

**Introduction of Inclusive Early Childhood Education Curriculum in Nigerian school system:
Do teachers' perception, willingness and demography matter?**

Oluseyi Matthew Odebiyi
The University of Alabama, Tuscaloosa, AL 35487, U.S.A
(+1205) 292 8106,
omodebiyi@crimson.ua.edu

Abstract

This study investigated Nigerian teachers' willingness to implement inclusive early childhood education curriculum. It further explored the influence of teachers' demography on their perception of introduction of inclusive early childhood education in Nigerian school system. The study adopted descriptive survey research design with multi-stage sampling procedure. The respondents (n=192) were teachers from 15 private and public primary schools (10 regular and 5 special schools) in Ibadan, Oyo State, Nigeria. Five research questions were answered in the study. Majority of teachers (76.1%) are willing to use inclusive early childhood education curriculum. Also, the findings revealed that the difference among age cohort has a significant influence ($F_{(5,186)}=2.512$; $p<.05$) on Nigerian teachers' perception of inclusive early childhood education curriculum implementation. However, the findings showed that gender ($t = 0.510$; $df=181$; $p>.05$), qualification ($F_{(5,186)}=2.066$; $p>0.05$) and teaching experience ($F_{(4,187)}=1.496$; $p> .05$) do not have significant influence on teachers' perception of inclusive early childhood education.

Key Words: Perception, willingness, inclusion and demography

Introduction of inclusive early childhood education curriculum in Nigeria: Do teachers perception, willingness and demography matter?

Introduction

In spite of the apparent consensus of international policy and legislation around the inclusion agenda, defining its best practice is no simple task because of its complex nature. Ajuwon (2008) describes inclusion or inclusive education as the philosophy and practice for educating children with special needs in general education settings. The practice anchors on the notion that every child should be an equally valued member of the school culture. In fact, inclusive education seeks to address the learning needs of all children, with focus on those who are vulnerable to marginalization, exclusion and isolation to attend a regular school which they would have otherwise attended.

To early childhood educators, inclusion embodies the values, policies and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities and society. Sense of belonging and membership, positive social relationships and friendships as well as development and learning to reach full potential are the desired result of inclusive education. An inclusive system with this kind of program has a great benefit for all children, teachers, other professionals, parents and the society at large (Salami, 2014; Division for Early Childhood- DEC/National Association for the Education of Young Children-NAEYC, 2009).

Originally, the inclusive education movement is focused primarily on people with disabilities and learning difficulties. This assumption can be seen across the literature and across a number of legislative documents. According to a flagship project report by the United Nations Education, Social and Cultural Organisation-(UNESCO, 2010) under the Education for All (EFA) programme:

"The goal of education for all will only be achievable when all nations recognize that the universal right to education extends to all and when all nations act to establish or reform public education systems that are accessible to meet the needs of individuals with disabilities" (p.2).

More recently the concept of inclusion expanded to embrace those who are at risk of marginalization or exclusion from mainstream classroom for whatever reason. It can be thought of as an approach that sought to address barriers to learning and participation and provides equal opportunity to learn with resources to support learning and participation (Oduolowu, 2011; Ainscow & Cesar, 2006). The overall goal of inclusion can be seen as promoting opportunities for all children to participate and treated equally in educational systems. The value of aiming for the development of an inclusive education system in which tolerance, diversity and equity are striven for is uncontested but the means by which this is to be achieved is much more controversial. Inclusive education looks at both the rights of children, and how education systems can be transformed to respond to diverse groups of learners, preferably in a mainstream environment.

Nigeria is not left out in this global advocacy. Nigeria demonstrates this in her National Policy on Education (NPE, 2013) official policy on education which states that:

"Access to education shall be provided and inclusive education or integration of special classes and units into ordinary/public schools under UBE scheme.

Persons with special needs shall be provided with inclusive education services in schools which normal persons attend, in age appropriate general education classes directly supervised by general teachers”(p.65).

Despite many developments, Ainscow and Cedar (2006) contend that the development of inclusive practices in schools is not well understood. This assertion is quickly noticed in Nigerian educational system because irrespective of government’s pronouncement and policy statement, regular schools are still rejecting children with special needs.

Meanwhile, it has been documented that in Nigeria, there are inequalities in educational access as well as high levels of absolute educational deprivation of children in which the special needs children suffer the most (Omede, 2011; Myers & Bagree, 2011 and International Special education Congress-ISEC, 2000). Thus, the problem is compounded by the introduction of inclusion. To this end, Salami (2014) noted that since 2004, when government started providing preschool education in the country, the education of children with special educational needs, as well as the issue of inclusion, has been relegated to the background. Despite the successful and promising nature of inclusive education, it is still laden with challenges.

Among the factors that have been raising fear and inhibiting on the success of inclusive education specifically in Nigeria are lack of teachers’ inclusion related quality necessary for practice on the affected children. Some factors such as absence of support services, relevant materials, inadequate personnel training programmes, lack of funding structures and the absence of enabling legislations have been identified by researchers as problems that could inhibit the implementation of inclusive education in developing countries which Nigeria belongs (Hull, 2005; Eleweke and Rodda, 2000). In fact, Salami (2014) asserted that Nigerian public primary schools do not have the infrastructure to practice inclusive early childhood education. Nevertheless, little attention has been paid to other possible factors such as the influence of teachers’ gender, age, experience, qualification on their perception of the introduction of inclusive early childhood inclusive curriculum. These factors are the focus of this study.

Recently, emphasis has been on inclusion at the secondary school and higher education levels but little attention has been given to early childhood inclusion. It is a common knowledge that teaching young children without disability stressful talkless of when inclusion is to be introduced in early childhood classroom settings. This gives rise to the need to investigate the perception of early childhood educators on the introduction of inclusive early childhood education curriculum. Because with the advent of inclusive education, Nigerian classrooms are characterised by teaching heterogeneous classes consisting of children who have no special needs together with those with special needs, thus, their task is made much more difficult than that of the special educators who deal only with handicapped learners. According to O’Brien (2000), the real key resource for successful inclusion lies inside the teacher’s head. In reality, some mainstream teachers have considerable reservations about the feasibility of inclusion in reality. These reservations tend to be related to the types and severity of pupils’ difficulties, the teacher’s own perception about the inclusion practice, willingness to use inclusive curriculum and inadequate experience in the area.

Research elsewhere as presented below has suggested that teachers’ perceptions of inclusion affect the successful implementation of inclusive education. As stated by Ali, Mustapha and Jelas (2006) the hallmark of inclusive education is the teachers’ willingness to accept learners with special needs. Their perception about inclusive education is important as this is indicator of such willingness. Burke and Sutherland (2004) empirically demonstrated this by reporting a

significant correlation between teachers' knowledge of disabilities and their perceived willingness to educate them. Similarly, Pivik, McComas, and LaFlamme (2002) posited that teachers are by far the most detrimental component in allowing students with special educational needs to succeed. These are affirmations that teachers' perception of their willingness to use inclusion curriculum is valuable element in the process of inclusion.

Cheng (2011) as well as Peck, Carlson, and Helmstetter (1992) account that teachers have positive perception to the benefits of inclusion but the teachers are not competent enough and willing to teach in an inclusive setting. Conversely, findings by Daane, Beirne-Smith and Dianne (2000) indicated that teachers have negative perception that inclusive education would be beneficial and effective if introduced in schools. The findings of the study further revealed that teachers had mixed view about their willingness to accept children with special needs into their classroom. Hence, research on teachers' perception on acceptance of inclusive education is still inconclusive.

Teachers' demography such as age, gender, qualification and teachers experience are also as important as their perception. Teachers' age do play a remarkable role in accommodating and tolerating children in early childhood settings. It seems younger teachers and older ones are more accommodating and tolerating than the middle-age ones who may be passing through home stress (Weston, 2015). Supporting this, Eiserman, Shisler and Healey (1995) found that teachers across age groups held moderately positive perception of including children with special needs into regular education classroom. There is paucity of literature on the influence of age on Nigerian early childhood teachers' perception of inclusive education.

Besides, gender differences have been an issue of debate in inclusion studies. Chireshe's (2002) found no significant differences between male and female special educational needs in-service teacher trainees' views on inclusive education. Whereas, Rambo (2012) reported that demographic characteristic such as: gender influences perception. Thus, there is still the need to explore the influence of gender on inclusion. In a similar direction, findings on inclusion study highlighted that different types of teachers and their academic qualification do influence their perception of the implementation of inclusive education while perception and degree of competence varies with special education teacher having higher degree (Cheng, 2011; Ghani & Ahmad, 2012). Moreover, Chung (2000) reported that teachers' views on inclusion were significantly different among different teaching experience in different settings, and the number of credits taken in the area of special education which translate to their qualification. Additionally, teachers indicated the need to increase practical skill training and field experiences for effective practice of inclusive education. This is because inclusion practice requires mainstream teachers to adapt pedagogy and teaching programmes to accommodate the included children. Nonetheless, there is little or no research-based evidence on the influence of teachers' demographic variables on teachers' perception of the introduction of inclusive early childhood education curriculum in Nigeria to the best knowledge of investigator.

Based on the preceding discussion, studies that focus on inclusive in general are available. However, few studies have directly investigated Nigerian teachers' demographic variables and perception of introduction of inclusive early childhood education curriculum. At the same time, the level at which these variables could affect their perception is yet to be substantiated by research. Aside this, There seems to be little studies that have investigated the subject matter by combining regular and special pre-primary and primary schools particularly in Nigeria early childhood context. Majority of these studies were done separately by investigating either regular

or special secondary schools or higher institutions and contradictory reports have been presented on the subject matter. Therefore, this study investigated the influence of teachers' age, gender, qualification, and experience on teachers' perception of introduction of inclusive early childhood education curriculum in special and regular schools in Ibadan, Nigeria.

Research Questions

The following research questions are addressed by the study:

1. To what extent do Nigerian pre-primary and primary school teachers be willing to use inclusive Early Childhood Curriculum?
2. What is the mean difference of Nigerian teachers' perception of inclusive early childhood education based on teacher' age cohort?
3. What is Nigerian teachers' perception of inclusive Early Childhood education based on gender?
4. What is the influence of qualification on the perception of Nigerian teachers to inclusive Early Childhood education?
5. What is the influence of teaching experience on the perception of Nigerian teachers to inclusive Early Childhood education?

Methodology

This study adopted the survey research design of ex-post facto type. The design was considered appropriate because it allowed the researcher to investigate the cause or consequences of differences that already existed. This research design is referred to as ex post facto because both the effect(s) and the alleged cause(s) had already occurred, and hence were studied in retrospect (Fraenkel & Wallen, 2006). The population of this study is made up of all private and public primary school teachers in Oyo State, Nigeria.

A multi-stage sampling procedure was adopted in the selection of respondents. Three Local Government Areas which have both regular and special schools were purposefully selected in Ibadan using the Oyo State Government approved private and public pre-primary and primary schools' list which was collected from Ministry of Education. Six public and four private regular schools were selected using stratified random sampling. Thus, a total of 10 regular schools were selected for the study. Also, three public and two private special education schools were selected using stratified random sampling technique. A total of five special education schools were selected for the study. In all, 15 schools; nine public and six private schools were selected for the study. Simple random sampling was used to select 140 regular school teachers and 60 special education teachers that participated in the study.

A three-part self-designed instrument tagged "Teachers' Perception of Inclusive Early Childhood Education Questionnaire (TPIECEQ)" was used for data collection. Section A contains background information about the pre-primary and primary school teachers such as gender, age group, level of education, school ownership status and relationship with disabled person. Section B and C of the questionnaire consists of 30 items. In other to affirm the reliability of TPIECEQ, the instrument was trial tested on 20 respondents other than the sample used. The reliability of the items was estimated using Crombach's Alpha technique to test the internal consistencies of the items and this gave 0.87 alpha. In each of the 15 schools, the researcher personally gave the questionnaire to the respondents to fill and the questionnaires were collected from the respondents the second day for the teachers to have enough time to respond. Out of 200

questionnaires distributed to the respondents, the researcher was able to retrieve 192 questionnaires. The data collected was analyzed using frequency count, simple percentage, mean, standard deviation, t-test and Analysis of Variance (ANOVA).

Results and Discussions

Research Question 1: To what extent would the pre-primary and primary school teachers be willing to use inclusive early childhood education curriculum?

(Insert table 1)

From Table 1 it is revealed that majority of the teachers agreed that they should be able to teach in an inclusive early childhood education setting if they are provided with its curriculum ($\bar{x} = 3.03$) and that they could teach in an inclusive early childhood education setting if they are assisted on the use of its curriculum ($\bar{x} = 3.13$). Besides, majority of the teachers agreed that they are willing to try social and functional curriculum in an inclusive early childhood education classroom ($\bar{x} = 3.00$). Moreover, majority of the teachers agreed that provision of social and functional curriculum would enhance their teaching in an inclusive early childhood education setting ($\bar{x} = 3.09$) and that they would teach in an inclusive early childhood education classroom if its curriculum is being made more individualized for children ($\bar{x} = 2.97$).

Altogether, the weighted average for the willingness of the teachers to use inclusive early childhood education curriculum is $\bar{x} = 3.04$ which is above average and equivalent to 76.1%. It can be inferred that, to a large extent, pre-primary and primary school teachers are willing to use inclusive early childhood education curriculum. Hence, the findings of this study support the finding of Hull (2005) who reported that teachers are willing to modify or adapt curriculum to meet the needs of children with special educational needs if necessary supports are given to them. As Khan (2012) asserted that the willingness on the part of teachers to support all children in the mainstream classroom, including children with special needs, is the hallmark of inclusive education. Therefore, teachers must identify specific, measurable outcomes for each of their students. Indeed, Cheng (2012), Wang, Haertel and Walberg (1990) and Ysseldyke, Thurlow, Christenson and Mcvicar (1988) have indicated that the success of students with special needs in general education classrooms has been found to be associated to the degree that teachers are willing to provide the necessary accommodations and modify curriculum to become social and functional.

Research Question 2: What is the mean difference of teachers' perception of inclusive early childhood education based on age cohort?

(Insert table 2)

Table 2 shows that teachers who within 50 years and above age cohort had the highest perception of inclusion (32.17); followed by teachers who are 20 years old and less (32.08); followed by teacher who are 21-30 years old (31.77); followed by teachers who are 41-50 years old (31.57) while the teachers who are 31-40 years old had the lowest perception (28.84). The

difference in perception of inclusion among the age cohort is found to be significant ($F_{(5,186)}=2.512$; $p<.05$). This implies that age of the pre-primary and primary school teachers has significant influence on their perception of inclusive education. This is line with Eiserman, Shisler and Healey's (1995) who found that teachers across age groups held moderately positive perception of including children with special needs into regular education classroom. Surprisingly, the teachers below 21years and above 51years age cohort showed more positive perception (table 2a; $\bar{x}=32.08$ and $\bar{x}=32.17$). This could be as a result of warm attitude towards and accommodating spirit for the young child that are predominant among the youth and the aged unlike the middle aged adult who are overwhelmed with series of stress that could make them less accommodating.

Research Question 3: What is the difference between male and female teachers' perception of inclusive early childhood education?

(Insert table 3)

Table 3 reveals that male teachers had a higher mean score in their perception of inclusion ($\bar{x}=31.18$) while female teachers had a lesser mean score in their perception of inclusion ($\bar{x}=30.76$). Nonetheless, there is no significant difference between male and female teachers' perception of inclusion ($t = 0.510$; $df=181$; $p>.05$). This implies that gender does not significantly influence pre-primary and primary school teachers' perception of inclusive education. Rambo's (2012) view that demographic characteristics like gender influences perception but this study does not agree with the submission. It rather align with the submission of Chireshe's (2002) study which found no significant differences between male and female special educational needs in-service teacher trainees' perception on inclusive education. The trend of insignificant influence should be expected because in the course of the research majority of teachers (62%) irrespective of gender, indicated that they have knowledge about special education during schooling and/or had contact with persons with special needs.

Research Question 4: What is the influence of qualification on perception of teachers to inclusive early childhood education?

(Insert table 4)

Table 4 indicates that pre-primary and primary school teachers who are holders of Post Graduate Diploma in Education had the highest perception of Inclusion ($\bar{x}=31.91$); followed by teacher who are holders of Bachelor in Education Degree ($\bar{x}=31.90$); followed by teachers who are holders of Higher National Diploma ($\bar{x}=31.71$); followed by teachers who are holders of Master Degree ($\bar{x}=29.91$) while teachers who are holders of National Certificate in Education had the least perception of inclusion ($\bar{x}=29.37$). Also, there is no significant difference among the teachers with their qualification in their perception of inclusive early childhood education ($F_{(5,186)} = 2.066$; $p>0.05$). This could be attributed to the fact that awareness about the need to harness the ability of people with special need has increased and various media has intensified effort in this enlightenment campaign. The way and manner at which the awareness is done is all inclusive, thus have the tendencies of influencing peoples' perception irrespective of qualifications. This finding is in contrast to Rambo's (2012) findings that some of the demographic characteristics which include

academic qualifications influence perception and it is important to encourage teachers to improve on their academic qualifications. Research findings of Cheng (2011), Ghani and Ahmad (2010) have highlighted that teachers' academic qualification do influence or create the difference in term of their perception and willingness towards the implementation of inclusive education. Besides, the perception, degree of competence and willingness varies with special education teacher having higher degree.

Research Question 5: What is the influence of teaching experience on the perception of teachers to inclusive Early Childhood education?

(Insert table 5)

Table 5 reveals that pre-primary and primary school teachers with 21 years and above teaching experience had the higher perception of inclusion ($\bar{x} = 32.13$); followed by teachers with 15-20 years teaching experience ($\bar{x} = 31.84$); followed by teachers with 11-15 years teaching experience ($\bar{x} = 30.40$) while teacher with 10 years and lesser had the least perception of inclusive. The trend of the perception revealed that the more the pre-primary and primary school teaching experience the more positive their perception of the benefit and effectiveness of inclusion. Though, there is no significant difference among the teachers with respect to their years of teaching experience and their perception of inclusive education ($F_{(4,187)} = 1.496$; $p > .05$). The table shows that perception increases with experience. As Chung (2000) reported that teachers' views on inclusion were significantly different among different teaching experience in different settings. It could be inferred from the result that as the longer a teacher stays in the profession, the more the experience he/she accumulate. Although, the table shows that teaching experience does not significantly influence teachers' perception of inclusive early childhood education. But there is possibility that if the sample size is increased pre-primary and primary school teachers' teaching experience would significantly influence their perception of inclusive early childhood education.

Conclusion, Implications and Recommendations

The decision to include children with special needs is a legal requirement and a way of addressing structural inequalities. In other to achieve these goals, teachers as implementers of school-related policies are important if successful implementation is desired because they shoulder the larger portion of the responsibility. Harmoniously, teachers' perception thus forms the centre for successful implementation of inclusion, otherwise the programme is deem to fail from inception. Based on this, this study investigated regular and special school pre-primary and primary school teachers' perception of early childhood inclusion and their willingness to use social and functional curriculum on inclusion as well as the influence of their age, gender qualification and experience on their perception in Ibadan, Oyo State, Nigeria. It was discovered that teachers are to a large extent willing to use social and functional curriculum if they are provided with needed support. Also, Teachers' age has been found to significantly influence their perception to early childhood inclusion and this has been attributed to warm attitude to children exhibited by both young and aged teacher unlike the middle aged teachers who are overwhelmed with stress. Nevertheless, gender, qualification and teaching experience did not significantly influence Nigerian teachers' perception of early childhood inclusion. This has been attributed to teachers' knowledge

about special education during schooling and/or had contact with persons with special needs which could influence their perception irrespective of gender, qualification and experience. Although, teaching experience showed a prospect of being significant in that the perception increased with increase in teaching experience.

The educational implication of this is that teachers' willingness to use inclusive early childhood education curriculum should be conditional; they can only practice inclusion if appropriate support is provided for them otherwise the programme will fail in Nigeria. In reality, considering the commitment and level of human and material resources needed for inclusive early childhood education and what is available in Nigeria educational system, it seems Nigeria is not ready for inclusive childhood education. Hence, inclusive early childhood education in Nigeria only exists as policy yet to be practiced.

The followings are recommended based on the findings of this study.

- The role of the teachers is crucial for the successful implementation of inclusive education. Therefore, Nigerian teachers should participate in the pre-service and in-service training, workshops, seminars and conferences on inclusive education.
- Enlightenment for and collaboration between regular and special education teachers should be encouraged. It is evident from this study that knowledge of special education and contact with persons with special need enhanced teachers' perception.
- Pre-service early childhood education teachers should be exposed to inclusion programme right from the beginning of their educational pursuit.
- Government should make efforts to restructure the teacher education programmes by introducing a course or area of specialisation such as Early Childhood Special Education to prepare prospective early childhood educators at all levels before they graduate and enter into teaching profession.

Tables

Table 1: Teachers' Willingness to Use Inclusive Early Childhood Education Curriculum

	Items	SA	A	D	SD	Mean	Std.D
1	I should be able to teach in an inclusive early childhood education setting if I am provided with its curriculum.	65 (33.9)	84 (43.8)	27 (14.1)	16 (8.3)	3.03	.90
2	I could teach in an inclusive early childhood education setting if I am assisted on the use of its curriculum.	66 (34.4)	93 (48.4)	25 (13.0)	8 (4.2)	3.13	.79
3	I am willing to try social and functional curriculum in an inclusive early childhood education classroom.	34 (17.7)	116 (60.4)	41 (21.4)	1 (0.5)	3.00	.64

4	Provision of social and functional curriculum would enhance my teaching in an inclusive early childhood education setting.	51 (26.6)	110 (57.3)	29 (15.1)	2 (1.0)	3.09	.67
5	I would teach in an inclusive early childhood education classroom if its curriculum is being made more individualized for children.	45 (23.4)	111 (57.8)	21 (10.9)	15 (7.8)	2.97	.81
Weighted Average		3.04 (76.1)					

Note: percentages are in parentheses

Table 2: Summary of Analysis of Variance Showing the Influence of Age on Teachers' Perception of Inclusion

Age Cohort	N	Mean	Std.D	Df	F	Sig.	Remark
Less than 21years	9	32.08	2.89				
21-30years	35	31.77	5.39				
31-40years	57	28.84	6.00	5; 186	2.512	.032	Sig.
41-50years	61	31.57	4.73				
51 and above	18	32.17	5.17				
No Indication	12	31.08	3.50				
Total	192	30.85	5.29				

Table 3: Summary of the t-test the Showing the Difference between Male and Female Teachers' in their Perception of Inclusion.

Variables	N	Mean	Std.D	T	Df	Sig.	Remark
Perception							
Male	74	31.18	5.00	.510	181	.610	Not Sig.
Female	109	30.76	5.66				

Table 4: Summary of Analysis of Variance Showing the Influence of Qualification on Teachers' Perception of Inclusion

Qualification	N	Mean	Std.D	Df	F	Sig.	Remark
NCE	70	29.37	6.02				
B.ED	70	31.90	4.85				
PGDE	32	31.91	4.95	5;186	2.066	.072	Not Sig.
MASTERS	11	29.91	3.78				
HND	7	31.71	2.36				
No Indication	2	31.00	.00				
Total	192	30.85	5.29				

Table 5: Summary of Analysis of Variance Showing the Influence of Teaching Experience on Teachers' Perception of Inclusion

Teaching Experience	N	Mean	Std.D	Df	F	Sig.	Remark
10years Below	47	29.75	5.89				
11-15years	63	30.40	5.49				
15-20years	45	31.84	4.50	4;187	1.496	.205	Not Sig.
21years and above	30	32.13	4.35				
No Indication	7	30.43	6.73				
Total	192	30.85	5.29				

References

- Ainscow, M. and Cesar, M. (2006). Inclusive education ten years after Salamanca: setting the agenda. *European Journal of Psychology of Education*, 21(3), 231-238.
- Ajuwon, P. M. (2008). Inclusive education for students with special needs in Nigeria: Benefits and challenges and policy implications. *International Journal of Special Education*, 23(3), 11-16.
- Ali, M.M., Mustapha, R. and Jelas, Z.M. (2006). An empirical study on teachers' perceptions towards inclusive education in Malaysia. *International Journal of Special Education*, 21(3), 26-44.
- Burke, K., and Sutherland, C. (2004). Attitudes toward inclusion: knowledge vs. experience. *Education*, 125(2), 163-172.
- Cheng, Y. (2011). Perceptions of inclusion by kindergarten teachers and parents in Taiwan. *Special Need Education*, 3(5), 13-19.
- Chireshe R. (2002). Factors affecting teachers' attitudes towards the placement of slow learners into special classes. *African Journal of Special Needs Education*, 7(1), 13-20.
- Chung, M. (2000). A study of early childhood teachers' professional knowledge and their perceived problems of inclusive classes. Doctoral dissertation, National Changhua University of Education, Changhua, Taiwan.
- Daane, C J, Beime-Smith, M and Dianne, L. (2000). Administrators' and teachers' perceptions of the collaborative efforts of inclusion in the elementary grades. *Journal of Education*, 121(2), 1-9.
- Weston, D. (August, 2015). Why are teachers leaving education? Teacher Development Trust. The Guardian. Retrieved April, 2016 from <http://www.theguardian.com/teacher-network/2013/aug/01/why-are-teachers-leaving-education>
- DEC/NAEYC. (2009). *Early childhood inclusion: a joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)*. Chapel Hill: The University of North Carolina, FPG Child Development Institute.
- Eiserman, W., Shisler, L., and Healey, S. (1995). A community assessment of preschool providers' attitudes toward inclusion. *Journal of Early Intervention*, 19(2), 149-167.
- Eleweke, C. J. and Rodda, M. (2000). Enhancing inclusive education in developing countries. International Special Education Congress, University of Manchester, England.
- Federal Republic of Nigeria (2013). National Policy on Education. 6th ed. Lagos: NERDC Press.
- Fraenkel, J. R. and Wallen, N.E. (2000). How to design and evaluate research in education. 6th ed. Boston: McGraw Hill.

- Ghani, M.Z. and Ahmad, A.C. (2012). Teachers' perception towards the implementation of inclusive education in Penang, Malaysia. *Pertanika Journal of Social Science & Humanity*, 20 (4): 961 – 972.
- Hull R. J. (2005). General classroom and special education teachers' attitude towards and perception of inclusion in relation to student outcomes. Dissertation. University of West Florida.
- International Special Education Congress-ISEC. (2006). Including the excluded. University of Manchester, 24th-28th July, 2000. Retrieved May, 2016 from http://isec2000.org.uk/abstractspaper_v/vayrynen-1.html
- Khan, T.A. (2012). Secondary school teachers' perceptions of inclusive education in Bangladesh. *Critical Literacy: Theory and Practices*, 6(2), 102-118.
- Myers, J. and Bagree, S. (2011). Policy paper: making inclusive education a reality. Sightsavers. Retrieved May, 2016 from <http://sightsavers.org>.
- O'Brien, T. (2000). Increasing inclusion: Did anyone mention learning? *REACH*, 14(1), 2 -12.
- Oduolowu, E. (2011). Contemporary issues in early childhood education. Ibadan: Franco-Ola Publishers.
- Omede, A.A. (2011). Reforms in special education for optimum educational attainment by person with special needs for national development. *Journal of Merging Trends in Educational Research and Policy Studies*, 2(4), 296-300.
- Peck, C., Carlson, P., & Helmstetter, E. (1992). Parent and teacher perceptions of outcomes for typically developing children enrolled in integrated early childhood programmes: A statewide survey. *Journal of Early Intervention*, 16(1), 53-63.
- Pivik, J., McComas, J., and Laflamme, M. (2002). Barriers and facilitators to inclusive education in regular schools. *Exceptional Children Psychology*, 34, 41–56.
- Rambo, Charles. (2012). Employee related factors influencing their perception on quality management system at Nairobi city water and Sewage Company. University of Nairobi. Retrieved March, 2016 from <http://www.ems.uonbi.ac.ke/Node/1403>.
- Salami, I.A. (2014). Inclusive early childhood education in Nigeria: the journey so far. *The Journal of International Association of Special Education*, 15(2), 118-126.
- UNESCO. (2010). Reaching the marginalized: Education for All global monitoring report. Retrieved June, 2013 from: http://unesco.org/new/en/education/theme/leading_international_agenda/
- Wang, M., Haertel, G., and Walberg, H. (1990). What influences school learning? A content analysis of reviewed literature. *Journal of Educational Research*, 84, 30-43.
- Ysseldyke, J., Thurlow, M., Christenson, S., and McVicar, R. (1988). Instructional grouping arrangements used with mentally retarded, learning special need, emotionally disturbed, and non-handicapped elementary students. *Journal of Educational Research*, 81, 305-311.