

## CHALLENGES AND BENEFITS OF INCLUSIVE EDUCATION FOR SUSTAINABLE DEVELOPMENT IN NIGERIA: EDUCATIONAL ADMINISTRATORS VIEW

**IRENE UZEZI BEREZI PhD**  
**Department of Educational Foundations**  
**Niger Delta University, Wilberforce Island, Bayelsa State**

### **Abstract**

*This paper examines the challenges and benefits of inclusive education for sustainable development in Nigeria. The need to educate all and sundry is what brought about the global programme of Education of All (EFA) as coordinated by UNESCO with laudable goals of realizing the educational needs of all persons irrespective of their diverse abilities and disabilities. This notwithstanding, this programme has both challenges and benefit. The degree to which learners can be well educated in an inclusive setting is a direct function of what obtains in the system and the manner with which the various challenges are handled. This study is a descriptive survey design with two objectives, two research questions and two hypotheses to guide the study. The researcher purposefully selected a sample of 600 respondents which were drawn from different tertiary institutions in south east of Nigeria. this comprised of 300 Educational Administration Lecturers and 300 final year Learners to represent the entire population in the entire institutions which the researcher could not accurately ascertain during the time of this work. A researcher-made rating scale was validated and used as the instrument for collection of necessary data required for this study. The mean and standard deviation statistical tools were used to analyse the data at 2.50 decision mark. The independent z-test was adopted in testing the hypotheses. The result revealed that there is no significant differences between the mean score of Educational Administration Lecturers and Learners in the Tertiary Institutions in South East on the challenges and benefits of inclusive education for sustainable development in Nigeria. In order to achieve value orientation, poverty reduction and better livelihood for all citizens of the country which will enable them contribute effectively towards the attainment of suitable development goals in Nigeria, the researchers recommended the following; that the government should sufficiently fund inclusive education activities to the lecturers and learners and make it practice based, special training for lecturers and staff of inclusive education, extensive public enlightenment for inclusive education etc.*

**Key words:** *Inclusive Education, Sustainable Development, Educational Administrator*

## Introduction

Education is the engine that helps in the acquisition of knowledge and skills for social change and transformation in any nation hence its role in the society is said to be multi-faceted. It is expected to build the character of every learner and get him or her informed about what is worthwhile, desirable and socially acceptable in his society as well as make the learners purposeful and relevant to themselves and to their environment (Obizue and Obizue, 2018). They further posited that education is a necessity and a right to every citizen of Nigeria regardless of gender, tribe, abilities, disabilities, family background, economic status and otherwise. Education is meant to make the individual worth living and worth living with. This is evidenced by the various international summits, laws and policies which led to the globally accepted declaration on “Education For All” (EFA). According to Vincent (2012), Education is one of the advantages of colonization which brought formal education to Nigeria. For this reason, Nigeria has shown committed and continuous interest in the education of her citizenry and has actually been enjoying the benefits of western education on individual and national development. The country’s attendance at the international summit on “Education a Priority” where the idea of Education for All was coordinated and launched by UNESCO (1990) is a demonstration that Nigeria means good for her citizen. According to Obizue and Obizue (2018), Education is posited a basic human right and essential tool for the application of other rights towards socio-economic development of the individual and nation at large. Education is indeed a great empowerment strategy that yields a lot of important benefits hence Ogunna (2013)

observed that it is a basic need to all citizens of Nigeria in order to equip all with the required development of their potentials towards achieving some national developmental goals. Education is so important as it produces the right personnel that will occupy the various service centers of the nation that will drive the various developmental processes in the country. Okoro (2010) affirms that “Education for All” is a world agreed system of education which is expansive and inclusive in nature and according to Coleman (2013) the United Nations Education Scientific and Cultural Organisation (UNESCO) and the Organisation for Economic Cooperation and Development (OECD) has given preference to inclusion as the best educational approach to attending to all kinds of children with different kinds of needs in the same educational setting. Now the point is, if education is actually the right of all manner of children with all forms of abilities, disabilities and various special needs, there should also be an arrangement to welcome all and sundry to have equal access to same kind of education at same environment. Inclusive education answers the question. Before now, our children with disabilities are been segregated from the normal class setting where their normal peers are. The idea of “education for all” via inclusion is what reduced and would finally terminate the era of exclusion or segregation in our school system. Okoro and Obizue (2016) aligned with the view that disability is a consequence of an impairment which may be visible, cognitive, mental, sensory, emotional development or a combination of all or some of these that may have occurred right from birth or by accident and circumstances during the person’s life time. According to Adeyemi (2013) Impairment is a problem, difficulty or

disability affecting the body functions and/or body structure capable of hindering or limiting their involvement and participation in a normal classroom environment.

Obizue and Obizue (2018) affirms that inclusive education accepts all children without exception or discrimination into the neighbourhood school where they ought to ordinarily attend. In this way, there is need of re-orientation and redirection of our value system as Nigerians and becoming nation-conscious for socio-economic development. It should be further noted that inclusion in education is the system of education that enables the special needs children have equal access to affordable and relevant education within the normal educational setting with their counterparts in the society.

According to Dike (2014), inclusive education is an educational system that is capable of extending educational services to learners with diverse need. It benefits the diverse needs of all learners by increasing participation in leading and reducing exclusion within education.

One of the problems in Nigeria is value crises which have led to predicaments in our educational system that plummets our economy today. Obani (2006) and Oyedele (2016) agreed that stigmatizing and discriminating against the disabled persons in our schools is a major area that Nigerian need value reorientation in order to inculcate good values and refocus our nation towards a sustainable national development.

The general purpose of this study is to examine the challenges and benefits of Inclusive Education for sustainable development in Nigeria from the Administrators' view point

Specifically, the study sought to achieve two major specific objectives which include the following;

1. To investigate on the the mean score of Educational Administration Lecturers and Learners in Tertiary Institutions in South East of Nigeria on the Challenges of Inclusive Education for Sustainable Development in Nigeria
2. To ascertain the mean score of Educational Administration Lecturers and Learners in Tertiary Institutions in South East of Nigeria on the Benefits of Inclusive Education for Sustainable Development in Nigeria

In line with the study objective, the following research questions were posed to guide this study;

1. What are the Challenges of Inclusive Education for Sustainable Development in Nigeria
2. What are the Benefits of inclusive for Sustainable Development in Nigeria

In this study, following null hypotheses were also formulated and tested at 0.05 level of significance

**HO<sub>1</sub>:** There is no significant difference between the mean score of Educational Administration Lecturers and Learners in Tertiary Institutions in South East of Nigeria on the challenges of Inclusive Education for Sustainable Development in Nigeria

**HO<sub>2</sub>:** There is no significant difference between the mean score of Educational Administration Lecturers and Learners in Tertiary Institutions in South East of Nigeria

on the Benefits of Inclusive Education for Sustainable Development in Nigeria

### Conceptual Dialectics

For the purpose of proper understanding, some relevant concepts are clarified under this section

### Inclusive Education

Inclusive education is a skill and the direct opposite of exclusive system of education where normal children are segregated from their disabled counterparts.

According to UNESCO (2005), inclusive education is seen as responding to diverse needs of all learners by increasing participation in learning and reducing exclusion within education. According to Coleman (2013), Inclusive education system has the capacity to reach out to learners with diverse need. This means that all children have equal right to quality education that caters for their individual needs. Akudo and Ezebuio (2019) advocated that the main aim of inclusive education is that special need children especially the hearing impaired ones should have access to normal school experience with the needed support and attention while being educated within the same educational environment alongside other child that may not have any need or even have dissimilar need.

This system of Education admits all nature students in her neighborhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of life in the school (Okoro and Obizue, 2016). Inclusive education is

internationally recognized as a philosophy for attaining equity, justice and equality in education for all children, especially those who have been excluded from education for the reason of disabilities (Dike. 2014). Obizue and Obizue (2018) agreed that the major aim of inclusive education is to enable the special need children have equal access to affordable and relevant education within the normal educational setting with their counterparts in the society.

### The Benefits of Inclusive Education

According to Nwagu (2010). Nwamuo (2013), Obizue (2016) and Okwuchi (2013). The benefits from inclusive education are the following;

- **Preparation for Future Adult Life**  
Children that school under an inclusive setting are better opportune because they are highly prepared against the challenges inherent in our inclusive society that will surely meet in their adult life time.
- **Equal Opportunity to Teaching and Learning**

Because the philosophy of inclusive education is aimed at helping all children learn, everyone in the class is exposed to shares facilities equally, learns and benefits together. Children learn at their own pace and style within a monitoring learning environment.

- **Realization of Family Vision**

Family's visions of a typical life or profession for their children are easily realized as children school with their peers get empowered. All parents want their children to be accepted by their peers, have friends and live normal, meaningful regular lives, inclusive settings can make this vision



a reality for many children with hearing disabilities.

#### ➤ Acquisition of Academic Knowledge

In inclusive classrooms, children with and without disabilities are expected to learn how to read, write, and possess some vital academic skills and competences. With higher expectations and good instructional supervision children with disabilities learn and acquire academic skills and do have greater outcomes.

#### ➤ Development of Positive Understanding

When children are exposed to classes that reflect the similarities and differences of people in the real world, they learn to appreciate and accept individual similarities and diversities and begin to develop a positive understanding of themselves and other people around them. Relating with children of different abilities and cultures makes one to appreciate and respect others.

#### ➤ Development of Friendship and other Relationship

Inclusive education is a setting that encourages children to learn together with other children with and without disabilities and by so doing develop meaningful friendships and social skills that will be useful in their life time.

### The Challenges of Inclusive Education

It is true that Nigeria is one of the signatories of the Jomtien (1990) on Education for All

(EFA), she is still struggling to respond fully to the demands of EFA. In respect of this, the Federal Government has called on every government to provide free compulsory basic education to every child of school age but there is still this traditional discriminating, uncaring and unconcern attitudes of Nigerians towards the children with disabilities especially as it relates to their education. Apart from the challenge of stigmatization and discrimination, Nwagu (2010). Nwamuo (2013), Obizue (2016) and Okwuchi (2013) observed the following as some other challenges facing inclusive education in Nigeria;

#### ➤ Insufficient Human and Material Resources

The major challenge of inclusive education is the issue of dearth of qualified human resources and material for efficient implementation of quality education to the special need persons in our inclusive schools. Obani (2006) opined that there are not enough special education teachers who will appropriately handle the challenges of impaired learner and give them the specially desired and deserved attention. Close to this is the fact that the little special teachers we have are not even appreciated by way of motivational incentives to encourage them to keep fit in doing best towards the impaired children that they are handling. Lack or insufficiency of the special education materials like the hearing aids, sign apparatus and modern technologies is another challenge (Uzoigwe and Amadi, 2015). There are no up-to-date teaching devices and poor and devastated infrastructure is another challenge that needs attention. Vincent (2012) advocates that it takes a teacher that is specially trained to be able to apply the new

technology gadgets and understand the various needs of the hearing impaired persons in order to give them the right direction that will enhance their talents towards success in their academic endeavors.

#### ➤ **Inadequate Funding**

Special education is a capital intensive project and the federal and various state governments have not been able to fund it sufficiently as a result of this, it has been very difficult to procure the needed equipment and material for efficient service delivery and well the teacher are not adequately remunerated talk of giving them the necessary motivation they deserve. This is supported by the view of Oyedele (2015) who opined that the funding of special education has problem in countries that have negative perception of education of children with always been a disabilities.

#### ➤ **Inefficiency of the Supervisory Body**

There is always a body charged with the supervisory function over the education of special needs Children where the hearing impaired persons belong but the problem is that the board has been inefficient in the discharge of its duties. Okoro and Obizue (2016) asserted that it is the responsibility of the board to create awareness of inclusive education, ensure appropriate allocation and application of fund, protect the right of thee disabled children who in most cases are being segregated and denied admission and even when they are given admitted, they suffer a lot in the hand of the school administrators., teachers and peers just because no one is serious in supervision to know how these disabled learners are being attended to. Okoro and Obizue (2016) in their study on

the academic phobia of the hearing impaired learners observed that unwarranted discriminating and marginalizing attitude of teachers and other learner against the disabled learners within their environment. There is also poor formulation and implementation of policies body regarding inclusive education in Nigeria. The supervisory body has not being able to carry out regular census to identify the number of in and out-of-school children that are able and disabled as this will help in efficient planning and decision making concerning their affairs. Some of these efforts will help reduce the menace of poverty, street stealing and begging. According to Nwatio (2013), ordinary public awareness will do a lot good in shifting attention to inclusive education system loaded with high entrepreneurial education to enhance the capacities of the hearing impaired persons towards nation building.

#### **Inclusive Education and Sustainable Development in Nigeria.**

Any right thinking citizen of Nigeria will agree that Nigeria has serious value crises that have contributed to her poor educational and socio-economic developmental status. Nwagu (2010), and Uzoigwe and Amadi (2015) admitted that value inculcation and value reorientation that will inculcate and sustain good values in a contemporary Nigerian is the answer. This will help in changing the attitude of most Nigerians and significantly reduce corruption and exclusion in our school system and bring about effective parenting and socialization of the special needs children including the hearing impaired ones through reforms in the school system and strengthening the idea of “education for all” through effective and

efficient implementation of inclusive education. Inclusive education is the avenue to admit the hearing impaired persons into a formal or informal setting where they can be equipped with the entrepreneurial ability to create employment and wealth as their own quota to the development of our country.

By the UNESCO arrangement, every citizen of Nigeria is entitled to equal access to compulsory and quality education. Okoro and Obizue (2016) averred that all the hearing impaired persons in Nigeria automatically possess the right to be taught and also learn in an inclusive setting thereby acquiring the basic skills and knowledge required of him or her to attain better livelihood and contribute appropriately to nation building.

Adeyemi (2012) opined that exclusive education denied the special children the opportunity to attend higher educational levels to acquire skills that would have impacted on their personal lives and the society where they belong. We all know that the empowerment of the hearing impaired persons with the necessary skills and knowledge through inclusive education has added and is still adding to the country's national developmental trend. Obizue and Obizue (2018) observed that it is through inclusive education that the educational needs of the hearing impaired persons are met as it opens them up to opportunities for realizing and developing their innate abilities and potentials and maximally make meaningful contribution to national development. Obani (2006) justified that inclusive education for the hearing impaired persons fostered the development of their potentials which translates to their individual and national development and today most

persons who would have been in streets begging and committing some social vices are no longer there. Inclusive education makes the hearing impaired persons to be integrated in the school system, feel free, learn and work with their peers and play significant roles in the economic development of the country after being empowered with some entrepreneurial skills.

According to Okoro and Obizue (2016) inclusive education empowers special needs children with entrepreneurial skills to be self-employed and reliant, create job for others, live sustainably and contribute to the transformation of our country Nigeria.

### Methods

The study adopted a descriptive survey research design. The population of the study is made up of all the academic staff and the final year Tertiary institutions in South East of Nigeria. This study adopted the purposive sampling technique in selecting 600 respondents which consist of 300 Educational Administration Lecturers and 300 final year Learners to whom the researcher-made questionnaire was administered. The instrument titled Challenges and Benefits of Inclusive Education in Nigeria (CBIE) is 4 point likert structured rating scale which was validated for content and face validity by 4 experts, two from the department of Educational Administration and Planning, one from Measurement and Evaluation and one from Special Educational. The questionnaire recorded a reliability coefficient of 0.89 was administered face to face to the 600 respondents by the researchers who also retrieved same. The questionnaire was first administered to 100 respondents in Edo State University. The data collected were analysed

with mean and standard deviation and the null hypotheses were tested using the z-test statistics at 0.05 level of significance.

## Results

The results are presented in tables according to the research questions.

### Research Question One

What are the Challenges of Inclusive Education for Sustainable Development in Nigeria?

**Table 1: The Mean Score of Educational Administration Lecturers and Learners in Tertiary Institutions in South East of Nigeria on the Challenges of Inclusive Education for Sustainable Development in Nigeria**

S/N	Items	Lecturers		Learners		$\bar{A}\bar{x}$	ASD	Remarks
		$\bar{x}_1$	$SD_1$	$\bar{x}_2$	$SD_2$			
1.	Insufficiency and poor motivation of inclusive education teachers	2.69	0.89	2.65	0.88	2.67	0.89	Agreed
2.	Poor supervisory activities over the affairs of special needs persons in the inclusive education setting	2.81	1.04	2.57	0.83	2.69	0.96	Agreed
3.	Inadequate funding and poor budget allocation by federal and state governments in Nigeria	2.61	0.83	2.68	0.89	2.64	0.86	Agreed
4.	Adequate care of the children with rejected Special needs	2.38	0.71	2.45	0.73	2.42	0.72	Disagreed
5.	Poor infrastructure and lack of modern inclusive education teaching devices	2.87	1.05	2.61	0.83	2.74	0.94	Agreed
		2.67	0.90	2.59	0.83	2.63	0.87	

Table 1 shows the responses of Educational Administration Lecturers and Learners in Tertiary Institutions in South East of Nigeria on the Challenges of Inclusive Education for Sustainable Development in Nigeria and the result shows means scores of 2.67, 2.69, 2.64, 2.42 and 2.74 for items 1 to 5 respectively. Items 1 to 3 and 5 in table 1 scored above the 2.5 criterion mean while item 4 scored below it. This result revealed that the respondents agreed that all the items are the challenges of inclusive education for sustainable development in Nigeria except item 4 which they disagreed in this respect. This implies that all the Lecturers and Learners gave full consent on items 1, 2, 3 and 5 but disagreed with item 4 as the challenges of inclusive education towards attaining sustainable development in Nigeria.



### Testing Hypothesis One

**H<sub>01</sub>** There is no significant difference between the mean score of Educational Administration Lecturers and Learners in Tertiary Institutions in South East of Nigeria on the Challenges of Inclusive Education for Sustainable Development in Nigeria

**Table 2: Summary of z-test Analysis on the Mean Responses of Educational Administration Lecturers and Learners in Tertiary Institutions in South East of Nigeria on the Challenges of Inclusive Education for Sustainable Development in Nigeria**

Subjects	N <sub>600</sub>	Mean	SD	Df	z-cal	z-critical	Decision
Lecturers	300	2.67	0.90	598	1.17	1.96	Accept
Learners	300	2.59	0.83				

The data on table 2 showed the summaries of the scores, means, standard deviations and the z-test of difference between the mean responses of Educational Administration Lecturers and Learners of Tertiary Universities in South East of Nigeria on the Challenges of Inclusive Education for Sustainable Development in Nigeria. The data revealed that the z-test calculated value stood at 1.17 while the z-critical showed a higher value of 1.96, hence the null hypothesis was accepted. This implies that both lecturers and learners are of the same view on the items in research question one of the study hence the conclusion that there is no significant difference between the mean rating of Educational Administration Lecturers and Learners of Tertiary institutions in South East of Nigeria on the Challenges of Inclusive Education for Sustainable Development in Nigeria.

### Research Question Two

What are the Benefits of Inclusive Education for Sustainable Development in Nigeria?

**Table 3: The Mean Score of Educational Administration Lecturers and Learners of Tertiary Institutions in South East of Nigeria on the Benefits of Inclusive Education for Sustainable Development in Nigeria**

S/N	Items	Lecturers		Learners		$\bar{Ax}$	ASD	Remarks
		$\bar{x}_1$	SD <sub>1</sub>	$\bar{x}_2$	SD <sub>2</sub>			
6.	Preparation for future adult life	2.72	0.90	2.66	0.88	2.69	0.89	Agreed
7.	Equal opportunity to teaching and learning in same environment	2.58	0.83	2.78	0.99	2.68	0.91	Agreed

8.	Realisation of family vision for their disabled children	2.56	0.82	2.59	0.83	2.58	0.83	Agreed
9.	Acquisition of academic knowledge and other entrepreneurial skills.	2.69	0.89	2.65	0.87	2.67	0.88	Agreed
10.	Development of positive understanding for meaningful relationship	2.70	0.90	2.66	0.88	2.68	0.89	Agreed
		2.65	0.87	2.67	0.89	2.66	0.88	

Table 3 represents the responses of Educational Administration Lecturers and Learners of Tertiary Universities in South East of Nigeria on the Benefits of Inclusive Education for Sustainable Development in Nigeria. A critical look at the result showed that all the items in table 3 recorded mean scores higher than the 2.5 critical value and this indicates that both the Lecturers and Learners perfectly agreed to the fact that item numbers 6 to 10 are the Benefits of Inclusive Education for the attainment of Sustainable Development in Nigeria.

### Testing Hypothesis Two

**HO<sub>2</sub>** There is no significant difference between the mean score of The Mean Score of Educational Administration Lecturers and Learners in Tertiary Institutions in South East of Nigeria on the Benefits of Inclusive Education for Sustainable Development in Nigeria

**Table 4: Summary of z-test Analysis on the Mean Responses of Educational Administration Lecturers and Learners of Tertiary Institution in South East of Nigeria on the Benefits of Inclusive Education for Sustainable Development in Nigeria**

Subjects	N <sub>600</sub>	Mean	SD	Df	z-cal	z-critical	Decision
Lecturers	300	2.65	0.87	598	1.18	1.96	Accept
Learners	300	2.67	0.89				

Table 4 above showed the summaries of the scores, means, standard deviations and the z-test of difference between the mean responses of Educational Administration Lecturers and Learners of Tertiary Universities in South East of Nigeria on the Benefits of Inclusive Education for Sustainable Development in Nigeria. The table further showed that z-calculated is 1.18 while the z-critical is 1.96. given that z-critical is higher than z-calculated, the null hypothesis is hereby accepted indicating that there is no significant difference on the mean rating of the Educational Administration Lecturers and Learners of Tertiary Universities in South East of Nigeria hence they

generally agree on items 6 to 10 as the benefits of Inclusive Education for attaining sustainable development goals in Nigeria.

### Discussion of Findings

The study empirically examined the challenges and benefits of inclusive education for the sustainable development from the Psychologists view point. The first research question tried to establish the challenges of inclusive education the attainment of sustainable development goals in Nigeria. From the result in table 1, it was discovered that the psychology lecturers and learners responded positively with an average mean score of 2.74 which is higher than the critical value of 2.5. With this, it then shows that they agree to the fact that the various items in table 1. Which are; insufficiency and poor motivation of inclusive education teachers, Poor supervisory activities over the affairs of special needs persons in the inclusive education setting, poor infrastructure and lack of modern inclusive education teaching devices and inadequate funding and poor budget allocation by federal and state governments in Nigeria are the various challenges facing inclusive education towards the attainment of sustainable development in Nigeria. The above findings fell in line with Jomitian (1990) and also agreed with the view of Adeyemi (2013) and Obizue (2016) in their different observations that resource personnel and material as well as in policy implementation are major barriers to inclusive education in Nigeria. Regrettably, item no 4 which says that special needs children receive adequate care under inclusive education system in Nigeria showed a low mean score of 2.42 indicating lecturers' and learners disagreement to the point. Even though the respondents did not agree on this item, it also found favour with

Uzoigwe and Amadi (2015) where they concluded that special needs Learners should be given more attention than others because of their vulnerable nature.

The second research question sought to determine the various benefits accruing from inclusive education for the sustainability of Nigeria development. The result recorded an average mean score of 2.67 which is above the critical value of 2.5. Given that this mean score is also above the 2.5 critical mean, it then indicates lecturers and learners' agreement on the benefits of inclusive education as listed in items 6 to 10. This result aligned with UNESCO (2005) which enumerated some of these listed in this study as the benefits of education by inclusion. This study result is also similar to and gained credence from the findings of Akudo (2012), Okoro and Obizue (2016), Akudo and Ezebuio (2019) in their various studies as they respectively observed that equal access to quality education in an inclusive setting empowers children of similarities and dissimilarities with adequate entrepreneurial skill to become self employed and also contribute to family and national life.

### Conclusion

Education is as essential as empowering all and sundry with necessary knowledge and skills to better their lives and contribute significantly to national development. It is obvious that inclusive education is an educational reform for individual development and empowerment of all persons for their sustainable and better livelihood as well as overall economic growth in Nigeria. Therefore inclusive

education must be given due attention and necessary awareness thereby protecting the "right to education" of the all the citizens in this country as effective implementation of this programme will definitely achieve the major goals of sustainable development in Nigeria. To eradicate the issues of unemployment, poverty, hunger, dependable lifestyle and dwindling economy, every well meaning nation has no option than to absolutely pursue the reorientation of our value system and begin to embrace quality inclusive system of education in order to equip the disabled persons alongside with the able ones towards national development.

The feasibility of education for all (EPA) through inclusive education of the persons in Nigeria anchors mostly on the removal of the barriers to inclusion like the stigmatization and discrimination of the disabled persons which must be fully eliminated if this the goals of this system will ever be realized. In line With this reasoning, it therefore becomes important for all Nigerian to welcome the every person as bonafide citizens of this country while noting that they have equal right to quality education in same environment.

### Recommendations

Based on the findings, the researcher recommends thus;

- The government is advised to make adequate budget allocation for funding of inclusive education sufficient provision of new technology teaching and learning aids if ever extensive education will thrive.
- To make inclusive education to be viable in Nigeria, teaching and

learning should be planned in such a way that it will be practice-based in order to inculcate entrepreneurial skills and the habit of one practicing the acquired skills and competences after school training period.

- Government should engage in extensive public enlightenment campaigns to sensitise the citizenry of the rights and privileges of the all persons to equal educational opportunity no matter their nature and peculiarities.
- Motivation strategies should be provided to encourage both lecturers and learners through different forms of Work incentives, free or subsidized cost of training, start-off grants alter training etc.
- Teachers and guidance and counselors should be adequately and specially trained and prepared to be able to attend to the diverse needs inherent in an inclusive arrangement
- Learners and graduates of inclusive education should reciprocate by acting as counselors and mentors to their special need counterparts thereby encouraging and motivating them to be educated for their individual livelihood and sustainable national development in Nigeria.
- Value reorientation should be highly embraced for inclusive education to have its Way.

### References

- Adeyemi, F.G. (2013) Impact of Impairment on Activity Patterns of Children with hearing Impairment. Arch Phys Med Rehabil. 12: 828— 832 medicine Web of science.



- Akudo, C.O. (2012) *Infusing National values into School's Curriculum*. Vanguard Thursday, April 27, 2012
- Coleman, J. (2013) "The politics of Visual Language" deafness, language choice. and political socialization. Canada: carleton University Press.
- Dike, O.E (2014) Introduction to closely deaf children. Sign language Implication Lagos. Mctony Publication.
- Nwagu, K.K (2010) Sign language and communication principles: an integrated approach. Oyo: BBGs publishers.
- Nwamtio. G. (2013) Breaky attitudinal barriers for effective implementation of special needs education in Nigeria. *The Jos Journal of Education* 7(1) p189 208.
- Obani. TC. (2006). *Special Education and Special Educational Needs in Obani* T.C (ed). Teaching Pupils with Special Educational Needs in the Regular UBE Classrooms. Ibadan. Book Builders
- Obizue, M.N. (2016). Lecturers' Perception on the Viability Entrepreneurship Education for the Attainment of Sustainable Development Goals in Nigeria. *African Journal of higher Education Studies and Development* (AJHESD), Vol.2, Issue 2.
- Obizue. M.N. & Obizue E.C. (2018). Inclusiveness in Entrepreneurship Education. A Tool for Sustainable Development in Nigeria. *Journal of Research and Development in Education* (JORDE) Vol 5. No. 2.
- Ogunna, W.N. (2013) Anxiety: the Psychological implication: Ibadan. University press.
- Okoro, U.N. (2010). Improving In-school learning Impaired Students Self Concept with Cognitive Restructuring Teclinique. *Alvan School of Educational Journal* (ASEJ). 7(1) pp 70 ~ 83
- Okoro\_ U. N. and Obizue M. N. (2016). *Academic Phobia in Learners with Hearing Impairment: Implications for Counselling*. A Paper Presented at the 16<sup>TH</sup> Annual National Conference of the Nigerian Society for Educational Psychologists (NISEP)
- Okwuchi, U.K.(201 4) Getting it right For children with special needs: Aba: Boston press.
- Oyedele, D.G. (2015).The concept of psychology for special needs children. Onitsha: Gaper publishers.
- Uzoigwe, P.N. and Amadi U.C. (2015) Prospects and Problem of Deaf Children in Education For All. In E.E Ukachukwu. M.C Eze and S.G Adeyemi (eds;) contemporary issues in special needs Education Jos: Delta Publications.
- Vincent, Y.C. (2012) Disability and inclusive education in the 21<sup>ST</sup> century. *Asia Pacific Disability Rehabilitation Journal* 14(2), 184-201.