that can teach learners with disabilities.	17 42.5%	14 35.0%	8 20.0%	1 2.5%	1.83	0.84	Poor
10	Students with disabilities can develop socially and emotionally in isolated classroom setting	21 52.5%	13 32.5%	2 5.0%	4 10.0%	1.73	0.96	Poor
11	The pupils with disabilities will not be socially isolated in the general classroom	4 10.0%	19 47.5%	10 25.0%	7 17.5%	2.50	0.91	good
12	The extra attention pupils with disabilities require will be to the detriment of the other pupils	19 47.5%	9 22.5%	8 20.0%	4 10.0%	1.93	1.05	Poor
13	Learners with disabilities could record academic growth due to challenges in the regular classroom.	15 37.5%	16 40.0%	9 22.5%	- -	3.15	0.77	Good
14	There is a need to change the classroom structure to integrate pupils with disabilities in regular classrooms.	19 47.5%	16 40.0%	5 12.5%	- -	3.35	0.70	Good
15	Students with disabilities could be negatively affected with the increased freedom in the general classroom.	9 22.5%	17 42.5%	7 17.5%	7 17.5%	2.30	1.02	Poor
<b>Weighted mean = 2.46</b>								

Table 4.2 revealed the responses of the respondents to the perception of the regular teachers to inclusive education in Nigeria. The table revealed the weighted mean of 2.46 out of the 4.00 maximum obtainable score, which is lesser than the standard mean of 2.50. This indicates that the perception of the regular teachers toward inclusive education in Nigeria is poor. It could be observed that the respondents rated 7 items below the weighted mean as the contributing items to their poor perception of inclusive education. They were as follow: Increased freedom in the general classroom creates too much confusion for the pupils with disabilities (2.30), Pupils with disabilities can best be served in general classrooms (2.28), Integration will likely have a negative effect on the emotional development of the pupils with disabilities (2.28), It is likely that the student with a disability will exhibit behaviour problems in a general classroom (2.10), The extra attention pupils with disabilities require will be to the detriment of the other pupils (1.93), Teaching pupils with disabilities are better done by special teacher than by general classroom teachers (1.83), and lastly, Isolation in a special classroom has a beneficial effect on the social and emotional development of the student with disabilities (1.73). While 8 items were rated by the respondents as items that could improve their perception toward inclusive education. They are: General-classroom teachers have the ability necessary to work with pupils with disabilities (2.90), The presence of pupils with disabilities will not promote acceptance of differences on the part of pupils without disabilities (2.55), The behaviour of pupils with disabilities will set a bad example for pupils without disabilities (2.54), The classroom behaviours of pupils with disabilities generally do not require more patience from the teacher than do the classroom behaviour of the pupils without disabilities (2.53), and lastly, the pupils with disabilities will not be socially isolated in the general classroom (2.50)

**Table 4.3: Perception of the special teachers to inclusive education in Nigeria**

S/N	Statements	SA	A	D	SD	Mean	STD. D	Remark
1	Teachers in regular classrooms should be exposed to in-service training on how to teach students with special needs.	18 90.0%	2 10.0%	- -	- -	3.90	0.31	Good
2	I don't mind changing the structure of my room to cater for the educational needs of pupils with special needs.	6 30.0%	11 55.0%	3 15.0%	- -	1.85	0.67	Poor
3	There is the need to offer constructive feedback after observing my teaching.	8 40.0%	4 20.0%	8 40.0%	- -	3.00	0.92	Good
4	There is the need to shows genuine concern for my program and pupils	8 40.0%	9 45.0%	3 15.0%	- -	3.25	0.72	Good
5	Integration of the pupils with disabilities into the regular classroom setting could hinder their social independence.	6 30.05	10 50.0%	4 20.0%	- -	1.90	0.72	Poor
6	Teaching pupils with disabilities are better done by special teacher than by general classroom teachers	6 30.0%	10 50.0%	4 20.0%	- -	3.10	0.72	Good
7	Teachers in the regular classroom should provide opportunities for pupils with disabilities to function effectively.	2 10.0%	11 55.0%	7 35.0%	- -	2.75	0.64	Good
8	The educational need of the special pupils can only be met and accomplished by special teachers	17 85.0%	3 15.0%	- -	- -	3.85	0.37	Good
9	The behaviour of pupils with disabilities will set a bad example for pupils without disabilities.	4 20.0%	15 75.0%	1 5.0%	- -	1.85	0.49	Poor
10	There is no need to give pupils with special needs the advantage of functioning effectively in the regular classroom.	12 60.0%	3 15.0%	5 25.0%	- -	1.65	0.88	Poor
11	Isolating a child with disability in a special classroom has a beneficial effect on the social and emotional development of such students.	6 30.0%	8 40.0%	6 30.0%	- -	2.00	0.80	Poor
12	The extra attention pupils with learning challenges require can only be handled by the special teachers.	8 40.0%	6 30.0%	6 30.0%	- -	3.10	0.85	Good
13	Regular classroom setting will encourage pupils with learning challenges and promote their academic growth.	7 35.0%	9 45.0%	4 20.0%	- -	3.15	0.75	Good
14	Teachers in regular classrooms possess adequate training to teach pupils with disabilities.	1 5.0%	13 65.0%	6 30.0%	- -	2.75	0.55	Good
15	Children with disabilities do not exhibit special classroom behaviour different from their colleagues without disabilities.	2 10.0%	12 60.0%	6 30.0%	- -	2.80	0.62	Good
<b>Weighted mean = 2.73</b>								

Table 4.3 revealed the responses of the respondents to the perception of the special teachers to inclusive education in Nigeria. The table revealed the weighted mean of 2.73 out of the 4.00 maximum obtainable score, which is higher than the standard mean of 2.50. This indicates that the perception of the special teachers toward inclusive education in Nigeria is good. It could be inferred that the respondents rated 10 items above the weighted mean as the contributing items to their good perception of inclusive education. They were rated as follow: Special in-service training in teaching special needs pupils should be required for all regular education teachers (3.90) is ranked highest by the mean scores rating, followed by The educational need of the special pupils can only be met and accomplished by special teachers (3.85), There is the need to shows genuine concern for my program and pupils (3.25), The challenge of being in a general classroom will promote the academic growth of the student with a disability (3.15), Teaching pupils with disabilities are better done by special teacher than by general classroom teachers (3.10), The extra attention pupils with disabilities require can only be handled by the special teachers (3.10), There is the need to offer constructive feedback after observing my teaching (3.00), While the remaining five (5) items were rated below as non-contributing items to their good perception of inclusive education.

**Research question 1(b):** What is the perception of the regular and special pupils to inclusive education in Nigeria?

**Table 4.4: Perception of the regular pupils to inclusive education in Nigeria**

S/N	Statements	SA	A	D	SD	Mean	STD.D	Remark
1	I don't think I can learn well under the same classroom with disabled pupils.	22 36.7%	18 30.0%	10 16.7%	10 16.7%	2.13	1.10	Poor
2	Being in the same classroom with the disabled pupils is like being in hell.	26 44.8%	15 25.9%	9 15.5%	8 13.8%	1.98	1.08	Poor
3	I love, respect, and care for the disabled pupils, and as such, I don't care being in the same class with them	19 32.2%	29 49.2%	8 13.6%	3 5.1%	3.05	0.82	Good
4	Inclusive education will provide me with the opportunity to redesign my relationship with others	25 42.4%	24 40.7%	7 11.9%	3 5.15	3.20	0.85	Good
5	There is a tendency that the presence of pupils with disabilities in my classroom will often get me distracted.	7 11.9%	16 27.1%	24 40.7%	12 20.3%	2.70	0.93	Poor
6	To be educated alongside special pupils will promote love and tolerance among us.	30 50.8%	22 37.3%	3 5.1%	4 6.8%	3.32	0.86	Good
7	Bringing us together with the special pupils will enhance appreciation of each other's uniqueness.	30 50.8%	20 33.9%	6 10.2%	3 5.1%	3.31	0.86	Good
8	I am not totally in support of inclusive education.	10 16.9%	29 49.2%	12 20.3%	8 13.6%	2.31	0.92	Poor
9	I will cooperate with the teachers as well as my fellow pupils with disabilities.	26 44.1%	25 42.4%	6 10.2%	2 3.4%	3.27	0.78	Good
10	Teaching the normal and special pupils together will impede my academic progress.	19 32.2%	20 33.9%	13 22.0%	7 11.9%	2.14	1.01	Poor
<b>Weighted mean = 2.74</b>								

Table 4.4 showed the responses of the respondents to the perception of the regular pupils to inclusive education in Nigeria. Table 4.4 revealed the weighted mean of 2.74 out of the 4.00 maximum obtainable score, which is higher than the standard mean of 2.50. This indicates that the perception of the regular pupils toward inclusive education in Nigeria is good. The table further showed that the respondents rated 5 items above the weighted mean as the contributing items to their good perception of inclusive education. They were rated as follows: To be educated alongside with special pupils will promote love and tolerance among us. (3.31) is ranked highest by the mean scores rating, followed by Bringing us together with the special pupils will enhance appreciation of each other's uniqueness (3.31), I will cooperate with the teachers as well as my fellow pupils with disabilities (3.27), Inclusive education will provide me with the opportunity to redesign my relationship with others (3.20), and lastly, I love, respect, and care for the disable pupils, and as such, I don't care being in the same class with them (3.05). While the remaining five (5) items were rated below as non-contributing items to their good perception of inclusive education.

**Table 4.5: Perception of the special pupils to inclusive education in Nigeria**

S/N	Statements	SA	A	D	SD	Mean	STD.D	Remark
1	I don't think I can learn well under the same classroom with pupils without disabilities.	19 47.5%	9 22.5%	4 10.0%	8 20.0%	2.03	1.19	Poor
2	Being in the same classroom with the normal pupils is like being in hell.	11 27.5%	14 35.0%	8 20.0%	7 17.5%	2.28	1.06	Poor
3	I love, respect, and care for the normal pupils, and as such, I extremely happy being in the same class with them	19 47.5%	13 32.5%	6 15.0%	2 5.0%	3.23	0.89	Good
4	Inclusive education will provide me with the opportunity to redesign my relationship with others as a disabled student	18 46.2%	14 35.9%	6 15.4%	1 2.6%	3.26	0.82	Good
5	There is a tendency that the presence of pupils without disabilities in my classroom will often get me distracted.	15 37.5%	18 45.0%	5 12.5%	2 5.0%	1.85	0.83	Poor
6	To be educated alongside with normal pupils will promote love and tolerance among us	17 42.5%	16 40.0%	7 17.5%	- -	3.25	0.74	Good
7	Bringing us together with the pupils without disabilities will enhance appreciation of each other's uniqueness	16 40.0%	19 47.5%	5 12.5%	- -	3.38	0.68	Good
8	I am not totally in support of inclusive education.	15 37.5%	17 42.5%	4 10.0%	4 10.0%	1.93	0.94	Poor
9	I will cooperate with the teachers as well as my fellow pupils without disabilities	20 50.0%	16 40.0%	3 7.5%	1 2.5%	3.38	0.74	Good
10	Teaching the normal and special pupils together will impede my academic progress.	19 48.7%	8 20.5%	7 17.95	5 12.8%	1.95	1.10	Poor
<b>Weighted mean = 2.65</b>								

Table 4.5 showed the responses of the respondents to the perception of the special pupils to inclusive education in Nigeria. Table 4.5 indicated the weighted mean of 2.65 out of the 4.00 maximum obtainable score, which is higher than the standard mean of 2.50. This indicates that the perception of the special pupils toward inclusive education in Nigeria is good. It could be observed that the respondents rated 5 items above the weighted mean as the contributing items to their good perception of inclusive education. They were rated as follow: Bringing us together with the pupils without disabilities will enhance appreciation of each other's uniqueness (3.38) is ranked highest by the mean scores rating, followed by I will cooperate with the teachers as well as my fellow pupils without disabilities (3.38), Inclusive education will provide me with the opportunity to redesign my relationship with others as a disabled student (3.26), To be educated alongside with normal pupils will promote love and tolerance among us (3.25), and lastly, I love, respect, and care for the normal pupils, and as such, I extremely happy being in the same class with them (3.23). While the remaining five (5) items were rated below as non-contributing items to their good perception of inclusive education.



**Research question 2(a):** What is the perception of the regular and special teachers to inclusive education in the UK?

**Table 4.6: Perception of the regular teachers to inclusive education in UK**

S/N	Statements	SA	A	D	SD	Mean	STD. D	Remark
1	Students with any form of disability will likely display behavioral problems in a general classroom.	29 74.4%	9 23.1%	1 2.6%	- -	1.28	0.51	Poor
2	Pupils with some level of disabilities can learn best in the general classroom setting.	8 20.0%	30 75.05	2 5.0%	- -	3.15	0.48	Good
3	Learners without disabilities might not accept pupils with disabilities in the same classroom	13 33.3%	17 43.6%	7 17.9%	2 5.1%	1.95	0.86	Poor
4	Pupils with disabilities have behaviours that could negatively influence others without disabilities in the classroom.	10 25.0%	18 45.0%	10 25.0%	2 5.0%	2.10	0.84	Poor
5	Teachers in regular classroom possess the requisite skills and competences that are required to work with pupils with disabilities	15 37.5%	17 42.5%	5 12.5%	3 7.5%	3.10	0.90	Good
6	Emotional development of students with disabilities could be negatively affected with the integration of IE	8 20.0%	17 42.5%	13 32.5%	2 5.0%	2.23	0.83	Poor
7	Pupils with learning disabilities require opportunities to function effectively in the general classroom setting	13 32.5%	15 37.55	10 25.0%	2 5.0%	2.98	089	Good
8	The classroom behaviors of pupils with disabilities generally do not require more patience from the teacher than do the classroom behavior of the pupils without disabilities	13 33.3%	17 43.6%	7 17.9%	2 5.1%	3.05	0.86	Good
9	Special education teachers are the only professionals that can teach learners with disabilities.	7 17.5%	18 45.0%	10 25.0%	5 12.5%	2.33	0.92	Poor
10	Students with disabilities can develop socially and emotionally in isolated classroom setting	18 45.0%	14 35.0%	5 12.5%	3 7.5%	1.83	0.93	Poor
11	The pupils with disabilities will not be socially isolated in the general classroom	6 15.0%	23 57.5%	9 22.5%	2 5.0%	2.83	0.75	Good
12	The extra attention pupils with disabilities require will be to the detriment of the other pupils	20 50.0%	15 37.5%	4 10.0%	1 2.5%	1.65	0.77	Poor
13	Learners with disabilities could record academic growth due to challenges in the regular classroom.	8 20.5%	22 56.4%	9 23.1%	- -	2.97	0.67	Good
14	There is a need to change the classroom structure to integrate pupils with disabilities in regular classrooms.	17 42.5%	16 40.0%	7 17.5%	- -	3.25	0.74	Good
15	Students with disabilities could be negatively affected with the increased freedom in the general classroom.	9 22.5%	26 65.0%	1 2.5%	4 10.0%	2.00	0.82	Poor
<b>Weighted mean = 2.45</b>								

Table 4.6 revealed the responses of the respondents to the perception of the regular teachers to inclusive education in the UK. Table 4.6 revealed the weighted mean of 2.45 out of the 4.00 maximum obtainable score, which is lesser than the standard mean of 2.50. This indicates that the perception of the regular teachers toward inclusive education in the UK is poor. It was also observed that the respondents rated 8 items below the weighted mean as the contributing items to their poor perception of inclusive education in the UK. They were rated as follow: Teaching pupils with disabilities are better done by special teacher than by general classroom teachers (2.33), Integration will likely have a negative effect on the emotional development of the pupils with disabilities (2.23), The behaviour of pupils with disabilities will set a bad example for pupils without disabilities (2.10), Increased freedom in the general classroom creates too much confusion for the pupils with disabilities (2.00), The presence of pupils with disabilities will not promote acceptance of differences on the part of pupils without disabilities (1.95), Isolation in a special classroom has a beneficial effect on the social and emotional development of the student with disabilities (1.83), The extra attention pupils with disabilities require will be to the detriment of the other pupils (1.65), It is likely that the student with a disability will exhibit behaviour problems in a general classroom (1.28). While 7 items were rated by the respondents as items that could improve their perception toward inclusive education. They are: Integration of pupils with disabilities will require significant changes in general classroom procedures (3.25), Pupils with disabilities can best be served in general classrooms (3.15), General-classroom teachers have the ability necessary to work with pupils with disabilities (3.10), The classroom behaviours of pupils with disabilities generally do not require more patience from the teacher than do the classroom behaviour of the pupils without disabilities (3.05), Pupils with disabilities should be given every opportunity to function in the general classroom where possible (2.98), The challenge of being in a general classroom will promote the academic growth of the pupils with disabilities (2.97), and lastly, The pupils with disabilities will not be socially isolated in the general classroom (2.83).

**Table 4.7: Perception of the special teachers to inclusive education in UK**

S/N	Statements	SA	A	D	SD	Mean	STD. D	Remark
1	Teachers in regular classrooms should be exposed to in-service training on how to teach students with special needs.	12 60.0%	8 40.0%	- -	- -	3.60	0.50	Good
2	I don't mind changing the structure of my room to cater for the educational needs of pupils with special needs.	4 20.0%	11 55.0%	4 20.05	1 5.0%	2.10	0.79	Poor
3	There is the need to offer constructive feedback after observing my teaching.	8 40.0%	7 35.0%	5 25.0%	- -	3.15	0.81	Good
4	There is the need to shows genuine concern for my program and pupils	4 20.0%	13 65.0%	2 10.0%	1 5.0%	3.00	0.73	Good
5	Integration of the pupils with disabilities into the regular classroom setting could hinder their social independence.	8 42.1%	8 42.1%	3 15.8%	- -	1.74	0.73	Poor
6	Teaching pupils with disabilities are better done by special teacher than by general classroom teachers	4 20.0%	11 55.0%	5 25.0%	- -	2.95	0.69	Good
7	Teachers in the regular classroom should provide opportunities for pupils with disabilities to function effectively.	5 25.0%	10 50.0%	5 25.0%	- -	3.00	0.73	Good
8	The educational need of the special pupils can only be met and accomplished by special teachers	7 35.0%	10 50.0%	1 5.0%	2 10.0%	3.10	.91	Poor
9	The behaviour of pupils with disabilities will set a bad example for pupils without disabilities.	7 35.0%	10 50.0%	2 10.0%	1 5.0%	1.85	0.81	Poor
10	There is no need to give pupils with special needs the advantage of functioning effectively in the regular classroom.	5 25.0%	7 35.0%	7 35.0%	1 5.0%	2.20	0.89	Poor
11	Isolating a child with disability in a special classroom has a beneficial effect on the social and emotional development of such students.	6 30.0%	10 50.0%	3 15.0%	1 5.0%	1.95	0.83	Poor
12	The extra attention pupils with learning challenges require can only be handled by the special teachers.	6 30.0%	6 30.0%	7 35.0%	1 5.0%	2.85	0.93	Good
13	Regular classroom setting will encourage pupils with learning challenges and promote their academic growth.	6 30.0%	11 55.0%	3 15.0%	- -	3.15	0.67	Good
14	Teachers in regular classrooms possess adequate training to teach pupils with disabilities.	4 20.0%	9 45.0%	6 30.0%	1 5.0%	2.80	0.83	Good
15	Children with disabilities do not exhibit special classroom behaviour different from their colleagues without disabilities.	9 45.0%	8 40.0%	3 15.0%	- -	3.30	0.73	Good
<b>Weighted mean = 2.72</b>								

Table 4.7 revealed the responses of the respondents to the perception of the special teachers to inclusive education in the UK. Table 4.7 revealed the weighted mean of 2.72 out of the 4.00 maximum obtainable score, which is higher than the standard mean of 2.50. This indicates that the perception of the special teachers toward inclusive education in the UK is good. It could be inferred that the respondents rated 10 items above the weighted mean as the contributing items to their good perception of inclusive education in the UK. They were rated as follow: Special in-service training in teaching special needs pupils should be required for all regular education teachers (3.60) is ranked highest by the mean scores rating, followed by The classroom behaviour of the pupils with disabilities generally does not require more patience from the teacher than does the classroom behaviour of the student without a disability (3.30), The challenge of being in a general classroom will promote the academic growth of the student with a disability (3.15), There is the need to offer constructive feedback after observing my teaching (3.15), The educational need of the special pupils can only be met and accomplished by special teachers (3.10), There is the need to shows genuine concern for my program and pupils and Pupils with disabilities should be given every opportunity to function in the general classroom where possible (3.00), Teaching pupils with disabilities are better done by special teacher than by general classroom teachers (2.95), The extra attention pupils with disabilities require can only be handled by the special teachers (2.85), and lastly, General-classroom teachers have sufficient training to teach pupils with disabilities (2.80). While the remaining five (5) items were rated below as non-contributing items to their good perception of inclusive education.

**Research question 2(b):** What is the perception of the regular and special pupils to inclusive education in the UK?

**Table 4.8: Perception of the regular pupils to inclusive education in UK**

S/N	Statements	SA	A	D	SD	Mean	STD.D	Remark
1	I don't think I can learn well under the same classroom with disabled pupils.	5 8.5%	29 49.2%	12 20.3%	13 22.0%	2.56	0.93	Poor
2	Being in the same classroom with the disabled pupils is like being in hell.	7 11.9%	36 61.0%	6 10.2%	10 16.9%	2.32	0.90	Poor
3	I love, respect, and care for the disabled pupils, and as such, I don't care being in the same class with them	14 23.7%	27 45.8%	10 16.9%	8 13.6%	2.80	0.96	Poor
4	Inclusive education will provide me with the opportunity to redesign my relationship with others	23 39.0%	30 50.8%	5 8.5%	1 1.7%	3.27	0.69	Good
5	There is a tendency that the presence of pupils with disabilities in my classroom will often get me distracted.	6 10.2%	12 20.3%	28 47.5%	13 22.0%	2.81	0.90	Poor
6	To be educated alongside special pupils will promote love and tolerance among us.	29 49.2%	18 30.5%	11 18.6%	1 1.7%	3.27	0.83	Good
7	Bringing us together with the special pupils will enhance appreciation of each other's uniqueness.	28 47.5%	16 27.1%	13 22.0%	2 3.4%	3.90	0.90	Good
8	I am not totally in support of inclusive education.	9 15.0%	23 38.3%	11 18.3%	17 28.3%	2.60	1.06	Poor
9	I will cooperate with the teachers as well as my fellow pupils with disabilities.	32 53.3%	22 36.7%	4 6.7%	2 3.3%	3.40	0.76	Good
10	Teaching the normal and special pupils together will impede my academic progress.	8 13.3%	28 46.7%	14 23.3%	10 16.7%	2.43	0.93	Poor
<b>Weighted mean = 2.94</b>								

Table 4.8 showed the responses of the respondents to the perception of the regular pupils to inclusive education in the UK. Table 4.8 revealed the weighted mean of 2.94 out of the 4.00 maximum obtainable score, which is higher than the standard mean of 2.50. This implies that the regular pupils have a good perception toward inclusive education in the UK. It was also observed that the respondents rated 4 items above the weighted mean as the contributing items to their good perception of inclusive education. They were rated as follow: Bringing us together with the special pupils will enhance appreciation of each other's uniqueness (3.90) is ranked highest by the mean scores rating, followed by I will cooperate with the teachers as well as my fellow pupils with disabilities (3.40), Inclusive education will provide me with the opportunity to redesign my relationship with others (3.27), and lastly, To be educated alongside with special pupils will promote love and tolerance among us (3.27). While the remaining six (6) items were rated below as non-contributing items to their good perception of inclusive education.

**Table 4.9: Perception of the special pupils to inclusive education in UK**

S/N	Statements	SA	A	D	SD	Mean	STD. D	Remark
1	I don't think I can learn well under the same classroom with pupils without disabilities.	21 52.5%	9 22.5%	6 15.0%	10 10.0%	1.83	1.04	Poor
2	Being in the same classroom with the normal pupils is like being in hell.	13 32.5%	15 37.5%	9 22.5%	3 7.5%	2.05	0.93	Poor
3	I love, respect, and care for the normal pupils, and as such, I extremely happy being in the same class with them	21 52.5%	15 37.5%	3 7.5%	1 2.5%	3.40	0.74	Good
4	Inclusive education will provide me with the opportunity to redesign my relationship with others as a disabled student	20 51.3%	17 43.6%	2 5.1%	- -	3.46	0.60	Good
5	There is a tendency that the presence of pupils without disabilities in my classroom will often get me distracted.	17 42.5%	9 22.5%	13 32.5%	1 2.5%	1.95	0.93	Poor
6	To be educated alongside with normal pupils will promote love and tolerance among us	17 43.6%	17 43.6%	4 10.3%	1 2.6%	3.28	0.76	Good
7	Bringing us together with the pupils without disabilities will enhance appreciation of each other's uniqueness	19 47.5%	11 27.5%	10 25.0%	- -	3.23	0.83	Good
8	I am not totally in support of inclusive education.	16 40.0%	17 42.5%	6 15.0%	1 2.5%	1.80	0.79	Poor
9	I will cooperate with the teachers as well as my fellow pupils without disabilities	14 35.0%	16 40.0%	8 20.0%	2 5.0%	3.05	0.88	Good
10	Teaching the normal and special pupils together will impede my academic progress.	19 47.5%	11 27.5%	6 15.0%	4 10.0%	1.88	1.02	Poor
<b>Weighted mean = 2.59</b>								

Table 4.9 showed the responses of the respondents to the perception of the special pupils to inclusive education in the UK. Table 4.9 indicated the weighted mean of 2.59 out of the 4.00 maximum obtainable score, which is higher than the standard mean of 2.50. This indicates that the special pupils have good perception toward inclusive education in the UK. It could be observed that the respondents rated 5 items above the weighted mean as the contributing items to their moderate perception toward inclusive education. They were rated as follow: Inclusive education will provide me with the opportunity to redesign my relationship with others as a disabled student (3.46) is ranked highest by the mean scores rating, followed by I love, respect, and care for the normal pupils, and as such, I extremely happy being in the same class with them (3.40), To be educated alongside with normal pupils will promote love and tolerance among us (3.28), Bringing us together with the pupils without disabilities will enhance appreciation of each other's uniqueness (3.23), and lastly, I will cooperate with the teachers as well as my fellow pupils without disabilities (3.05). While the remaining five (5) items were rated below as non-contributing items to their moderate perception of inclusive education.



**Research question 3(a):** What is the knowledge possessed by the regular and special teachers about inclusive education in Nigeria?

**Table 4.10: Knowledge possessed by the regular teachers about inclusive education in Nigeria**

S/N	Statements	SA	A	D	SD	Mean	STD. D	Remark
1	I cannot stand people with disabilities.	15 37.5%	11 27.5%	6 15.0%	8 20.0%	2.83	1.15	High
2	Pupils with disabilities are very difficult to work with.	2 5.0%	26 65.0%	6 15.0%	6 15.0%	2.40	0.81	Low
3	The regular classrooms are well equipped for inclusive education.	11 27.5%	10 25.0%	14 35.0%	5 12.5%	2.68	1.02	High
4	The classrooms are convenient and very spacious for all	7 17.5%	20 50.0%	7 17.5%	6 15.0%	2.70	0,94	High
5	My schools have enough classrooms.	8 20.5%	11 28.2%	13 33.3%	7 17.9%	2.51	1.02	Low
6	I have preference for categories of disabilities.	10 25.6%	19 48.7%	5 12.8%	5 12.8%	2.87	0.95	High
7	Some categories of disabilities should be included in the classroom.	9 22.5%	21 52.5%	6 15.0%	4 10.0%	2.88	0.88	High
8	I am skeptical about some disabilities.	16 41.0%	8 20.5%	11 28.2%	4 10.3%	2.08	1.06	Low
9	Inclusive education is not workable. .	7 17.9%	15 38.5%	10 25.6%	7 17.9%	2.44	1.00	Low
10	The workload will be too much for me.	3 7.5%	21 52.5%	12 30.0%	4 10.0%	2.43	0.78	Low
11	The parents and government will demand too much from us.	12 30.0%	16 40.0%	10 25.0%	2 5.0%	2.05	0.88	Low
12	I am qualified to handle inclusive classrooms.	10 25.6%	14 35.9%	14 35.9%	1 2.6%	2.85	0.84	High
13	I am not competent for inclusiveness, but I am willing to be trained for it.	11 28.2%	21 53.8%	6 15.4%	1 2.5%	3.08	0.74	High
14	The current curriculum does not accommodate inclusiveness.	1 2.6%	6 15.4%	20 51.3%	12 30.8%	3.10	0.75	High
15	I am willing to work with the adjusted curriculum to enforce inclusiveness.	13 33.3%	19 48.7%	7 17.9%	- -	3.15	0.71	High
<b>Weighted mean = 2.67</b>								

Table 4.10 revealed the responses of the respondents to knowledge possessed by the regular teachers about inclusive education in Nigeria. Table 4.10 showed the weighted mean of 2.67 out of the 4.00 maximum obtainable score, which is higher than the standard mean of 2.50. This indicates that the regular teachers have good knowledge of inclusive education in Nigeria. It could be inferred that the respondents rated 9 items above the weighted mean as the contributing items to their knowledge about inclusive education in Nigeria. They were rated as follow: I am willing to work with the adjusted curriculum to enforce inclusiveness (3.15) is ranked highest by the mean scores rating, followed by The current curriculum does not accommodate inclusiveness (3.10), I am not competent for inclusiveness but I am willing to be trained for it (3.08), Some categories of disabilities should be included in the classroom (2.88), I have preference for categories of disabilities (2.87), I am qualified to handle inclusive classrooms (2.85), I cannot stand people disabilities (2.83), The classrooms are convenient and very spacious for all (2.70), and lastly, The regular classrooms are well equipped for inclusive education (2.68). While the remaining six (6) items were rated below the weighted mean as non-contributing items to their knowledge of inclusive education.

**Table 4.11: Knowledge possessed by the special teachers about inclusive education in Nigeria**

S/N	Statements	SA	A	D	SD	Mean	STD. D	Remark
1	My special education training has given me the confidence to teach special needs children.	15 75.0%	3 15.0%	1 5.0%	1 5.0%	3.60	0.82	Good
2	Because of my education, I am able to meet the needs of disabled children.	2 10.0%	14 70.0%	4 20.0%	- -	2.90	0.55	
3	I am comfortable teaching a child who is moderately physically disabled because I am a trained special educator.	4 21.1%	7 36.8%	8 42.15	- -	2.79	0.79	Poor
4	The students with whom I work have mild to moderate behavioral issues.	10 50.0%	8 40.0%	2 10.0%	- -	3.40	0.68	Good
5	To meet the needs of students with special needs, adaptive materials and equipment are readily available.	3 15.0%	9 45.0%	8 40.0%	- -	2.75	0.72	Poor
6	My principal assists me in making the necessary adjustments for teaching children with special needs.	5 25.0%	7 35.0%	8 40.0%	- -	2.85	0.81	Poor
7	I've been taught to prioritize non-teaching responsibilities (e.g., IEPs, conferences)	5 25.0%	7 35.0%	8 40.0%	- -	2.85	0.81	Poor
8	With the specialty required, I doubt it if inclusive education is workable.	6 30.0%	6 30.0%	8 40.0%	- -	2.10	0.85	Poor
9	Socialization is the primary prerequisite for inclusion success.	5 25.0%	8 40.0%	7 35.0%	- -	2.90	0.79	Poor
10	There is need for inclusive education to be fully explained to the general populace	7 35.0%	8 40.0%	5 25.0%	- -	3.10	0.79	Good
11	Teacher' attitude to and knowledge about inclusive education is primary to inclusive success	4 20.0%	11 55.0%	5 25.0%	- -	2.95	0.69	Poor
12	Pupils' attitude to and knowledge about inclusive education is important to inclusive success.	13 68.4%	5 26.3%	1 5.3%	- -	3.63	0.60	Good
13	I prefer some categories of disabilities.	3 15.8%	15 78.9%	1 5.3%	- -	3.11	0.46	Good
14	The current curriculum does not accommodate inclusiveness.	4 21.1	9 47.4%	6 31.6%	- -	2.90	0.74	Poor
15	I am qualified to handle inclusive classrooms	1 5.3%	13 68.4%	5 26.3%	- -	2.79	0.54	Poor
<b>Weighted mean = 2.98</b>								

Table 4.11 showed the responses of the respondents to knowledge possessed by the special teachers about inclusive education in Nigeria. Table 4.11 indicated the weighted mean of 2.98 out of the 4.00 maximum obtainable score, which is higher than the standard mean of 2.50. This implies that the special teachers were knowledgeable about inclusive education in Nigeria. It could be observed that the respondents rated 4 items above the weighted mean as the contributing items to their knowledge of inclusive education in Nigeria. They were rated as follow: As a trained special educator, I am confident in my ability to teach children with special needs (3.60) is ranked highest by the mean scores rating, followed by I can adequately handle pupils with mild to moderate behavioural problems (3.40), I have a preference for some categories of disabilities (3.11), and lastly, There is need for inclusive education to be fully explained to the general populace (3.10). While the remaining 11 items were rated below the weighted mean as non-contributing items to their knowledge of inclusive education.

**Research question 3(b):** What knowledge is possessed by the regular pupils and special pupils about inclusive education in Nigeria?

**Table 4.12: Knowledge possessed by the regular pupils about inclusive education in Nigeria**

S/N	Statements	SA	A	D	SD	Mean	STD. D	Remark
1	I cannot stand peoples with disabilities	6 10.2%	7 11.9%	29 49.2%	17 28.8%	2.03	0.91	Poor
2	They are very difficult to work with	11 18.6%	13 22.0%	27 45.8%	8 13.6%	2.46	0.95	Poor
3	The regular classrooms are well equipped for inclusive education	10 16.9%	12 20.35	20 33.9%	17 28.8%	2.25	1.06	Poor
4	Our classrooms are convenient and very spacious for all	8 13.8%	18 31.0%	26 44.8%	6 10.3%	2.48	0.86	Poor
5	My school has enough classrooms	9 15.5%	24 41.4%	19 32.8%	6 10.3%	2.62	0.88	Good
6	I prefer some categories of disabilities	13 22.0%	32 54.2%	9 15.3%	5 8.5%	2.90	0.85	Good
7	Some categories of disabilities should be included in the classroom	15 25.4%	31 52.5%	10 16.9%	3 5.1%	2.98	0.80	Good
8	I am skeptical about some disabilities	11 18.6%	28 47.5%	16 27.1%	4 6.8%	2.22	0.83	Poor
9	Inclusive education is not workable	15 25.4%	27 45.8%	9 15.3%	8 13.6%	2.17	0.97	Poor
10	Most pupils with disabilities that I know are too troublesome.	4 6.8%	28 47.5%	14 23.7%	13 22.0%	2.61	0.91	Good
11	Pupils with disabilities often enjoy some favour and benefits from the teachers.	17 28.8%	35 59.3%	6 10.2%	1 1.7%	3.15	0.65	Good
12	Our teachers are too lenient with the special pupils	15 25.9%	14 24.1%	26 44.8%	3 5.2%	2.71	0.92	Good
13	My disabled classmates are too lazy and not co-operative when given group assignments with their normal mates.	7 12.1%	32 55.2%	10 17.2%	9 15.5%	2.36	0.89	Poor
14	Most of my mates with disabilities are brilliant, hardworking, and intelligent.	7 12.1%	33 56.9%	14 24.1%	4 6.9%	2.74	0.76	Good
15	It is a complete disaster being in the same classroom with the special pupils	20 33.9%	25 42.4%	9 15.3%	5 8.5%	1.98	0.92	Poor
<b>Weighted mean = 2.51</b>								

Table 4.12 revealed the responses of the respondents to the sort of knowledge possessed by the regular pupils about inclusive education in Nigeria. Table 4.12 showed the weighted mean of 2.51 out of the 4.00 maximum obtainable score, which is equal to the standard mean of 2.50. This indicates that the regular pupils' knowledge about inclusive education in Nigeria is average. It was also observed that the respondents rated 7 items above the weighted mean as the knowledge they possessed about inclusive education in Nigeria. They were rated as follow: Pupils with disabilities often enjoy some favour and benefits from the teachers (3.15) is ranked highest by the mean scores rating, followed by Some categories of disabilities should be included in the classroom (2.98), I have a preference for some categories of disabilities (2.90), Most of my mates with disabilities are brilliant, hardworking and intelligent (2.74), Our teachers are too lenient with the special pupils (2.71), My school has enough classrooms (2.62), and lastly, Most pupils with disabilities that I know are too troublesome. While the remaining eight (8) items were rated below the weighted mean as non-contributing items to their knowledge of inclusive education.

**Table 4.13: Knowledge possessed by the special pupils about inclusive education in Nigeria**

S/N	Statements	SA	A	D	SD	Mean	STD. D	Remark
1	I understand what inclusive education stands for.	23 57.5%	10 25.0%	6 15.0%	1 2.5%	3.38	0.84	Good
2	I do not fully understand what it is all about.	11 27.5%	12 30.0%	11 27.5%	6 15.0%	2.30	1.04	Poor
3	Inclusive education should be fully explained to the general populace.	20 50.0%	16 40.0%	4 10.0%	- -	3.40	0.67	Good
4	Every child should be placed in a regular classroom.	19 47.5%	16 40.0%	4 10.0%	1 2.5%	3.33	0.76	Good
5	Socialization is the primary prerequisite for inclusion success.	22 55.0%	13 32.5%	4 10.0%	1 2.5%	3.40	0.78	Good
6	Children with special needs should choose his/her placement.	15 37.5%	18 45.0%	6 15.0%	1 2.5%	3.18	0.78	Poor
7	We need to define what we mean by children with special needs.	21 53.8%	13 33.3%	5 12.8%	- -	3.41	0.72	Good
8	Without adequate support, a child with special needs in an inclusive classroom will feel excluded.	- -	2 5.0%	18 45.0%	20 50.0%	3.45	0.60	Good
9	Teachers' attitude to and knowledge about inclusive education is primary to inclusive success.	24 60.0%	13 32.5%	2 5.0%	1 2.5%	3.50	0.72	Good
10	Pupils' attitude to and knowledge about inclusive education is important to inclusive success.	23 57.5%	16 40.0%	1 2.5%	- -	3.55	0.55	Good
<b>Weighted mean = 3.29</b>								

Table 4.13 showed the responses of the respondents to the sort of knowledge possessed by the special pupils about inclusive education in Nigeria. Table 4.13 revealed the weighted mean of 3.29 out of the 4.00 maximum obtainable score, which is higher than the standard mean of 2.50. This indicates that the special pupils' knowledge about inclusive education in Nigeria is high. Table 12 further revealed that the respondents rated 8 items above the weighted mean as the knowledge they possessed about inclusive education in Nigeria. They were rated as follow: Pupils' attitude to and knowledge about inclusive education is important to inclusive success (3.55) is ranked highest by the mean scores rating, followed by Teachers' attitude to and knowledge about inclusive education is primary to inclusive success (3.50), Without adequate support, a child with special need in an inclusive classroom will feel excluded (3.45), We need to define what we mean by children with special needs (3.41), Inclusive education should be fully explained to the general populace (3.40), Socialization is the primary prerequisite for the inclusion success (3.40), I understand what inclusive education stands for (3.38), and lastly, Every child should be placed in a regular classroom.(3.33). While the remaining two (2) items were rated below the weighted mean as non-contributing items to their knowledge of inclusive education.



**Research question 4(a):** What knowledge is possessed by the regular and special teachers about inclusive education in the UK?

**Table 4.14: Knowledge possessed by the regular teachers about inclusive education in UK**

S/N	Statements	SA	A	D	SD	Mean	STD. D	Remark
1	I cannot stand people with disabilities.	24 60.0%	10 25.0%	5 12.5%	1 2.5%	3.43	0.81	Good
2	Pupils with disabilities are very difficult to work with.	10 25.0%	24 60.0%	6 15.0%	- -	1.90	0.63	Poor
3	The regular classrooms are well equipped for inclusive education.	14 35.0%	17 42.5%	9 22.5%	- -	3.13	0.76	Good
4	The classrooms are convenient and very spacious for all	10 25.0%	17 42.5%	9 22.5%	4 10.0%	2.83	0.93	Good
5	My schools have enough classrooms.	12 30.8%	14 35.9%	11 28.2%	2 5.1%	2.92	0.90	Good
6	I have preference for categories of disabilities.	10 25.0%	20 50.0%	9 22.5%	1 5.0%	2.98	0.77	Good
7	Some categories of disabilities should be included in the classroom.	13 32.5%	14 35.0%	10 25.0%	3 7.5%	2.93	0.94	Good
8	I am skeptical about some disabilities.	14 35.0%	12 30.0%	12 30.0%	2 5.0%	2.05	0.93	Poor
9	Inclusive education is not workable. .	11 28.9%	16 42.1%	11 28.9%	- -	2.00	0.77	Poor
10	The workload will be too much for me.	11 27.5%	19 47.5%	9 22.5%	1 2.5%	2.00	0.79	Poor
11	The parents and government will demand too much from us.	15 38.5%	10 25.65	9 23.1%	5 12.8%	2.10	1.07	Poor
12	I am qualified to handle inclusive classrooms.	13 34.2%	14 36.8%	10 26.3%	1 2.6%	3.03	0.85	Good
13	I am not competent for inclusiveness, but I am willing to be trained for it.	10 25.6%	17 43.6%	10 25.6%	2 5.1%	2.90	0.85	Good
14	The current curriculum does not accommodate inclusiveness.	- -	13 32.5%	14 35.0%	13 32.5%	3.00	0.82	Good
15	I am willing to work with the adjusted curriculum to enforce inclusiveness.	6 15.0%	22 55.0%	8 20.0%	4 10.0%	2.75	0.84	Good
<b>Weighted mean = 2.66</b>								

Table 4.14 revealed the responses of the respondents to knowledge possessed by the regular teachers about inclusive education in the UK. Table 4.14 showed the weighted mean of 2.66 out of the 4.00 maximum obtainable score, which is higher than the standard mean of 2.50. This indicates that the regular teachers have average knowledge about inclusive education in the UK. It was also observed that the respondents rated 10 items above the weighted mean as the contributing items to their average knowledge possessed by regular teachers about inclusive education in the UK. They were rated as follow: I cannot stand people disabilities (3.43) is ranked highest by the mean scores rating, followed by The regular classrooms are well equipped for inclusive education (3.13), I am qualified to handle inclusive classrooms (3.03), The current curriculum does not accommodate inclusiveness (3.00), I have preference for categories of disabilities (2.98), Some categories of disabilities should be included in the classroom (2.93), My schools have enough classrooms (2.92), I am not competent for inclusiveness but I am willing to be trained for it (2.90), The classrooms are convenient and very spacious for all (2.83), and lastly, I am willing to work with the adjusted curriculum to enforce inclusiveness (2.75). While the remaining five (5) items were rated below the weighted mean as non-contributing items to their average knowledge they possessed about inclusive education.

**Table 4.15: Knowledge possessed by the special teachers about inclusive education in UK**

S/N	Statements	SA	A	D	SD	Mean	STD. D	Remark
1	As a trained special educator, I am confident in my ability to teach children with special needs	6 30.0%	8 40.05	6 30.0%	- -	3.00	0.80	Good
2	I have been adequately trained to meet the needs of children with disabilities.	4 20.0%	8 40.0%	8 40.0%	- -	2.80	0.77	Poor
3	As a trained special educator, I am comfortable teaching a child that is moderately physically disabled.	5 25.0%	10 50.0%	4 20.0%	1 5.0%	2.95	0.83	Good
4	I can adequately handle pupils with mild to moderate behavioural problems.	5 25.0%	7 35.0%	6 30.0%	2 10.0%	2.75	0.97	Poor
5	Adaptive materials and equipment are easily acquired for meeting the needs of pupils with special needs.	11 55.0%	6 30.0%	3 15.0%	- -	3.40	0.75	Good
6	My principal is supportive in making needed accommodations for teaching children with special needs	4 20.0%	12 60.0%	4 20.0%	- -	3.00	0.65	Good
7	Am trained to provides time for various non-teaching responsibilities (e.g., IEPs, conferences)	6 30.0%	12 60.0%	2 10.0%	- -	3.20	0.62	Good
8	With the specialty required, I doubt it if inclusive education is workable.	5 25.0%	8 40.0%	6 30.0%	1 5.0%	2.15	0.88	Poor
9	Socialisation is the primary prerequisite for inclusion success.	5 25.0%	12 60.0%	3 15.0%	- -	3.10	0.64	Good
10	There is need for inclusive education to be fully explained to the general populace	3 15.0%	12 60.0%	5 25.0%	- -	2.90	0.64	Poor
11	Teacher' attitude to and knowledge about inclusive education is primary to inclusive success	7 35.0%	8 40.0%	5 25.0%	- -	3.10	0.79	Good
12	Pupils' attitude to and knowledge about inclusive education is important to inclusive success.	4 20.0%	10 50.0%	4 20.0%	2 10.0%	2.80	0.89	Poor
13	I prefer some categories of disabilities.	5 25.0%	8 40.0%	7 35.0%	- -	2.90	0.79	Poor
14	The current curriculum does not accommodate inclusiveness.	3 15.0%	8 40.0%	9 45.0%	- -	2.70	.73	Poor
15	I am qualified to handle inclusive classrooms	8 40.05	8 40.0%	4 20.05	- -	3.20	0.77	Good
<b>Weighted mean = 2.93</b>								

Table 4.15 showed the responses of the respondents to the sort of knowledge possessed by the special teachers about inclusive education in the UK. Table 4.15 showed the weighted mean of 2.93 out of the 4.00 maximum obtainable score, which is higher than the standard mean of 2.50. This indicates that the knowledge possessed by the special teachers about inclusive education in the UK is high. It could be inferred that the respondents rated 8 items above the weighted mean as the contributing items to the high knowledge about inclusive education possessed in the UK. They were rated as follow: I cannot stand people disabilities (3.43) is ranked highest by the mean scores rating, followed by Adaptive materials and equipment are easily acquired for meeting the needs of pupils with special needs (3.40), Am trained to provides time for various non-teaching responsibilities (e.g., IEPs, conferences) (3.20), I am qualified to handle inclusive classrooms (3.20), Socialisation is the primary prerequisite for the inclusion success (3.10), Teachers' attitude to and knowledge about inclusive education is primary to inclusive success (3.10), My principal is supportive in making needed accommodations for teaching children with special needs (3.00), As a trained special educator, I am confident in my ability to teach children with special needs, and lastly, As a trained special educator, I am comfortable teaching a child that is moderately physically disabled (2.95). While the remaining seven (7) items were rated below the weighted mean as non-contributing items to the high knowledge possessed about inclusive education.

**Research question 4(b):** What knowledge is possessed by the regular pupils and special pupils about inclusive education in the UK?

**Table 4.16: Knowledge possessed by the regular pupils about inclusive education in UK**

S/N	Statements	SA	A	D	SD	Mean	STD. D	Remark
1	I cannot stand peoples with disabilities	9 15.0%	3 5.05	33 55.0%	15 25.0%	2.10	0.95	Good
2	They are very difficult to work with	12 20.3%	14 23.7%	29 49.2%	4 6.8%	2.58	0.90	Poor
3	The regular classrooms are well equipped for inclusive education	8 13.3%	30 50.0%	20 33.3%	2 3.3%	2.73	0.73	Good
4	Our classrooms are convenient and very spacious for all	13 21.7%	33 55.0%	8 13.3%	6 10.0%	2.88	0.87	Good
5	My school has enough classrooms	13 21.7%	28 46.7%	8 13.3%	11 18.3%	2.72	1.01	Good
6	I prefer some categories of disabilities	11 18.3%	29 48.3%	15 25.0%	5 8.3%	2.77	0.85	Good
7	Some categories of disabilities should be included in the classroom	13 21.7%	36 60.0%	6 10.0%	5 8.3%	2.95	0.81	Good
8	I am skeptical about some disabilities	13 21.7%	31 51.75	15 25.0%	1 1.7%	2.07	0.73	Poor
9	Inclusive education is not workable	3 5.0%	30 50.0%	12 20.0%	15 25.0%	2.65	0.92	Poor
10	Most pupils with disabilities that I know are too troublesome.	5 8.3%	29 48.3%	10 16.7%	16 26.7%	2.62	0.98	Poor
11	Pupils with disabilities often enjoy some favour and benefits from the teachers.	18 30.0%	29 48.3%	8 13.3%	5 8.3%	3.00	0.88	Good
12	Our teachers are too lenient with the special pupils	16 27.1%	33 55.9%	7 11.9%	3 5.1%	3.05	0.76	Good
13	My disabled classmates are too lazy and not co-operative when given group assignments with their normal mates.	8 13.8%	32 55.2%	7 12.1%	11 19.0%	2.36	0.95	Poor
14	Most of my mates with disabilities are brilliant, hardworking, and intelligent.	15 25.4%	30 50.8%	8 13.3%	6 10.2%	2.92	0.90	Good
15	It is a complete disaster being in the same classroom with the special pupils	8 13.3%	27 45.0%	9 15.0%	16 26.7%	2.55	1.03	Poor
<b>Weighted mean = 2.66</b>								

Table 4.16 revealed the responses of the respondents to the sort of knowledge possessed by the regular pupils about inclusive education in the UK. Table 4.16 indicated the weighted mean of 2.66 out of the 4.00 maximum obtainable score, which is higher than the standard mean of 2.50. This means that the regular pupils' knowledge about inclusive education in the UK is average. Table 4.16 also revealed that the respondents rated 8 items above the weighted mean as items contributing to the average knowledge they possessed about inclusive education in the UK. The 8 items were rated as follow: Our teachers are too lenient with the special pupils (3.05) is ranked highest by the mean scores rating, followed by Pupils with disabilities often enjoy some favour and benefits from the teachers (3.00), Some categories of disabilities should be included in the classroom (2.95), Most of my mates with disabilities are brilliant, hardworking and intelligent (2.92), Our classrooms are convenient and very spacious for all (2.88), I have a preference for some categories of disabilities (2.77), The regular classrooms are well equipped for inclusive education (2.73), and lastly, My school has enough classrooms (2.72). While the remaining seven (7) items were rated below the weighted mean as non-contributing items to their average knowledge of inclusive education.

**Table 4.17: Knowledge possessed by the special pupils about inclusive education in UK**

S/N	Statements	SA	A	D	SD	Mean	STD.D	Remark
1	I understand what inclusive education stands for.	21 52.5%	16 40.0%	3 7.5%	- -	3.45	0.64	Good
2	I do not fully understand what it is all about.	12 30.0%	18 45.0%	9 22.5%	1 2.5%	1.98	0.80	Poor
3	Inclusive education should be fully explained to the general populace.	20 50.0%	20 50.0%	- -	- -	3.50	0.51	Good
4	Every child should be placed in a regular classroom.	16 41.0%	15 38.5%	7 17.9%	1 2.6%	3.18	0.82	Poor
5	Socialization is the primary prerequisite for inclusion success.	18 46.2%	18 46.25	3 7.7%	- -	3.39	0.63	Good
6	Children with special needs should choose his/her placement.	19 47.5%	17 42.5%	4 10.0%	- -	3.38	0.67	Good
7	We need to define what we mean by children with special needs.	16 40.0%	18 45.0%	6 15.0%	- -	3.25	0.71	Good
8	Without adequate support, a child with special needs in an inclusive classroom will feel excluded.	3 7.5%	3 7.5%	15 37.5%	19 47.5%	3.25	0.90	Good
9	Teachers' attitude to and knowledge about inclusive education is primary to inclusive success.	22 55.0%	15 37.5%	3 7.5%	- -	3.48	0.64	Good
10	Pupils' attitude to and knowledge about inclusive education is important to inclusive success.	21 52.5%	16 40.0%	3 7.5%	- -	3.45	0.64	Good
<b>Weighted mean = 3.23</b>								

Table 4.17 revealed the responses of the respondents to the sort of knowledge possessed by the special pupils about inclusive education in the UK. Table 4.17 indicated the weighted mean of 3.23 out of the 4.00 maximum obtainable score, which is higher than the standard mean of 2.50. This means that the special pupils' knowledge about inclusive education in the UK is high. It could be observed that the respondents rated 6 items above the weighted mean as items contributing to the high knowledge they possessed about inclusive education in the UK. The 6 items were rated as follow: Inclusive education should be fully explained to the general populace(3.50) is ranked highest by the mean scores rating, followed by Teachers' attitude to and knowledge about inclusive education is primary to inclusive success (3.48), I understand what inclusive education stands for and Pupils' attitude to and knowledge about inclusive education is important to inclusive success (3.45), Socialisation is the primary prerequisite for the inclusion success (3.39), and lastly, Children with special needs should be to choose his/her placement (3.38). While the remaining four (4) items were rated below the weighted mean as non-contributing items to their high knowledge about inclusive education.



**Research question 5 (a):** What is the attitude of the regular and special teachers to inclusive education in Nigeria?

**Table 4.18: Attitude of the regular teachers to inclusive education in Nigeria**

S/N	Statements	SA	A	D	SD	Mean	STD.D	Remark
1	I dislike inclusive education because it is not practicable.	17 42.5%	10 25.0%	5 12.5%	8 20.0%	2.10	1.17	Poor
2	I found inclusive education interesting because it is easy to practice.	8 20.0%	28 70.0%	3 7.5%	1 2.5%	3.08	0.62	Good
3	Inclusive education can lead to better education than segregation	10 25.0%	20 50.0%	9 22.5%	1 2.5%	2.96	0.77	Good
4	Co-operation between the regular teachers and special education teachers will ensure a positive attitude.	19 47.5%	17 42.5%	4 10.0%	- -	3.38	0.67	Good
5	Segregation has a negative effect on social adjustment of children with disabilities.	10 25.6%	19 48.7%	8 20.5%	2 5.1%	2.95	0.83	Good
6	Inclusive education should be fully explained to the general populace.	12 30.8%	22 56.4%	5 12.8%	- -	3.18	0.64	Good
7	I dislike pupils with disabilities.	4 10.5%	10 26.3%	17 44.7%	7 18.4%	2.71	0.90	Poor
8	I hardly tolerate pupils with disabilities.	5 12.8%	14 35.9%	15 38.5%	5 12.8%	2.51	0.89	Poor
9	On a daily basis, I strive to assist pupils with disabilities to adjust better in the classroom.	12 30.0%	23 57.5%	5 12.5%	- -	3.18	0.64	Good
10	I enjoy relating and associating with pupils in inclusive school.	8 20.0%	24 60.0%	8 20.0%	- -	3.00	0.64	Good
11	I become easily frustrated when teaching pupils with special needs.	8 20.0%	12 30.0%	14 35.0%	6 15.0%	2.45	0.99	Poor
12	I become anxious when I learn that pupils with special needs will be in my classroom.	8 20.5%	12 30.8%	17 43.6%	2 5.1%	2.33	0.87	Poor
13	Although children differ intellectually, physically, and psychologically, I believe that all children can learn in most environments.	7 17.5%	22 55.0%	11 27.5%	- -	2.90	0.67	Good
14	I believe that academic progress is possible in children with special needs.	16 40.0%	19 47.5%	5 12.5%	- -	3.28	0.68	Good
15	I believe that children with special needs should be placed in special education classes.	9 22.5%	22 55.0%	8 20.0%	1 2.5%	2.03	0.73	Poor
<b>Weighted mean = 2.80</b>								

Table 4.18 indicated the responses of the respondents to the attitude of the regular teachers to inclusive education in Nigeria. Table 4.18 revealed the weighted mean of 2.80 out of the 4.00 maximum obtainable score, which is higher than the standard mean of 2.50. This indicates that the regular teachers have a positive attitude to inclusive education in Nigeria. It is also observed that the respondents rated 9 items above the weighted mean as the contributing items to the positive they have toward inclusive education in Nigeria. They 9 items were rated as follow: Co-operation between the regular teachers and special education teachers will ensure positive attitude (3.38) is ranked highest by the mean scores rating, followed by I believe that academic progress is possible in children with special needs (3.28), Inclusive education should be fully explained to the general populace and On daily basis, I strive to assist pupils with disabilities to adjust better in the classroom (3.18), I found inclusive education interesting because it is easy to practice (3.08), I enjoy relating and associating with pupils in inclusive school (3.00), Inclusive education can lead to better education than segregation (2.96), Segregation has a negative effect on social adjustment of children with disabilities (2.95), and lastly, Although children differ intellectually, physically, and psychologically, I believe that all children can learn in most environments (2.90). Six (6) items were rated below the weighted mean as non-contributing items to their positive attitude toward inclusive education.

**Table 4.19: Attitude of the special teachers to inclusive education in Nigeria**

S/N	Statements	SA	A	D	SD	Mean	STD. D	Remark
1	One of my major roles is to champion the course of the disabled.	13 68.4%	5 26.3%	1 5.3%	- -	3.63	0.60	Good
2	I am willing and ready to initiate workshops, seminars, and conferences on the behalf of the disabled pupils.	2 10.5%	16 84.2%	1 5.3%	- -	3.05	0.41	Good
3	My services will not be required in this new system of inclusive education.	2 10.5%	7 36.8%	10 52.6%	- -	2.42	0.69	Poor
4	My professional role in inclusive education is secondary/irrelevant	4 21.1%	9 47.4%	6 31.6%	- -	2.11	-0.74	Poor
5	Inclusive education will provide me with the opportunity to redesign my relationship with other professionals.	2 10.5%	11 57.9%	5 26.3%	1 5.3%	2.74	0.73	Poor
6	I understand that inclusive education will incorporate my abilities, skills, and competences of special education within the general education.	3 15.8%	7 36.8%	8 42.1%	1 5.3%	2.63	0.83	Poor
7	Inclusive education is the answer for a child with disabilities	4 21.1%	6 31.6%	8 42.1%	1 5.3%	2.68	0.89	Poor
8	Regular teacher will not want us in the classroom; I will feel like an intruder.	6 31.6%	9 47.4%	4 21.1%	- -	1.90	0.74	Poor
9	I do not want an aide in the classroom since I am a certified special education teacher.	6 31.6%	9 47.4%	4 21.1%	- -	3.11	0.74	Good
10	Children with services needs will not get the individual attention or services they need in regular schools.	6 31.65	7 36.8%	6 31.6%	- -	2.00	0.82	Poor
11	I have enough insight and knowledge about different kinds of disabilities.	6 31.6%	6 31.6%	7 36.8%	- -	2.95	0.85	Good
12	Inclusive education can lead to a better education than segregation	5 26.3%	9 47.4%	5 26.3%	- -	3.00	0.75	Good
13	I tolerate pupils with disabilities because I am used to them	5 26.3%	10 52.6%	4 21.1%	- -	3.05	0.71	Good
14	Co-operation between the regular teachers and special education teachers will ensure a positive attitude.	4 21.1%	11 57.9%	4 21.1%	- -	3.00	0.67	Good
15	On a daily basis, I strive to assist pupils with disabilities to adjust better in the classroom.	3 15.8%	11 57.9%	5 26.3%	- -	2.90	0.66	Good
<b>Weighted mean = 2.75</b>								

Table 4.19 indicated the responses of the respondents to the attitude of the special teachers to inclusive education in Nigeria. Table 4.19 revealed the weighted mean of 2.75 out of the 4.00 maximum obtainable score, which is higher than the standard mean of 2.50. This indicates that the special teachers have a positive attitude to inclusive education in Nigeria. It is also observed that the respondents rated 8 items above the weighted mean as the contributing items to the positive attitude they have toward inclusive education in Nigeria. They 8 items were rated as follow: One of my major roles is to champion the course of the disabled (3.63) is ranked highest by the mean scores rating, followed by I do not want an aide in the classroom since I am a certified special education teacher (3.11), I am willing and ready to initiate workshops, seminars, and conferences on the behalf of the disabled pupils (3.05), I tolerate pupils with disabilities because I am used to them (3.05), Co-operation between the regular teachers and special education teachers will ensure positive attitude (3.00), Inclusive education can lead to a better education than segregation (3.00), I have enough insight and knowledge about different kinds of disabilities (2.95), and lastly, On daily basis, I strive to assist pupils with disabilities to adjust better in the classroom (2.90). While the remaining seven (7) items were rated below the weighted mean as non-contributing items to their positive attitude toward inclusive education.

**Research question 5(b):** What is the attitude of the regular pupils and special pupils to inclusive education in Nigeria?

**Table 4.20: Attitude of the regular pupils to inclusive education in Nigeria**

S/N	Statements	SA	A	D	SD	Mean	STD. D	Remark
1	I dislike people with disabilities.	17 28.8%	28 47.5%	10 16.9%	4 6.8%	2.02	0.86	Poor
2	I like to be educated alongside those with disabilities.	13 22.0%	22 37.3%	18 30.5%	6 10.2%	2.71	0.93	Good
3	I cannot have anything to do with them.	14 23.7%	34 57.6%	6 10.2%	5 8.5%	2.03	0.83	Poor
4	I get irritated at their sight.	13 22.0%	37 62.7%	4 6.8%	5 8.5%	2.02	0.80	Poor
5	They will cause a lot of distractions for me.	11 18.6%	23 39.0%	13 22.0%	12 20.3%	2.44	1.02	Poor
6	I cannot share my things with pupils with disabilities.	13 22.0%	31 52.5%	9 15.3%	6 10.2%	2.14	0.88	Poor
7	I love pupils with disabilities.	8 13.6%	33 55.9%	16 27.1%	2 3.4%	2.80	0.71	Good
8	I can tolerate pupils with disabilities.	15 25.4%	32 54.2%	9 15.3%	3 5.1%	3.00	0.79	Good
9	I will not label and discriminate against any of them.	21 35.6%	29 49.2%	4 6.8%	5 8.5%	3.12	0.87	Good
10	I like to study together with people without disabilities.	16 27.1%	21 35.6%	16 27.1%	6 10.2%	2.80	0.96	Good
<b>Weighted mean = 2.51</b>								

Table 4.20 revealed the responses of the respondents to the attitude of the regular pupils to inclusive education in Nigeria. Table 4.20 showed the weighted mean of 2.51 out of the 4.00 maximum obtainable score, which is equal to the standard mean of 2.50. This indicates that the regular pupils have a moderate positive attitude to inclusive education in Nigeria. It is also observed that 5 items were rated above the weighted mean as the contributing items to the positive they have to inclusive education in Nigeria. The 5 items were rated as follow: I will not label and discriminate against anyone of them (3.12) is ranked highest by the mean scores rating, followed by I can tolerate pupils with disabilities (3.00), I like to study together with people without disabilities (2.80), I love pupils with disabilities (2.80), and lastly, I like to be educated alongside with those with disabilities (2.71). The remaining five (5) items were rated below the weighted mean as non-contributing items to the positive attitude they have toward inclusive education in Nigeria.

**Table 4.21: Attitude of the special pupils to inclusive education in Nigeria**

S/N	Statements	SA	A	D	SD	Mean	STD .D	Remark
1	I belong and feel accepted into society.	16 41.0%	13 33.3%	8 20.5%	2 5.1%	3.10	0.91	Good
2	Labeling and stigmatisation deflect my ego.	9 23.1%	24 61.5%	4 10.3%	2 5.1%	1.97	0.74	Poor
3	My rights for equal opportunities have been denied me.	18 45.0%	15 37.5%	4 10.0%	3 7.5%	1.80	0.91	Poor
4	The society is harsh and hostile to me because of my predicament.	17 42.5%	19 47.5%	2 5.0%	2 5.0%	1.73	0.78	Poor
5	I hate to be discriminated against.	- -	3 7.5%	11 27.5%	26 65.0%	3.58	0.64	Good
6	I like to study together with people without disabilities.	16 40.0%	12 30.0%	10 25.0%	2 5.0%	3.05	0.93	Good
7	I like to share my things with them.	14 35.0%	15 37.5%	8 20.0%	3 7.5%	3.00	0.93	Good
8	On a daily basis, I regret my predicament.	11 28.2%	16 41.0%	10 25.6%	2 5.1%	2.08	0.87	Poor
9	I have finally come to accept my condition and make the best in life no matter where I am placed.	16 40.0%	17 42.5%	5 12.5%	2 5.0%	3.18	0.84	Good
10	I want to associate and relate with the normal children in an inclusive school.	18 46.2%	10 25.6%	8 20.5%	3 7.7%	3.10	1.00	Good
11	I dislike the restriction placed on me in this special school.	20 50.0%	15 37.5%	4 10.0%	1 2.5%	3.35	0.77	Good
12	I want to be educated together with the normal able children.	19 47.5%	12 30.0%	8 20.0%	1 2.5%	3.23	0.86	Good
13	I will compete favourably with them in all subjects.	15 38.5%	15 38.5%	9 23.1%	- -	3.15	0.78	Good
14	I prefer to remain in my special school	13 33.3%	17 43.6%	8 20.5%	1 2.6%	1.92	0.81	Poor
15	I feel inferior to my peers without disabilities.	17 43.6%	16 41.0%	5 12.8%	1 2.6%	1.74	0.79	Poor
<b>Weighted mean = 2.67</b>								

Table 4.21 showed the responses of the respondents to the attitude of the special pupils to inclusive education in Nigeria. Table 4.21 showed the weighted mean of 2.67 out of the 4.00 maximum obtainable score, which is higher than the standard mean of 2.50. This implies that the special pupils' attitude to inclusive education in Nigeria is positive. It is further observed that from Table 20 that 9 items were rated above the weighted mean as the contributing items to the positive they have to inclusive education in Nigeria. The 9 items were rated as follow: I hate to be discriminated against (3.58) is ranked highest by the mean scores rating, followed by I dislike the restriction placed on me in this special school (3.35), I want to be educated together with the normal able children (3.23), I have finally come to accept my condition and make the best in life no matter where I am placed (3.18), I will compete favourably with them in all subjects (3.15), I belong and feel accepted into the society (3.10), I want to associate and relate with the normal children in an inclusive school (3.10), I like to study together with people without disabilities (3.05), and lastly, I like to share my things with them (3.00). The remaining six (6) items were rated below the weighted mean as non-contributing items to the positive attitude they have toward inclusive education in Nigeria



**Research question 6(a):** What is the attitude of the regular and special teachers to inclusive education in the UK?

**Table 4.22: Attitude of the regular teachers to inclusive education in UK**

S/N	Statements	SA	A	D	SD	Mean	STD. D	Remark
1	I dislike inclusive education because it is not practicable.	15 40.5%	10 27.0%	9 24.3%	3 8.1%	2.00	1.00	Poor
2	I found inclusive education interesting because it is easy to practice.	7 18.4%	20 52.6%	10 26.3%	1 2.6%	2.87	0.74	Good
3	Inclusive education can lead to better education than segregation	10 26.3%	17 44.7%	11 28.9%	- -	2.97	0.75	Good
4	Co-operation between the regular teachers and special education teachers will ensure a positive attitude.	8 21.1%	7 18.4%	21 55.3%	8 21.1%	2.92	0.78	Good
5	Segregation has a negative effect on social adjustment of children with disabilities.	9 24.3%	17 45.9%	11 29.7%	- -	2.95	0.74	Good
6	Inclusive education should be fully explained to the general populace.	12 32.4%	11 29.7%	13 35.1%	1 2.7%	2.92	0.89	Good
7	I dislike pupils with disabilities.	11 28.9%	11 28.9%	13 34.2%	3 7.9%	2.21	0.96	Poor
8	I hardly tolerate pupils with disabilities.	10 26.3%	7 18.4%	19 50.0%	2 5.3%	2.34	0.94	Poor
9	On a daily basis, I strive to assist pupils with disabilities to adjust better in the classroom.	7 18.4%	15 39.5%	14 36.8%	2 5.3%	2.71	0.84	Good
10	I enjoy relating and associating with pupils in inclusive school.	11 29.7%	13 35.1%	13 35.15	- -	2.95	0.82	Good
11	I become easily frustrated when teaching pupils with special needs.	12 31.6%	10 26.3%	13 34.2%	3 7.9%	2.18	0.98	Poor
12	I become anxious when I learn that pupils with special needs will be in my classroom.	12 31.6%	15 39.5%	6 15.8%	5 13.2%	2.11	1.01	Poor
13	Despite the fact that children differ intellectually, physically, and psychologically, I believe they can learn with appropriate environmental adjustments.	6 16.2%	21 56.85	10 27.0%	- -	2.89	0.66	Good
14	I believe that students with special needs can make academic progress.	6 16.2%	21 56.8%	9 24.3%	1 2.7%	2.87	0.71	Good
15	I find inclusive education appealing because it is straightforward to implement.	16 42.1%	13 34.2%	6 15.8%	3 7.9%	1.90	0.95	Poor
<b>Weighted mean = 2.59</b>								

Table 4.22 indicated the responses of the respondents to the attitude of the regular teachers to inclusive education in the UK. Table 4.22 indicated the weighted mean of 2.59 out of the 4.00 maximum obtainable score, which is higher than the standard mean of 2.50. This means that the attitude of the regular teachers to inclusive education in the UK is positive. It is also observed that the respondents rated 9 items above the weighted mean as the contributing items to the positive they have to inclusive education in Nigeria. The 9 items were rated as follow: Inclusive education can lead to better education than segregation (2.97) is ranked highest by the mean scores rating, followed by Segregation has a negative effect on social adjustment of children with disabilities (2.95), I enjoy relating and associating with pupils in inclusive school (2.95), Co-operation between the regular teachers and special education teachers will ensure positive attitude (2.92), Inclusive education should be fully explained to the general populace (2.92), Despite the fact that children differ intellectually, physically, and psychologically, I believe they can learn with appropriate environmental adjustments (2.89), I think that students with special needs can make academic progress. (2.87), and I find inclusive education appealing because it is straightforward to implement. (2.87), and lastly, On daily basis, I strive to assist pupils with disabilities to adjust better in the classroom (2.71). The remaining Six (6) items were rated below the weighted mean as non-contributing items to their positive attitude toward inclusive education in UK.

**Table 4.23: Attitude of the special teachers to inclusive education in UK**

S/N	Statements	SA	A	D	SD	Mean	STD. D	Remark
1	One of my major roles is to champion the course of the disabled.	6 30.0%	11 10.0%	2 10.0%	1 5.0%	3.10	0.79	Good
2	I am willing and ready to initiate workshops, seminars, and conferences on the behalf of the disabled pupils.	3 15.0%	10 50.0%	6 30.0%	1 5.0%	2.75	0.79	Good
3	My services will not be required in this new system of inclusive education.	2 10.0%	13 65.0%	4 20.0%	1 5.0%	2.20	0.70	Poor
4	My professional role in inclusive education is secondary/irrelevant	8 40.0%	7 35.0%	5 25.0%	- -	1.85	0.81	Poor
5	Inclusive education will provide me with the opportunity to redesign my relationship with other professionals.	4 20.0%	12 60.0%	4 20.0%	- -	3.00	0.65	Good
6	I understand that inclusive education will incorporate my abilities, skills, and competences of special education within the general education.	2 10.0%	10 50.0%	7 35.0%	1 5.0%	2.65	0.75	Poor
7	Inclusive education is the answer for a child with disabilities	5 26.3%	9 47.4%	4 21.1%	1 5.3%	2.95	0.85	Good
8	Regular teacher will not want us in the classroom; I will feel like an intruder.	3 15.0%	11 55.0%	5 25.0%	1 5.0%	2.20	0.77	Poor
9	I do not want an aide in the classroom since I am a certified special education teacher.	4 20.0%	6 30.0%	8 40.0%	2 10.0%	2.60	0.94	Poor
10	Children with services needs will not get the individual attention or services they need in regular schools.	5 25.0%	10 50.0%	4 20.0%	1 5.0%	2.05	0.83	Poor
11	I have enough insight and knowledge about different kinds of disabilities.	4 20.0%	6 30.0%	10 50.0%	- -	2.70	0.80	Good
12	Inclusive education can lead to a better education than segregation	5 25.0%	12 60.0%	1 5.0%	2 10.0%	3.00	0.86	Good
13	I tolerate pupils with disabilities because I am used to them	6 30.0%	7 35.0%	7 35.0%	- -	2.95	0.83	Good
14	Co-operation between the regular teachers and special education teachers will ensure a positive attitude.	3 15.0%	13 65.0%	4 20.0%	- -	2.95	0.61	Good
15	On a daily basis, I strive to assist pupils with disabilities to adjust better in the classroom.	8 40.0%	4 20.0%	8 40.0%	- -	3.00	0.92	Good
<b>Weighted mean = 2.66</b>								

Table 4.23 showed the responses of the respondents to the attitude of the special teachers to inclusive education in the UK. Table 4.23 revealed the weighted mean of 2.66 out of the 4.00 maximum obtainable score, which is higher than the standard mean of 2.50. This implies that the attitude of the special teachers to inclusive education in the UK is positive. Table 22 further revealed that the respondents rated 8 items above the weighted mean as the contributing items to the positive they have to inclusive education in the UK. The 8 items were rated as follow: One of my major roles is to champion the course of the disabled (3.10) is ranked highest by the mean scores rating, followed by Inclusive education will provide me with the opportunity to redesign my relationship with other professionals (3.00), Inclusive education can lead to a better education than segregation (3.00), On daily basis, I strive to assist pupils with disabilities to adjust better in the classroom (3.00), Co-operation between the regular teachers and special education teachers will ensure positive attitude (2.95), I tolerate pupils with disabilities because I am used to them (2.95), I am willing and ready to initiate workshops, seminars, and conferences on the behalf of the disabled pupils (2.75), and lastly, I have enough insight and knowledge about different kinds of disabilities (2.70). The remaining Seven (7) items were rated below the weighted mean as non-contributing items to their positive attitude to inclusive education in the UK.

**Research question 6(b):** What is the attitude of the regular pupils and special pupils to inclusive education in the UK?

**Table 4.24: Attitude of the regular pupils to inclusive education in UK**

S/N	Statements	SA	A	D	SD	Mean	STD. D	Remark
1	I dislike people with disabilities.	13 22.4%	28 48.3%	11 19.0%	6 10.3%	2.17	0.90	Poor
2	I like to be educated alongside those with disabilities.	5 8.6%	30 51.7%	16 27.6%	7 12.1%	2.57	0.82	Good
3	I cannot have anything to do with them.	15 26.3%	30 52.6%	6 10.5%	6 10.5%	2.05	0.90	Poor
4	I get irritated at their sight.	18 31.0%	27 46.6%	7 12.1%	6 10.3%	2.02	0.93	Poor
5	They will cause a lot of distractions for me.	4 6.9%	25 43.1%	23 39.7%	6 10.3%	2.54	0.78	Good
6	I cannot share my things with pupils with disabilities.	19 32.8%	25 43.1%	8 13.8%	6 10.3%	2.02	0.95	Poor
7	I love pupils with disabilities.	8 14.0%	35 61.4%	7 12.3%	7 12.3%	2.77	0.85	Good
8	I can tolerate pupils with disabilities.	21 36.2%	25 43.1%	4 6.9%	8 13.8%	3.02	1.00	Good
9	I will not label and discriminate against any of them.	20 34.5%	29 50.0%	4 6.9%	5 8.6%	3.10	0.87	Good
10	I like to study together with people without disabilities.	14 24.6%	18 31.6%	12 21.1%	13 22.8%	2.58	1.10	Good
<b>Weighted mean = 2.48</b>								

Table 4.24 showed the responses of the respondents to the attitude of the regular pupils to inclusive education in the UK. Table 4.24 indicated the weighted mean of 2.48 out of the 4.00 maximum obtainable score, which is lesser than the standard mean of 2.50. This means that the regular pupils have a negative attitude to inclusive education in the UK. It is further observed that 4 items were rated by the respondents as contributing items to this negative attitude they have to inclusive education in the UK. The 4 items were as follows: I dislike people with disabilities (2.17), I cannot have anything to do with them (2.05), I get irritated at their sight (2.02), and I cannot share my things with pupils with disabilities (2.02). While the remaining six (6) items were rated above the weighted mean as items that could develop their attitude positively to inclusive education in the UK.

**Table 4.25: Attitude of the special pupils to inclusive education in UK**

S/N	Statements	SA	A	D	SD	Mean	STD. D	Remark
1	I belong and feel accepted into society.	19 47.5%	17 42.5%	4 10.0%	- -	3.38	0.67	Good
2	Labeling and stigmatisation deflect my ego.	20 50.0%	15 37.5%	5 12.5%	- -	1.63	0.71	Poor
3	My rights for equal opportunities have been denied me.	24 60.0%	6 15.0%	7 17.5%	3 7.5%	1.73	1.01	Poor
4	The society is harsh and hostile to me because of my predicament.	14 35.0%	18 45.0%	4 10.0%	4 10.0%	1.95	0.93	Poor
5	I hate to be discriminated against.	1 2.5%	9 22.5%	9 22.5%	21 52.5%	3.25	0.90	Good
6	I like to study together with people without disabilities.	18 45.0%	8 20.0%	11 27.5%	3 7.5%	3.03	1.03	Good
7	I like to share my things with them.	22 57.9%	12 31.6%	4 10.5%	- -	3.47	0.69	Good
8	On a daily basis, I regret my predicament.	13 32.5%	9 22.5%	11 27.5%	7 17.5%	2.30	1.11	Poor
9	I have finally come to accept my condition and make the best in life no matter where I am placed.	23 57.5%	14 35.0%	3 7.5%	- -	3.50	0.64	Good
10	I want to associate and relate with the normal children in an inclusive school.	26 65.0%	11 27.5%	3 7.5%	- -	3.58	0.64	Good
11	I dislike the restriction placed on me in this special school.	22 55.0%	15 37.5%	3 7.5%	- -	3.48	0.64	Good
12	I want to be educated together with the normal able children.	18 45.0%	16 40.0%	6 15.0%	- -	3.30	0.72	Good
13	I will compete favourably with them in all subjects.	24 61.5%	24 61.5%	12 30.8%	3 7.7%	3.54	0.64	Good
14	I prefer to remain in my special school	12 30.8%	11 28.2%	14 35.9%	2 5.1%	2.15	0.93	Poor
15	I feel inferior to my peers without disabilities.	17 43.6%	10 25.6%	12 30.8%	- -	1.87	0.86	Poor
<b>Weighted mean = 2.81</b>								

Table 4.25 showed the responses of the respondents to the attitude of the special pupils to inclusive education in the UK. Table 4.25 showed the weighted mean of 2.81 out of the 4.00 maximum obtainable score, which is higher than the standard mean of 2.50. This means that the special pupils' attitude to inclusive education in the UK is positive. Table 24 further revealed that 9 items were rated above the weighted mean as the contributing items to the positive they have to inclusive education in the UK. The 9 items were rated as follow: I want to associate and relate with the normal children in an inclusive school (3.58) is ranked highest by the mean scores rating, followed by I will compete favourably with them in all subjects (3.54), I have finally come to accept my condition and make the best in life no matter where I am placed (3.50), I dislike the restriction placed on me in this special school (3.48), I like to share my things with them (3.47), I belong and feel accepted into the society (3.38), I want to be educated together with the normal able children (3.30), I hate to be discriminated against (3.25), and lastly, I like to study together with people without disabilities (3.03). The remaining six (6) items were rated below the weighted mean as non-contributing items to the positive attitude they have to inclusive education in the UK.

### **4.3 Discussion of Findings**

Findings from this study revealed that the perception of the regular teachers to inclusive education in Nigeria was poor while the perception of the special teachers to inclusive education in Nigeria was good. This implies that regular teachers in Nigerian schools have poor perception of the principles and practice of inclusive education and therefore might not be willing to implement policies that have to do with protection of the educational rights of all students with disabilities in the classroom. This kind of perception could be responsible for persistent decline in the rate of awareness of inclusive education among teachers in the country. There is, therefore, a strong need to put appropriate programmes in place to change the orientation and perception of teachers to the ideas and implementation of policies that support inclusive education. Special education teachers in Nigeria had a positive perception of the practice of inclusion in the education system.

The implication is that these professionals understand the ideas of inclusive education and how the policies supporting inclusion should be implemented to enhance the all-inclusive education process. This might be due to the specialised



training these teachers received during their teacher education programme. Special education teachers were trained specifically to handle the educational requirements of children with disabilities in the classroom. These teachers understand the rights and potentials of the vulnerable children in the classroom and have been equipped with requisite skills and competences to provide an enabling environment for persons with disabilities to participate actively within the learning space. Thus, special teachers could be in the best position to understand the challenges faced by pupils with disabilities in the classroom. This could be responsible for their positive perception towards inclusive educational practices in the school system.

Also, it was reported that the perception of the regular teachers to inclusive education in the UK was poor while the perception of the special teachers toward inclusive education in the UK was good. The assertion of Omede and Momoh (2016), who investigated teacher preparation for inclusive education of persons with special needs in Nigeria: challenges and solutions, is consistent with the present finding. According to their findings, teachers in both regular and special schools serve as the pivot for inclusiveness. They further maintained that inclusive ideas and practices have come to stay in Nigeria and that the sooner it is well implemented, the better it is for the country particularly in meeting the educational needs of the special pupils. Similarly, Ajuwo (2008) studies ways of making inclusive education work in Nigeria and found that teachers tolerated the diverse behaviours exhibited by the students within the inclusive education setting, although they were not that confident of their competence to manage the behaviours of students with disabilities in the regular classroom environment.

The author concluded that this dwindling confidence might be due to inadequate training in the principles and requirements of inclusive practice. Integrating inclusive education into classroom activities requires systematic procedures and principles on the part of the teachers. Thus, teachers need adequate training right from their teacher education programme to acquire skills and knowledge on the world best practices that involve inclusive practices among different categories of students in the classroom. The breeding ground to equip teachers with requisite skills and competences in any area of educational practices is the teacher education in the colleges of education and universities, especially in Nigeria. These teachers need to be exposed to the fundamentals of inclusive educational practices while undergoing their training in higher institutions. This would prepare them for the challenges of

protecting the rights of all students in the classroom and specifically create an enabling environment for pupils with special needs to participate actively in the instructional process.

Also, in support of this finding, Salami (2014) reported that, even though the participants believed that they were adequately prepared to carry on some instructional responsibilities in the inclusive classroom; there were significant areas regular teachers felt they were not prepared enough for. Those include use of assistive technology skills, handling special needs students, peer tutoring, and skills for social and academic integration of special needs students. Olagunju and Aranmolate (2012) in their study on the awareness level, attitudes, and perception of stakeholders on IE practices in Africa discovered that there was a significant difference in the awareness level, attitude and perception of teachers and parents. Teachers' mean scores were higher than parents mean scores. Secondly, there is also a significant difference between the mean scores of teacher trainee subjects and parent subjects. According to Kuester, (2000) Teachers' opinion and understanding of inclusion are crucial for its successful implementation.

This position is also supported by Thorpe and Azam, (2012) who affirmed that the acceptance level of teachers in terms of inclusive educational policies affects their ownership of the programme, and also impacts their commitment to implementing it in the classroom among learners of diverse characteristics. According to them, the in-depth understanding of teachers' perceptions about inclusive education and factors that help influence their attitudes may help in developing programmes that would help improve teachers' attitudes and in turn contribute to the success of inclusive education. In an inclusive setting, teachers are expected to provide attention and assistance to the varied requirement of special needs students in addition to their regular work of teaching all students (Thorpe and Azam, 2012). Subban and Sharma (2006) further confirm that 'teachers in inclusive education are now expected to live up to the expectation of meeting up with the increasingly diverse classroom challenges. If any major transformation is to be achieved in the educational system, the active involvement of teachers and their concerns toward the change cannot be left unnoticed (Mdikana, Ntshangase and Mayekiso2007).

Smith and Dianne (2000) affirmed that the perception of teachers is negative on the need to provide necessary facilities to encourage inclusive education. Some of the teachers are not convinced that inclusive education could provide any instructional

benefits to the persons with disabilities in the school system. The findings also indicated that many of the teachers had mixed feelings about their willingness to accept children with special needs into their regular classroom. They are not that convinced about the abilities of children with disabilities to function effectively in the regular classroom setting. Hence, research on teachers' perception of acceptance of inclusive education is still inconclusive (Weston, 2015). Findings from this study revealed that both the regular teachers and special teachers have good knowledge of inclusive education in Nigeria. Also, the regular teachers had moderate (average) knowledge about inclusive education in the UK while the knowledge possessed by the special teachers about inclusive education in the UK was high.

The only study whose work has little connection to this discourse was the one carried out by Olagunju and Aranmolate (2012) on the awareness level, attitudes, and perception of stakeholders on IE practices in Africa. Their findings revealed that there was a significant difference in the awareness level, attitude and perception of teachers and parents. Teachers' mean scores were higher than parents mean scores. This awareness score can be best related to the amount of information knowledge possessed by the parents and teachers. In a study by Singal (2008) it was affirmed that teachers' skills and knowledge in developing inclusive education practices, coupled with the modification in existing beliefs, perception, and attitudes, were critical ingredients that encourage active participation of all children in classroom activities.

A study carried out by Brandon (2006) affirmed that inadequate knowledge of differentiated teaching, learning support and working together for the benefit of the learner can result in inclusion becoming an exercise in futility. Also, Hodkinson (2005) asserts that effective implementation of IE in the classroom setting is largely a function of the way an individual teacher conceptualises the concept. If a teacher considers inclusive education as a mere waste of time and resources, the educational rights of children with learning challenges cannot be adequately protected under such an atmosphere. On the other hand, if a teacher sees inclusive education practices as an integral part of instructional process that should be promoted to protect all categories of learners in the classroom, then, it becomes easy to implement inclusive education policies in such learning conditions. Thus, teacher perception of the concept of IE plays a significant role in the actualisation of the objectives of inclusive education within the school setting. Again, Hodkinson (2006) investigated knowledge and understanding of inclusive educational practices among secondary teachers. It was

found that many teachers had diverse conceptualizations of inclusion, which were mediated by classroom practices and other factors. These factors could also contribute to the implementation of inclusive education in the classroom.

Findings from this study further revealed that both regular teachers and special teachers have a positive attitude toward inclusive education in Nigeria. Also, both regular teachers and special teachers possessed a positive attitude toward inclusive education in the UK. The result is corroborated by Fakolade, Adeniyi and Tella (2009) who investigated teachers' attitude towards the inclusion of children with special needs in the general education system in Nigeria. It was revealed that female respondents have a more positive attitude towards inclusive educational practices than their male counterparts and also there was a significant difference between married and single teachers in their attitude towards special needs students in the country. In contrast to this submission, Oladele and Ohanele (2012) investigated the attitude of Nigerian teachers towards including children with special needs in their classrooms. They found out that Nigerian teachers have a negative attitude towards inclusion. This position negates that of Okoli, Olisaemeka and Ogwuegbu (2012) who were of the opinion that attitude towards IE varies from teacher to teacher.

Positive attitude to inclusive education could translate to willingness and readiness to commit time and resources at ensuring that learners with diverse learning styles are well catered for, within the instructional process at all times. Authors like Dickens and Smith (1995) concluded that teachers should be re-orientated about the fundamentals of inclusive education across all levels of education. It was recommended that adequate staff development in terms of training holds the key to effective integration of inclusive education in different settings across the world. Teachers require adequate knowledge of the basic requirements for inclusive education and how to re-organise classroom settings to cater for the heterogeneous nature of the students in the classroom.

It was also revealed by several studies that regular pupils possessed moderate knowledge about inclusive education in Nigeria while the knowledge about inclusive education possessed by special pupils in Nigeria was high. Also, regular pupils had moderate (average) knowledge about inclusive education in the UK while the knowledge possessed by the special pupils about inclusive education in the UK was high. To the best knowledge of this researcher, no concrete research has been done on

the level of knowledge possessed by pupils toward the course of inclusive education in Nigeria and the UK.

Findings from this study further showed that regular pupils had a moderate attitude toward inclusive education, while the special pupils had a positive attitude toward inclusive education in Nigeria. Also, regular pupils possessed a negative attitude toward inclusive education in the UK while the special pupils had a positive attitude toward inclusive education in the UK. To the best knowledge of this researcher, no concrete research has been done on the attitude of pupils toward the course of inclusive education in Nigeria and the UK.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Summary of Findings**

This study comparatively examined the perception, knowledge and attitude of teachers and pupils to inclusive educational practices in Nigeria and the United Kingdom. This study comprises five chapters. The research questions center on the comparative analysis of the perception, knowledge and attitudes of teachers and pupils to inclusive education. Chapter one introduces the topic by giving insight on the concept of perception, knowledge, and attitude together with their relevance on inclusive practices. This chapter also covers the statement of the problem, purpose of the study, significance, and scope of the study respectively.

Chapter two reviews relevant literature with respect to the concepts of perception, knowledge, attitude, inclusive education, and its tenets. Also, this study reviewed empirical studies on inclusive education and the nexus between peoples' perception, knowledge, and attitude toward inclusive practices. Chapter three focused on research methodology. As a research approach, survey design was used to gather data for this study. As such, frequency count, percentages, mean, standard deviation and item analysis were used for analysis. Chapter four discussed the results obtained from the various statistical tools employed for the study. It was revealed here that positive perception, relevant knowledge, and positive attitude will all help to ensure the success of inclusive education in both Nigeria and the United Kingdom.

The last chapter (chapter five) summarises the whole study and recommendations were given on ways of ensuring and improving inclusive awareness and ideas, through good perception knowledge and positive attitude. Limitations encountered in the course of the study were highlighted and the conclusion was reached with the suggestion given on further research on how best to strict promote inclusive ideas.

Findings from this study revealed that the perception of the regular teachers to inclusive education in Nigeria was poor while the perception of the special teachers to

inclusive education in Nigeria was good. On the other hand, both regular pupils and special pupils had good perception to inclusive practices in Nigeria. Similarly, the perception of the regular teachers to inclusive education in the UK is poor while the perception of the special teachers toward inclusive education in the UK was good and that both regular pupils and special pupils had good perception to inclusive practices in the UK.

More so, the result revealed that both the regular teachers and special teachers have good knowledge of inclusive education in Nigeria while the regular pupils possessed moderate knowledge about inclusive education in Nigeria and that the knowledge about inclusive education possessed by special pupils in Nigeria was high. However, the regular teachers had moderate(average) knowledge about inclusive education in the UK while the knowledge possessed by the special teachers about inclusive education in the UK was high and that regular pupils had moderate(average) knowledge about inclusive education in the UK while that of the special pupils about inclusive education in the UK was high.

Finally, the result further revealed that both regular teachers and special teachers have positive attitude to inclusive education in Nigeria while the regular pupils had moderate positive attitude to inclusive education and that the special pupils had positive attitude to inclusive education in Nigeria. Similarly, both regular teachers and special teachers possessed a positive attitude to inclusive education in the UK while their regular pupils possessed a negative attitude to inclusive education in the UK against that of special pupils who had a positive attitude to inclusive education in the UK.

## **5.2 Conclusion**

The purpose of this study was to explore a comparative study of the perception, knowledge and attitude of teachers and pupils to inclusive educational practices in Nigeria and the United Kingdom. Based on the findings in this study, it is worthy to mention that the majority of the stakeholders that are required for successful implementation of inclusive education particularly, pupils and teachers, are yet to fully appreciate the relevance of adequate perception, knowledge, and attitude to inclusive practices. This amongst all other things has made inclusive education and practice to seem problematic and unachievable. It is on this premises that this study conclusively maintains that to be able to address this educational challenge, there is a

need for these stakeholders to be fully grounded on the imperativeness of good perception, knowledge, and attitude to making the goal and dream of inclusiveness achievable and realisable.

### **5.3 Implications of Findings**

The implication of our findings from this study is that perception, knowledge and attitude of teachers and students (both regular and special) is germane to the success of inclusive education in every educational setting and environment.

Also, the general perception of regular teachers to inclusive education were poor in both Nigeria and the UK and this calls for the need for adequate training and awareness about pupils with disabilities.

Although the knowledge of inclusive education possessed by regular teachers and regular pupils was moderately okay, however, there is still need for improvement through various workshops and seminars. To able to remove the stigmatisation, psychological and emotional trauma and moral profligacy often faced by pupils with disabilities, their progress, growth, and development should be properly planned and monitored so as to ensure that they are well adjusted to the paradigm shift and dynamism that characterise the educational system of every economy.

More so, stakeholders in the field of education are enjoined to develop the right frame of perception, good knowledge, and a positive disposition toward the course of inclusive education. With this, the educational gap that my likely springs up between the regular and special students can be alleviated if not eliminated.

### **5.4 Contribution to Knowledge**

This study had significantly contributed to existing bodies of knowledge by examining the perception, knowledge and attitude of teachers and pupils towards inclusive educational practices in Nigeria and the United Kingdom in the following ways:

This study had succeeded in engaging in a cross-country analysis of teachers and pupils' perception, knowledge, and attitude to inclusive education. The study through its findings have established that very little and insignificant differences exist between Nigeria and the United Kingdom with respect to their perception, knowledge, and attitude.



Also, this study has engaged in the analysis of pupils' contributions towards the course of inclusiveness through their perception, knowledge, and attitude. Findings from this study has helped to ascertain that the degree of involvement in inclusive practices in these countries are fair but still require greater improvement.

The study through its findings had made it clear that the success of inclusive education lies on the understandings of its major stakeholders, teachers, and pupils inclusive in terms of their perception, knowledge, and attitude.

### **5.5 Recommendations**

Based on the findings from this study, the following recommendations will further help to ensure successful implementation of inclusive ideas and tenants:

- ✓ There is a need for more training, awareness, and sensitisation programmes for the regular teachers to be able to fully have the grasp of what inclusive education entails as this will go a long way to help shape their perception, knowledge, and attitude toward inclusive practise.
- ✓ School management should encourage pairing together of regular teachers and special teachers to oversee the affairs of the pupils in classrooms. This will help to facilitate co-operation and cooperative teaching of inclusiveness in the classroom.
- ✓ Teachers in inclusive schools must lead by example, showing love, care, and concern to pupils with disability-related challenges. This will go a long way in improving the unity, understanding and tolerance among the pupils.
- ✓ School management must ensure that there is motivation and strict disciplinary measures for teachers and pupils who tend to appreciate, promote and otherwise of inclusiveness.
- ✓ The government (State and Federal) should pass laws on inclusive education this will ensure that relevant policies and programmes that can help encourage inclusiveness are put in place and encouraged in schools.

### **5.6 Limitations of the Study**

The study encountered some limitations despite all effort to make the work a fault free one, therefore the limitations are that; The scope of this study could not be enlarged more than the capacity of the researcher because of time constraint, on the part of the research, limited traveling opportunities. Therefore, a limited number of

samples was utilised and the fact that all the subjects were from few selected inclusive schools in Lagos State, Nigeria, and East London in the United Kingdom.

Research is required to consider whether these findings are generalisable to other groups/regions, states, countries and within other variables of interests like parents. Relatively few variables were considered for this study. Future research may include additional information on perception, knowledge and attitude toward inclusive education covering parents and other stakeholders in the field of education.

There was also the problem of ingenuity on the part of the teachers in responding to the perception, knowledge, and attitude towards inclusive educational practices in Nigeria and the United Kingdom. The researcher was confronted with problems in understanding the inclusive education/special education terms particularly among the regular teachers, which prompted the personnel especially the regular teachers and students to result in the use of misconceptions to complete the tasks expected of them in this work. However, these limitations are not enough to rob the research of its quality and validity.

### **5.7 Suggestions for further Research**

The major focus of this study was centered on the comparative study of perception, knowledge and attitude of teachers and pupils to inclusive educational practices in Nigeria and United Kingdom. Thus, the results of this study as interpreted may not be generalised. Thus, further attempts should be made by other researchers in the field of education and other humanitarian-based disciplines to extend the scope of the study to other stakeholders such as parents and government. Recall that the main stakeholders of inclusive education are the parents, teachers, pupils, and government. So, the scope of this study can be further broadened by looking at the role and relevance of parents and government vis-à-vis their perception, knowledge, and attitude to inclusive education.

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**APPENDICES**

**DEPARTMENT OF SPECIAL EDUCATION**

**FACULTY OF EDUCATION**

**UNIVERSITY OF IBADAN**

**IBADAN, NIGERIA.**

**Dear Respondent,**

This questionnaire is designed to elicit information about your perception, knowledge, and attitude toward inclusive education. Please, indicate your opinion with utmost sincerity by ticking (√) the appropriate response. The information provided shall only be used for research purposes. You can be assured that your responses will be treated with utmost confidentiality. Thanks for your co-operation.

**SECTION A**

**DEMOGRAPHIC INFORMATION OF THE RESPONDENTS**

1. Name of School: .....
2. Class: .....
3. Gender: .....
4. Age: .....
5. Years of Teaching Experience: .....

**APPENDICES**

**DEPARTMENT OF SPECIAL EDUCATION**

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**SECTION A**

**DEMOGRAPHIC INFORMATION OF THE TEACHERS**

6. Name of School: .....
7. Class: .....
8. Gender: .....
9. Age: .....
10. Years of Teaching Experience: .....

**SECTION C: REGULAR TEACHERS' PERCEPTION ABOUT INCLUSIVE EDUCATION SCALE**

Kindly respond by marking the response as it occurs to you using the format below: Strongly Agree = SA, Agree = A, Disagree = D and Strongly Disagree = SD

S/N	STATEMENT	SA	A	D	SD
1	Students with any form of disability will likely display behavioral problems in a general classroom.				
2	Pupils with some level of disabilities can learn best in the general classroom setting.				
3	Learners without disabilities might not accept pupils with disabilities in the same classroom				
4	Pupils with disabilities have behaviours that could negatively influence others without disabilities in the classroom.				
5	Teachers in regular classroom possess the requisite skills and competences that are required to work with pupils with disabilities				
6	Emotional development of students with disabilities could be negatively affected with the integration of IE				
7	Pupils with learning disabilities require opportunities to function effectively in the general classroom setting				
8	The classroom behaviors of pupils with disabilities generally do not require more patience from the teacher than do the classroom behavior of the pupils without disabilities				
9	Special education teachers are the only professionals that can teach learners with disabilities.				
10	Students with disabilities can develop socially and emotionally in isolated classroom setting				
11	The pupils with disabilities will not be socially isolated in the general classroom				
12	The extra attention pupils with disabilities require will be to the detriment of the other pupils				
13	Learners with disabilities could record academic growth due to challenges in the regular classroom.				
14	There is a need to change the classroom structure to integrate pupils with disabilities in regular classrooms.				
15	Students with disabilities could be negatively affected with the increased freedom in the general classroom.				

**SECTION C: REGULAR TEACHERS' KNOWLEDGE ABOUT INCLUSIVE  
EDUCATION SCALE**

Kindly respond by marking the response as it occurs to you using the format below: Strongly Agree = SA, Agree = A, Disagree = D and Strongly Disagree = SD

S/N	STATEMENT	SA	A	D	SD
1	I cannot stand people with disabilities.				
2	Pupils with disabilities are very difficult to work with.				
3	The regular classrooms are well equipped for inclusive education.				
4	The classrooms are convenient and very spacious for all				
5	My schools have enough classrooms.				
6	I have preference for categories of disabilities.				
7	Some categories of disabilities should be included in the classroom.				
8	I am skeptical about some disabilities.				
9	Inclusive education is not workable. .				
10	The workload will be too much for me.				
11	The parents and government will demand too much from us.				
12	I am qualified to handle inclusive classrooms.				
13	I am not competent for inclusiveness, but I am willing to be trained for it.				
14	The current curriculum does not accommodate inclusiveness.				
15	I am willing to work with the adjusted curriculum to enforce inclusiveness.				

**SECTION D: REGULAR TEACHERS' ATTITUDE TO INCLUSIVE EDUCATION  
SCALE**

Kindly respond by marking the response as it occurs to you using the format below: Strongly Agree = SA, Agree = A, Disagree = D and Strongly Disagree = SD

S/N	STATEMENT	SA	A	D	SD
1	I dislike inclusive education because it is not practicable.				
2	I found inclusive education interesting because it is easy to practice.				
3	Inclusive education can lead to better education than segregation				
4	Co-operation between the regular teachers and special education teachers will ensure a positive attitude.				
5	Segregation has a negative effect on social adjustment of children with disabilities.				
6	Inclusive education should be fully explained to the general populace.				
7	I dislike pupils with disabilities.				
8	I hardly tolerate pupils with disabilities.				
9	On a daily basis, I strive to assist pupils with disabilities to adjust better in the classroom.				
10	I enjoy relating and associating with pupils in inclusive school.				
11	I become easily frustrated when teaching pupils with special needs.				
12	I become anxious when I learn that pupils with special needs will be in my classroom.				
13	Although children differ intellectually, physically, and psychologically, I believe that all children can learn in most environments.				
14	I believe that academic progress is possible in children with special needs.				
15	I believe that children with special needs should be placed in special education classes.				



**SECTION C: SPECIAL TEACHERS' PERCEPTION ABOUT INCLUSIVE  
EDUCATION SCALE**

Kindly respond by marking the response as it occurs to you using the format below: Strongly Agree = SA, Agree = A, Disagree = D and Strongly Disagree = SD

S/N	STATEMENT	SA	A	D	SD
1.	Teachers in regular classrooms should be exposed to in-service training on how to teach students with special needs.				
2.	I don't mind changing the structure of my room to cater for the educational needs of pupils with special needs.				
3.	There is the need to offer constructive feedback after observing my teaching.				
4.	There is the need to shows genuine concern for my program and pupils				
5.	Integration of the pupils with disabilities into the regular classroom setting could hinder their social independence.				
6.	Teaching pupils with disabilities are better done by special teacher than by general classroom teachers				
7.	Teachers in the regular classroom should provide opportunities for pupils with disabilities to function effectively.				
8.	The educational need of the special pupils can only be met and accomplished by special teachers				
9.	The behaviour of pupils with disabilities will set a bad example for pupils without disabilities.				
10	There is no need to give pupils with special needs the advantage of functioning effectively in the regular classroom.				
11	Isolating a child with disability in a special classroom has a beneficial effect on the social and emotional development of such students.				
12	The extra attention pupils with learning challenges require can only be handled by the special teachers.				
13.	Regular classroom setting will encourage pupils with learning challenges and promote their academic growth.				
14.	Teachers in regular classrooms possess adequate training to teach pupils with disabilities.				
15.	Children with disabilities do not exhibit special classroom behaviour different from their colleagues without disabilities.				

**SECTION C: SPECIAL TEACHERS' KNOWLEDGE ABOUT INCLUSIVE  
EDUCATION SCALE**

Kindly respond by marking the response as it occurs to you using the format below: Strongly Agree = SA, Agree = A, Disagree = D and Strongly Disagree = SD

S/N	STATEMENT	SA	A	D	SD
1	As a trained special educator, I am confident in my ability to teach children with special needs				
2	I have been adequately trained to meet the needs of children with disabilities.				
3	As a trained special educator, I am comfortable teaching a child that is moderately physically disabled.				
4	I can adequately handle pupils with mild to moderate behavioural problems.				
5	Adaptive materials and equipment are easily acquired for meeting the needs of pupils with special needs.				
6	My principal is supportive in making needed accommodations for teaching children with special needs				
7	Am trained to provides time for various non-teaching responsibilities (e.g., IEPs, conferences)				
8	With the specialty required, I doubt it if inclusive education is workable.				
9	Socialization is the primary prerequisite for inclusion success.				
10	There is need for inclusive education to be fully explained to the general populace				
11	Teacher' attitude to and knowledge about inclusive education is primary to inclusive success				
12	Pupils' attitude to and knowledge about inclusive education is important to inclusive success.				
13	I prefer some categories of disabilities.				
14	The current curriculum does not accommodate inclusiveness.				
15	I am qualified to handle inclusive classrooms				

**SECTION D: SPECIAL TEACHERS' ATTITUDE TO INCLUSIVE EDUCATION**

**SCALE**

Kindly respond by marking the response as it occurs to you using the format below: Strongly Agree = SA, Agree = A, Disagree = D and Strongly Disagree = SD

S/N	STATEMENT	SA	A	D	SD
1	One of my major roles is to champion the course of the disabled.				
2	I am willing and ready to initiate workshops, seminars, and conferences on the behalf of the disabled pupils.				
3	My services will not be required in this new system of inclusive education.				
4	My professional role in inclusive education is secondary/irrelevant				
5	Inclusive education will provide me with the opportunity to redesign my relationship with other professionals.				
6	I understand that inclusive education will incorporate my abilities, skills, and competences of special education within the general education.				
7	Inclusive education is the answer for a child with disabilities				
8	Regular teacher will not want us in the classroom; I will feel like an intruder.				
9	I do not want an aide in the classroom since I am a certified special education teacher.				
10	Children with services needs will not get the individual attention or services they need in regular schools.				
11	I have enough insight and knowledge about different kinds of disabilities.				
12	Inclusive education can lead to a better education than segregation				
13	I tolerate pupils with disabilities because I am used to them				
14	Co-operation between the regular teachers and special education teachers will ensure a positive attitude.				
15	On a daily basis, I strive to assist pupils with disabilities to adjust better in the classroom.				

### DEMOGRAPHIC INFORMATION OF THE PUPILS

1. Name of School: .....
2. Class: .....
3. Gender: .....
4. Age: .....
5. LGA: .....

### SECTION B: REGULAR PUPILS' PERCEPTION TO INCLUSIVE EDUCATION SCALE

Kindly respond by marking the response as it occurs to you using the format below: Strongly Agree = SA, Agree = A, Disagree = D and Strongly Disagree = SD

S/N	STATEMENT	SA	A	D	SD
1.	I don't think I can learn well under the same classroom with disabled pupils.				
2.	Being in the same classroom with the disabled pupils is like being in hell.				
3.	I love, respect, and care for the disabled pupils, and as such, I don't care being in the same class with them				
4.	Inclusive education will provide me with the opportunity to redesign my relationship with others				
5.	There is a tendency that the presence of pupils with disabilities in my classroom will often get me distracted.				
6.	To be educated alongside special pupils will promote love and tolerance among us.				
7.	Bringing us together with the special pupils will enhance appreciation of each other's uniqueness.				
8.	I am not totally in support of inclusive education.				
9.	I will cooperate with the teachers as well as my fellow pupils with disabilities.				
10.	Teaching the normal and special pupils together will impede my academic progress.				

**SECTION C: REGULAR PUPILS' KNOWLEDGE OF INCLUSIVE EDUCATION**

**SCALE**

Kindly respond by marking the response as it occurs to you using the format below: Strongly Agree = SA, Agree = A, Disagree = D and Strongly Disagree = SD

S/N	STATEMENT	SA	A	D	SD
1	I cannot stand peoples with disabilities				
2	They are very difficult to work with				
3	The regular classrooms are well equipped for inclusive education				
4	Our classrooms are convenient and very spacious for all				
5	My school has enough classrooms				
6	I prefer some categories of disabilities				
7	Some categories of disabilities should be included in the classroom				
8	I am skeptical about some disabilities				
9	Inclusive education is not workable				
10	Most pupils with disabilities that I know are too troublesome.				
11	Pupils with disabilities often enjoy some favour and benefits from the teachers.				
12	Our teachers are too lenient with the special pupils				
13	My disabled classmates are too lazy and not co-operative when given group assignments with their normal mates.				
14	Most of my mates with disabilities are brilliant, hardworking, and intelligent.				
15	It is a complete disaster being in the same classroom with the special pupils				

**SECTION D: REGULAR PUPILS' ATTITUDE TO INCLUSIVE EDUCATION  
SCALE**

Kindly respond by marking the response as it occurs to you using the format below: Strongly Agree = SA, Agree = A, Disagree = D and Strongly Disagree = SD

S/N	STATEMENT	SA	A	D	SD
1	I dislike people with disabilities.				
2	I like to be educated alongside those with disabilities.				
3	I cannot have anything to do with them.				
4	I get irritated at their sight.				
5	They will cause a lot of distractions for me.				
6	I cannot share my things with pupils with disabilities.				
7	I love pupils with disabilities.				
8	I can tolerate pupils with disabilities.				
9	I will not label and discriminate against any of them.				
10	I like to study together with people without disabilities.				

**DEPARTMENT OF SPECIAL EDUCATION  
FACULTY OF EDUCATION  
UNIVERSITY OF IBADAN  
IBADAN, NIGERIA.**

**Dear Respondent,**

This questionnaire is designed to elicit information about your perception, knowledge, and attitude toward inclusive education. Please, indicate your opinion with utmost sincerity by ticking (√) the appropriate response. The information provided shall only be used for research purposes. You can be assured that your responses will be treated with utmost confidentiality. Thanks for your cooperation.

**SECTION B: SPECIAL PUPILS' PERCEPTION TO INCLUSIVE EDUCATION  
SCALE**

Kindly respond by marking the response as it occurs to you using the format below: Strongly Agree = SA, Agree = A, Disagree = D and Strongly Disagree = SD

S/N	STATEMENT	SA	A	D	SD
1	I don't think I can learn well under the same classroom with pupils without disabilities.				
2	Being in the same classroom with the normal pupils is like being in hell.				
3	I love, respect, and care for the normal pupils, and as such, I extremely happy being in the same class with them				
4	Inclusive education will provide me with the opportunity to redesign my relationship with others as a disabled student				
5	There is a tendency that the presence of pupils without disabilities in my classroom will often get me distracted.				
6	To be educated alongside with normal pupils will promote love and tolerance among us				
7	Bringing us together with the pupils without disabilities will enhance appreciation of each other's uniqueness				
8	I am not totally in support of inclusive education.				
9	I will cooperate with the teachers as well as my fellow pupils without disabilities				
10	Teaching the normal and special pupils together will impede my academic progress.				

**SECTION C: SPECIAL PUPILS' KNOWLEDGE ABOUT INCLUSIVE EDUCATION  
SCALE**

Kindly respond by marking the response as it occurs to you using the format below: Strongly Agree = SA, Agree = A, Disagree = D and Strongly Disagree = SD

S/N	STATEMENT	SA	A	D	SD
1	I understand what inclusive education stands for.				
2	I do not fully understand what it is all about.				
3	Inclusive education should be fully explained to the general populace.				
4	Every child should be placed in a regular classroom.				
5	Socialization is the primary prerequisite for inclusion success.				
6	Children with special needs should choose his/her placement.				
7	We need to define what we mean by children with special needs.				
8	Without adequate support, a child with special needs in an inclusive classroom will feel excluded.				
9	Teachers' attitude to and knowledge about inclusive education is primary to inclusive success.				
10	Pupils' attitude to and knowledge about inclusive education is important to inclusive success.				



**SECTION D: SPECIAL PUPILS' ATTITUDE TO INCLUSIVE EDUCATION SCALE**

Kindly respond by marking the response as it occurs to you using the format below: Strongly Agree = SA, Agree = A, Disagree = D and Strongly Disagree = SD

S/N	STATEMENT	SA	A	D	SD
1	I belong and feel accepted into society.				
2	Labeling and stigmatization deflect my ego.				
3	My rights for equal opportunities have been denied me.				
4	The society is harsh and hostile to me because of my predicament.				
5	I hate to be discriminated against.				
6	I like to study together with people without disabilities.				
7	I like to share my things with them.				
8	On a daily basis, I regret my predicament.				
9	I have finally come to accept my condition and make the best in life no matter where I am placed.				
10	I want to associate and relate with the normal children in an inclusive school.				
11	I dislike the restriction placed on me in this special school.				
12	I want to be educated together with the normal able children.				
13	I will compete favourably with them in all subjects.				
14	I prefer to remain in my special school				
15	I feel inferior to my peers without disabilities.				









