

Knowledge, Attitudes and Institutional Preparedness for Inclusive Education Among In-Service Teachers in Lagos State, Nigeria

Adefunke Ayomide Olaoye

Publication Date: 2026/10/03

Abstract: This study explain the knowledge, perceptions, attitudes, and the institutional preparedness of the practicing (in-service) teachers toward an inclusive education in Lagos State, Nigeria, against a backdrop of the enabling legislation the Discrimination Against Persons with Disabilities (Prohibition) Act 2018 and the revised National Policy on the Inclusive Education (2023) that has not summarized into the same readiness gap on the ground. Grounded in a post-positivist paradigm and employing a descriptive cross-sectional survey design, the study got the data from 31 practicing teachers across public and private primary and secondary schools using the adapted In-Service Teacher Inclusive Readiness Questionnaire (ITIRQ). The Data were analyzed using the descriptive statistics and frequency distributions. The Results show that the in-service teachers hold a considerable knowledge of an inclusive education, often acquired informally through an experience rather than a structured training, alongside the generally positive attitudes toward an inclusion that are tempered by the pronounced pessimism about the usefulness of the implementation. A majority strongly agreed that an inclusion is unrealistic in the overcrowded classrooms, cited rigid curricula and scarce specialist support as the major disadvantages, and reported that their schools lack the basic facilities such as ramps and resource rooms. The study identifies this pattern as a form of "reality shock," in which the demands of an under-resourced system change the practitioners' perceptions even where their attitudes toward an inclusion remain broadly positive. The findings explains the need for a mandatory, sustained professional development, targeted infrastructure investment, and the stronger institutional support to close the gap between a policy intent and classroom practice.

Keywords: Inclusive Education; In-Service Teachers; Institutional Preparedness; Teacher Attitudes; Reality Shock; Lagos State; Nigeria.

How to Cite: Adefunke Ayomide Olaoye (2026) Knowledge, Attitudes and Institutional Preparedness for Inclusive Education Among In-Service Teachers in Lagos State, Nigeria. *International Journal of Innovative Science and Research Technology*, 11(9), 2543-2549. <https://doi.org/10.38124/ijisrt/26sep1176>

I. INTRODUCTION

➤ Background

The Global education systems have moved very sharply away from segregating the learners with disabilities toward inclusive models rooted in the recognition that access to the quality education is a human right (UNESCO, 1994; United Nations, 2015). Nigeria has domesticated these international commitments through the Discrimination Against Persons with Disabilities (Prohibition) Act 2018 and the National Policy on an Inclusive Education, introduced in 2016 and revised in 2023 (Federal Government of Nigeria, 2018). Yet the successful planning of these policies depends majorly on the teachers already working in classrooms, and research consistently shows that many Nigerian teachers report their negative view and the limited understanding of the inclusive pedagogy, undermining the policy implementation at the primary and secondary level (Ajuwon, 2012).

For learners with disabilities in the Lagos schools, this gap between a policy and practice has produced what has been described as "presence without participation": the learners combine in name but isolated socially and academically due to the inadequate resources, limited teacher preparedness, and weak institutional support (Adigun & Okunade, 2021). Understanding how the practicing teachers who navigate these problems daily perceive the inclusion, and how prepared their institutions are to support it, is important to closing this gap.

➤ Statement of the Problem

The Empirical research links the successful inclusion strongly to the teachers holding a positive attitudes, sound pedagogical knowledge, and the supportive perceptions of students with disabilities (Unianu, 2012, as cited in the wider literature this study builds on). Yet the existing literature suggests that many practicing Nigerian teachers continue to view the disability through a medical or spiritual lens, and report feeling ill-equipped to manage the inclusive

classrooms (Fakolade et al., 2009; Fareo, 2015). What remains less well understood is how these attitudes interact with the specific institutional and the resource constraints that the in-service teachers face daily the "in-service gap": have the current practitioners developed a practical coping strategies for an inclusion, or has resource scarcity hardened their attitudes against it? This study addresses that question.

➤ *Aim and Objectives*

This study aim to understand the knowledge, attitudes, perceptions, and institutional preparedness of the in-service teachers toward the inclusive education in Lagos State. The specific objectives are to:

- Assess the in-service teachers' knowledge of the principles and practices of an inclusive education;
- examine the in-service teachers' attitudes toward the including students with diverse learning needs;
- identify the challenges practicing the teachers associate with implementing an inclusive education; and
- Evaluate the institutional preparedness for an inclusive education in Lagos State schools.

➤ *Research Questions*

- What is the current level of the knowledge of in-service teachers in Lagos State regarding the inclusive education?
- What attitudes do in-service teachers hold toward the including students with the disabilities in regular classrooms?
- What challenges and institutional gaps do the in-service teachers identify as barriers to implementing an inclusive education in Lagos State?

➤ *Significance of the Study*

For the policymakers, the findings offer the empirical feedback on the implementation fidelity of the National Policy on an Inclusive Education, explaining whether the primary barrier to an inclusion among practicing teachers is a lack of training, a lack of resources, or both. For school administrators, understanding the specific anxieties and constraints the in-service teachers report can guide the design of the targeted support systems and the professional development interventions. Theoretically, the study extend the Knowledge, Attitudes, and Perceptions (KAP) framework (adapted from Jacob & Pillay, 2022) to the practicing-teacher population in an urban Nigerian system.

II. LITERATURE REVIEW

This study picks on the Social Model of Disability and the Theory of Planned Behaviour (TPB) to understand the practicing teachers' readiness for inclusion. The Social Model, advanced by Oliver (1990, 2013), locates the disability not in an individual impairment but in environmental, attitudinal, and institutional barriers in the Nigerian system, overcrowded classrooms, inaccessible buildings, inflexible curricula, and scarce teaching tools (Ajuwon, 2012). The Theory of Planned Behaviour (Ajzen, 1991) explains how these structural conditions shape

behaviour through the perceived behavioral control: teachers' confidence in their ability to deliver an inclusive instruction, shaped directly by their access to training, resources, and institutional support (Fakolade et al., 2009).

A main perceptual barrier identified in the literature is the belief that an inclusion is an "impossible task" given the current infrastructure. Narrow doorways, scarce ramps, and severe overcrowding function as demotivating factors: faced with a classroom of about eighty students and no assistive technology, teachers often experience the requirement to include a child with special needs as an administrative burden rather than an educational opportunity (Adigun & Okunade, 2021; Batagarawa & Bagiwa, 2025). Fareo (2015) argues that the teachers frequently relieve themselves of responsibility for inclusion where the specialized instruments are absent, reasoning that they are "powerless" to help a perception that becomes self-fulfilling, since teachers who believe they cannot succeed without the resources do not attempt to involve themselves in their existing methods.

Where the pre-service teachers enter the profession with a theoretical optimism shaped by the rights-based coursework, in-service teachers show largely more resistance and hopelessness once rooted in a daily practice (Jacob & Pillay, 2022; Ajuwon, 2012). This is not, the literature suggests, primarily a matter of teachers disliking the learners with disabilities, but a function of navigating a strong, examination-driven curriculum that penalizes deviation. The longer a teacher works within an under-resourced system, the more likely they are to experience the inclusion as a threat to their professional survival rather than a teaching goal.

Ajuwon (2012) identifies the system of the teacher training as a main cause of this resistance: Nigerian teacher-education programme typically cover the theory of special education without teaching its pragmatics, leaving the practitioners without the skills to manage the mixed-ability classrooms or adapt the lessons in real time. This gap produces fear, and empirical evidence links training directly to an attitude trained teachers report more positive attitudes, while untrained teachers report students with disabilities as a source of anxiety (Fakolade et al., 2009). Compounding this, the in-service teachers in Nigeria typically work without the specialist support (audiologists, therapists, special educators) available in the more resourced systems, forcing the regular classroom teacher to act as a "jack of all trades" managing the difficult needs without support (Eleweke & Rodda, 2021).

III. METHODOLOGY

➤ *Research Philosophy and Design*

The study adopts a post-positivist paradigm, treating the teacher readiness as an objective reality that can be measured while acknowledging that the measurement of attitudes and perceptions is inherently prone to error (Creswell & Creswell, 2018). A descriptive cross-sectional survey design was used to establish a baseline profile of the in-service teacher readiness in a system where the empirical data is scarce (Cohen et al., 2018).

➤ Population and Sampling

The target population consist of the practicing teachers in the primary and secondary schools in Lagos State, representing the "practical" state of readiness shaped by the experience and systemic limitation. A total of 31 in-service teachers completed the questionnaire, drawn from the public and private primary and secondary schools across the urban and peri-urban areas of Lagos State.

➤ Instrumentation and Data Collection

The In-Service Teacher Inclusive Readiness Questionnaire (ITIRQ) was adapted from an instrument originally developed by Jacob and Pillay (2022) in the South African system, with terminology and policy references to the Nigerian setting and reviewed by the two special-education specialists and one measurement-and-evaluation expert. The knowledge sub-scale used a True/False/Uncertain format to distinguish ignorance from misconception, and the attitudes sub-scale used a forced-choice five-point Likert scale without a neutral midpoint, to discourage non-committal responses on a sensitive topic (Bandura, 2006).

Because many public-school teachers in Lagos face an unreliable internet access and power supply, the questionnaire was administered in hard copy through a "drop-and-pick" method: the researcher visited schools, explained the study during staff briefings, distributed copies, and returned after a short interval to collect them. This in-person approach, chosen specifically to avoid excluding teachers in lower-income areas, has been shown to improve trust and

response rates relative to purely digital distribution (Braun et al., 2020).

➤ Data Analysis

Data were coded, cleaned, and analyzed in IBM SPSS Version 29. Descriptive statistics means and standard deviations were computed for each subscale (Knowledge, Perceptions, Attitudes), with the standard deviation used very specifically to gauge the degree of consensus or division within the teacher sample (Pallant, 2020).

➤ Ethical Considerations

The study followed the ethical guidelines of the British Educational Research Association (BERA, 2018). An Informed consent was obtained from all participants; participation was voluntary and had no bearing on employment status. No identifying information was collected, given that teachers are government employees and anonymity was judged to an eliciting honest responses on sensitive topics such as school resourcing and institutional support. Ethical approval was obtained from the Lincoln University.

IV. RESULTS

➤ Response Rate

Thirty-one questionnaires were administered to the in-service teachers, all of which were completed and returned, yielding a 100% response rate.

➤ Demographic Profile

Table 1 Demographic Information of in-Service Respondents (N = 31)

Variable	Category	Frequency	%
Gender	Male	8	25.8
	Female	23	74.2
Age Group	21–30	6	19.4
	31–40	17	54.8
	41–50	8	25.8
	51–60	0	0.0
	Above 60	0	0.0
School Type	Public primary school	4	12.9
	Private primary school	7	22.6
	Public secondary school	5	16.1
	Private secondary school	15	48.4
Highest Qualification	NCE	1	3.2
	Bachelor's degree	10	32.3
	PGDE	14	45.2
	Master's degree	6	19.4
	PhD	0	0.0
Registered with TRCN	Yes	26	83.9
	No	5	16.1
Years of Teaching Experience	0–5 years	4	12.9
	6–10 years	15	48.4
	11–15 years	11	35.5
	16–20 years	0	0.0
	21+ years	1	3.2
Received professional development	Yes	28	90.3
	No	3	9.7
Currently has student(s) with identified disability	Yes	13	41.9

Variable	Category	Frequency	%
	No	16	51.6
	Maybe	2	6.5

The sample skewed female (74.2%) and mid-career, with 54.8% aged 31–40 and 48.4% reporting 6–10 years of teaching experience. Most respondents held a PGDE (45.2%) or Bachelor's degree (32.3%), and 83.9% were registered with the Teachers Registration Council of Nigeria (TRCN). Despite this level of professional experience and qualification, and despite 90.3% reporting some prior

professional development, many respondents reported limited formal training specific to inclusive education a gap consistent with broader concerns about continuous professional development for inclusive practice in Nigeria (UNESCO, 2020).

➤ Level of Knowledge of Inclusive Education

Table 2 Knowledge of Inclusive Education Among in-Service Teachers (N = 31)

Item	True	False	Uncertain	Mean	SD
Inclusive education refers to keeping students with disabilities in separate classrooms for special attention	14 (45.2%)	12 (38.7%)	5 (16.1%)	2.29	0.739
The Nigerian National Policy on Education (2013) agrees with the combination of special needs children into mainstream schools	16 (51.6%)	5 (16.1%)	10 (32.3%)	2.19	0.910
"Differentiated instruction" means giving some students reduced work than others	20 (64.5%)	6 (19.4%)	5 (16.1%)	2.48	0.769
Inclusive classrooms are designed to benefit just the students with disabilities	8 (25.8%)	17 (54.8%)	6 (19.4%)	2.06	0.680
An Individualized Education Plan (IEP) is a legal plan structured to meet the unique needs of a student with a disability	21 (67.7%)	2 (6.5%)	8 (25.8%)	2.42	0.886
"Mainstreaming" and "Inclusion" are identical concepts	18 (58.1%)	7 (22.6%)	6 (19.4%)	2.39	0.803
Universal Design for Learning (UDL) is an approach to curriculum design aiming to make learning accessible to all students from the start	20 (64.5%)	6 (19.4%)	5 (16.1%)	2.48	0.769
Students with severe or deep disabilities are not suitable for inclusion in a mainstream classroom	17 (54.8%)	8 (25.8%)	6 (19.4%)	2.35	0.798
Assistive technology means only high-tech electronic devices like computers or tablets	18 (58.1%)	12 (38.7%)	1 (3.2%)	2.55	0.568
Inclusive education is a basic right for every child, as supported by the UN Convention on the Rights of Persons with Disabilities	22 (71.0%)	4 (12.9%)	5 (16.1%)	2.55	0.768
Dyslexia is a type of intellectual disability	20 (64.5%)	7 (22.6%)	4 (12.9%)	2.52	0.724
A student with a physical disability (e.g., using a wheelchair) will also suffer from intellectual disability	7 (22.6%)	17 (54.8%)	7 (22.6%)	2.00	0.683
The aim of inclusion is to make students with disabilities "normal"	20 (64.5%)	7 (22.6%)	4 (12.9%)	2.52	0.724
General teachers and special education teachers working together is essential for successful inclusion	20 (64.5%)	3 (9.7%)	8 (25.8%)	2.39	0.882
Autism Spectrum Disorder (ASD) is mainly a behavioral and communication disorder, not an intellectual one	17 (54.8%)	9 (29.0%)	5 (16.1%)	2.39	0.761

The In-service teachers showed a moderate awareness of an inclusive education, with the strongest recognition of an inclusion as a basic right (71.0% correct, M = 2.55) and reasonable understanding of the Universal Design for Learning (64.5% correct, M = 2.48). Notable gaps appeared in distinguishing physical from intellectual disability (only 22.6% correctly rejected the conflation) and in agreement on whether the National Policy on Education supports the mainstream integration, where nearly a third of respondents (32.3%) selected "Uncertain" indicating genuine gaps in policy awareness rather than firm misconception.

The Teachers with more years of experience reported a greater familiarity with the inclusive practices, though this knowledge appeared to be acquired informally through a

classroom experience rather than through a structured training consistent with the view that experiential learning plays an out sized role in teacher competence where the formal professional-development opportunities are reduced (Avramidis & Norwich, 2019).

➤ Perceptions of Inclusive Education

In-service teachers' view of the school environment were harsher than those typically reported by the trainees. A striking 61.3% strongly agreed that the implementing inclusion is unrealistic in the overcrowded classrooms, supporting the "impossible task" narrative described in the literature (Adigun & Okunade, 2021). Respondents felt strongly that the curriculum is too rigid (48.4% strongly agreed) and that there is a severe scarcity of qualified

specialist personnel (45.2% strongly agreed). Critically, 45.2% of practitioners agreed that students with special needs are likely to cause classroom disruption, reflecting

perceptions hardened by daily exposure to under-resourced conditions rather than a rejection of inclusion in principle.

➤ Attitudes Toward Inclusive Education

Table 3 Attitudes Toward Inclusive Education Among in-Service Teachers (N = 31)

Item	SA	A	D	SD	Mean	SD
I have the willingness to teach students with disabilities in my classroom	16 (51.6%)	11 (35.5%)	3 (9.7%)	1 (3.2%)	3.35	0.798
All students, despite ability or disability, have a right to be educated in regular classrooms	8 (25.8%)	17 (54.8%)	5 (16.1%)	1 (3.2%)	3.03	0.752
I am anxious about managing a student with a severe behavioural disorder	5 (16.1%)	22 (71.0%)	3 (9.7%)	1 (3.2%)	3.00	0.632
I have confidence in my ability to meet the needs of students with special needs	11 (35.5%)	12 (38.7%)	7 (22.6%)	1 (3.2%)	3.06	0.854
Inclusive education is the best way to advance social acceptance and reduce stigma	14 (45.2%)	12 (38.7%)	4 (12.9%)	1 (3.2%)	3.26	0.815
I feel positive about collaborating with special education teachers and therapists	7 (22.6%)	20 (64.5%)	3 (9.7%)	1 (3.2%)	3.06	0.680
I am comfortable teaching a student with a significant physical disability (e.g., cerebral palsy)	7 (22.6%)	18 (58.1%)	3 (9.7%)	3 (9.7%)	2.94	0.854
Students with special needs learn better in separate, special schools	10 (32.3%)	18 (58.1%)	1 (3.2%)	2 (6.5%)	3.16	0.779
I am afraid I might not fairly evaluate the academic progress of a student with a disability	13 (41.9%)	8 (25.8%)	7 (22.6%)	3 (9.7%)	3.00	1.033
Having students with disabilities in the classroom will impact the learning experience for all students	9 (29.0%)	11 (35.5%)	8 (25.8%)	3 (9.7%)	2.84	0.969
I feel sympathy, but not responsibility, for students with special needs	10 (32.3%)	11 (35.5%)	7 (22.6%)	3 (9.7%)	2.90	0.978
I am eager to learn new teaching strategies that support diverse learners	10 (32.3%)	18 (58.1%)	1 (3.2%)	2 (6.5%)	3.16	0.779
I am comfortable teaching a student with an intellectual disability (e.g., Down syndrome)	8 (25.8%)	13 (41.9%)	7 (22.6%)	3 (9.7%)	2.84	0.934
Inclusive education is more a social philosophy than a practical educational approach	12 (38.7%)	15 (48.4%)	3 (9.7%)	1 (3.2%)	3.23	0.762
I am positive about the future of inclusive education in Nigeria	11 (35.5%)	15 (48.4%)	3 (9.7%)	2 (6.5%)	3.13	0.846

Note. SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree.

In-service teachers showed generally the positive attitudes toward inclusion, particularly regarding its social benefits: strong majorities agreed that all students have a right to be educated in regular classrooms ($M = 3.03$) and expressed willingness to teach students with disabilities ($M = 3.35$). At the same time, attitudes were tempered by practical concern a large majority (71.0%) agreed they feel anxious about managing a student with a severe behavioral disorder ($M = 3.00$), and 41.9% strongly agreed they fear being unable to fairly evaluate a disabled student's academic progress ($M = 3.00$, the highest variability in the scale, $SD = 1.033$). Notably, 67.8% agreed or strongly agreed that they feel sympathy but not professional responsibility for students with special needs, and a majority (87.1% combined) agreed that inclusive education is more a social philosophy than a practical educational approach reflecting the view that current infrastructure is not yet compatible with genuine inclusion (Miles & Singal, 2010; UNESCO, 2020).

➤ Perceived Challenges to Implementation

In-service teachers identified a consistent set of systemic barriers to implementing inclusive education: insufficient training in inclusive pedagogies, scarcity of instructional materials and assistive technologies, large class sizes, lack of support from school management and education authorities, and limited collaboration with special-education professionals. Teachers particularly emphasized infrastructural limitations and gaps between policy and practice, echoing national and international literature on systemic hindrances to inclusive education in low- and middle-income countries (Singal, 2016; World Bank, 2022).

➤ Institutional Preparedness

Respondents' perceptions of institutional preparedness revealed significant deficiencies. Most in-service teachers reported that their schools lack adequate facilities ramps, resource rooms, and specialized learning materials. These findings shows that while an inclusive education is recognized in policy, its practical realization remains held by institutional capacity, consistent with broader concerns about

the disconnect between policy and implementation in Nigeria (Federal Ministry of Education, 2021).

V. DISCUSSION

The pattern observed here the positive underlying attitudes toward inclusion joined with sharply negative perceptions of feasibility is very consistent with an interpretation rooted in self-efficacy theory. Teachers' concern that they "might not be able to fairly evaluate the academic progress of a student with a disability" reflects a defensive response to a perceived lack of competence support, rather than an ideological rejection of the inclusion. Resistance among in-service teachers, in other words, functions less as opposition to the principle of inclusion than as a plea for the training and resources that would make it feasible in the practice.

A recurring finding is that the in-service teachers often understand the inclusion through a medical-model lens as a matter for separate, special provision rather than through the social-model lens of removing the barriers within the regular classroom. This pattern, consistent with Sharma and Sokal's (2016) findings elsewhere, suggests that the current continuous professional development in Lagos has not succeeded in shifting the practitioners' underlying paradigm: where a teacher understands a student with Down syndrome as "belonging" in a special school, their presence in a mainstream classroom is experienced as an administrative anomaly rather than an educational opportunity.

Taken together, these findings explain what the wider literature describes as a theory-practice gap: whatever the rights-based framing in-service teachers may once have carried from their own training, the resource limits of the Lagos State education system overcrowded classrooms, absent assistive technology, and the absence of a specialist support have visibly reshaped their perceptions of what is feasible, even where the underlying attitudes toward the principle of inclusion remain largely positive.

VI. CONCLUSION AND RECOMMENDATIONS

The In-service teachers in Lagos State combine the genuinely positive attitudes toward the principle of an inclusive education with a sharply constrained view of its feasibility, shaped by the daily experience of the overcrowded classrooms, inflexible curricula, and inadequate institutional support. Their resistance is best understood not as an opposition to inclusion itself, but as a realistic response to being asked to implement a policy without the training, staffing, or infrastructure needed to do so. Meaningful progress will depend less on persuading practicing teachers of the value of an inclusion most already accept it than on equipping their schools to make it achievable.

➤ *Recommendations for the Ministry of Education and SUBEB*

- Conduct a physical audit of public schools to assess the compliance with the 2018 Disability Act, with particular attention to the reported scarcity of ramps and resource rooms.
- Establish zonal resource hubs stocked with Braille materials, hearing aids, and sensory tools for a shared use across Local Government Education Authorities, to address the "impossible task" perception .
- Formalize the recruitment of the paraprofessionals to support the regular classroom teachers in managing diverse classrooms, addressing the reported overwhelming workload.

➤ *Recommendations for School Administrator*

- Pair experienced staff with the newer or transitioning teachers to help them navigate the practical demands of an inclusive teaching.
- Implement the school-wide sensitization programme for the student body on disability and inclusion, to reduce the social pressures that compound the teachers' workload concerns.

REFERENCES

- [1]. Adigun, O. T., & Okunade, A. A. (2021). Inclusive education in Nigeria: Challenges and the way forward. *International Journal of Research and Innovation in Social Science*, 5(2), 481–485.
- [2]. Ajuwon, P. M. (2012). Making inclusive education work in Nigeria: Evaluation of special educators' attitudes. *Disability Studies Quarterly*, 32(2). <https://doi.org/10.18061/dsq.v32i2.3198>
- [3]. Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179–211. [https://doi.org/10.1016/0749-5978\(91\)90020-T](https://doi.org/10.1016/0749-5978(91)90020-T)
- [4]. Bandura, A. (2006). Guide for constructing self-efficacy scales. In F. Pajares & T. Urdan (Eds.), *Self-efficacy beliefs of adolescents* (pp. 307–337). Information Age Publishing.
- [5]. Batagarawa, M. N., & Bagiwa, Z. L. (2025). Barriers to inclusive education in Nigeria: Policy, practice and counselling perspectives. *Asian Journal of Education and Social Studies*, 51(7), 1048–1055. <https://doi.org/10.9734/ajess/2025/v51i72190>
- [6]. Braun, V., Clarke, V., Boulton, E., Davey, L., & McEvoy, C. (2020). The online survey as a qualitative research tool. *International Journal of Social Research Methodology*, 24(6), 641–654. <https://doi.org/10.1080/13645579.2020.1805550>
- [7]. British Educational Research Association. (2018). *Ethical guidelines for educational research* (4th ed.). <https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018>
- [8]. Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge.

- [9]. Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE.
- [10]. Eleweke, C. J., & Rodda, M. (2021). The challenges of enhancing inclusive education in developing countries: The case of Nigeria. *International Journal of Inclusive Education*, 25(8), 885–901. <https://doi.org/10.1080/13603116.2019.1579875>
- [11]. Fakolade, O. A., Adeniyi, S. O., & Tella, A. (2009). Attitude of teachers towards the inclusion of special needs children in general education classrooms. *International Electronic Journal of Elementary Education*, 1(3), 155–169.
- [12]. Fareo, D. O. (2015). Inclusive education setting in Southwestern Nigeria: Myth or reality? *Universal Journal of Educational Research*, 3(6), 368–374. <https://doi.org/10.13189/ujer.2015.030606>
- [13]. Federal Government of Nigeria. (2018). *Discrimination against persons with disabilities (Prohibition) Act*. Government Press.
- [14]. Federal Ministry of Education. (2021). *National policy on inclusive education: Implementation guidelines*. Federal Ministry of Education.
- [15]. Federal Ministry of Education. (2023b). *Revised national policy on inclusive education*. Federal Ministry of Education.
- [16]. Jacob, U. S., & Pillay, J. (2022). A comparative study of pre-service teachers' knowledge, perceptions and attitudes toward inclusive education. *Frontiers in Education*, 7, Article 1012797. <https://doi.org/10.3389/feduc.2022.1012797>
- [17]. Miles, S., & Singal, N. (2010). The education for all and inclusive education debate. *International Journal of Inclusive Education*, 14(1), 1–15. <https://doi.org/10.1080/13603110802265125>
- [18]. Oliver, M. (1990). *The politics of disablement*. Macmillan.
- [19]. Oliver, M. (2013). The social model of disability: Thirty years on. *Disability & Society*, 28(7), 1024–1026.
- [20]. Pallant, J. (2020). *SPSS survival manual* (7th ed.). Open University Press.
- [21]. Sharma, U., & Sokal, L. (2016). Teachers' attitudes towards inclusion in developing nations. *International Journal of Inclusive Education*, 20(12), 1288–1311.
- [22]. Singal, N. (2016). Inclusive education in low-income countries. *International Journal of Educational Development*, 49, 162–171. <https://doi.org/10.1016/j.ijeducdev.2016.03.002>
- [23]. Taherdoost, H. (2016). Sampling methods in research methodology. *International Journal of Academic Research in Management*, 5(2), 18–27.
- [24]. UNESCO. (1994). *The Salamanca statement and framework for action on special needs education*.
- [25]. UNESCO. (2020). *Global education monitoring report: Inclusion and education – All means all*.
- [26]. United Nations. (2015). *Transforming our world: The 2030 agenda for sustainable development*. United Nations.
- [27]. World Bank. (2022). *Improving inclusive education outcomes in sub-Saharan Africa*. World Bank.