

ATTITUDE OF TEACHERS TO STUDENTS WITH SPECIAL NEEDS IN MAINSTREAMED PUBLIC SECONDARY SCHOOLS IN SOUTHWESTERN NIGERIA: THE NEED FOR A CHANGE

Fareo Dorcas Oluremi, PhD

Counselling & Human Development Centre,
Adeyemi College of Education, Ondo, Ondo State, Nigeria

Abstract

The study investigated the attitude of regular and special teachers to students with special needs in mainstreamed public secondary schools in Southwestern Nigeria; it examined the qualifications of teachers teaching in mainstreamed public schools; and compared the academic performance of students with special needs in relation to regular students. It adopted descriptive survey design. Two research questions and three research hypotheses were answered in the study. The population for this study comprised 2,701 teachers in the 35 public secondary schools where mainstreaming of students with special needs is being implemented in Southwestern Nigeria. Simple random sampling technique was used to select 10 out of the 35 mainstreamed public secondary schools. From the selected schools, 200 teachers were involved in the study. The teachers were selected through stratified sampling technique using sex and class as strata. Two research instruments were used for data collection. The data were analyzed using simple percentages and t-test analysis. The results showed that 78.8% teachers had positive attitude to students with special needs. 16.8% teachers had negative attitude to students with special needs, while 6.4% teachers had neutral attitude to students with special needs. Also, there was no significant difference between the attitude of male and female teachers to students with special needs ($t=.45$, $p>0.05$). However, there was a significant difference between the attitude of special teachers and regular teachers to students with special needs ($t=.91$, $p<0.05$). There was also a significant difference between the academic performance of regular students and students with special needs ($t=6.38$, $p<0.05$). The study concluded that positive attitude of teachers to students with special needs would increase self-perception and academic performance of students with special needs. Thus, teachers' attitudes undoubtedly had a great influence on the school achievement and

social behaviours’ of the special needs children.

Keywords: Mainstreaming, integration, inclusive education, attitude, regular teachers, special teachers, exceptional children, inclusion

Introduction

Mainstreaming, integration or inclusive education can be interpreted as the philosophy and practice for educating students with disabilities in general education settings (Bryant, Smith, & Bryant, 2008; Salend, 2001; Lipsky & Gartner, 1997). Inclusive refers to the “full-time placement of children with mild, moderate and severe disabilities in regular classrooms’. According to Garuba (2003), inclusion is a step further in mainstreaming, as it presents a means “by which a school attempts to respond to all pupils as individuals, by reconsidering and structuring its curricular organization and provision, and allocating resources to enhance equality of opportunity. Smith (2007) defined inclusion as the commitment to educate each child to the maximum extent appropriate in the school and classroom he/she would otherwise attend. It involves bringing the ancillary services to the child, and requires only that the child will benefit from being in the class (rather than having to keep up with the other students). This is salient aspect of inclusion, and requires a commitment to move essential resources to the child with a disability rather than placing the child in an isolated setting where services are located.

Many countries both developed and developing countries adopted the policy of mainstreaming /inclusion in their education policies. Nigeria for example adopts the policy in her National Policy of Education (1998). The policy stipulates the integration of special needs children into regular classrooms and free education for exceptional students at all levels. In practice, it is only one state that has actually started the implementation of the inclusive education at the primary school level; other states of the federation in Nigeria are just starting up by creating a unit in each of the schools for their inclusive classrooms (Fakolade, Adeniyi and Tella (2009). Studies (Oladokun,1981; Anumonye,1991; Mba,1991; Olukotun,2004) asserted that mainstreaming education in Nigeria faced many challenges such as negative attitude of teachers and regular students to students with special needs; inadequate aids and services; unsupportive roles of parents; lack of specialist teachers to provide important services that would assist regular teachers in managing the learners with special needs; inadequate personnel training programmes; lack of adequate and relevant educational materials; and unfriendly learning environment for students with special needs.

Ajuwon (2008) opined that for the child with a disability to benefit

optimally from inclusion, it is imperative for general education teachers to be able to teach a wider array of children, including those with varying disabilities and to collaborate and plan effectively with special education. Attitude as a concept is concerned with an individual way of thinking, acting and behaving. It has very serious implications for the learners, the teacher, the immediate social group with which the individual learner relates and the entire school system. Our evaluations of attitude objects can be favourable, neutral or unfavourable attitudes are said to have a positive, neutral or negative direction.

Children with special needs encountered difficulty in social interactions with regular class peers and teachers. Many people had little information about students with special needs and this lack of knowledge could create fear and prejudice. Children with special needs were often laughed at, or devalued in many ways during interaction. One attitude that influenced teachers' attitude was labeling, when students were identified by a negatively perceived label, for examples; mentally retarded. Campbell, Dodson and Boss (1985) opined that teachers were less able to objectively observe, rate and plan appropriate intervention for their behaviours. Another factor that could contribute to the rejection of children with special needs by regular teachers and administrators was lack of special training. Many teachers were afraid that they did not have skills necessary for teaching special needs children. Others felt that working with these children was not gratifying as working with normal individuals.

Researchers had observed that the hardest burden to bear by special needs children was not their exceptionality, but the attitudes of people toward them (Marsh and Friedman, 1972). Attitude was one of affective areas which had been very much studied. An investigation by Ikpaye (1988) into the teachers' attitude toward special needs children varied significantly. He also found that some teachers had more positive attitude toward gifted children than their normal counterparts. Findings in Nigeria and Zimbabwe reported positive attitude of teachers to students with special needs in mainstreamed public schools (e.g Maunganidze and Kasayira (2002), and Hungwe (2005).

Ottman (1981) reviewing the work of Allen (1978), identified three pertinent factors with regard to regular teachers' attitude toward the special needs children:

1. That the classroom teachers were generally not in favour of accepting the handicapped in regular schools, because they were afraid of the demands that may be placed on them.
2. The teachers have lower expectations for the handicapped students.
3. That the teachers tend to see their role as highly structured and group oriented, which runs counter to special education maxim of individualized

differences.

In a study carried out by Mba (1991) on the attitude of teachers toward the inclusion of hard of hearing students in general education classroom; it was revealed that the attitude of teachers indicated hesitancy of the teachers to accept the hard of hearing unless the communication barrier was obviated. Nwazuoke, (2000), and Mittler (2000) observed that many teachers who were in mainstreamed schools appeared to know little or nothing about children with special needs. Bevan-Brown (2000) reported that she had “a whole truck load” of stories about poor attitude and expectations of teachers to children with special needs. She found that many teachers demonstrated negative attitudes to students with special needs in secondary schools. Sadly, this situation negatively affected the education and performance of children with special needs. This was also found to affect these learners’ self-esteem.

Elliot (2008) examined the relationship between teachers’ attitude toward mainstreaming of children with mild to moderate disabilities in physical education settings, and the amount of practice attempts performed, and the levels of success attained by these students compared to their peers without disabilities. The findings suggested a relationship between inclusion and teacher effectiveness, Teachers with positive attitude towards inclusion provided their students with significantly more practice attempts, at a higher level of success.

Research Questions

1. What is the attitude of teachers to students with special needs in mainstreamed public secondary schools?
2. What are the qualifications of teachers teaching students with special needs in mainstreamed public secondary schools in Southwestern Nigeria?

Research Hypotheses

1. There is no significant difference between the attitude of male and female teachers to students with special needs.
2. There is no significant difference between the attitude of regular teachers and special education teachers to mainstreaming/ integration.
3. There is no significant difference between the academic performance of regular students and students with special needs.

Method

The study adopted descriptive survey design. The population for the study comprised 2,701 teachers in the 35 public secondary schools where mainstreaming of students with special needs is being implemented in

Southwestern Nigeria. Five out of the six (Ogun, Oyo, Lagos, Ondo and Ekiti) States in Southwestern Nigeria were selected for the study with the exception of Osun State which was used for the test of reliability.

Simple random sampling technique was used to select 10 out of the 35 mainstreamed public secondary schools; from the selected schools, 200 teachers were selected by stratified sampling technique using class taught and sex as strata.

Instruments

i. Teachers Attitude to Students with Special Needs (TASSN).

Teachers Attitude to Students with Special Needs (TASSN) was an instrument developed by the researcher. Section A was designed to elicit information on personal details like sex, name of school, state, class taught and qualification. Section B of the instrument consisted of 20 question items which was designed to elicit information on attitude of teachers to students with special needs. Each of the items was on a five point Likert-type scale ranging from Strongly Agree to Undecided. The instrument was scored 0 for “Undecided” 1 for “Strongly Disagree”, 2 for “Disagree, 3 for “Agree” and 4 for “Strongly Agree. With this procedure, the minimum and maximum scores obtainable were 0 and 80 respectively in Section B.

ii. Examination Record (ER)

Examination records of regular students and students with special educational needs in mainstreamed public secondary schools in Southwestern Nigeria were also used in the analysis. The materials showed the cumulative detailed results of students’ grades in subjects taught in a session. Eight subjects including Mathematics and English Language were considered both in junior and senior secondary schools.

Validity and Reliability of Research Instrument

The validity of the one of the two instruments in this study was thus described. The content and face validity of the Teachers Attitude to Students with Special Needs “TASSN” was carried out by two experts in Test and Measurement, an expert in Psychology of Education; and an expert in Guidance and Counselling. Appropriate suggestions were made to improve the quality of the questionnaire by deleting the inappropriate question items, and by modifying some.

The researcher used test-retest reliability method to determine the reliability of one the instruments. The retest was carried out three weeks after the first test. Teachers Attitude to Students with Special Needs “TASSN” questionnaires were administered on 30 students. The schools used for the test-retest reliability were: The Apostolic Grammar School, Modakeke-Ife with 30 copies of the questionnaires to 30 students. Seventh Day Adventist

Grammar School, Ile-Ife with 30 copies of the questionnaires to 30 students, and Oduduwa College, Ile-Ife with 30 copies of the questionnaires to 30 students in Ife East and Central Local Government Areas of Osun State. The test-retest on “TASSN” yielded reliability co-efficient of 0.82; therefore, the questionnaires were deemed fit and reliable for the study.

Results

Research Question 1:

This research question is: What is the attitude of teachers to students with special needs in mainstreamed public secondary schools? To answer this question, data on some question items were extracted from the data collected on “Teachers Attitude to Students with Special Needs” (TASSN) questionnaire. The data were analyzed using percentages. The results are presented in Table 1

Table 1: Percentage Score Showing the Response of Teachers to “Teachers’ Attitude to Students with Special Needs” (TASSN) Questionnaire

| Statements | SA | % | A | % | Und | % | D | % | SD | % |
|---|-----|-------|----|-------|-----|-------|----|-------|----|-------|
| I love teaching students with special needs though it demands extra effort. | 73 | 36.5% | 77 | 38.5% | 21 | 10.5% | 4 | 2% | 3 | 1.5% |
| I like teaching children with special needs if necessary support and educational resources are available. | 107 | 53.5% | 58 | 29% | 6 | 3% | 11 | 5.5% | 0 | 0.0% |
| I feel reluctant to teach children with special needs due to my lack of knowledge about them. | 11 | 5.5% | 28 | 14% | 23 | 11.5% | 68 | 34% | 75 | 7.5% |
| My morale is usually higher to teach children with special needs after a refresher course. | 66 | 33% | 86 | 43% | 26 | 13% | 14 | 7% | 20 | 10% |
| I feel children with special needs cannot cope academically in mainstreamed schools. | 10 | 5% | 39 | 19.5% | 24 | 12% | 69 | 30% | 67 | 33.5% |
| I love to continue teaching in mainstreamed school if my salary is regularly increased. | 70 | 35% | 58 | 9% | 14 | 7% | 33 | 16.5% | 21 | 10.5% |

N=200 Key:-

SA = Strongly Agree

A = Agree

Und = Undecided

D = Disagree

SD = Strongly Disagree

N = Number of Respondents

From Table 1, it could be observed that 150 (75%) teachers loved teaching students with special needs, while 7 (3.5%) teachers indicated they didn't love teaching them. The percentage of teachers who liked teaching students with special needs if necessary support and educational resources were available was 165 (82.5%), while 11 (8.5%) teachers were not willing to teach them. The percentage of teachers who felt reluctant to teach students with special needs due to their lack of knowledge about them was 39 (19.5%), while 143 (71.5%) teachers were eager to teach them. The percentage of teachers whose morale were higher to teach students with special needs after a refresher course was 152 (76%) while 34 (17%) teachers were with low morale, even after a refresher course. The percentage of teachers who felt students with special needs could not cope academically in mainstreamed public secondary schools was 49 (24.5%), while 127 (63.5%) teachers indicated their support for mainstreaming programme.

Also, the percentage of teachers who indicated their love to continue teaching in mainstreamed school if their salaries were regularly increased were 128 (64%), while 54 (27%) teachers were not willing to teach in mainstreamed schools if even there was regular salary increase.

Table 2: Summary Table of Teachers' Attitude to Students with Special Needs in Public Secondary Schools in Southwestern Nigeria.

| Types of Attitude | Number | % |
|-------------------|--------|-------|
| Positive | 146 | 76.8% |
| Negative | 32 | 16.8% |
| Neutral | 12 | 6.4% |
| Total | 190 | 100% |

From Table 2, two hundred copies of the questionnaires were administered to teachers', while one hundred and ninety copies were retrieved from them. All one hundred and ninety copies of the questionnaires were used to measure the attitude of teachers to students with special needs. To determine the teachers positive attitude to students with special needs, the average percentage score of teachers positive response to positive statements and negative response to negative statements yielded 146 (76.8%). To determine the teachers negative attitude to students with special needs, the average percentage score of teachers negative response to positive statements, and positive response to negative statements yielded 32 (16.8%).

Research Question2

The research question is: What are the qualifications of teachers teaching students with special educational needs in mainstreamed public secondary schools in Southwestern Nigeria? To answer this question, secondary data collected on qualifications of teachers were extracted from

the demographic characteristics of “Teachers Attitude to Students with Special Needs” (TASSN) questionnaire. The data were analyzed using percentage. The results are presented in Table 3

1: Certificates and Degrees Obtained by Teachers Teaching Students with Special Educational Needs in Mainstreamed Public Secondary Schools in the Five States.

STATES

| CERTIFICAT E | I | II | III | IV | V | All States |
|-----------------|-------------|-----------|------------|-----------|------------|---------------|
| | N=40 | N=20 | N=60 | N=20 | N=60 | N = |
| | % | % | % | % | % | 200 % |
| N.C.E | 11 27.5% | 3 15% | 15 25% | 5 25% | 16 6.7% | 50 25% |
| B.Ed. | 10 25% | 3 15% | 17 8.2% | 2 23% | 12 20% | 49 24.5% |
| B.SC | 3 7.5% | 5 25% | 12 20% | 0 0.0% | 6 10% | 26 13% |
| B.A | 2 5% | 2 10% | 3 5% | 2 10% | 1 1.7% | 10 5% |
| N.C.E Special | 5 12.5% | 5 25% | 9 1.5% | 1 5% | 8 3.3% | 28 14% |
| B.Ed. Special | 6 1.5% | 2 10% | 1 1.7% | 4 20% | 6 10% | 19 9.5% |
| H.N.D | 1 2.5% | 0 0.0% | 2 3.3% | 0 0.0% | 0 0.0% | 3 1.5% |
| B.Ed./M.A/Ph.D. | 1 2.5% | 0 0.0% | 1 1.7% | 1 5% | 2 3.3% | 5 2.5% |

Key:-

State I = Ekiti State

State II = Lagos State

State III = Ogun State

State IV = Ondo State

State V = Oyo State

N = Number of Respondents

From Table 3, the two most commonly held qualifications of teachers who worked with students with special educational needs in the schools of each of the states were National Certificate of Education (N.C.E) Certificate and Bachelor of Education (B.Ed.) Certificate. Eleven (27.5%) teachers in State I had N.C.E certificate, while 10 (25%) teachers had B.Ed. Certificate. In State II, 3(15%) teachers had N.C.E. Certificate, while 3(15%) teachers had B.Ed. Certificate. In State III, 15(25%) teachers had N.C.E Certificate, while 17 (28.5%) teachers had B.Ed. Certificate. In State IV, 16(26.7%) teachers had N.C.E Certificate, while 12 (20%) teachers had B.Ed. Certificate

The teachers with certificate in special education were fewer in numbers in all States. In State I 5(12.5%) teachers had N.C.E (Special Education) Certificate, while 6(15%) teachers had B.Ed. (Special Education) Certificate. In State II, 5(25%) teachers had N.C.E (Special Education) Certificate, while 2(10%) teachers had B.Ed. (Special Education) Certificate. In State III, 9 (15%) teachers had N.C.E (Special Education) Certificate,

while 1 (1.7%) teacher had B.Ed. (Special Education) Certificate. In State IV, 1(5%) teacher had N.C.E (Special Education) Certificate, while 4(20%) teachers had B.Ed. (Special Education) Certificate. In State V, 8(13.3%) teachers had N.C.E (Special Education) Certificate, while 6(10%) teachers had B.Ed. (Special Education) Certificate. The analysis indicated special teachers who had undergone training on teaching students with special needs were inadequate in number.

Research Hypothesis 1

This hypothesis states that there is no significant difference in the attitude of male and female teachers toward students with special needs in mainstreamed public secondary schools. To test this hypothesis, data collected on teachers’ attitude to students with special needs were subjected to t-test analysis. The results were presented in Table 4

Table 4: Difference between the Attitude of Male and Female Teachers to Students with Special Needs

| Attitude of Teachers | N | | SD | df | t | P |
|----------------------|----|-------|-------|----|-------|-------|
| Male | 89 | 57.12 | 11.73 | 2 | -0.45 | >0.05 |
| Female | 99 | 57.86 | 10.53 | | | |

Not significant (p >0.05)

From Table 4, two hundred copies of the questionnaires were administered to teachers, while one hundred and ninety copies were retrieved back from them. Two copies of the questionnaires were not used, because the sexes of two teachers could not be determined. This made the researcher to analyze data on 188. The mean of male teachers’ was 57.12 attitudes, while 57.86 was the mean of female teachers’ attitude. The difference between the attitude of male and female teachers to students with special needs was found not to be significant with a t-test value of -0.45 (p >0.05).

Research Hypothesis 2

The hypothesis states there is no significant difference between the attitude of regular teachers and special teachers to mainstreaming/integration. To test this hypothesis, data collected on attitude of special teachers and regular teachers were subjected to t-test analysis. The results we represented in Table 5

Table 5: Difference between the Attitude of Regular Teacher and Special Teachers to Mainstreaming/Integration

| Attitude of Teachers | N | | SD | df | t | P |
|----------------------------|-----|-------|-------|----|------|------|
| Regular Teachers | 144 | 56.51 | 10.99 | 2 | 1.91 | <.05 |
| Special Education Teachers | 46 | 60.09 | 11.17 | | | |

* Significant (p <.05)

From Table 5, two hundred copies of the questionnaire were administered to both regular and special teachers while one hundred and ninety copies were retrieved back from them. One hundred and forty four regular teachers and forty six special teachers successfully filled the questionnaires. The mean of regular teachers was 56.51, while the mean of special education teachers was 60.09. The difference between the attitude of regular and special education teachers to mainstreaming/integration was found to be significant with a t-test value 1.91 ($p < 0.05$).

Research Hypothesis 3

This hypothesis states that there is no significant difference between the academic performance of regular students and students with special needs. To test this hypothesis, data collected on academic performance of regular students and students with special needs were subjected to t-test analysis. The results are presented in Table 6.

Table 6: Difference between Academic Performances of Regular Students and Students with Special Needs

| Academic performance | N | \bar{x} | SD | df | t | P |
|-----------------------------|-----|-----------|-------|------|------|------|
| Regular students | 620 | 50.47 | 13.07 | 1238 | 6.38 | <.05 |
| Students with special needs | 620 | 46.00 | 11.60 | | | |

*Significant ($p < .05$)

From Table 6, the mean of the academic performance of regular students was 50.47 while the mean of academic performance of students with special needs was 46.00. To determine the difference between the academic performance of regular students and students with special needs academic performance, t-test analysis was employed. The t-value 6.38 obtained was higher than 0.05 probability level.

Discussion

The finding on attitude of teachers’ to students with special needs showed that 32 (16.8%) teachers had negative attitude to students with special needs, 146 (76.8%) teachers had positive attitude to students with special needs, while 12(6.4%) teachers had neutral attitude to students with special needs. This finding was in line with (Ikpaya, 1988; Maunganidze and Kasayira, 2002; and Elliot (2008)). However, Mba (1991); Barnatt and Kabzema (1992); and Bevan-Brown (2000) reported negative attitude of teachers to students with special needs. The implication of the present result on the previous results showed that teachers attitude to students with special needs had greatly improved. This might be as a result of workshops, seminars, and conferences attended by teachers which had developed their positive attitude to students with special needs. Nevertheless, the study found

that 32 (16.8%). teachers had negative attitudes to students with special needs. This also implied that some teachers still had negative attitude, which needed to be tackled in order that students with special needs could learn in the atmosphere of love. Okeke (2000) found that teachers' exposures to Special Education courses enabled them in identification and management of special needs children. In addition, Mittler (2000) suggested that for effective administration of special education, both regular teachers and special educators require regular orientation on how to manage special needs children.

The certificates and degrees obtained by teachers teaching students with special educational needs in mainstreamed public secondary schools in Southwestern Nigeria were identified as 50 (25%) teachers with National Certificate of Education (N.C.E). Forty nine (24.5%) teachers had Bachelor of Education (B.Ed.) certificate. Twenty six (13%) teachers had Bachelor of Science (B.Sc.) Certificate. Ten (5%) teachers had Bachelor of Arts (B.A.) Certificate. Twenty eight (14%) teachers had National Certificate of Education (N.C.E Special) Certificate. Nineteen (9.5%) teachers had Bachelor of Education (B.Ed. Special) Certificate. Three (1.5%) teachers had Higher National Diploma (H.N.D) Certificate, while 5(2.5%) teachers had Postgraduate degrees.

This study showed that teachers having N.C.E and B.Ed. Certificates were 95, which was more than teachers that had N.C.E and B.Ed. Degrees in Special Education. This study showed that specialist teachers were inadequate in mainstreamed public secondary schools in Southwestern Nigerian. The problem of inadequate special personnel might contribute to poor academic performance of students with special educational needs.

The study showed that there was no significant difference between the attitudes of male and female teachers to students with special needs. The result of this study was in conformity with Jenkinson (1997) who noted no significant difference in the attitude of male and female teachers to students with special needs, but contrary to the findings by Fakolade, Adeniyi and Tella(2009), who reported that female teachers showed more positive attitude to students with special needs than their male counterparts.

The study showed there was a significant difference between the attitude of regular teachers and special education teachers to integration. The result implied that special teachers had more positive attitude to integration than regular teachers. The difference in the attitude of both groups of teachers might be as a result of the trainings about students with special needs and mainstreaming education that special education teachers had been exposed to. The result was in line with the study conducted by Forlin (1995; Fakolade, Adeniyi and Tella (2009) that special education teachers attitude was more positives towards inclusive education as compared to their

untrained counterparts. However, Padeliadu and Lampronoulou (1997) findings showed that special education teachers were having less positive regards towards integration than regular class teachers.

The result of the analysis of data on difference between the academic performance of regular students and students with special needs showed that there was a significant difference between the academic performance of students with special needs and regular students. What might cause the difference between the academic performance of regular students and students with special needs could be absence of special instructional materials, textbooks, and other facilities that would appeal to various senses of learning. Iboke (2004) asserted that if the desired objectives in teaching and learning must be attained, the use of instructional aids must be seen as a necessity. Eniola and Olukotun (2003) pointed out that with effective instructional materials and requirement, the special needs children will learn effectively.

Onuka (2004) defined achievement as a component of the students with special needs. This means that if a child is properly taught, the outcome would be successful. Akinbote and Ogunranti (2004) stated that the chance of a child to maximize his potentials could be affected by the type of environment to which he is exposed, and the most important of the child's environment is the school. Makinde (1970), who found that the normal hearing students performed significantly better than the impaired students. Makinde, however, concluded that the variation in ability and hearing loss were not the only reason for the poor academic performance, rather, that school environment affects achievement particularly in the instance of special needs children.

A contrary result was shown by Oyebola (1988), she found that academic performance level of the hearing impaired children was better than the normal hearing children. In addition, Okoro's (1996) study on academic performance between the visually impaired children and the sighted children also showed that the visually impaired children performed better than their sighted counterparts. This indicated that majority of the special needs children can be academically successful if given adequate support.

The Need for a Change

In order to have a fruitful integration of students with special needs in our educational system, the following steps should be in place:

- Mainstreaming schools should as a matter of policy have enough specially trained teachers integrated into them. Their interaction with the conventionally trained ones would to a great extent help in the improvement of attitudes towards the exceptional children. They will at least have the interest of these children at heart when teaching, and also

- take them seriously in teaching.
- Effort should be made to frequently expose teachers in integrated setting to workshop and seminars on education of students with special needs.
 - Government should provide incentives, promotions and regular payments of salaries to teachers in mainstreaming public secondary schools in order to enhance quality teaching.
 - Provision of special equipment and materials is also fundamental. This would be a motivation strategy to make teaching-learning process to be interesting and effective for teachers and students.
 - Counselling services should be provided to all the members of any integrated school. Through integration and counselling for public awareness, the prejudices against exceptional children in school setting and in other areas would be gradually reduced. Teachers and regular students should be enlightened to accept, respect and show affection towards students with special needs, so as to develop their positive self-concept and self-esteem.
 - Education should be adequately funded so as to overcome the problem of provision and maintenance of equipment and materials, and to make the environment conducive to learning.

Conclusion

It is clear that mainstreaming programme for students with special needs can be fruitful if there is a positive change of attitude by teachers to them. This positive attitude of teachers will lead to acceptance of students with special needs by regular students, positive self- concept of students with special needs, and also increase in their academic performances in integrated setting. Government and other stake holders of education should be concerned with identifying all forms of challenges and barriers to mainstreaming within national policies, educational institutions and communities with a view to eliminate them. Thus, teachers' attitudes undoubtedly had a great influence on the school achievement and social behaviours' of the special needs children.

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