

# Perception and Acceptability of Regular Education Teachers Towards Inclusion of Children with Intellectual Disability in Calabar, Cross River State, Nigeria

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**Abstract:** Access to education has been a challenge to individuals with intellectual disability (ID) in Cross River State, Nigeria, as a result of limited schools that accept these individuals. This study consequently investigated the knowledge and perception of regular teachers about children with ID and their level of acceptance into the regular classroom. Two hundred (200) teachers in public primary schools in Calabar municipal were randomly selected for the study. A descriptive research design was adopted. "Teachers' Knowledge, Perception and Acceptability of Teachers towards Children with Intellectual Disability (TKPATCID)" was used as an instrument for data collection. Data was analyzed using descriptive statistics such as frequency count, simple percentage standard deviation, and mean scores. Findings showed that the knowledge of regular teachers about children with ID is very low. The majority of the regular teachers have negative perceptions of children with ID. Similarly, the majority of the respondents were of the opinion that children with ID should not be accepted alongside their non-disabled counterparts in the classroom. It was therefore recommended, among others, that awareness of the nature of ID be created. Regular in-service training should be organized for regular education teachers by the government in order to properly equip them with relevant and up-to-date knowledge of children with ID.

**Keywords:** Teacher, knowledge, perception, acceptability, intellectual disability.

## INTRODUCTION

The primary objective of special needs education, as stipulated in the National Policy on Education [1], is the need for quality educational opportunities for all Nigerian children, irrespective of any real or imagined disabilities, according to individual's ability. However, there is a paradigm shift in the education of vulnerable people across the globe, especially persons with disabilities. Inclusive education, which emphasizes the removal of barriers and total accommodation of all categories of children with disabilities in regular classroom settings, has become the modern practice in the education process. The education of persons with special needs is generally bedeviled by lots of challenging factors in Nigeria. It is a common fact that individuals with different categories of disabilities are

not receiving quality education in most states of the federation. Achieving quality education for all can only be possible by emphasizing the need for all categories of children with disabilities to have access to appropriate educational curriculum on an equal basis like the typically developing children, and this can only be done through general classroom placement for all.

Special needs education's main thrust, according to Nwazuo [2], is premised on assisting each learner with a disability to compensate for and adjust to the disability. Nigeria is a signatory to several universal conventions, protocols, frameworks, and declarations such as the United Nations Literacy Decade (UNDD), Education for All (EFA), the Decade for Education for Sustainable Development (DESD), and the United Nations Millennium Declaration. However, it has been observed that the readiness for acceptance of persons with disabilities in the education sector varies across different states of Nigeria.

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Aderibigbe, Egaga, and James [3] and Adeleke and Manuel [4] maintained that, despite the position of fundamental human right that every child is entitled to a dignified life, individuals with ID are marginalized, and their rights are so violated beyond expectations. The most neglected of all disability categories is ID and its associated developmental disorders [5]. Educationally, persons with intellectual disability are the least cared for. In most cases, because of the associated challenges with ID, such as behavior challenges, injurious behavior, social skill deficits, and inability to learn at the same pace as typical children of their ages, they are hardly accepted into the general classroom settings. This has further complicated challenges associated with the lack of access to quality education by this category of persons with disability.

ID is used to describe limitations in intellectual functioning and deficits in specific social/adaptive skills areas, which significantly affect learning and social adaptation [6]. The disability involves limitations in cognitive functioning that affects memory, attention, learning, abstract thinking and memory [7]. According to Ozoji, Uwachukwu, and Kolo [8], ID is characterized by significant impairment and deficits in adaptive functioning, which has adverse effects on education and occurs during the period of child development. The impact of ID cannot be overemphasized [9] because the disability affects the general learning ability of the affected person, consequently making life-skill acquisition more difficult, if not impossible [10,11].

Aderibigbe, Ajayi, and James [12] described education as an inalienable right for all human beings, including children with intellectual disability. Because of cognitive impairment, children with ID are generally faced with learning challenges. However, with the right education process, individuals with ID can learn at a minimal level and at a slower pace, which often depends on the level of the severity of the disability in an individual. The provision of education for individuals with ID involves a range of interrelated factors such as the availability of special or mainstream schools, necessary instructional resource materials, professional teachers, professional collaboration, and parental involvement. Access to quality education by children with ID has been a thing of a serious challenge to all stakeholders: the parents, government, special education teachers, and the general public, as a result of limited schools for the educational placement of these children in most states in Nigeria.

The most important factor that significantly influences access to quality education by children with ID is undaughterly teachers. The success of any education program is premised on the teachers, as teachers are pivotal in any educational system [13]. Because there is a strong relationship between the quality of teachers and the quality of education, access to education by children with ID through mainstreaming placement can only be facilitated by the teachers. Though legal mandates emphasize that children with disabilities may be included in the regular classroom, those mandates do not guarantee that they will be accepted or treated fairly by their teachers or peers [14].

The Federal Ministry of Education [1] clearly stated that all children, irrespective of their mental or physical disabilities, should be educated along with their non-disabled counterparts; hence, it is mandatory for regular teachers to readily accept children with special needs in the regular classroom. Understandably, an attitude towards a child may influence the teacher's interactions with the child. Hence, the roles of the attitude of regular education teachers toward children with disability generally cannot be overemphasized in the process of mainstreaming them [15].

Perceptions towards persons with disabilities are gradually changing when compared with what was obtained some decades ago. For instance, in Nigeria, many factors such as cultural beliefs, overpopulation in the classrooms, and poor remuneration, among others, have been thought to have contributed to the non-acceptability of children with ID in regular classrooms [16]. According to Adeleke and Manuel [17], accepting children with disabilities in the regular classroom is a complicated process, and in order for this process to be successful, parents, teachers, learners, and key community members have to be involved in the planning. Promoting a culture of acceptability at the school level is required for implementing acceptability, developing inclusive practices at the classroom level, removing barriers to acceptability, educating teachers to promote inclusive schooling, and identifying factors to make acceptability workable [18].

Abbott [18] reported that schools that adopt the acceptability approach to school remove barriers to learning and promote a positive appreciation of the diversity of individuals. Acceptability is seen as a reform that supports and welcomes diversity among all learners. However, the biggest challenges for education systems around the world is responding to

learner diversity. Also, diversity acceptability is increasingly adopted as a unified approach to education for all [19-22].

In January 2019, former president of Nigeria, President Muhammadu Buhari, signed into law the Discrimination Against Persons with Disability (Prohibition) Act. Education is a life transformation agent and the main driver of the other SGDs, as captured in Vision 2030. The principle of inclusive education adopted in the National Policy on Inclusive Education [1] stated that inclusive education is every child's right. Children should all belong because they all have different learning potentials.

The global trend in the provision of educational services to special needs children today is inclusion. Currently in Nigeria, inclusive education still remains in theory, yet to be fully implemented [11]. Inclusion is the real way of making education accessible to special needs children for the 21<sup>st</sup> Century. The aim is to achieve better academic and social integration than the traditional segregated approach. Inclusion like education is a fundamental human right issue where the world affirmed commitment to education for all [23].

Knowledge of teachers about children with ID is considered significant in the process of accepting them in the regular classroom. As reported by Nwabueke and Adeleke [24], most regular classroom teachers have no knowledge of children with developmental disabilities such as ID, autism spectrum disorders, Down syndrome, and many more. This poor knowledge poses a serious threat to the process of mainstreaming children with ID effectively. Attitudes of regular classroom teachers toward educational acceptability were a major consideration toward the inclusion of students with disabilities in regular schools. Several studies reported that regular classroom teachers do not hold supportive attitudes toward educational acceptability [25]. According to Florian [21], many general classroom teachers in Scotland resist including children with special needs in their classes. This study, therefore, investigated the perception and acceptance of regular teachers towards children with ID in Calabar, Cross River State, Nigeria.

### Objectives of the Study

The main objectives of this study are to assess:

1. Determine the level of regular education teachers' knowledge about ID.

2. Determine the perception of regular education teachers about children with ID.
3. Determine the level of acceptability of children with ID into the regular education classroom by the regular education teachers.

### Research Questions

1. What is the level of knowledge regular teachers have about children with ID?
2. What is the regular education teacher's perception about children with ID?
3. To what extent do regular education teachers accept children with ID in the regular classroom?

### METHOD

#### Design

The descriptive survey research design was adopted to assess the perception and acceptability of regular teachers towards children with ID in the regular classroom.

#### Study Participants

The study adopted a multistage method for the selection of the study sample. The study adopted a random sampling technique. The study was carried out in Calabar, the Capital of Cross River State, Nigeria. Two Local Government Areas (Calabar South and Calabar Municipal Local Government Areas) were used for the study. Ten (10) primary schools were selected from each of the two selected Local Government Areas. From each of the selected primary schools, ten (10) teachers were also selected. A total of Two Hundred regular education teachers constituted the study sample.

#### Study Variables

Study variables include regular education teachers' knowledge and perception, which is independent while acceptability of children with ID in the regular education classroom is the dependent variable.

#### Instrument

A self-structure questionnaire (Perception and Acceptability of Teachers towards Children with ID (PATTCID) was used for data collection. The instrument has twenty-four (24) items, eight items on

each specific area of the study. The instrument was validated by experts in special education and test and measurement. A test-retest method was used to pilot-test the instrument to determine its reliability. The reliability value of  $r = 0.82$  was obtained using Cronbach Alpha.

### Analysis

Frequency count, percentage, standard deviation, and mean value were used to analyze the descriptive data collected.

### Ethical Considerations

The ethical consideration of each of the participants in this study was considered based on the ethical approval from the Research and Development Unit of the University of Calabar. Each of the participants was requested to sign the consent form before the commencement of the study. Participants also filled out the informed consent form based on their willingness to participate in the study. All the participants were duly informed of their rights to withdraw from the study at any time. They were also informed of their right to review the consent while protocols to maintain their confidentiality were strictly set.

## RESULTS

### Research Question 1

What is the level of knowledge of regular teachers about children with ID?

Table 1 above revealed the level of knowledge of regular education teachers ID. that the majority of the respondents. 140(70%) of the respondents strongly agreed, and 30(15%) agreed that ID is a disability that can be caused by evil spirits. 164(82%) strongly agreed, and 26(13%) agreed that children with ID are from lower social class. 120(82%) strongly agreed, and 32(16%) agreed that they were born to people with low or no educational background. 140(70%) strongly agreed, and 16(8%) agreed that it is a curse to give birth to a child with ID. 104(52%) strongly agreed and 80(40%) agreed that ID as a disability can be cured. 118(59%) strongly agreed, and 34(17%) agreed that ID is a disability that can be contacted through physical body contact. 64(32%) strongly agreed, and 56(28%) agreed that most children with ID inherited the disability from their parents. However, 82(41%) disagreed, and 46(23%) strongly disagreed that parental lifestyle is the major cause of ID. From the result, as indicated in the

mean scores, most respondents agreed to the seven out of eight items in the measure table. The result indicated that the level of regular teachers for children with ID is very low. Most of the items the respondents agreed to are contrary to the actual nature of ID and children with disability.

### Research Question 2

What is the regular teacher's perception about children with ID?

Table 2 above revealed that the majority of the respondents, 160(80%), demonstrated negative perceptions towards children with ID as they perceived them as unable to learn in the regular classroom, with a mean score of 3.60. similarly, the majority of the respondents, 144(72%), perceived children with ID as being strange human beings with a mean score of 3.50. also, in item 3, the results showed that the majority of the respondents indicated that children with ID should be taught separately from other children without disability 120(60%) with a mean score of 3.20. Furthermore, in item 4, the results revealed that the right percentage of the respondents, 112(56%), perceived children with ID as being unfriendly, with a mean score of 2.32. also, in item 5, the majority of the respondents perceived children with ID are created by God as other children 104 (52%), with a mean score of 3.50.

Similarly, item 6 results indicated that the majority of the respondents perceived children with ID as not too dependent and useless, 88(44%) with a mean score of 2.70. furthermore, results from item 7 showed that the majority of the respondents perceived that children with ID have no intelligence for any academic work 64(32%) with a mean score of 2.70. Lastly, item 8 results showed that the majority of the respondents perceived that they could not accommodate children with ID in their classroom 80(40%) with a mean score of 2.32.

Results from Table 2 above revealed that mean scores were acceptable for items 1-6, having mean scores of 2.70-3.60, which is above the acceptable mean score of 2.50, which indicated agreement. However, items 7-8 indicated that the mean score fell below the acceptable mean score of 2.50 and showed disagreement. The mean score of items 7-8 was 2.32 respectively. The standard deviation revealed a value range of 0.4 – 1.01, indicating that there was less variation in the opinion of the respondents. From the result analyzed above, the perception of regular

**Table 1: Simple Percentage, Frequency, and Mean Scores of Regular Education Teachers' Knowledge about Children with ID**

S/N	Items	SA	A	SD	D	X	SD	Remark
1	ID is a disability that is caused by evil spirits.	140 (70%)	30 (15%)	14 (7%)	16 (8%)	3.50	0.17	Agree
2	Children with ID are from lower social classes.	164 (82%)	26 (13%)	16 (8%)	14 (7%)	3.90	0.09	Agree
3	Children with ID were mostly born to people with low or no educational background.	120 (60%)	32 (16%)	24 (12%)	24 (12%)	3.24	0.10	Agree
4	It is a curse to give birth to a child with ID.	140 (70%)	16 (8%)	12 (6%)	32 (16%)	2.32	0.07	Agree
5	ID is a disability that can be cured.	104 (52%)	80 (40%)	12 (6%)	4 (2%)	2.69	0.69	Agree
6	ID is a disability that can be contacted through physical body interaction.	118 (59%)	34 (17%)	26 (13%)	22 (11%)	3.14	0.11	Agree
7	Most children with ID inherited the disability from their parents.	64 (32%)	56 (28%)	40 (20%)	40 (20%)	2.74	0.98	Agree
8	Lifestyle of the parents is the major cause of ID	36 (18%)	28 (14%)	82 (41%)	46 (23%)	2.17	1.23	Disagree

**Table 2: Simple Percentage, Frequencies, and Mean Scores of Regular Teachers' Perceptions of Children with ID**

S/N	Items	SA	A	SD	D	X	SD	Remark
1	Children with ID cannot learn in regular classroom settings	160 (80%)	16 (8%)	8 (4%)	16 (8%)	3.57	0.57	Agree
2	Children with ID are perceived by me as very strange human beings	144 (72%)	24 (12%)	16 (8%)	16 (8%)	3.48	0.82	Agree
3	Children with ID should be taught separately from other children without disability	120 (60%)	32 (16%)	24 (12%)	24 (12%)	3.24	0.95	Agree
4	I perceived children with ID as being unfriendly	40 (20%)	16 (8%)	112 (56%)	32 (16%)	2.32	0.88	Agree
5	Children with ID are created by God distinct from other children	104 (52%)	80 (40%)	8 (4%)	8 (4%)	3.40	0.78	Agree
6	Children with ID are too dependent and useless	72 (36%)	16 (8%)	88 (44%)	24 (12%)	2.68	0.52	Agree
7	children with ID have no intelligence for any academic work	64 (32%)	56 (28%)	40 (20%)	40 (20%)	2.72	0.53	Agree
8	I can accommodate children with IDs in my classroom	40 (20%)	32 (16%)	80 (40%)	48 (24%)	2.32	1.01	Disagree

teachers is that children with ID cannot learn in regular classroom settings.

**Research Question 3**

To what extent do regular education teachers accept children with ID in the regular classroom?

Table 3 shows the results of the respondents on the acceptability of the respondents on the acceptability of regular teachers toward children with ID. Responses from item 1 revealed that the majority of the teachers could not accept children with ID in the same classroom as their non-disabled peers, 120(60%) with a mean score of 3.16. also, item results revealed that the majority of the respondents could not cope with

**Table 3: Simple Percentages, Frequencies, and Means Score of Acceptability of Regular Teachers Towards Children with ID**

S/N	Items	SA	A	SD	D	X	SD	Remark
1	I cannot accept children with ID in the same classroom with non-disabled peers	120 (60%)	16 (8%)	40 (20%)	24 (12%)	3.12	0.17	Agree
2	I cannot manage children with ID in the general classroom	168 (84%)	8 (4%)	16 (8%)	8 (4%)	3.64	0.59	Agree
3	I don't have enough training to teach children with ID	176 (88%)	8 (4%)	8 (4%)	8 (4%)	3.76	0.60	Agree
4	Children with ID could be very hyperactive	152 (76%)	16 (8%)	24 (12%)	8 (4%)	3.56	0.53	Agree
5	I believe I have teaching experience in managing children with ID in the classroom	32 (16%)	24 (12%)	112 (56%)	32 (16%)	2.28	0.85	Agree
6	Teacher's level of educational qualification influences their readiness to accept children with ID	160 (80%)	16 (8%)	8 (4%)	16 (8%)	3.60	0.66	Agree
7	Years of experience have influenced the acceptability of children with ID	168 (84%)	16 (8%)	8 (4%)	8 (4%)	3.72	0.69	Agree
8	I believe I can manage children with ID in the classroom.	64 (32%)	16 (8%)	96 (48%)	24 (12%)	2.60	1.11	Disagree

children with ID in classroom 168(84%), with a mean score of 3.68.

Furthermore, a higher percentage of the respondents agreed that they did not have enough training to teach children with ID 176(88%), with a mean score of 3.76. Also, item 4 results indicated that the respondents agreed that children with ID could be very hyperactive 152(76%) with a mean score of 3.56. Similarly, item 5 results showed that the majority of the respondents agreed that they did not have teaching experience to handle children with ID in the classroom 112(56%) with a mean score of 2.28. Results from item 6 revealed that the majority of the respondents agreed that their level of educational qualification influences their readiness to accept children with ID 160(80%), with a mean score of 3.60 and a mean score of 3.60. The results from the 7 showed that the majority of the respondents agreed that years of experience have an influence on the acceptability of children with ID 162(81%), with a mean score of 3.72. Lastly, item results revealed that a higher percentage of the respondents did not believe they could handle children with ID 96(48%) with a mean score of 2.52.

The result from Table 3 above revealed that the mean scores were accepted for all the items, 1-7 because the mean scores were found to be above the acceptable mean of 2.50. 2.50 and above indicated agree, while 2.50 and below mentioned disagree.

However, results from item 8 were not acceptable because the mean score was found to be below the acceptable mean of 2.50. The standard deviation revealed a value change between 0.00-1.20, indicating that there was less variation in the responses of the respondents.

## DISCUSSION

### Regular Education Teachers' Knowledge about Children with ID

As shown in the result of this study, most regular education teachers demonstrated a low knowledge level about ID. Most respondents are of the belief that ID is a disability caused by evil spirits, the incidence of ID as a disability is mostly common among people from low social class, and ID as a disability is common among parents with a low-level education background. Also, most respondents believe that the birth of ID is a spiritual curse to the family, ID as a disability can be cured, ID is a disability that is contagious, most children with ID inherited the disability from their parents, and the parental lifestyle is a major cause of the disability.

This result shows a significantly low level of knowledge of the disability by the regular education teachers that constituted the study sample. This low knowledge level of ID, as demonstrated by the regular education teachers, can be associated with the

negative societal belief system and lack of awareness about ID and other developmental disabilities associated with the pathology of ID. The implication of this finding is that individuals with ID are the least accepted in general classroom settings. With this finding, the possibility of individuals with ID being accommodated in the classroom may be difficult, and this may pose a significant challenge to equal access to quality education by individuals with ID in the Cross River State of Nigeria.

The finding of this study supports the finding in the study conducted by Nwabuekze and Adeleke [24] on the knowledge of teachers of children with Autism Spectrum Disorder. Autism is one of the developmental disabilities that significantly relates to ID, and a significant number of children with autism have ID. The study revealed that the knowledge of autism spectrum disorder by the teachers was very low.

In the same vein, a study by Nwabuekze and Adeleke [24] revealed limited knowledge about autism was evident among teachers and parents in Edo State, Nigeria. Poor knowledge of ID poses a big challenge to the possibility of accepting them in regular classroom settings, especially now that the global demand for inclusive education is increasing. Knowledge is power, and it can help moderate the events of things. Poor regular education teachers' knowledge about ID as a disability will significantly affect the level of acceptability of these children in the regular classroom. Several researchers have already established that teachers are the pivot of any educational endeavor in regular classroom settings. To ensure effective mainstreaming of children with ID in the regular classroom and to remove barriers to neighborhood schooling for children with ID, by implication, this study revealed that regular education teachers' knowledge about children with ID needs to be updated through awareness creation, workshops, and seminars.

### **Regular Teachers' Perception of Children with ID**

The findings of the study on the perception of regular education teachers revealed that the majority of the regular education teachers perceived children with ID as those who are unable to learn in regular classroom settings. Most respondents perceived children with ID as distinct from the typically developing children, and they are considered useless and with limited mental capacity to learn in general classroom settings. Regular education teachers also perceived children with ID as unfriendly, strange, and too

dependent. The implication of the negative perception of children with ID by the regular education teachers is that individuals with ID may not be able to experience regular classroom placement in Cross River State of Nigeria.

This study agreed with the findings by Adeleke [26] in a study on the challenges facing the education of children with ID in Cross River State, Nigeria. Adeleke [26] discovered that one of the challenges is that teachers have negative perceptions about children with ID in Cross River State, which has caused limited access to education because of a lack of acceptance into regular schools. The finding of this study is in line with the assertion that ID is a disability that manifests limitation, which is significant both in cognitive performance and in behaviors for social adaptation such as language, the concept of money, self-determination, writing, reading, hygiene, adaptive skills, interpersonal, responsibility and self-esteem [27].

The finding of this study also agreed with Florian [21], who stated that many general classroom teachers refused to include children with ID in their classes because they believe that children with ID demand too much attention and this will interfere with the effective education of other typical learners in the same classroom. Dada, Adeleke, Aderibigbe, Adefemi, and Apie [7] claimed that ID is used to describe individuals who experience challenges in memory, abstract thinking, transfer of knowledge, and retention, and all these could have negative effects on learning generally. The findings, however, negate the position of the Federal Government of Nigeria as articulated in the [1], which emphasized that all children, irrespective of their physical or mental impairment, should be mainstreamed with typical learners.

### **Acceptance of Children with ID in the Regular Classroom by Teachers**

The result on the acceptance of children with ID in the regular classroom setting indicates that the majority of the respondents agreed that they cannot accept children with ID in the same classroom with non-disabled learners. The majority of the respondents stated that they could not accept children with ID in the same classroom as their non-disabled peers. The majority of the respondents revealed that they could not manage children with ID in the general classroom. A higher percentage of the teachers used, as respondents stated, do not have enough training to teach children with ID. Most claimed that children with

ID could be very hyperactive. Many respondents claimed that they do not have teaching experience to manage children with ID in the general classroom. Many of them complained of a lack of educational qualifications to teach children with ID. Many of them also stated that they cannot manage children with ID in the regular classroom. This finding revealed the negative position of the regular education teachers in the regular classroom placement of children with ID. This result implies that there is still a high level of social discrimination against individuals with ID in the study area, and this will make it difficult for children with ID to experience regular classroom placement in Cross River State, Nigeria.

This finding agreed with the position of Kalu [28], who opined that because of the nature of the disability, children with ID in Nigeria have, for many years, been a source of disappointment, unhappiness, and regrets. He asserted further that there is much ignorance by the citizenry of Nigeria and other African countries surrounding the child with ID, leading to human rights abuses, discrimination, lack of acceptance, and a generally negative attitude toward the child and the family. The findings corroborated the findings in the study by Lambe and Bones [29], which revealed that the experience of teachers significantly influences their attitude toward persons with disabilities. However, achieving sustainable development goals in education will be made difficult if children with ID cannot be accommodated in regular classroom settings.

## CONCLUSION

The result of the findings has shown that regular teachers' knowledge about children with ID is poor. There is a negative perception of children with ID by regular teachers in the study area. Finally, regular education teachers demonstrated a poor level of acceptance of children with ID in the regular school setting. Based on the findings of this study, there exists a negative view in respect of the children with ID by most of the regular education teachers. It is therefore concluded that most regular education teachers are not ready to accept children with ID into the regular education classroom setting.

## LIMITATIONS OF THE STUDY

This study is limited to regular education placement of children with ID in the regular classroom. The study does not cover other categories of disabilities. Therefore, the findings cannot be applied to the

educational placement of other categories of disabilities. The study is also limited in scope to Cross River State, Nigeria. The findings may not be applied to other states in Nigeria. Therefore, future researchers can replicate this study in other states in Nigeria. This study can also be carried out by focusing on other categories of disabilities, such as hearing impairment, visual impairment, and physical and health impairments.

## RECOMMENDATIONS

Based on the findings of the study, the following suggestions are made;

1. The government of Cross River State should create public awareness on the nature of ID.
2. Cross River State Government should organize regular in-service training for regular education teachers in order to properly equipped them with relevant and up to date knowledge on how to accommodate children with ID in the regular classroom.
3. Cross River State Government should provide adequate motivation for regular education teachers to encourage their readiness to accept children with ID into regular classroom settings. The State Government should also provide necessary instructional materials to enable regular classroom accommodation for children with ID in the Cross River State.

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Received on 19-03-2024

Accepted on 13-04-2024

Published on 11-07-2024

<https://doi.org/10.6000/2292-2598.2024.12.02.1>© 2024 Akinwumi *et al.*

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