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UNIOSUN Journal of Teaching and Learning (UJTL) formerly known as Journal for Excellence in Teaching, Learning and Scholarship (JETLS) is a biannual peer-reviewed refereed journal sponsored and published by the College of Education of Osun State University, Nigeria. The purpose of the journal is to help advance understanding of education through a focus on papers reporting research and development activities.

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UNIOSUN Journal of Teaching and Learning (UJTL) formerly known as Journal for Excellence in Teaching, Learning and Scholarship (JETLS) is a multidisciplinary biannual peer-reviewed refereed journal sponsored and published by the College of Education of Osun State University, Nigeria. The purpose of the journal is to help advance understanding of education through a focus on papers reporting research and development activities. The journal also carries more diverse papers including, for example, conference reviews, and retrospective analyses of activities in a particular field, critical commentaries on policy issues and comparative aspects of education issue. The criteria for acceptance of papers are: they should be analytical and critical; the ideas discussed should be transferable to other educational systems and cultures; and they should be accessible. Scholars are hereby invited to submit: theoretical and philosophical papers such as papers relating to teaching and learning process, technical, methodological reports involving teaching and learning, general articles, case study and book or media review, profiles, commentary, professional and news reports of projects and initiatives and opinion pieces. UJTL encourages submissions from educators active in a wide variety of settings: Public and private kindergarten; primary and secondary schools; higher education; environmental, outdoor and experiential education; community organizing and education; as well as informal and non-traditional educators. For this journal, we would welcome manuscripts on theory, research and practice, in the following areas: science, social science, humanities and arts including education. In addition, there will be a review section reinforcing the international nature of the journal by focusing on books, reports and publications in other media.

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Inclusive Education and the Educationally Disadvantaged: Implication for Policy and Practice Akran, Akhere Marian and Oyegoke, Gbolahan Idowu	7
Students' Perception of Teachers' Utilization of Emotional Intelligence in Managing Students with Special Needs in Kwara State Schools Habibat Abubakar Yusuf, (PhD)	11
Teachers' Competence and Attitude towards Implementing Inclusive Education at Basic Education Level in Kwara State, Nigeria Dr. A. M. Asebiomo, Dr. Florence O. Abidoye and Professor E. O. Omosewo	22
Perceived Influence of Leadership Style on Academic Performance of Disadvantaged Students in Special Needs Public Secondary School in Osun State Faremi Margaret Funke	31
Assessment of Pedagogical Competence of Southwestern Nigeria Public Universities Lecturers B. A. Olagunju and E. R. I. Afolabi	38
Factors Affecting Teaching-Learning of Chemistry in Ibarapa East Local Government Area of Oyo State: Implication for Inclusive and Equitable Education Ige, Adeoye Oyetunde (PhD)	45
Stigma Consciousness Among Physically Challenged Students in Higher Institutions in Oyo State: Contributions of Self-image and Status Stereotype Adeniyi, W. O. (PhD), Somotan A. O.	52
Inclusive Education System in Africa and the Need to Secure the Disadvantaged School Children Alaba Adebola Oladiji (PhD), Dangoma Ishaya	59
Assessment of Human and Material Resources for Inclusive Education in Primary Schools in South Western Nigeria Popoola Temilola Janet (PhD)	67
Effect of Computer Assisted Instructional Package on Disadvantaged Students' Academic Performance in Basic Science Based on Gender in Ondo, Nigeria Ololade Mojisola Isijola, Dr. Adewumi Abayomi Joseph	77
Free-play and Its Potential for Holistic Development: A Study of the Young Children's Preference for Play and Play Environment Dr. Imran Adesile Moshood, Dr. Quadri Mojeed Akorede	83
Promoting Inclusive Education Through Infrastructural Facilities and Learning Resources: An Appraisal Fakokunde, J. B. (PhD)	93
Perception of Public and Private Teachers on Impacts of Rich Educational Resources in Teaching Science in a Socially Disadvantaged Community Oginni, A. M. (PhD), Okedeyi, A. S. (PhD), Adegorite, S. O. and Saibu, S. O.	98
Educational Disadvantage: Causes, Effects and Proposed Solutions Yusuf, Florence Adeoti (PhD), Imran, Adesile Moshood (PhD) & Raji, Moromoke Nimota	105
Impact of Inclusive Education on Challenged Persons in Selected Secondary Schools in Oyo State Muhammed Shuaib Abolakale, Yinusa, Rasheedat Olufunke	111
Promoting Quality Vocational Choice for Hearing Impaired Through Counselling: A Case Study of Students in Special Schools in Oyo State, Nigeria Yejide, O. Alebiosu (PhD)	121
Physical Education and Sports: A Veritable Tool for Ensuring Inclusive and Equitable Education among the Disadvantaged Adesanya Adeyemi, T & Sunmonu Mathew, S	128
The marginalization of Physical Education in Nigerian schools: A Bane to shaping future Youths and Disadvantaged into Active healthy lifestyles Adesanya, A.T, Sunmonu, M.S & Joyi, S.J	133
The Role of Religious Education in Curbing Moral Decadence in Nigeria: Implication for National Development Osobe Chinyere Felicia	139
Inclusive Education and Psychotherapeutic Approaches as an Innovative Practice for Special Needs Learners in Nigeria Famolu, Florence Bosede (Ph.D), Fakolade, Olufemi Aremu (Ph.D)	145
Functional Role of Education in Curbing Security Challenges in Nigeria Olorunmonu, Antonia Kemi (Mrs)	150
Family Structure as a Factor for Children's Exposure to Family Violence in Cross River State Central Senatorial District Grace Igaba Onongha	156





inclusive education seeks to address the diverse learning needs of all children. This is further supported by the Convention on the Rights of the Child, 1989, which states that "all children have the right to receive the kind of education that does not discriminate on the basis of disability, ethnicity, religion, language, gender, capabilities, and so on". The principle of inclusive education was adopted at the 1994 World Conference on "Special Needs delivered.

considering the fact that the capacity to provide effective learning opportunities based on a rigid scheme of integration (placing "special needs" students in mainstream schools) is very limited. This is what is referred to as the "continuum of placements" paradigm; that is, when inclusive education is conceptualized as a place and not as a service delivered.

inclusive education is a growing universal concern that informs and challenges the processes of educational reform in both developing and developed regions. It is also an evolving concept useful to guide strategies of educational change addressing the sources and consequences of exclusion within the holistic framework of the Education for All (EFA) goals and the understanding of education as a human right. Inclusive education can be understood as a guiding principle to attain reasonable levels of school integration for all students. In the context of a broader vision of integration, Ozol, E.D (2005) opined that inclusive education implies the conception and the implementation of a vast repertoire of learning strategies to respond in a personalized way to learners' diversities. In this sense, educational systems have the obligation to respond to the

Introduction

selective ignoring, locus of control, inclusion

Key Words: Inclusive education, basic education, disability, religion, language, gender reinforcement, punishment,

Building a truly inclusive society, where all people learn together and participate equally hinges on providing a quality education for all. The right kind of education is the one that does not discriminate on the basis of disability, ethnicity, religion, language, gender, capabilities, and so on. The objective of basic education in Nigeria among others is to nurture an educational system that drives the total development of all individuals. This study examined the teachers' competence and attitude towards implementing inclusive education level in Kwara State, Nigeria. It was a descriptive research of the survey type. The population is all basic education teachers in Kwara State while the purposive population is teachers in five Local Government Areas of the State. 150 teachers of Basic school were randomly selected from the five selected local government areas at equal representation. Questionnaire named "Teachers' Competence and Attitude towards Implementing Inclusive Education Questionnaire (TCAIIIEQ)" was used to collect information from respondents. The data were interpreted by frequency count, percentage, and mean for research questions and t-test for the hypothesis. The findings from the study revealed that teachers' significant competence to implement inclusive education and their attitude towards implementing inclusive education at basic education in the state was significant. However, gender does not significantly affect teachers' competence and attitude towards implementing inclusive education. It was therefore recommended among others that competent teachers should be employed for the implementation of inclusive education in schools and especially at the basic education level. Also, teachers with good attitude for the management of diverse forms of student in an inclusive education setting should be a priority for education stakeholders for employment and adequate learning resources should be provided for the teaching of inclusive education in the country.

ABSTRACT

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TEACHERS' COMPETENCE AND ATTITUDE TOWARDS IMPLEMENTING INCLUSIVE EDUCATION AT BASIC EDUCATION LEVEL IN KWARA STATE, NIGERIA

Education: Access and Quality" in Salamanca, Spain. It was restated at the 2000 World Education Forum (WEF) in Dakar, Senegal. The idea of inclusion is further supported by the UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities proclaiming participation and equality for all (UNESCO) (2004).

Social inclusion and inclusive education are mutually implicated in a feedback relationship. According to Peters, S. (2004), inclusive education seeks to address forms and contents of exclusion, such as the social gaps in access to information and communication technologies (ICTs); the marginalization of disaffected young people (those who do not study, do not work and do not look for work); the lack of educational opportunities and low learning outcomes among migrant populations; the cultural homogeneity of educational proposals that are not exposed to, or do not understand and value multiculturalism, and the stigmatization of cultural and social diversity as an obstacle to inclusion.

The Salamanca Statement and Framework for Action on Special Needs Education call on member states to guarantee the implementation of inclusive education in order to bring back children who are excluded into the mainstream educational system. According to the Salamanca Statement, inclusive education means that:

"Schools should accommodate all children regardless of their physical, intellectual, emotional, social, linguistic or other condition. They should include disabled and gifted children, street and working children, children from remote and nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups" (WEF, 2000)

The Dakar Framework for Action on Education for All (2000) further supports previous initiatives by calling on nations to address the needs of learners who are victims of marginalization. It states:

Education for All Nations must take account of the need of the poor and most disadvantaged, including working children, remote rural dwellers and nomads, ethnic and linguistic minorities, children, young people and adults affected by conflict, HIV/AIDS, hunger and poor health, those with special learning needs. (EFA, 2000).

The Convention on the Right of Persons with disabilities (2006) specifically addresses the right of all persons with disabilities to education (article 24). In

realizing this right, States Parties shall ensure that:

- (a) Persons with disabilities are not excluded from the general educational system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;
- (b) Persons with disabilities can access an inclusive and free quality primary and secondary education on an equal basis with others in the communities in which they live;
- (c) Reasonable accommodation of the individual's requirements is provided;
- (d) Persons with disabilities receive the support required, within the general educational system, to facilitate their effective education and
- (e) Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion. (UNESCO) (2004).

Providing quality education for all remains one of the biggest development challenges of our times but with effective legislation and policies it is possible to contribute to build a world of inclusion, not only for people with disabilities, but also for all those who are unable to exercise their basic human right to education.

The concept of integration came to the fore in the 1980s, as an alternative to special needs curricula and school models, with the objective of placing students identified as having special needs in mainstream schools. In his submission, Spasovski, O (2010) sees the restructuring and improvement of physical facilities and the provision of learning materials, along with the increase in the number of special education classrooms and specially trained teachers in mainstream schools as some of the main components for the application of integration model mainly focused on students with mild impairments. Integration risks become a rhetorical device rather than a reality in practice. It can become a spatial change of school classrooms rather than a change of curricular content and pedagogy relevant to children's learning needs and capabilities.

Inclusive education can be understood as a guiding principle to attain reasonable levels of school integration for all students. In the context of a broader vision of integration, inclusive education implies the conception and the implementation of a vast repertoire of learning strategies to respond in a personalized way to learners' diversities. In this sense, educational systems have the obligation to respond



to the expectations and needs of children and young people, considering the fact that the capacity to provide effective learning opportunities based on a rigid scheme of integration (placing "special needs" students in mainstream schools) is very limited. This is what Peters, (2004) refers to as the "continuum of placements" paradigm; that is, when inclusive education is conceptualized as a place and not as a service delivered.

According to Kiyem, S. (2010), the debate on inclusive education and integration is not about a dichotomy between integration and inclusion policies and models, but rather about identifying to what extent there is progress in the understanding that each school has the moral responsibility to include everyone. Such requirement is also challenged when educational systems have to address effectively other core universal education issues such as poor school attendance, repetition, dropouts, and low learning outcomes. Empirical evidence indicates that a student who repeats the first school years has a strong probability of dropping out of school altogether.

Each of the above problems and the combination of them generating exclusion are exacerbated by persistent institutional and pedagogical practices (e.g. frontal teaching) which assume that all children have the same learning conditions and capabilities. Moreover, as noted during the 2004 International Conference on Education, a child's exclusion from education leads to a lack of the professional and social competencies needed in order to access essential knowledge and to exert an autonomous and responsible citizenship. Therefore, over approximately the last fifteen years, the concept of inclusive education has evolved towards the idea that all children and young people, despite different cultural, social and learning backgrounds, should have equivalent learning opportunities in all kinds of schools. The focus on generating inclusive settings according to UNDP (2005) should involve:

- (a) respecting, understanding and taking care of cultural, social and individual diversities (responding to the expectations and needs of students);
- (b) providing equal access to quality education;
- (c) close co-ordination with other social policies.

A broad conception of inclusive education also addresses the learning needs of students with disabilities and learning difficulties, as conceptualized by the Organization for Economic Co-operation and Development (OECD). Such conception refers to the inclusion of children with educational needs related

to learning difficulties caused by organic pathologies and/or behavioural or emotional disorders. According to Scheuermann and Hall (2012), "changing inappropriate students' behaviour requires changing the teacher's behaviour". OECD also addresses learning difficulties in children due to a problematic interaction between the student and the educational context or to disadvantages related to socio-economic or cultural/linguistic factors.

UNESCO defines inclusion precisely thus: "as a process of addressing and responding to the diversity of needs of all learners through increasing their participation in learning, cultures and communities and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a commitment to a vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children" UNESCO (2005). Furthermore, as stated by Booth and Ainscow (2000) in their proposal of an Index for inclusion "inclusion is about making schools supportive and stimulating places for staff as well as students. It is about building communities which encourage and celebrate their achievements".

Indeed, the design and the development of policies on inclusive education should not be understood as the sum of initiatives and efforts in favour of specific groups (an endless and quite possibly incomplete list). On the contrary, the focus is not on categories but on the provision of friendly learning environments and diverse learning opportunities for all. According to Scott T., Anderson C., & Alter P. (2012), the main challenge is to provide inclusive settings in all schools through the provision of a diverse continuum of services that are part of a school network linked to other social policies.

The challenges of attaining inclusive education are therefore also related to the provision of a comprehensive set of policies aimed at:

- (a) a pertinent and relevant curriculum with a vision that facilitates dialogue among various actors of the education system;
- (b) a vast repertoire of diverse and complementary pedagogical strategies (formal and non-formal schooling) that can respond to the specificities of each student by personalizing educational provision;
- (c) available physical facilities and equipment aligned with the designed curriculum and its implementation;
- (d) strong teacher's support in the classroom – seeing the teacher as a co-developer of the curriculum; and



(e) engaging in dialogue with families and communities in order to understand their expectations and needs, as well as to promote their active participation in the schools.

An inclusive educational strategy implies the careful and detailed consideration of the specificity and uniqueness of each child and adolescent so as to provide them with effective educational opportunities throughout their lives. In these terms, inclusive education is about the ways and the modalities under which teachers and students interact with one another and generate mutual empathy and closeness; how they understand and respect their diversities and jointly create suitable and attainable conditions for achieving relevant and pertinent learning opportunities for all.

Cognitive education plays a key role in achieving inclusive education as it tends to make children aware of their own cognitive functions, which can help them to understand and learn better. It is an effective way for educators to address the needs of diverse populations by better understanding of how students learn, think and reflect, critically and creatively, and how this understanding can be used in the construction of a meaningful curriculum and related learning. Creating an emotionally safe classroom environment where students can be successful involves high interactions between students and teachers; it also requires an emphasis on structure and routine. Here is safety for students, especially those with mild to moderate learning and behavioural challenges, in structure and routine. Helping student to learn the day to day expectations requires consistency in the daily routines (Wong & Wong, 2014)

As a contribution to the discussion of pedagogical approaches of inclusive education, Skidmore (2004) draws attention to the differences between pedagogy of deviance and one of inclusion by noting the following five aspects:

- a) Student's learning: while the deviance discourse establishes a hierarchy of cognitive skills to measure the abilities of each student, the inclusion discourse highlights the open learning potential of each student, which can be progressively discovered and stimulated.
- b) Explanation of school failure: while the deviance discourse points out that the main learning difficulties are related to the deficiencies of the students' capacities, the inclusion discourse argues that the main difficulty lies instead on the inadequate

responses generated by the curriculum.

c) School response: while the deviance discourse states that the learning process should be focused on the students' deficiencies, the inclusion discourse emphasizes the need for reforming the curriculum and of implementing a cross-cutting pedagogy in the school.

d) Theory of teachers' expertise: while the deviance discourse emphasizes the importance of specialized discipline knowledge as the key to the teachers' expertise, the inclusion discourse highlights the active participation of the students in the learning process.

e) The curriculum model: while the deviance discourse argues that an alternative curriculum should be designed for those students categorized as low achievers, the inclusion discourse emphasizes the need of a common curriculum for all students.

In overall terms, inclusive education implies four key elements:

- a) It is essentially a process of looking for the most appropriate ways of responding to diversity, as well as of trying to learn how to learn from differences.
- b) It is linked to the motivation and development, through multiple strategies, of students' creativity and their capacity to address and resolve problems.
- c) It comprises the right of the child to attend school, express his/her opinion, experience quality learning and attain valuable learning outcomes.
- d) It implies the moral responsibility of prioritizing those students who are at risk of being marginalized and excluded from school, and of obtaining low learning outcomes. (Skidmore, 2004).

The relationship between social inclusion and education highlights central issues of inclusive education such as struggles against poverty, cultural, social marginalization and exclusion; cultural diversity and multiculturalism; and protection of the rights of minorities, aboriginals, migrants and displaced population.

According to Organization for Economic Co-operation and Development (OECD), the critical issues necessary in understanding and advancing the conception and practice of inclusive education include:

- a) Identifying the significance and priority given to inclusive education in governmental and state policies. Inclusive education, as a key social policy, is a powerful instrument to mitigate the negative effects of social inequalities and cultural disintegration, as well as residential segregation. Inclusive education is



useful in addressing the changing cultural, ethnic, migrant and social compositions of schools, a major challenge to the development of efficacious and efficient government social policies.

b) Fostering high-quality equitable learning opportunities for all by considering the articulation, diversification and flexibility between the different ladders and pathways of the educational system, its structures and contents, within a global and unified vision of basic and youths' education.

c) Developing a tailored approach to providing a real opportunity for educational success for each child by focusing on the learning needs of both potential and current students (those who have never attended school, those who are currently attending and those who have dropped out), taking into account their cultural, social and cognitive diversities as well as their ethnic origin, philosophical and religious beliefs and migrant status. Diversity in learning contexts should be considered as a challenge and an asset to education and not as an obstacle.

d) Guiding, articulating and undertaking efforts and initiatives aimed at generating suitable conditions for achieving meaningful and relevant learning by conceiving the school as the main force for educational change, as well as an integrated institutional and pedagogical unit within a solid educational policy and shared curriculum framework, from early childhood to youths' education.

e) Renovating and recreating teachers' professional roles taking into account their ethical and societal missions and responsibilities (OECD, 2006).

Kiyinat (2010) defines teacher competencies as "the set of management and instructional knowledge, skills, and experiences teachers possess for necessary job performance". Ozoji (2005) outlines some competencies needed by a teacher in inclusive classroom as follows:

- i. Ability to figure out informally what skills a child needs to succeed.
- ii. Ability to take advantage of children's individual interests and use their internal motivation for developing needs.
- iii. Knowledge of instructional strategies and how to use them effectively
- iv. Ability to adopt materials and to re-write objectives for each child's needs.
- v. Ability to be flexible to develop a high tolerance for ambiguity. (Ozoji, 2005)

Saleh (2008) recommends that teachers ought to have the courage to try new skills without apprehension, so that they are able to act as agent of change to fulfill the aspiration enunciated in

Salamanca's philosophy of inclusion.

To promote inclusion in schools, there is need to ensure that the educators have the proper training, flexibility and enough resources to teach students with diverse needs and learning styles. Teachers must also establish and implement more effective instructional practices. Susan Polirstok (2015) opined that it is the responsibility of the school to manage teaching in such a way that the needs of all the children are met. An inclusive curriculum recognizes the need for the schools, to organize with the individual differences of learners in the mind and adopt flexibility to enable all students to achieve their goals.

Statement of the Problem

Despite the urgent need to advance in the democratization of opportunities that would enable all children to access and profit from a high-quality equitable, education draws on the conception of inclusion as a guiding principle to foster educational and social change. Nigeria has not yet extensively adopted inclusiveness as necessity for teaching and learning. Efforts geared towards integrating inclusive education into our school system especially at the Basic Education level have not yielded the desired result. Emmanuel Ago. O, Jikkuka Lengnen J & Umeh Callista O. (2014) viewed inclusive education as education given to learners without boundary or limitation or that which is available to all without any restriction or barrier of gender, tribe, social status, religion, physical and emotional state or challenge of the learner. This has not gained the desired ground in its implementation due to factors related competencies and attitudes of the implementers – the teachers, and numerous challenges confronting its effective implementation. The necessity to assess teacher's competence and attitude towards implementing inclusive education in all education levels is imperative to the success of the education in any setting. Specifically therefore, this study sought to focus on the competence and the attitude of Basic Education teachers towards the implementation of inclusive educational in Basic Education levels in Kwara State, Nigeria.

Purpose of the Study

The primary purpose of the study is to investigate the competence, attitude and challenges of basic education teachers towards the implementation of inclusive education in Kwara State, Nigeria.

Research Questions



The following research questions were posed to guide the study:

1. What is the competency level of the basic education teachers in Kwara State on the implementation of inclusive education?
2. What is the attitude of basic education teachers in Kwara State on the implementation of inclusive education?
3. What are the challenges of implementing inclusive education by the teachers?

Hypothesis

HO1: There is no significant difference in the attitude of male and female teachers' attitudes on the implementation of inclusive education at basic education level in Kwara State

Methodology

The descriptive survey research design was adopted for the study because it involved data collection from representative sample selected from the population under study.

The target population for this study consisted of all teachers of the public Junior Secondary level of Basic Education schools in Kwara State. Simple random sampling technique was used to select five local governments from the state. 30 teachers were randomly selected from each of the five selected local governments bringing the number of teachers to 150. Purposive sampling technique was used to select male and female respondents

The instrument used to gather the required data for this research was a researcher designed instrument named "Teachers' Competence and Attitude towards Implementing Inclusive Education Questionnaire (TCATIEQ)". The instrument had two sections. Section A consisted of items that required respondents' demographic information, including gender and qualification. Section B consisted of twenty (20) items structured into three clusters to elicit information on the competence, attitude and challenges of teachers to the implementation of inclusive education in the state. Each of the items in the three clusters was structured as four-point Likert type scale thus: Strongly agree, Agree, Disagree and Strongly disagree. The reliability of the instrument was established through the utilization of the most common and best index of internal consistency known as Cronbach's coefficient Alpha. TCATIEQ was found to have reliability index of 0.82 which was considered good enough for the study. The data collected were analyzed using SPSS 16.0 for windows.

Research questions raised to guide the study were answered using the descriptive statistics of frequency count, percentage, mean and standard deviation while the hypothesis was tested using t-test at 0.05 level of significance.

Table 1: Demographic Profile of the respondents

Gender	Frequency	Percent (%)
Males	63	42
Females	87	58

There were 150 teachers involved in the study. The demographic result as indicated in table 1 indicated that 63 (42%) of the respondents were males and 87 (58%) of the respondents were females. This implies that there are more female in the study population than male.

The questionnaire was analyzed to find out the competence, attitude and challenges of teachers in the implementation of inclusive education in the survey population.

Research Question 1: What is the competency level of the basic education teachers in Kwara State on the implementation of inclusive education?

Table 2: Percentage competency of implementing inclusive education by Basic Education teachers.

S/N	Implementing inclusive education effectively demands:	Strongly agree (%)	Agree (%)	Disagree (%)	Strongly disagree (%)
1	Looking for the most appropriate ways of responding to diversity, as well as of trying to learn how to learn from differences in learners.	20	46.7	20	13.3
2	Motivating and developing students through multiple strategies, creativity and the teachers' capacity to address and resolve problems.	26.7	50	13.3	10
3	Knowing the right of the child to attend school, express his/her opinion, experience quality learning and attain valuable learning outcomes.	30	53.3	10	6.7
4	Teacher having moral responsibility of prioritizing those students who are at risk of being marginalized and excluded from school, and of obtaining low learning outcomes.	23.3	56.7	13.3	6.7
5	Teachers having specialized discipline of knowledge as the key to the teachers' expertise demonstrated by active participation of the students in the learning process.	40	43.3	10	6.7



Table 2 presents data on the teachers' competence on the implementation of inclusive education at basic education level. A quick glance at the table shows that majority of the respondents agreed with all the statements on the demands of implementing inclusive education: 66.7%, 76.7%, 83.3%, 80% and 83.3% for statements 1, 2, 3, 4, 5 respectively. This affirmed the teachers' competency in implementing inclusive education at basic education level.

Research Question 2: What is the attitude of basic education teachers in Kwara State on the implementation of inclusive education?

Table 3: Percentage responses showing the attitude of basic education teachers on the implementation of inclusive education

S/N	Statements	Strongly agree (%)	Agree (%)	Disagree (%)	Strongly disagree (%)
6	Creating a Reinforcing Classroom Environment	40	46.8	6.6	6.6
7	Using Selective Ignoring method in teaching	26.7	40	20	13.3
8	Focusing on Structure and Routine	33.3	36.7	13.3	16.7
9	De-Escalating Behavioral Crises	30	43.4	13.3	13.3
10	Increasing Students focus of Control	23.4	40	23.3	13.3
11	Limiting the Use of Punishment	46.7	30	13.3	10

Table 3 presents data on the teachers' attitude to the effective implementation of inclusive education at basic education level. The table shows that majority of the respondents agreed with all the statements on the attitudinal traits needed for achieving meaningful and relevant learning through inclusive education (86.8, 66.7, 70, 73.4, 63.4 and 76.7) percentage for statements 6, 7, 8, 9, 10, and 11 respectively. Increasing students' focus of control (63.4%) was the least agreed statement. This affirmed the teachers possessed the attitudinal traits required for effective implementation of inclusive education at basic education level.

Research Question 3: What are the challenges of implementing inclusive education by the teachers?

Table 4: Percentage response of Basic School Teachers diversity in learning contexts considered as a challenge and an asset to inclusive education

S/N	Challenges of implementing inclusive education by the teachers	Strongly agree (%)	Agree (%)	Disagree (%)	Strongly disagree (%)
12	Non availability of pertinent and relevant curriculum with a vision that facilitates dialogue among various actors of the educational system.	46.7	40	10	3.3
13	Inability of teachers to use vast repertoire of diverse and complementary pedagogical strategies (formal and non-formal schooling) that can respond to the specificities of each student by personalizing educational provision.	53.3	26.7	13.3	6.7
14	Inability of teachers to use appropriate learning resources for inclusive education practice	20	26.7	33.3	20
15	Restricted available physical facilities and equipment aligned with the designed curriculum and its implementation	40	43.3	10	6.7
16	Inadequate engagement of learners' families and communities in dialogue in order to understand their expectations and needs, as well as to promote their active participation in the schools.	56.6	30	6.7	6.7
17	Inadequate teachers' support in the classroom to guarantee the teacher as a co-developer of inclusive education curriculum	23.4	43.3	20	13.3
18	Non practising of open learning potential of each student, which can be progressively discovered and stimulate learning	46.7	33.3	13.3	6.7
19	Non reasonable accommodation of the individual learners requirements is provided	53.4	33.3	10	3.3
20	Lack of effective individualized support measures provided in the school environments to maximize academic and social development of the learners				

Table 4 presents data on the teachers' challenges to the effective implementation of inclusive education at basic education level. A glance at the table shows that it was only item 14 (46.7% agreed, 53.3% disagree) that indicated that majority of the respondents did not agree with. This can be attributed to the fact that the teachers did not want to admit to their inability to use appropriate learning resources for inclusive education practice. All other statements on the possible challenges to inclusive education implementation at basic education level showed that greater percentage of the teachers agreed to them with challenges 12 and 20 (86.7%) having the highest. The teacher responses affirmed to the fact that challenges could be the major reason for ineffective implementation of inclusive education at basic education level.

HO1: There is no significant difference in the attitudes of male and female teachers on the implementation of inclusive education at basic education level in Kwara State

Table 5: t-test analysis of difference in the attitudes of male and female teachers on the implementation of inclusive education at basic education level in Kwara State.

Teachers attitude in implementing inclusive education	N	Mean	Std. Dev.	df	t-cal.	Sig.	Remark
Male	63	152	2.66	188	3.46	0.95	NS
Female	87	157	2.82				

Table 5 presents the result of difference in the attitudes of male and female teachers on the implementation of inclusive education at basic education level. The table revealed no significant difference between the two groups ($df = 188$; $t = 3.46$; $p > 0.05$). Hence, hypothesis 1 is not rejected. This means that there is no significant difference in the attitude of male and female teachers on the implementation of inclusive education at basic education level in the study area.

Discussion of major findings

The findings of the study showed that teachers possess some degree of competency to implement inclusive education at basic education level. Teachers are responsible to look for appropriate ways of responding to diversity in learning as well as of trying to manage learners with learning differences. Teachers must have moral responsibility to prioritize those students who are at risk of being marginalized and excluded from school, and those with low learning outcomes. Wong and Wong (2014) opined that "School must be safe and protected environment, where a student can come and learn without fear".

Teachers and other stakeholders are expected to provide this safe and protected environment for inclusive education. A specialized discipline of knowledge is a prerequisite key to inclusive education teachers.

The response of the teachers showed that they possessed attitudinal traits expected of them for effective implementation of inclusive education at basic education level. Creating a reinforcing classroom environment, limiting the use of punishment, focusing on structure and routine among others are attitudinal traits expected of inclusive education teachers. According to Wong & Wong, (2014), helping student to learn the day to day expectations requires consistency in the daily routines. In reality, routines and expectations are taught each day through the teacher's use of approval of students' appropriate and compliant behaviours among others are appropriate attitudinal traits expected of and inclusive education teachers (Scott, Anderson, & Alter, 2012).

The significant influence of challenges affecting the implementation of inclusive education was reported in this study. Non availability of pertinent and relevant curriculum, inability of teachers to use vast repertoire

of diverse and complementary pedagogical strategies; and lack of effective individualized support measures provided in the school environments to maximize academic and social development of the learners are among numerous challenges attested to by the teachers.

From table 5, it is evident that there is no significant difference in the attitude of male and female teachers on the implementation of inclusive education at basic education level. This implied that gender has no influence on the respondents' stands on competence, attitude and challenges of teachers in implementing inclusive education at basic education level.

Conclusion

Inclusive education is an education given to learners without boundary or limitation or that which is available to all without any restriction or barrier of gender, tribe, social status, religion, physical and emotional state or challenge of the learner. Teachers' competency, attitudinal behavior and potent challenges are very important factors to be considered in implementing inclusive education at the basic education level for the benefit of all.

Recommendations

Based on the findings of the study, it is recommended that:

1. Competent teachers should be employed for the implementation of inclusive education in schools and especially at the basic education level.
2. Teachers with good attitude for the management of diverse forms of students in an inclusive education setting should be a priority for education stakeholders for employment.
3. Adequate learning resources should be provided for the teaching of inclusive education.
4. All challenges affecting the effective implementation of inclusive education should be avoided.
5. Teacher training and professional development should strengthen the ways in which teachers understand approach and respond to students' differences in an inclusive setting.
6. Teaching styles should be revised and adjusted in order to be aligned with cultural and social contexts that are increasingly complex and uncertain to foster inclusive education teaching and learning.
7. Teachers should be considered as co-designers and co-developers of inclusive education policies at the school and classroom levels, and not as mere implementers of curriculum change.



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