

Assessment of Teachers' Attitude towards the Inclusion of Students with Learning Disability in Oyo State

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Abstract: *Many kids with special needs are now being included in mainstream education classes in Nigeria as a result of the recent drive for inclusion. As a result, attitudes direct and affect how people behave in their daily lives. It is thought that instructors' attitudes toward inclusion and how well inclusive practices are implemented are key factors. Based on the study, it was assessed how teachers in Oyo state felt about including kids with learning disabilities. In this study, a descriptive research approach was used, and 320 instructors from eight Ogbomosho Oyo State schools were chosen at random using random selection techniques. The questionnaire titled teachers' attitude towards the inclusion of students with learning disability in Oyo state was used to gather information. A reliability of 0.852 was obtained. One research question was stated and three hypotheses were formulated and tested at 0.05 significant. The completed and returned copies of the questionnaire was analysed using mean, frequency count, standard deviation for research question while hypothesis would be analyse using T-test and ANOVA. This study revealed that the teachers' attitude towards the inclusion of students with learning disability in Oyo state is positive.(mean=3.18). The results also showed that there were no significant differences in teachers' attitudes toward including students with learning disabilities in Oyo state based on gender ($p>0.05$), qualification ($p>0.05$), and experience ($p>0.05$), as well as no significant differences in teachers' attitudes toward inclusion of students with learning disabilities in Oyo state based on any of these factors. ($p>0.05$) According to the study's findings, teachers in Oyo State have a favorable attitude toward including students with learning disabilities.*

Keywords: Attitude, Teachers, Inclusion, Learning disability

INTRODUCTION

Background of the study

A learning impairment is a problem in one of the fundamental cognitive processes necessary for language comprehension, language usage, and mathematical thinking. The ability to comprehend or use spoken or written language, perform mathematical computations, coordinate motions, or focus attention are all impacted by learning difficulties. Even though they can affect very young children, learning problems are typically not identified until the kid is of school age. Due to their difficulty using or comprehending spoken or written language, students with learning disabilities have a difficult time learning fundamental skills or academic material. Bill and Gates (2016).

These issues may affect a student's capacity for reading, writing, spelling, thought, speaking, listening, or mathematical computation. Learning challenges do not include those that are largely brought on by a student's physical, mental, or emotional impairments, nor those brought on by their socioeconomic, cultural, or environmental disadvantages. Dyslexia, dysgraphia, perceptual difficulties, and developing aphasia are examples of common learning problems. According to estimates, 6-8% of school-age youngsters suffer from a learning handicap. Mafuba (2017).

According to Lere, children who display a considerable educational gap between their expected intellectual capacity and their actual level of performance are those who have learning challenges (2001). He went on to note that even though these children might not exhibit any symptoms of other disorders and function properly in other domains, their academic performance in the classroom falls far short in those domains. Children with learning difficulties, in Panda's (2007) opinion, have irregularities in their language, speaking, and reading development as well as their capacity for social interaction. Ihenacho (2006) shares this perspective, seeing kids with learning disabilities as young people who appear "normal" in all aspects but are unable to function at a level required for academic success due to freely admitted internal issues.

Children with learning difficulties have a gap between what they are capable of accomplishing and what they achieve, claims Lerner (2000). These kids struggle particularly to learn speaking and oral language, reading, math, writing, handwriting mechanics, thinking, or psycho-social abilities. Students with learning disabilities need special attention to perform well in the classroom, and they can be placed in an inclusive classroom to make learning simple for them. Students with learning disabilities have neurological problems that affect the way they acquire information, retain information, process information, and give the information meaning. These individuals can be seen in ordinary classrooms with inclusive practices, where they display a variety of traits that hinder learning. In age-appropriate general education settings, inclusive classrooms are created so that children with special

needs, disabilities, or impairments can study alongside peers who do not have those conditions. All students are accepted and fully included in the educational and social life of an inclusive education system. The approach of educating children with normal and exceptional needs in regular courses is known as inclusive education. It is impossible to overstate the importance of teachers' participation in an inclusive program because they play a crucial role in today's inclusive classrooms. Their treatment of kids with learning challenges will make it easier for them to learn despite their difficulties.

According to David (2006), advocates of inclusion seek to increase the participation of all students in the community schools of their choice, make learning more meaningful and relevant for everyone, especially for those students who are susceptible to exclusionary pressures, and rethink and restructure policies, curricula, cultures, and practices in schools and learning environments so that various learning needs can be met, regardless of the cause or nature of such needs. According to Yaro (2012), inclusion is a step up from mainstreaming since it shows how a school is attempting to respond to each child as an individual by taking into account and rebuilding its curricular organization, as well as allocating resources to improve opportunities.

As a result, instructors are crucial to the execution of any educational program and, consequently, to the implementation of inclusive education. Their attitude about the program has an impact on it, either favorably or unfavorably. Additionally, Gwanshak and Milaham (2015) said As a result of their lack of special education training, some teachers may oppose the program. Some people could oppose it because they have unfavorable attitudes toward kids with learning difficulties as a result of the ideas they hold about these kids. Because of this mindset, they will anticipate poor academic performance from such kids. They might also oppose the program since the teachers and students will be forced to use subpar instructional materials. Others may oppose it because it requires specialized work and resources that are difficult to get. Due to their understanding of the program's objectives, some teachers may have a favorable opinion of it. These teachers, who have worked with kids who have learning difficulties, will be confident that these kids will succeed in inclusive education. Teachers who are supportive of inclusivity will make an effort to participate in professional development opportunities that will enable them to work with these pupils in an inclusive environment.

In a similar line, teachers' behavior toward students with learning disabilities in the classroom might be interpreted as either having a negative impact on or a positive influence on the students' academic achievement. Additionally, Gwanshak and Milaham (2015) noted that a teacher's attitude toward students with learning difficulties in regular classrooms will affect their behavior toward those students, which will determine whether or not such students are accepted. If the teachers have a bad attitude about teaching kids with learning difficulties, the success of inclusive education programs may suffer. Sometimes, teachers who have a poor attitude toward these kids will anticipate poor performance from the kids. Opportunities to serve these children in conventional schools may expand or decrease depending on teachers' attitudes.

Additionally, Ozoji (2005) noted that typical school teachers' attitudes toward students with learning difficulties in inclusive education include the following: Intolerance: When it comes to handling the education of kids with learning difficulties, regular school teachers lack the necessary patience. Hostility: This shows up as thoughts, attitudes, and actions that deliberately treat, ignore, or discriminate against kids with learning difficulties. Children with learning difficulties are neglected and rejected by conventional school teachers. In light of this, Leyser and Tappendorf's (2001) study on teachers' attitudes toward students with learning disabilities found that female teachers significantly outperformed male teachers on a scale known as "the social Growth Factor," demonstrating a more favorable attitude toward the social component of inclusion. (Kalyva et al., 2007, Suwayti, 2016, Abou Galalah, 2009, AlMuhairi, 2008) Others notice very modest variations in men's and women's attitudes toward inclusion. According to certain surveys, female instructors' attitudes are generally more favorable than those of male teachers (Edler et al., 2005; Fakolade et al., 2009). In contrast, other studies demonstrate that men tend to be happier than women (Bataina and Al-Ruwaili, 2015). Avramidis and other (2000).

According to research, having more exposure to and contact with students that need special education results in more optimistic attitudes when combined with knowledge and training (Akiba, 2011, Lambe & Bones, 2006, Sharma, Forlin, Loreman & Earle, 2006, Winter, 2006). Additionally, studies have demonstrated that instructors' unfavorable views toward students with special needs are a result of a lack of education and training, and that teachers who receive more training on this topic should have more positive attitudes and emotional responses towards these kids (Avramidis et al., 2000; Carroll, Forlin & Jobling, 2003; Mungai & Thornburg, 2002). Based on the aforementioned, the study investigates instructors' perspectives on including students with learning disabilities in Oyo State

Statement of the Problem

Learning disabilities are a group of special needs pupils that are sometimes labeled as lazy. They struggle with language comprehension, reading comprehension, writing expression, and mathematical reasoning, all of which have a big impact on their ability to learn. In an inclusive classroom, there may be students with learning difficulties. Due to the traits these students display, teachers often find it challenging to manage them. Over the years, studies have shown that teachers' attitudes toward students with learning disabilities have been negative. This is because some teachers think it is a waste of time to teach a small number of students who struggle academically and find learning to be too slow, so they repeat lessons that they may still not understand, which causes

them to perform below expectations. According to the researcher's analysis of the literature, there is not enough data or research on Oyo State instructors' attitudes regarding including students with learning disabilities. This results in the gap that the study seeks to close.

Research Question

1. What are attitudes of teachers' towards inclusion of student with learning disability in Oyo State?

Hypotheses

HO1: There is no significant difference in teachers' attitudes towards inclusion of student with learning disability in an inclusive setting based on gender.

HO2: There is no significant difference in teachers' attitudes towards inclusion of student with learning disability in an inclusive setting based on experience.

Methodology

This study adopted descriptive survey research design because the researcher is measuring the assessment attitude teacher's towards the inclusion of student with learning disability in Oyo State. A descriptive survey is a study aimed at collecting data, analyse them and describe in a systematic manner of the characteristics, features or facts about a given population. Since the study the researcher is interested in finding out Assessment of teacher's attitude towards the inclusion of student with learning disability in Oyo State. The population of this study comprises 2507 teachers in Ogbomoso Zone, Oyo State. According to Ogbomoso Zone, Oyo State post primary schools teaching service commission. The sample for this study comprises three hundred and twenty (320) teachers in some selected schools in Ogbomoso, Oyo state. A random sampling technique will be used for the study, three hundred and twenty (320) teachers will be elected randomly from five schools in Ogbomoso Oyo State. The research instrument that was used for this study is self-constructed questionnaire titled teacher's attitude towards the inclusion student with learning disability in Oyo state to elicit information from respondents on teacher's attitude towards the inclusion student with learning disability in Oyo state. The questionnaire Contain two (2) sections. Section A seek information about demographic data of the respondents such as gender, qualification and experience. Section B consist of 10 item question in 4 point Likert scale format of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The instrument was validated by the supervisor and other three lecturers in the faculty. The researcher was corrected to change all negative items to positive and remove irrelevant item from the demographic data. The corrections made by the lectures were effected and a new copy of the questionnaire made for reliability. Reliability of the instrument refer to the degree to which an instrument yields consistent results that is instrument consistently measures what it supposed to measure. Reliability of the instrument was tested using a test re-test method. The researcher administered 20 copies of the instrument to 20 people who are not the respondents in this study at interval of two weeks. Pearson product moment correlation (PPMC) was used to correlate the two results. The reliability coefficient of 0.852 was obtained which signifies that the instrument is reliable. The researcher obtain an official introductory letter from the head of department of Special Education, Kwara State University Malete requesting the permission in request of the study, the researcher explain to the school authority the importance of the study. After getting permission, the researcher explained to the teacher what the study intended to do, and the importance of the study, after this the researcher gave the teacher's the questionnaire concerning this study, and after the researcher collected the fill questionnaire on the spot. Data gathered was analysed using frequency count, mean and standard deviation for research question while hypothesis will be analysed using t-test, ANOVA.

Results

The data analysis and the result of study. Demographic profile of the respondents and research questions were presented and analysed using frequency count and percentage.

Table 1: Distribution of respondents based on Gender

Gender	Frequency	Percentage
Male	160	49.2
Female	165	50.8
Total	325	100.0

Tables 1 showed the gender distribution of the respondents one hundred and sixty (160) of the respondents representing 49.2% were male while one hundred and sixty-five (165) of the respondents representing 50.8% were female. From the analysis above, it is evident that female respondents were found to be more in number than male respondents.

Research Question 1: What are attitudes of teachers' towards inclusion of student with learning disability in Oyo State?

Table 2: Table showing the percentage and mean distribution of the attitudes of teachers' towards inclusion of students with learning disability in Oyo state.

S/N	ITEM	SA	A	D	SD	MEAN
1	I don't get frustrated adapting the curriculum to meet the needs of students with learning disabilities	134(41.0)	169(51.7)	16(4.9)	8(2.4)	3.3
2	I am always excited each time students with learning disability attempt to answer question in the classroom	141(43.1)	173(52.9)	6(1.8)	7(2.1)	3.4
3	I am comfortable seeing students with learning disability in the same classroom with other student	132(40.0)	151(46.2)	20(6.1)	24(7.3)	3.2
4	It is very exciting that students with learning disabilities is included in regular classroom	100(30.6)	178(54.4)	18(5.5)	31(9.5)	3.1
5	Student with learning disabilities and regular students should be place in same classroom	104(31.8)	117(35.8)	58(17.7)	48(14.7)	2.9
6	Student with learning disabilities would experience rejection from other classmate in an inclusive education	51(15.6)	77(23.5)	151(46.2)	48(14.7)	2.4
7	With necessary support I will include student with learning disability to my classroom	105(32.1)	186(56.9)	18(5.5)	16(4.9)	3.4
8	I don't mind using teaching methods and instructional aids peculiar to student with learning disability	173(52.9)	130(39.8)	12(3.7)	12(3.7)	3.4
9	I don't mind adjusting my communication techniques to carry both student with learning disabilities and other students along in a lesson	129(39.4)	169(51.7)	22(6.7)	7(2.1)	3.3
10	I will respond to questions of both student with learning disabilities and normal student without disability politely	187(57.2)	118(36.1)	12(3.7)	10(3.1)	3.4
	Weighted mean 3.18					

Note: The figures in parentheses are in percentages

Table 2 showed the attitudes of teachers' towards inclusion of students with learning disability in Oyo state. The following shows the attitudes of teachers' towards inclusion of students with learning disability in Oyo state as follows: I don't get frustrated adapting the curriculum to meet the needs of students with learning disabilities(3.3), I am always excited each time students with learning disability attempt to answer question in the classroom(3.4), I am comfortable seeing students with learning disability in the same classroom with other student(3.2), It is very exciting that students with learning disabilities is included in regular classroom (3.1), Student with learning disabilities and regular students should be place in same classroom(2.9), Student with learning disabilities would experience rejection from other classmate in an inclusive education(2.4), With necessary support I will include student with learning disability to my classroom(3.4), I don't mind using teaching methods and instructional aids peculiar to student with learning disability(3.4), I don't mind adjusting my communication techniques to carry both student with learning disabilities and other students along in a lesson(3.3) I will respond to questions of both student with learning disabilities and normal student without

disability politely(3.4). The weighted mean was 3.18, which mean that calculated mean was greater than fixed mean (2.5). This implies that the attitude of teachers' towards inclusion of students with learning disability in Oyo state is positive.

Ho1: There is no significant difference in teachers' attitude toward inclusion of students with learning disability in an inclusive setting based on gender.

Table 2: Summary of T-test result showing teachers' attitude toward inclusion of students with learning disability in an inclusive setting based on gender.

	Gender	N	Mean	Standard Deviation	T	F	Df	Sig	Decision
Attitude	Male	160	31.08	4.05	0.74	0.72	323	0.39	Not Sig
	Female	160	31.40	3.73					

Table 2 showed summary of t-test result showing teachers' attitude toward inclusion of students with learning disability in an inclusive setting based on gender. It was revealed that male teachers had mean score 31.08 with standard deviation 4.05 while female teachers had mean score 31.40 with standard deviation 3.73, the T_{cal} was 0.74, degree of freedom 323, F was 0.72 and significant level of 0.39 ($P > 0.05$). This implies that there is no significant difference in teachers' attitude toward inclusion of students with learning disability in an inclusive setting based on gender. Therefore, the null hypothesis that states that There is no significant difference in teachers' attitude toward inclusion of students with learning disability in an inclusive setting based on gender was not rejected.

HO2: There is no significant difference in teachers' attitudes towards inclusion of students with learning disability in an inclusive setting based on experience.

Table 3: Summary of analysis of variance showing significant difference in teachers' attitudes towards inclusion of students with learning disability in an inclusive setting based on experience.

	Sum of Squares	Df	Mean Square	F	Sig
Between Groups	76.283	4	19.071	1.264	0.284
Within Groups	4860.034	322	15.093		
Total	4936.318	326			

Table 3 showed the summary of ANOVA on teachers' attitudes towards inclusion of students with learning disability in an inclusive setting based on experience. There was no significant difference in teachers' attitudes towards inclusion of students with learning disability in an inclusive setting based on experience ($F_{(4,322)} = 1.264$). Therefore, the hypothesis that state that there is no significant difference in teachers' attitudes towards inclusion of students with learning disability in an inclusive setting based on experience was not rejected

HO3: There is no significant difference in teachers' attitudes towards inclusion of students with learning disability in an inclusive setting based on qualification.

Table 3: Summary of analysis of variance showing significant difference in teachers' attitudes towards inclusion of students with learning disability in an inclusive setting based on qualification.

	Sum of Squares	Df	Mean Square	F	Sig
Between Groups	44.274	4	22.137	1.466	0.232

Within Groups	4892.044	322	15.099
Total	4936.318	326	

Table 3 showed the summary of ANOVA on teachers' attitudes towards inclusion of students with learning disability in an inclusive setting based on qualification. There was no significant difference in teachers' attitudes towards inclusion of students with learning disability in an inclusive setting based on qualification ($F_{(4,322)} = 1.466$). Therefore, the hypothesis that state that there is no significant difference in teachers' attitudes towards inclusion of students with learning disability in an inclusive setting based on qualification was not rejected.

Discussion of findings

The study's initial findings showed that teachers in Oyo State have a good attitude toward including students with learning disabilities. This may be because teachers have grown to have a positive attitude toward kids with learning disabilities. This result is consistent with a study by Osi (2021), which found that teachers typically had a favorable attitude toward including children with learning difficulties. It is believed that the absence of funding for extra programs that would enhance the education of students with learning disabilities and the necessity of teacher training in special needs education have had an impact on teachers' attitudes.

The study's second finding indicated that there is no gender-based difference in teachers' attitudes toward including students with learning disabilities in inclusive settings. This finding is consistent with research by Offor and Akinlosotu (2017), who found that teachers' attitudes toward students with learning disabilities are not sex-based. Similar studies by Abou Galalah (2009), AlMuhairi (2008), Kalyva (2007), and Suwayti (2016) revealed that there is no discernible difference between instructors' attitudes toward inclusion and their gender.

According to the third finding of this study, there are no significant differences between teachers' attitudes toward including students with learning disabilities in inclusive settings based on experience. This is because teachers' years of experience have no bearing on their attitudes. This finding is consistent with the findings of a study by Woodcock (2013), who found no differences between teachers' attitudes based on experience working with students who have particular learning disabilities. According to Offor and Akinlosotu's (2017) research, people's attitudes are unaffected by their sex or years of experience.

Finally, the results demonstrated that there is no significant difference in teachers' attitudes toward including students with learning disabilities in an inclusive setting based on reasons for qualification because teachers' qualifications have no bearing on their attitudes toward students with learning disabilities. This is consistent with a research by Osi (2021) The data indicate that the inclusion of students with learning disabilities was not significantly impacted by the teacher's gender, experience, education, or marital status.

Recommendation

Based on the findings of this study the following recommendation was made:

- The Ministry of Education ought to include a number of special education and inclusive education courses into college and university training programs so that all newly graduated teachers will have the chance to expand their special education knowledge and expertise. As a result, teachers will be better able to support children with learning disabilities in the regular educational program by having favorable attitudes toward them. In order to expand the knowledge and abilities of seasoned instructors, schools should also work with universities and the local educational bureau to offer on-the-job training.
- The success of inclusion is heavily reliant on how supportive schools are of both mainstream students and those with learning disabilities. Therefore, schools should focus more on teaching all of their instructors how to accept, appreciate, value, and respond to diversity through ongoing professional development. As a result, staff members are better able to approach the program and kids with learning disabilities with a positive attitude.
- Experienced teachers should work collaboratively and cooperatively with the young teachers sharing ideas and information about special needs/inclusive education, and arrange ongoing support for students with learning disability.
- To include a special needs education course in the curriculum of teachers training program at college or university, and providing training in the pre-service and in-service program for new graduates and experienced teachers respectively in order to scale up their knowledge and skills about special needs education.

Conclusion

Numerous research studies have examined general education instructors' attitudes regarding including students with disabilities in their classrooms in an effort to increase their expertise and foster a supportive environment. The purpose of this study was to analyze teachers' attitudes regarding including students with learning disabilities. The results demonstrated that teachers in Oyo State have a

good attitude toward including children with learning disabilities. It indicates that the majority of the teachers were in favor of including learning-disabled students in regular classes. The results of this study also revealed that gender had no discernible influence on teachers' attitudes about including children with learning disabilities in inclusive settings. This suggests that teachers' attitudes about including students with learning disabilities have nothing to do with their variations in gender. This study also demonstrated that, regardless of experience, teachers' attitudes toward including children with learning disabilities in inclusive settings are not significantly different. This indicates that the teacher's level of expertise had no bearing on how they felt about including students with learning disabilities. The study also demonstrated that teachers' attitudes about including students with learning disabilities in inclusive settings are not significantly different dependent on qualification. This indicates that a teacher's credentials had no bearing on how they treated students who had learning disabilities. The study found that teachers' attitudes toward students with learning disabilities are favorable. Additionally, based on the study's findings, it can be concluded that there was no discernible difference between male and female teachers' attitudes toward students with learning disabilities.

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