

# Teachers' Demographic Factors and Attitudes Towards Education of Students with Learning Disabilities in Regular Classrooms in Ibadan, Nigeria

<sup>1\*</sup> Kelechi Uchemadu Lazarus

<sup>1</sup>Department of Special Education, University of Ibadan, Ibadan, Nigeria

**Abstract** The study investigated the level of attitudes towards the education of students with learning disabilities among teachers in regular education classrooms. It also examined the influence of four teachers' demographic factors on their attitudes towards education of students with learning disabilities in regular classrooms in Ibadan, Nigeria. The descriptive research design was adopted for the study whilst the multi-stage sampling procedure was adopted to select the study sample. A total of 125 teachers participated in the study, 64 (51.2%) were males whilst 61 (48.8%) were females. A self-designed questionnaire tagged "Teachers' Attitude towards Education of Students with Learning Disabilities in Regular Education Classrooms" (TAESLDRECQ) with a reliability of 0.81 was utilized to collect data. One research question and four hypotheses were generated and tested. Percentage, mean, standard deviation, t-test and Analysis of variance (ANOVA) statistics were employed to analyze the data generated from the participants at 0.05 level of significance. Whilst the result of the research question reveals a grand mean of 2.59 which is slightly higher than the criterion mean of 2.50, the result from the test of norm showed that 9.6% (n=12) teachers had negative attitude, whereas 90.4% (n=113) teachers had positive attitude. Therefore, it was concluded that there is positive attitude towards education of students with learning disabilities in regular education classrooms among teachers. In addition, the results show teachers' attitudes towards education of students with learning disabilities in regular education classrooms as follows: gender (Crit-t = 1.96, Cal.t = 1.440, df = 123, p(0.152) > .05); educational qualification (F = 1.630, p(.171) > .05); years of experience (F = 2.329, p(.102) > .05); and category of students taught which could be either junior secondary or senior secondary class (Crit-t = 1.96, Cal.t = .035, df = 123, p(0.973) > .05). Hence, it was concluded that teachers' attitude towards education of students with learning disabilities is the same irrespective of their gender, educational qualification, years of experience and category of student taught (either junior secondary or senior secondary class). On the basis of these findings, it was recommended among others, that there should be more trainings and in-service professional development programmes such as orientation, workshops, seminars, conferences to allow teachers in regular education classrooms to acquire more knowledge, skills and values required for the adequate education of students with learning disabilities in their classrooms.

**Keywords:** Demographic factors, Attitude, Education of students with learning disabilities, Regular classrooms

## 1. Research background

Regular education classrooms represent the least restrictive placement option for students with learning disabilities as frantic efforts are being made towards attainment of inclusive education practice globally.

Significantly, teachers in this educational setting are saddled with the task of ensuring that students with learning disabilities make progress towards the same academic standards as their peers without disabilities. According to Lerner and Kline (2006) for students with learning disabilities to be properly integrated in the regular education classrooms there must be careful planning, teacher preparation, team effort and a complete support system. Also, professional collaboration, teacher support and positive teacher attitude are necessary for

\* Corresponding author: Kelechi Uchemadu Lazarus

Email: [ppadaeze@yahoo.com](mailto:ppadaeze@yahoo.com)

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successful integration of all categories of learners in the regular education classrooms. Hence, there is need for a study of this kind that examines the level of teacher attitudes towards the education of students with learning disabilities in regular education classrooms within the Nigerian context.

Students with learning disabilities require specialized attention and instruction because they possess special characteristics that single them out from their peers without learning disabilities. These students do not appear to be physically different from their peers without learning disabilities. However, the major distinction between students with learning disabilities and their peers without learning disabilities is that students with learning disabilities often fail to achieve adequately when compared to their grade level peers after receiving adequate instruction in the same classroom. "Learning disabilities" has been recognized as the largest special education category and equally considered a "hidden disabilities" with a conglomerate of several other difficulties experienced by students with learning. The United States Department of Education (2006) identified the specific areas of difficulties as difficulty in oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation and mathematics problem solving.

If the academic, behavioural and social characteristics of students with learning disabilities are not properly remediated and managed during the secondary school years, many students with learning disabilities would lag behind in their studies, some may drop out of school as a result of persistent school failure while others may become vulnerable and susceptible to delinquent behaviours. In order to effectively deliver instruction to students with learning disabilities, it is therefore important to determine the pattern of attitudinal dispositions possessed by teachers in regular education classrooms towards education of students with learning disabilities. In addition, the influence four demographic variables exert on the attitudes of teachers in regular education classrooms have also been considered in this

study. These teachers' variables are gender, educational qualification, years of experience and the category of students taught-either junior secondary school (JSS) or senior secondary school (SSS). It is believed that the findings of this study would provide scientific basis for feedback to teachers who teach students with learning disabilities in regular education classrooms for enhanced teaching and learning process especially for students with learning disabilities.

Attitude has a major influence on behaviour of individuals in society. Lazarus and Ntamark (2016) citing Wood, Wood and Boyd (2007) explained that attitudes are relatively stable evaluations of persons, objects, situations or issues, along a continuum ranging from positive to negative. This implies that teachers' attitude towards education of students with learning disabilities could be described as teachers' positive or negative disposition towards education of students with learning disabilities in regular education classrooms. Shady, Luther and Richman (2013) agreed that teachers' positive or negative attitudes have significant impact on the performance of the students. Saloviita (2020) accentuated that successful placement of students with special educational needs in mainstream classrooms requires positive teachers' attitudes. Attitude is dynamic in nature. As a result, some studies have suggested that certain environmental factors could influence the attitude of teachers towards education of students with disabilities such as type, severity level and nature of disability in children, training of teachers and availability of resources (Bradshaw & Mundia, 2006).

Agbenyega (2007) reiterated that negative attitude, anger and frustration were observed among several regular education teachers because those teachers did not feel prepared to teach and care for students with disabilities in the regular education classrooms. This could be as a result of the huge load of work that must be covered and the time constraint at the disposal of teachers in the regular education. Fakolade, Adeniyi and Tella (2009) investigated the attitudes of teachers about inclusion of special needs children in

regular education classrooms and found that female teachers have more positive attitude towards the inclusion of special needs students than their male counterparts. The study also reported that professionally qualified teachers tend to have a more favourable attitude towards the inclusion of special need students than their non-professional qualified teachers.

A study involving 146 teachers revealed that although teachers' gender did not influence their attitudes towards inclusion of children with disabilities in regular schools training on inclusive education had a positive influence on the attitudes of the teachers (Lika, 2016). Positive attitudes towards the inclusion of students with disabilities in regular education classrooms among regular education teachers in the United Arab Emirate were reported by Dukmak (2013). On the basis of gender differences, the finding showed that more positive attitudes among male than their female counterparts. Further finding on the influence of teachers' years of experience revealed that teachers with longer years of experience reported less positive attitudes towards the inclusion of students with disabilities in regular education classrooms than teachers with less years of experience.

Furthermore, Dapudong (2013) found that five demographic variables—age, teachers' qualification, teaching experience, area of specialization, experience in teaching students with disabilities in classroom and training in special education had a significant effect on the attitude of primary school teachers towards inclusive education of children with learning disabilities in Nonthaburi Province, Thailand. Also, seventy four primary school teachers participated in a cross-sectional survey conducted in Western Australia. It was found by Vaz, Wilson, Falkmer, Sim, Scott, Cordier, et al. (2015) that four teacher attributes—age, gender, teaching self-efficacy and training collectively explained 42% of the variability in teachers' attitude toward including students with disabilities.

Teachers who had fewer years of teaching had a more positive attitude towards inclusion in comparison with those with longer

years of teaching experience (Avramidis & Norwich, 2002; de Boer, Pijl, & Minnaert, 2011). Also it was reported that teachers were generally more supportive of including children with physical and sensory disabilities than those with intellectual, learning and behavioural disabilities (Avramidis & Norwich, 2002; Ellins & Porter, 2005; de Boer, Pijl, & Minnaert, 2011). Teachers who have special education training especially in the aspect of working with students with learning, behaviour and emotional problems were reported to hold more positive attitudes towards integration than those who did not have the training (Sharma & Chow, 2008). This finding is similar to those of Thaver, Lim and Liao (2014) which reported that teachers trained in special needs education and those with the most contact with people with disabilities displayed significantly more positive attitudes towards inclusive education than their counterparts who do not have special education training.

Offor and Akinlosotu (2017) investigated teachers' attitude and the influence of gender, educational specialization and experience on their attitude towards special need students in Edo State, Nigeria. The study participants were 351 teachers. The finding showed that majority of the secondary school teachers in Edo State have negative attitude towards special needs students. It was also reported that teachers' attitude does not differ by gender but teachers' attitude differ significantly by their educational specialization and years of experience. A marginal positive attitude towards inclusion among teachers was obtained by Galaterou and Antoniou (2017) who conducted a study involving 208 primary and secondary school teachers in Greece. It was found that this positive attitude was correlated with teachers' age with younger teachers expressing more positive attitudes than their older colleagues.

Ehsaan, Khan and Gulzar (2018) reported that special education teachers demonstrated more positive attitude and were more concerned towards inclusive education than mainstream teachers. Teachers with more experience showed more concern about inclusive education. Other demographic factors

such as teachers' gender, age and contact with person having disability and confidence levels all had significant influence on their attitude. Some studies such as Alvarez McHatton and McCray (2007) and Chiner and Cardona (2013) have reported more positive attitudes towards inclusion of children with disabilities in regular education classrooms among primary school teachers than secondary school teachers. A study by Cornoldi, Capodieci, Diago, Miranda, Shepherd (2018) found that teachers in different areas of three countries (Italy, Spain and the United States) demonstrated sufficient information about students with learning disabilities and are in favour of policies supporting these students' needs. Conversely, major differences were observed among the three countries concerning the nature of learning disabilities and the practices that are appropriate for meeting the needs of students with learning disabilities.

From the foregoing review of literature, it is observed that not much effort has been made to understand thoroughly the attitudes of regular classroom teachers towards the education of students with learning disabilities in Nigeria. For this reason, the main purpose of this study was to investigate the level of teachers' attitude towards education of students with learning disabilities in regular education classrooms. Specifically, the study also examined the influence that four teachers' demographic factors could exert on teachers' attitudes towards education of students with learning disabilities in regular education classrooms Ibadan, Nigeria. One main research question posed and answered in this study is:

What is the level of teachers' attitude towards education of students with learning disabilities in regular education classrooms? In addition, the following directional null hypotheses were tested in this study at 0.05 level of significance.

H<sub>01</sub>: There is no significant difference in the attitude of male and female teachers towards education of students with learning disabilities in the regular education classroom.

H<sub>02</sub>: There is no significant difference in teachers' attitudes towards education of students with learning disabilities regular education classrooms based on their educational qualification.

H<sub>03</sub>: There is no significant difference in teachers' attitudes towards education of students with learning disabilities regular education classrooms based on their teaching experience.

H<sub>04</sub>: There is no significant difference in teachers' attitude towards education of students with learning disabilities in regular education classrooms based on the level of students taught—either Junior Secondary School (JSS) or Senior Secondary School (SSS) level.

## 2. Method

The population of this study was all teachers in secondary schools in Ibadan Metropolis, Oyo State. A descriptive research design was adopted for the study while the multistage sampling procedure was employed to select the sample. In order to select the participants, the researcher together with five research assistants, conducted an initial interview on JSS and SSS teachers in twelve regular education secondary schools located in four local government areas in Ibadan Metropolis, Oyo State. The interview was meant to intimate the teachers about the nature of learning disabilities. Only participants who confirmed the presence of students with learning disabilities in their classrooms were enlisted for the study. Teachers who did not have students with learning disabilities in their classrooms were excluded from the study. Thus, there was a total enumeration of all teachers involved in the education of students with learning disabilities from the twelve schools at the last stage of the multistage sampling procedure.

A total of 125 teachers in regular education secondary school settings participated in the study, 64 (51.2%) were males whilst 61 (48.8%) were females. The distribution of participants by their educational

qualification shows that 19 (15.2%) teachers had National Certificate in Education; 2 (1.6%) had Ordinary National Diploma/Diploma certificate; 79 (63.2%) had Bachelor degree in either education, Science or Arts; 11(8.8%) had Post Graduate Diploma in Education, and 14 (11.2%) had other higher degrees aside from those mentioned. This data shows that majority of the participants were bachelor degree holders. The teaching experience of participants shows that teachers who have had between 1-10 years' experience represent 43 (34.3%) as well as those who have had between 11-20 years' experience represent 43 (34.3%). Also, teachers who have had between 21 years experience and above represent 39 (31.2%). This shows that teachers with 21 years teaching experience were slightly less than teachers who have been in the teaching profession for lesser number of years. Participants' distribution according to the level of students taught shows that majority 89(71.2%) of the teachers taught the senior classes, whilst 36(28.8%) taught the junior classes in secondary school.

A self-designed questionnaire tagged "Teachers' Attitude towards Education of Students with Learning Disabilities in Regular Education Classrooms" (TAESLDRECQ) was utilized to collect data. The questionnaire is subdivided into two sections with Section A, eliciting demographic information, covering data about teachers' gender, educational qualification, years of experience and category of students taught (JSS or SSS). Section B has ten questions which elicited responses about the attitude of teachers in regular education classroom towards education of students with learning disabilities. A reliability coefficient index got after computing data gathered from the pilot test was 0.81. This shows the scale is reliable. The researcher maintained the anonymity of respondents and the strict confidentiality about all information collected. Frequency counts, percentages, mean, standard deviation, t-test and Analysis of variance (ANOVA) statistics were employed to analyze the data generated from the participants at 0.05 level of significance.

### 3. Result

**3.1 Research question:** What is the level of teachers' attitude towards education of students with learning disabilities in regular education classrooms?

Table 1 shows the perception of teachers' attitude towards education of students with learning disabilities in regular education classroom. "I am confident in my ability to teach students with learning disabilities" ( $\bar{x}$  =3.10), was ranked highest as the major teachers' attitude towards education of students with learning disabilities, which was followed by "Although students differ physically, psychologically and intellectually, I believe that all students can learn in most environments" ( $\bar{x}$  =2.95), "I believe I can stay connected with SLD daily" ( $\bar{x}$  =2.82), "I feel that I have been intrinsically and extrinsically motivated to teach SLD" ( $\bar{x}$  =2.70), and "I like being the only teacher in the classroom" ( $\bar{x}$  =2.62), and "I have been adequately trained to meet the needs of SLD" ( $\bar{x}$  =2.58) respectively. The mean scores of some items fall below the criterion mean of 2.50. The items include "It is difficult for SLDs to make strides in academic achievement in regular classrooms" ( $\bar{x}$  =2.42); "I become anxious when I learn that a SLD will be in my classroom" ( $\bar{x}$  =2.39); "I have a negative feeling towards teaching a SLD" ( $\bar{x}$  =2.18); and "I become easily frustrated when teaching SLD" ( $\bar{x}$  =2.17) respectively. This means that teachers disagreed with such items which are reverse items. Overall, with a grand mean of 2.59 which is slightly higher than the criterion means of 2.50, the researcher concluded that teachers have a positive attitude towards education of students with learning disabilities in regular education classrooms.

Table 2 shows the percentage level of teachers' attitude towards education of students with learning disabilities regular education classrooms. The result shows that 9.6% (n=12) teachers had bad attitude, whilst 90.4% (n=113) teachers had good attitude. Therefore, it could be deduced that there is a positive attitude towards education of students with learning disabilities in regular education classrooms.

### 3.2. Hypotheses Testing

**Hypothesis one:** There is no significant difference in the attitude of male and female teachers towards education of students with learning disabilities in the regular education classroom.

Table 3 shows that there is no significant difference in the attitude of male and female teachers towards education of students with learning disabilities in regular education classroom (Crit-t = 1.96, Cal.t = 1.440, df = 123,  $p(0.152) > .05$  level of significance). Hence, the attitude of male and female teachers towards education of students with learning disabilities is the same in the study. The hypothesis is therefore accepted.

**Hypothesis two:** There is no significant difference in teachers' attitudes towards education of students with learning disabilities regular education classrooms based on their educational qualification.

Table 4 shows that there is no significant difference in teachers' attitudes towards education of students with learning disabilities in regular education classrooms based on their educational qualification ( $F = 1.630$ ,  $P(0.171) > .05$ ). Hence, teachers' attitude towards education of students with learning disabilities is the same irrespective of their educational qualification in the study. The hypothesis is therefore accepted.

Table 5 shows the mean and standard deviation of teachers' attitude towards education of students with learning disabilities in regular education classrooms based on their educational qualification.

**Hypothesis three:** There is no significant difference in teachers' attitudes towards education of students with learning disabilities regular education classrooms based on their teaching experience.

Table 6 shows that there is no significant difference in the attitudes towards education of students with learning disabilities of teachers based on their teaching experience ( $F = 2.329$ ,  $P(0.102) > .05$ ). Hence, teachers' attitude towards

education of students with learning disabilities in regular education classrooms is the same irrespective of their teaching experience in the study. The hypothesis is therefore accepted.

Table 7 shows the mean and standard deviation of teachers' attitude towards education of students with learning disabilities in regular education classrooms based on their teaching experience.

**Hypothesis four:** There is no significant difference in teachers' attitude towards education of students with learning disabilities in regular education classrooms based on the level of students taught - either Junior Secondary School (JSS) or Senior Secondary School (SSS) level.

Table 8 shows that there is no significant difference in the attitude of teachers at JSS and SSS level towards education of students with learning disabilities in regular education classrooms (Crit-t = 1.96, Cal.t = .035, df = 123,  $p(0.973) > .05$  level of significance). Hence, the attitude of teachers towards education of students with learning disabilities is the same irrespective of the level of students taught. The hypothesis is therefore accepted.

### 3.3 Discussion

For the research question, the findings derived from both the grand mean and test of norm computed reveal that teachers have a positive attitude towards education of students with learning disabilities in regular education classrooms. Going by the questions answered some fascinating revelations that give credence to the above submission were made by the participants. For instance, "I am confident in my ability to teach students with learning disabilities" was ranked highest as the major teachers' attitude towards education of students with learning disabilities, which was followed by "Although students differ physically, psychologically and intellectually, I believe that all students can learn in most environments". Similarly, participants equally disagreed with two questions presented in reverse order as follows: "I have a negative feeling towards teaching SLD"; and "I become

easily frustrated when teaching SLD” respectively.

The present finding is not in line with the findings of Avramidis and Norwich (2002); Ellins and Porter (2005); and de Boer, Pijl, and Minnaert (2011) which indicated negative teachers’ attitudes towards including students with learning disabilities among others in regular education classrooms. Also, the present finding does not corroborate the finding of Offor and Akinlosotu (2017) that showed negative attitude towards special needs students among teachers in regular education classrooms in Edo State, Nigeria. However, the present findings provide support to the study of Dukmak (2013) that found positive attitudes towards the inclusion of students with disabilities in regular education classrooms among regular education teachers in the United Arab Emirate. Also the present finding agrees with the marginal positive attitude towards inclusion among teachers in Greece as obtained by Galaterou and Antoniou (2017). The probable justification for the positive attitude of teachers towards education of students with learning disabilities in regular education classrooms as obtained in this study is not farfetched. Nowadays, there is somewhat more awareness about education of students with disabilities such as those with learning disabilities than during the period when the earlier studies were conducted. However, there is still room for increased level of awareness among all stakeholders responsible for the education of students with learning disabilities.

Hypothesis one findings revealed that there is no significant difference in the attitude of male and female teachers towards education of students with learning disabilities in regular education classroom. Hence, the attitude of male and female teachers towards education of students with learning disabilities is the same in the study. The present finding contradicts the finding of Fakolade, Adeniyi and Tella (2009) that revealed that female teachers have more positive attitude towards the inclusion of special needs students than their male counterparts. The present finding does not lend credence to those of Dukmak (2013) who found more positive attitudes towards the inclusion of

students with disabilities in regular education classrooms among male regular education teachers in the United Arab Emirate than their female counterparts. However, the present finding is in consonance with those of Lika (2016) that showed that teachers’ gender did not influence their attitudes towards inclusion of children with disabilities in regular schools as well as those of Offor and Akinlosotu (2017) which revealed that teachers’ attitude does not differ by gender.

The findings of hypothesis two revealed that there is no significant difference in teachers’ attitudes towards education of students with learning disabilities in regular education classrooms based on their educational qualification. Hence, teachers’ attitude towards education of students with learning disabilities is the same irrespective of their educational qualification in the study. The present finding does not agree with the finding of Offor and Akinlosotu (2017) that showed that teachers’ attitude differ significantly by their educational specialization. Fakolade, Adeniyi and Tella (2009) found that professionally qualified teachers tend to have a more favourable attitude towards the inclusion of special need students than their non-professional qualified teachers. Lika (2016) also found that training on inclusive education had a positive influence on the attitudes of the teachers.

The findings of hypothesis three showed that there is no significant difference in the attitudes towards education of students with learning disabilities of teachers based on their teaching experience. Hence, teachers’ attitude towards education of students with learning disabilities in regular education classrooms is the same irrespective of their teaching experience in the study. The present finding is not in line with Dukmak’s (2013) finding that teachers with longer years of experience reported less positive attitudes towards the inclusion of students with disabilities in regular education classrooms than teachers with less years of experience. The present finding is also not in congruence with those of Avramidis and Norwich (2002) and de Boer, Pijl, and Minnaert (2011). These researchers found that teachers

who had fewer years of teaching had a more positive attitude towards inclusion in comparison with those with longer years of teaching experience. Similarly, Offor and Akinlosotu (2017) finding showed that teachers' attitude differ significantly by their years of experience. These findings are incongruent with the present findings.

The finding of hypothesis four revealed that there is no significant difference in the attitude of teachers at JSS and SSS level towards education of students with learning disabilities in regular education classrooms. Hence, the attitude of teachers towards education of students with learning disabilities is the same irrespective of the level of students taught. This finding does not support those of earlier studies such as Alvarez McHatton and McCray (2007) and Chiner and Cardona (2013) that reported more positive attitudes towards inclusion of children with disabilities in regular education classrooms among primary school teachers than secondary school teachers. Overall, it was found that the positive teachers' attitude obtained in this study did not differ notwithstanding the teachers' four demographic factors-gender, educational qualification, years of experience and category of students taught either junior or senior secondary school students. The possible reason for these findings could be that teachers had gained some level of awareness about education of students with learning disabilities. This is a step in the right direction that should be upheld for qualitative education of students with learning disabilities.

Based on the findings of this study, the following recommendations were:

1. The government should organize more awareness programmes to sensitize stakeholders in the education sector about the need to include students with learning disabilities in regular education classrooms.
2. There should be more trainings and in-service professional development programmes such as orientation, workshops, seminars, conferences to allow teachers in regular education classrooms to

acquire knowledge, skills and values required for the adequate education of students with learning disabilities in their classrooms.

3. Mere placement of students with learning disabilities in the regular education classrooms without providing necessary instructional tools and materials will not produce the desired result. More teaching materials should be provided.
4. Special educators should be trained and posted to regular education schools to coordinate and provide adequate complimentary specialized instruction to students with learning disabilities in regular education classrooms.

The relationship between other teachers' attributes such as classroom management, self-efficacy, area of specialization and motivation and the inclusion of students with learning disabilities in regular education classrooms should be studied as such attributes could influence the education of students with learning disabilities in the regular education school settings.

## 4. Conclusion

It is concluded from this study that teachers have positive attitude towards education of students with learning disabilities in regular education classrooms. No significant differences were obtained in teachers' attitude towards education of students with learning disabilities in regular education classrooms with relation to the four demographic variables-gender, educational qualification, years of experience and category of students taught either junior or senior secondary school students.

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**Table 1.** Teachers' attitude towards education of students with learning disabilities

S/n	Items	SD	D	A	SA	$\bar{x}$	S.D
1	I am confident in my ability to teach students with learning disabilities	7 5.6%	15 12.0%	61 48.8%	42 33.6%	3.10	0.82
2	Although students differ physically, psychologically and intellectually, I believe that all students can learn in most environment	7 5.6%	18 14.4%	74 59.2%	26 20.8%	2.95	0.76
3	I believe I can stay connected with Students with Learning Disabilities (SLD) daily	11 8.8%	18 14.4%	79 63.2%	17 13.6%	2.82	0.77
4	I feel that I have been intrinsically and extrinsically motivated to teach SLD	14 11.2%	29 23.2%	63 50.4%	19 15.2%	2.70	0.86
5	I like being the only teacher in the classroom	17 13.6%	37 29.6%	47 37.6%	24 19.2%	2.62	0.94
6	I have been adequately trained to meet the needs of SLD	18 14.4%	31 24.8%	61 48.8%	15 12.0%	2.58	0.88
7	It is difficult for SLDs to make strides in academic achievement in regular classrooms	24 19.2%	41 32.8%	43 34.4%	17 13.6%	2.42	0.95
8	I become anxious when I learn that a SLD will be in my classroom	20 16.0%	50 40.0%	41 32.8%	14 11.2%	2.39	0.88
9	I have a negative feeling towards teaching a SLD	32 25.6%	55 44.0%	21 16.8%	17 13.6%	2.18	0.97
10	I become easily frustrated when teaching SLD	29 23.2%	57 45.6%	28 22.4%	11 8.8%	2.17	0.88
Weighted Mean = 2.59      Criterion Mean = $\geq 2.50$							

**Table 2.** Test of norm showing the level of teachers' attitude towards education of students with learning disabilities in regular classrooms

Interval of the level of teachers' attitude	Mean index	Level of teachers' attitude	Frequency	Percentage
1-20		Negative (poor)	12	9.6
21-40	25.94	Positive (good)	113	90.4

**Table 3.** Independent t-test showing the difference in the attitude of male and female teachers towards education of students with learning disabilities

Attitude of teachers	N	Mean	Std. Dev.	Crit-t	Cal-t.	df	P value
Male	64	25.2188	5.1930	1.96	1.440	123	.152
Female	61	26.7049	6.3149				

**Table 4.** Analysis of variance (ANOVA) showing the difference in the attitude of teachers towards education of students with learning disabilities in regular education classrooms based on their educational qualification

Source of variation	Sum of square	df	Mean square	f	p-value
Educational qualification	214.390	4	53.597	1.630	.171
Error	3946.218	120	32.885		
Total	4160.608	124			

**Table 5.** Descriptive statistics of teachers' attitude towards education of students with learning disabilities in regular education classrooms based on their educational qualification

Educational qualification	N	Mean ( $\bar{x}$ )	Std. Deviation
NCE	19	28.4737	7.3964
OND/Diploma	2	31.0000	4.2426
B.Ed. /B.A. /B.Sc.	79	25.5190	5.2742
PGDE	11	25.3636	2.8381
Other higher degrees	12	24.6429	7.3023
<b>Total</b>	<b>125</b>	<b>25.9440</b>	<b>5.7925</b>

**Table 6.** Analysis of variance (ANOVA) showing the difference in teachers' attitude towards education of students with learning disabilities in regular education classrooms based on their teaching experience

Source of variation	Sum of square	df	Mean square	f	p-value
Teaching experience	153.040	2	76.520	2.329	.102
Error	4007.568	122	32.849		
Total	4160.608	124			

**Table 7.** Descriptive statistics of teachers' attitude towards education of students with learning disabilities in regular education classroom based on their teaching experience

Teaching experience	N	Mean ( $\bar{x}$ )	Std. Deviation
0-10 years	43	25.5116	4.4474
11-20 years	43	27.4186	7.1555
21 years and above	39	24.7949	5.1971
<b>Total</b>	<b>125</b>	<b>25.9440</b>	<b>5.7925</b>

**Table 8.** Independent t-test showing the difference in the attitude of teachers at JSS and SSS level towards education of students with learning disabilities in regular education classroom

Attitude of teachers	N	Mean	Std. Dev.	Crit-t	Cal-t.	df	p value
JSS	36	25.9722	5.3585	1.96	.035	123	.973
SSS	89	25.9326	5.9882				

