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Mathematics Teachers' Usage of Inclusive Instructional Activities in Some Special Schools in Ibadan, Oyo State

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Abstract: Inclusive Education (IE) is a new approach towards educating the students with disability and learning difficulties with that of normal ones within the same classroom. It brings all students together in one classroom and community, regardless of their strengths or weaknesses in any area, and seeks to maximise the potential of all students. It is one of the most effective ways in which to promote an inclusive and tolerant society. It is known that 73 million children of primary school age were out of school in 2010, down from a high of over 110 million out-of-school children in the mid-1990s, according to new estimates by the UNESCO Institute for Statistics (UIS). This study, therefore, was carried out to investigate the level and extent of mathematics teacher usage of inclusive instructional activities in their teaching delivery in some special schools in Ibadan, Oyo state. The objective of which to cater for students with special educational needs. The respondents were 11 mathematics teachers from four purposive selected junior secondary schools co-habitating students with and without special educational needs. The results reveal that mathematics teachers do not use inclusive instructional activities. The extent, awareness and level of usage was low. The study, therefore, recommends among others that mathematics teachers should be trained to use inclusive instructional activities that incorporate the inclusion of students in special schools.

Keywords: Inclusive instructional activities, Mathematics teacher, Special schools, Ibadan, Oyo state

Introduction

Inclusive education is being given attention over the world for the past two decades. Inclusion originated from special education; a philosophy of service delivery for special education students to meet the special needs of students who were traditionally marginalized within the classroom. It is based on the belief that individuals with disabilities are a part of society and therefore should be included in all aspects of society. The philosophical framework anchoring inclusion is the integration and standardization of classrooms whereby there is an elimination of labels for students with disabilities in all levels of education. This philosophy was adopted at the "World Conference on Special Needs Education: Access and Quality" (Salamanca Statement, Spain 1994) and was restated at the World Education Forum (Dakar, Senegal 2000). The Statement according to Singh (2016) solicits governments to give the highest priority to making education systems inclusive and adopt stated principles of inclusive education as a matter of policy. This idea is further supported by the United Nation's Standard Rules on Equalization of Opportunities for Person with Disability Proclaiming Participation and equality for all.

In Nigeria this is reflected in the National Policy on Education 2004 which states that: The education of children with special needs shall be free at all levels. All necessary facilities that would ensure easy access to education shall be provided e.g. inclusive or integration of special classes and unit into ordinary/public schools under the UBE scheme (Okorosate-Orubite & Yusuf, 2010). Also, it was stated that integration of persons with disabilities is the most realistic form of special education since handicapped children and adults are expected to live together in the society with their able bodied counterparts (FRN, 2004). To show how committed Nigerian Government to the education of her citizens with disabilities. The FGN established Federal College of Education (special), Oyo for the training of teachers in special education and also the funding of the University of Ilorin's Unit for the Supportive Education for the Deaf, housed in the Faculty of Education (Okorosate-Orubite & Yusuf, 2010). Also, the professional associations concerned with the education of people with special

needs, have been addressing the issue of inclusive education in the country for instance inclusive education was one of the major issues examined at the 12th Annual National Conference of the National Council for Exceptional Children held at Minna, Niger State (Isah, 2014).

Despite all these efforts, inclusion in Nigeria still remains in the realm of theory and far from practice special needs education (Isah, 2014). There are still problems in the areas of integration and implementation of inclusive education in Nigeria. If inclusive education is properly implemented with, with enough in-service and pre-service teachers training on the use of instructional activities, inclusive education is the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving equal educational opportunities for all (Isah, 2014).

According to Ainscow, Booth and Dyson (2004) and Gyimah (2011) inclusion can be understood to comprise four elements namely:

i. it is a process;
ii. it is concerned with the identification and removal of barriers;
iii. it is about the presence, participation and achievement of all students, and
iv. it involves a particular emphasis on those groups of learners who may be at risk of marginalization, exclusion or underachievement.

Mitchell (2005) and Gyimah (2011) identify the following principle of inclusive education as:

i. Entitlement to full membership in regular, age-appropriate classes in their neighbourhood schools;
ii. Access to appropriate aids and support services, individualised programmes, with appropriately differentiated curriculum and assessment practices.

Inclusive Education (IE) is defined as a process of addressing the diverse needs of all learners by reducing barriers to, and within the learning environment. It means attending the age appropriate class of the child's local school, with individually tailored support (UNICEF 2007), Thus, inclusive education is a process of strengthening the capacity of the education system to reach out to all learners. Friend and Pope (2005) define inclusion as the understanding that all students, such as gifted students, average learners, and those students who struggle should be fully welcomed members of their school communities and that all professionals in a school share responsibility for their learning (Peterson, 2011).

Inclusive education or 'inclusion in 21st century education' is a conceptual approach aimed at achieving quality education by making changes to accommodate all learners regardless of their physical, social or psychological differences (Belapurkar and Phatak, 2012). Inclusive Education (IE) is a new approach towards educating the students with disability and learning difficulties with that of normal ones within the same classroom. It brings all students together in one classroom and community, regardless of their strengths or weaknesses in any area, and seeks to maximise the potential of all students. It is one of the most effective ways to promote an inclusive and tolerant society. Some other benefits include friendships, social skills, personal principles, comfort level with people who have special needs, and caring classroom environments (Singh, 2016).

Inclusive education cannot occur without the deliberate input several stakeholders which need to work together to make inclusion a reality. One among these stakeholders and perhaps the most important one for its success is the regular classroom teacher (Mheshwari and Shapurkar, 2015). A major part of the responsibility for the actualizing of an inclusive system where excellence and equality work in perfect harmony therefore rests in the hands of the teacher (McFarlane and Wolfson, 2013). According to Das, Kuyuni and Desai, 2013), teachers are the agent of change who are responsible for the successful implementation of inclusive education programs in all levels of education. They further state that, teacher's beliefs to a great extent shape the format of instructions and learning that children with disabilities will receive in a regular classroom. Costello and Boyle (2013), also made similar emphasis that teachers play a fundamental role in implementing an open and inclusive environment for all children (both less privilege and regular students) in the classroom.

Survey of various studies conducted on inclusive education helps to understand more about inclusion and its importance. It clearly emphasises how important the role of school and teacher is, in dealing with inclusion, and making it successful (Belapurkar and Phatak, 2012). Despite this provision, it has been found that some teacher factors have influence on teachers use of inclusive education programmes effect of which could lead to students with disabilities still be excluded from regular classrooms. The reasons for this exclusion are multiple globally as lack of resources for inclusive education teachers, teacher's inability to handle inclusive classrooms

(Maheshwari and Shapurkar, 2015). Studies on inclusive education have also identified some problems facing teachers in the practices of inclusive education such include limited attention devoted to planning and preparing general education teachers for inclusion (Simpson and Myles,1990), where majority of schools are poorly designed and few are equipped to meet the unique needs of students with disabilities (Singh, 2016). While numerous studies have found that regular education teachers perceive themselves to be unprepared to teach children with disabilities (deBrettencourt, 1999; Peterson, 2011).

Jelas (2000), Gafoor and Asaraf (2009) stated that the success of inclusive education is dependent in part on the mainstream teachers' perceptions of special need children and educability of these students and on the extent of their willingness to make adaptations to accommodate individual differences. If teachers responsible for inclusive teacher practices have unclear perceptions of their role, it may seriously undermine the efforts in maintenance and restructuring of the programmes towards inclusion. Das, et al (2013) identified large class sizes has another factor affecting teachers implementation of inclusive education. Reiff, Evans and Cass (1991), Peterson (2011) identified lacks of using variety of instructional strategies/activities for teaching students with disabilities while Scruggs and Mastropieri (2000) attributed this to general education teachers' awareness of inclusive education.

Being aware about the special needs of students with disabilities, the necessary modifications in class curriculum, and the awareness about the need for the utilization of instructional activities are all significantly essential for teachers to be able to be truly inclusive in the type of education they impart. When teachers are aware and well informed about the concept of inclusion, they feel more confident about the roles they need to play in the classroom. In study carried out by Mheshwari and Shapurkar (2015) on awareness of the teachers about inclusive education, found that 46 teachers were unaware of inclusive education, out of which, 21 teachers said that they were cognizant of the fact that students with special needs need to be placed in regular classrooms, however they were unaware that such a concept was known as inclusive education. A lack of awareness of instructional activities to include and support students with disabilities along with other children in a regular classroom however can prove to be a major barrier in such a process (Bhatnagar and Das, 2013). This does not only affect the implementation of inclusive education in the classroom, but also has an impact on teachers' self-efficacy and disposition towards inclusive education (Mheshwari and Shapurkar, 2015). Teacher awareness has been found to significantly influence the learning environment they create for the students and the application of appropriate practices in the inclusive classroom (Bhatnagar and Das, 2013).

The awareness of teacher in the utilization of instructional activities in inclusive education by gender plays a crucial role in the implementation of inclusive education. It is important that teacher categorization either as male or female may affect their ability to utilized instructional activities which can make a great difference in the education of their students with a disability. Teachers' gender not only determine the level of acceptance they show towards inclusive practices, but also affect their commitment towards the implementation of such policies (Avramidis and Norwich, 2002). It is the teacher who works most closely with the student. The knowledge that the teacher acquires and the awareness he/she holds, greatly influence the ability of students to adapt to their environment as well as their performance in the classroom. The awareness, knowledge and attitudes of the teacher also impact the effectiveness, with which inclusive practices are implemented (Mheshwari and Shapurkar, 2015).

In the inclusive environment, the educational system is designed based on students' individual needs, as this facilitates the academic and social improvement of each learner. Therefore, the adaptation of curriculum, including appropriate instructional strategies is central to the creation of a more inclusive educational environment (Eriks-Brophy and Whittingham, 2013). These instructional strategies bring life to learning by stimulating students to learn. The use of instructional strategies in the classroom has the potential to help the teacher explain new concepts clearly, resulting in better student understanding of the concepts by constructing their own knowledge (Kadzera, 2006). It is held that good instructional strategies can never replace the teacher but make teachers as facilitator of teaching and learning processes.

Even though there has been an increase in the number of students who are less privilege in inclusive settings, not all educational environments are properly equipped to meet these students' special needs (Berndsen and Luckner, 2012). A classroom may include different types of students; therefore, teachers should consider students' diverse needs when developing their means of instruction. This is significant to ensure that all students' learning needs are met via instruction, and it can be achieved when educators employ instructional methods that permit them to teach content in a number of different ways (Cross, Salazar, Dopson-Campuzano, and Batcheldar, 2009). In a study conducted by Ayantoye & Luckner (2016) on successful students who are with special needs and their teachers who were interviewed reported that both vocabulary support and additional

teaching strategies have a great impact on students' achievements. In addition, teachers in the aforementioned study most frequently stressed differentiated learning, repetition of information, and visual support as the most significant facilitators. While Florian (2006) in their study found that the 'teaching approaches and strategies themselves were not sufficiently differentiated from those that are used to teach students to justify categorization as specialist pedagogy'. This view, notwithstanding, Florian (2008) recognizes that what works for most children does not work with some.

It will therefore mean that if we want all students to access the school curriculum and succeed academically, some form of differentiation will be required. In order to get around the difficulty in meeting the diverse needs of students in regular education, the United Kingdom Special Education Needs Code of Practice (DfES, 2001) in Gyimah (2011) suggests three main strategies. These are: setting suitable learning challenges; responding to students' diverse needs, and overcoming potential barriers to learning and assessment for individuals and groups of students. By implication, inclusion is not intended to frustrate teachers, but to identify ways to make all students succeed in the educational setting. Teachers can achieve this by adapting both the physical environment and the curriculum to ensure that every child benefits from the learning experience. This calls for prior planning to enable organization of learning materials that are appropriate for enabling all students to follow the lesson.
DfEE (1997) and Gyimah (2011) list standards for trained teachers to enable them plan effective teaching that supports less privilege students during the learning process:

i. Identifying clear teaching objectives and content appropriate to the subject matter and the students being taught, and specifying how these will be taught and assessed
ii. Setting tasks for whole-class, individual and group work, including homework, which challenge students and ensure high levels of pupil interest
iii. Setting appropriate and demanding expectations for students' learning, motivation and presentation of work
iv. Setting clear targets for students' learning, building on prior attainment, and ensuring that students are aware of the substance and purpose of what they are asked to do
v. Identifying students who have special educational needs, including specific learning difficulties, are very able; or are not yet fluent in English; and knowing where to get help in order to give positive targeted support.

Statement of the Problem

There has been an increase in scholarly interest in the type of instructional strategies suitable for inclusive education. Some studies have identified different strategies such as differentiated, individualized, collaborative learning strategies among others. Most studies have also focused largely on the utilization of these strategies in form of interventions of various kinds, without much effort on teacher factors like teachers' awareness, utilization of those instructional strategies in inclusive classrooms and the effect of gender on the utilization of instructional activities. The importance of the current study is underscored by the fact that little research has been done in Ibadan, Oyo State, Nigeria to ascertain teacher' awareness and utilization instructional strategies in inclusive settings especially in mathematics classroom and also to examine any gender differences in mathematics teachers' utilization instructional strategies.

Research Questions

The study was guided by three research questions namely:
1. What is the mathematics teachers' awareness of instructional activities in inclusive mathematics classroom?
2. What is the mathematics teachers' utilization of instructional activities in inclusive mathematics classroom?

Hypothesis

Ho1: There is no significant difference in the utilization of instructional activities of male and female mathematics teachers

Methodology

The Research Design

The study adopted survey research design of ex post facto type. This type of research design was adopted because there was no manipulation of variables, the data were already in existences.

Variables in the Study

The following variables were involved in the study.
Independent Variables:
i. Awareness of instructional activities
ii. Utilization of instructional activities
iii. Gender (male and female)
Dependent Variable: Instructional activities

Population

The population comprised mathematics teachers in special junior secondary schools in Ibadan, Oyo state.

Sample and sampling techniques

Purposive sampling technique was used to select four Special Junior Secondary Schools in Oyo State. The schools selected are co-habitating students with and without special educational needs. 11 mathematics teachers from the selected special junior secondary schools participated in the study.

Research Instruments

Two research instruments were used to collect data for the study:

1. ***Mathematics Teachers Awareness of Instructional Activities in Inclusive Classroom***

A semi-structured, interview schedule for awareness of teachers towards utilization of instructional activities was made to assess the awareness of teachers about the various activities related to inclusive education.

2. ***Teachers Utilization of Instructional Activities in Inclusive Classroom Questionnaire***

The instrument was adapted from Instructional Strategies Teachers used in Inclusive Schools Questionnaire developed by Gyimah (2011). The instrument consisted of the twenty-two (22) items that included strategies on instructional objectives, classroom arrangement, peer support, space, time for assignment, instructional materials, question distribution, record keeping, individualized education plan, and alternative means for children to perform activities. The instrument adopted a three-point Likert-type scale response type to examining various types of instructional strategies teachers used in their inclusive schools to accommodate different categories of children. The initial scale was modified from 'Less preferred', 'Sometimes preferred', to 'Most preferred' by the researcher to Always Utilized (AU), Occasionally Utilized (OU), Rarely Utilized (RU) and Never Utilized (NU) to suit the level of the respondent.

The face and content validity of the items were done. The instrument was administered on a sample of JS secondary school teachers in school that was not part of the main study. The reliability and internal consistency of the instrument was determined through Cronbach alpha which gave a co-efficient of 0.85.

Procedure for Data Collection

The researcher took permission from the principals of the selected schools. All participating teachers were given a consent form to fill. The form informed the respondents, why they were singled out for participation, time commitment, benefits to be expected, potential risks and how they have been managed, and discussed how

confidentiality will be handled. All participation was voluntary. The instruments were administered to the respondents in order of their awareness of instructional activities followed by their utilization of instructional activities in inclusive classroom questionnaire.

Methods of Data Analysis

Data collected were analysed using the descriptive statistics of mean, standard deviation, frequency counts and percentages. The inferential statistics of t test was also used at 0.05 level of significance.

Results and Discussion

Research question 1: What is the mathematics teachers' awareness of instructional activities in inclusive mathematics classroom?
Majority (8) of the teachers stated that they were not aware of instructional activities in inclusive mathematics classroom. This implies that their level of instructional activities awareness is low.

Research question 2: What is the mathematics teachers' utilization of instructional activities in inclusive mathematics classroom?

Table 1. Mathematics teachers' utilization of instructional activities

S/N	Statements	AU	OU	RU	NU	Mean	STD.D
1	I ensure that the classroom environment is comfortable for students	2 18.2%	4 36.4%	3 27.3%	2 18.2%	2.55	1.036
2	I ensure that the classroom is spacious to allow for free movement	- -	3 18.2%	6 54.5%	3 27.3%	1.91	0.701
3	I select instructional materials that make it possible for students to learn	- -	4 36.4%	3 27.3%	4 36.4%	2.00	0.894
4	I vary the pace to help students to learn	2 18.2%	2 18.2%	4 36.4%	3 27.3%	2.23	1.104
5	I ensure that questions are fair and evenly distributed to allow students to contribute to lessons	- -	3 27.3%	5 45.5%	3 27.3%	2.00	0.775
6	I give sufficient time to students to complete tests and assignments	1 9.1%	2 18.2%	3 27.3%	5 45.5%	1.91	1.045
7	I try to arrange my classroom to encourage participation	2 18.2%	2 18.2%	3 27.3%	4 36.4%	2.18	1.168
8	I constantly monitor all my children while they do class work	2 18.2%	3 27.3%	3 27.3%	3 27.3%	2.37	1.120
9	I give individual attention to student who need help	2 18.2%	2 18.25	4 36.4%	3 27.3%	2.27	1.104
10	I give sufficient time to students to practice what they learn	2 18.2%	3 27.3%	3 27.3%	3 27.3%	2.36	1.120
11	I present tasks in bits to allow students to learn efficiently	1 9.1%	2 18.2%	4 36.4%	4 36.4%	2.00	1.000
12	I set instructional objective (s) to cover students including those that are less privilege	1 9.1%	3 27.3%	5 45.5%	2 18.2%	2.27	0.905
13	I keep daily records of the progress students make in class	3 27.3%	1 9.1%	4 36.4%	3 27.3%	2.36	1.206
14	I mix up students when they are performing assignment	- -	1 18.2%	5 45.5%	4 36.4%	1.82	0.751

15	I ask students to help each other	1 9.1%	3 27.3%	4 36.4%	3 27.3%	2.18	0.982
16	I move to a new section or unit when students have understood and can perform what they have learned	- -	3 27.3%	7 63.6%	1 9.1%	2.18	0.603
17	I select learning tasks that less privilege students can do	2 18.2%	2 18.2%	4 36.4%	3 27.3%	2.27	1.104
18	I allow student who have difficulties writing the chance to answer questions by saying it orally or verbally	- -	3 27.3%	5 45.5%	3 27.3%	2.00	0.775
19	I approach consultants for advice when I do not know how to make students learn	- -	3 27.3%	6 54.5%	2 18.2%	2.09	0.701
20	I let student with disabilities work at different activities when assignment is given	1 9.1%	2 18.2%	5 45.5%	3 27.3%	2.09	0.944
21	I design individualized education plan for students that are less privilege	1 9.1%	2 18.2%	6 54.5%	2 18.2%	2.18	0.874
22	I allow less privilege students to engage in certain activities elsewhere in the classroom	2 18.2%	1 9.1%	7 63.6%	1 9.1%	2.37	0.924
Weighted mean = 2.16							

Table 1 revealed the responses of the respondents to level of utilization of instructional activities in inclusive mathematics classroom. The ratings are as follow: I ensure that the classroom environment is comfortable for all children (2.55) was ranked highest by the mean ratings, followed by I allow less privilege students to engage in certain activities elsewhere in the classroom (2.37), I constantly monitor all my children while they do class work (2.37), I give sufficient time to all children to practice what they learn (2.36), I keep daily records of the progress children make in class (2.36), I set instructional objective(s) to cover all children including those that are less privilege (2.27), I give individual attention to children who need help (2.27), I vary the pace to help the children to learn. (2.23), I move to a new section or unit when all children have understood and can perform what they have learned (2.18), I design individualized education plan (IEP) for students that are less privilege (2.18), I ask children to help each other (2.18), I try to arrange my classroom to encourage participation (2.18), I approach consultants for advice when I do not know how to make all children learn (2.09), I let children with SEN and disabilities work at different activities when assignment is given (2.09), I ensure that questions are fair and evenly distributed to allow children to contribute to lessons (2.00), I select instructional materials that make it possible for all children to learn (2.00), I present tasks in bits to allow children to learn efficiently (2.00), I ensure that the classroom is spacious to allow for free movement (1.91), I give sufficient time to all children to complete tests and assignments (1.91), and lastly by I mix up the children when they are performing assignment (1.82). Table 1 further indicated the weighted mean of 2.16 which is lesser than standard mean of 2.50. This means that mathematics teachers rarely utilized instructional activities in inclusive mathematics classroom. This implies that teachers level of usage of instructional activities in inclusive mathematics classroom is low.

Ho1: There is no significant difference in the utilization of instructional activities of male and female mathematics teachers

Table 2. Difference in the utilization of instructional activities of male and female mathematics teachers

Gender	N	Mean	Std.d	t	P value	Remark
Male	5	46.50	4.892	4.564	0.000*	Sig.
Female	6	49.00	5.148			

Table 2 showed that there is a significant difference in the utilization of instructional activities of male and female mathematics teachers ($t = 4.564$; $p<0.05$). Hence, the null hypothesis 1 was rejected. Table 3 further revealed that female mathematics teachers (49.00) had higher usage of instructional activities than their male counterparts (46.50).

Level of Awareness of instructional activities

The findings revealed that mathematics teachers' awareness of instructional activities is low. This may be due to the fact that teachers were not prompt to apply specific strategies in different mathematics tasks. Using of instructional activities do not helps to arouse their interest in teaching mathematics. Also that instructional activities sometimes are not suitable for teaching some mathematics concepts. This corroborated the findings of Maheshwari and Shapurkar (2011) who found that a large number (46) out of 60 teachers stated that they were unaware of the term and did not know what it meant.

Level of Utilization of instructional activities

The findings revealed that mathematics teacher rarely use of instructional activities in teaching mathematics. This means that teachers use of The findings revealed that teachers' utilization of instructional activities is low. This may be due to the fact that they did not see it fit to arrange their classrooms to encourage participation. They did not constantly monitor their students while they do class work on their own and that they did not allow students to help each other. This finding negates the findings of Peterson (2011) who found that general education teachers are implementing a number of instructional strategies such as small group instruction and individualized learning in their inclusive classrooms. This also disagreed with Gyimah (2015) who found that some teachers reported using some of the instructional strategies most often or sometimes, others indicated less frequent use.

On the utilization of individualized instructional strategy, the findings of this study agreed with Gyimah (2011) who found that individualized instruction was one of the least strategies teachers considered in making provision for children with disabilities, that only 5% of the teachers reported using individualized education plan always. This negates the DfES (2001) that the use of individualized education plan can encourage access.

Gender and Utilization of instructional strategies

The results revealed that there is a significant difference in the utilization of instructional activities of male and female mathematics teachers in teaching mathematics. It was also observed that female mathematics teachers had higher utilization of instructional activities. This finding supports the findings of Inda (2013) who found that teachers' gender and the utilization of inquiry based method found out that female teachers were more than the male teachers and they possessed better organization skills than the male teachers. Inda, (2013) also found that the female teachers were more friendly to students and allowed them to freely manipulate instructional resources which were available creating an opportunity for students to construct knowledge from the immediate learning environment. This negates the findings of Ngeru (2015) who found that teacher's gender did not influence the utilization of instructional activities in teaching number work.

Conclusion

It could be concluded from the results that mathematics teachers have low levels of awareness and utilization of instructional activities in junior secondary school. Gender influences mathematics teachers' utilization of instructional activities in inclusive classrooms. There is needs for teachers to be well trained in the utilization of different research-based instructional materials in order for them take every child's needs into consideration in terms of selection of objectives, plan, classroom management and implementation of instructional strategies in a way that will meet the needs of diverse students in their mathematics classroom. Also provision of facilities that encourage the utilization of these strategies such as positive classroom climate, access and support services as they implement decisions to allow every pupil to effectively participate and benefit from instruction.

Recommendations

i. Teachers should plan instruction in collaboration with other teachers
ii. Government and Non-Governmental Originations should make provision for more classrooms. Most classrooms in the schools investigated are too large and teacher-pupil ratio are incredibly high to allow for effective and efficient utilization of instructional activities

iii. Teachers' awareness of inclusive education could be enhanced in the context of an educational system by organizing seminar, workshops and symposium for general educators and special educators which can provide some specific training on the importance of instructional activities and the ways they can be utilized in order to have a good practice in this field.
iv. Inclusion should not be the sole responsibility of the specific class teacher. Everybody should be involved and take responsibility. Training for teachers especially the male teachers should be sustained and ongoing. It should most importantly focus on their awareness and utilization of instructional activities.
v. Periodic evaluation of the training programmes and constant updating to meet the challenges of changing trends in special education should be part of the planning of teacher preparation.
vi. The Right to Education (RTE) must apply to all citizens of Nigeria. State and Local Governments as well as all the other social actors should recognize the importance of a broadened concept of inclusive education that addresses the diverse needs of all learners.

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