



Computer Studies Teachers' Attitude Towards Inclusive Education in Public Primary Schools in Obingwa LGA of Abia State-Nigeria

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Abstract

Inclusive education entails an educational system which allowed all students irrespective of their physical and cognitive disabilities to receive instruction in the same educational setting. The main purpose of this study was to determine the computer studies teachers' attitude towards inclusive education (CSTAIE) in Obingwa LGA of Abia State-Nigeria. The study sought to: determine the influence of openness to experience of computer studies teachers on inclusive education, conscientiousness, and extraversion. Three research questions were raised and answered for the study. Three research hypotheses were formulated and tested at .05 level of significance. Descriptive survey research design was adopted while structured questionnaire were used for data collection. The population of the study comprises of all the (13) computer studies teachers in public primary schools in Obingwa LGA, Abia State. The sample size for the study comprised 384 public primary school teachers of computer studies in Obingwa LGA. The study recommended that as openness, agreeableness and conscientiousness have shown to be appropriate teachers attitude in this study, constant training programmes for pre-service, in-service teachers on attitude traits would better prepare them for effective execution of inclusive education programme. A personality assessment should be carried out on teachers before assigning them to handle children with additional needs. It was concluded that computer studies teachers' attitude has significant influence towards inclusive education in Obingwa LGA of Abia State, in terms of openness to experience of computer studies teachers, conscientiousness of computer studies teachers, and extraversion of computer studies teachers.



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INTRODUCTION

The inclusive education is about the child's right to participate in educational programme with the peers in the same classroom regardless of the level or type of disability and the school/teacher's duty to accept the child in spite of his/her situation. It has become a right for every child with any additional need to be educated alongside the age mates without any additional need. The Individuals with Disabilities Education Act (2006) clearly states that all children with disabilities

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should be educated with non-disabled children of their age and have access to the general education curriculum (Legcounsel.house.gov, 2006). Though inclusive education has a very wide scope, it caters for all children, including boys and girls, students/pupils from ethnic and linguistic minorities, rural populations, those affected by HIV and AIDS, and those with disabilities and difficulties in learning and to provide learning opportunities for all youth and adults as well (UNESCO 2009), but it focuses more on children with additional needs. Inclusion rejects the use of special schools or classrooms to separate children/pupils/students with one challenges or the other from those without any (UNESCO, 2009). It involves changes and modifications in content, approaches, structures and strategies, with a common vision that covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children. All these can be successfully implemented with the assistance of teachers (Dickson et al., 2024).

Teachers are more than just valuable resource in teaching and learning; they are the key to implementing and achieving successful educational programme. They are usually linked to issues related to teaching-learning goals, learning achievement, organization of programmes, and the performance of the educational system. Teachers occupy a paramount position in the outcome of teaching-learning situation, and ultimately as declared by Oduolowu (2009) the success of any educational system depends largely on teachers (E. Oduolowu, 2009). As earlier declared by the Federal Ministry of Education and Youth Development (1994), the importance of teachers and the roles they play in any educational system cannot be over-emphasized (Ministry of Education, 2015). This is could be more relevant with inclusive education because the programme has every tendency to place heavy demand on teachers especially those that are not specialist in special education. This could be an additional responsibility to their normal classroom routine. Southwest Educational Development Laboratory (2005) asserts that inclusive education programme seeks to expand the capacity of regular teachers to be able to teach a wider array of children, including those with various disabilities. It was further explained that the ultimate responsibility for the education of all pupils/students regardless of their needs in a classroom resides with the classroom teacher in charge. It means therefore, that teachers must discover where each of their pupils/students are academically, socially, and physically to determine how best to facilitate learning in such ways and manners that will benefit all.

Educational programme has witnessed tremendous advancement in the recent years to meet different emerging issues and challenges. Series of innovative programmes have being integrated into the existing ones to achieve equity in accessing quality education by all, regardless of the physical, intellectual, social and emotional status without any form of discrimination (Dickson, 2024). One of such programme is inclusive education, this was brought about to eliminate all sort of exclusion in educational system. It gives opportunity for vulnerable children to share the same spaces (classrooms), resources (learning) and activities with their mates irrespective of their needs. This term, inclusive education according to UNESCO (2009) is described as a process that involves the transformation of schools and other centers' of learning to cater for all children. Oduolowu (2011) sees it as the philosophy and practice of educating pupils/students with additional needs in general education setting (E. A. Oduolowu & Olowe, 2011). It gives room for pupils with additional needs (physical, academic or medical) to be with the so called normal pupils in the same classroom setting (Solomon & Okoye, 2023).

Inclusive education entails an educational system which allowed all students irrespective of their physical and cognitive disabilities to receive instruction in the same educational setting. Some of the constraint of inclusive education were lack of knowledge on the part of classroom teachers, attributed to poor training from the teaching schools and the issue of inadequate funding of projects and programmes. Teachers training programmes, teacher attitude and availability of teaching

materials and equipment provision as well as financial sources are among the top bottleneck facing the implementation of successful inclusive education in Obingwa LGA. Computer studies teachers' attitude toward inclusive education remains the ultimate challenges since it is often influenced by the presence of all other factors itemized above. This has made the functionality of primary education to be inadequate due to skills acquisition.

METHOD

In this section, the processes and procedures that were followed in carrying out the study are discussed. This research procedures, namely, Research Design, Population of the Study, Sample and Sampling Techniques, Instrument for Data Collection, Validity of the Instrument, Reliability of the Instrument, Procedure for Data Collection and Method of Data Analysis

Research Design

The study adopted a descriptive survey research design. Survey research design involves the collection of data through the use of interviews, observations and questionnaire at one point in time and used for opinion survey (Akpabio & Ebong, 2009). According to Nworgu (2006), descriptive survey research design is one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group using questionnaire (Nworgu, 2015). In addition, Yusuf (2007) stated that descriptive survey research design involves the use of questionnaire, interview and observation in order to determine the opinions, attitudes, performance and perception of persons of interest to the investigator (Yusuf, 2007). This design is considered appropriate for this study since information was collected from computer studies teachers attitude towards inclusive education in primary schools in Obingwa LGA, Abia, Nigeria.

Population of the Study

The population of the study comprises of all the (13) computer studies teachers in public primary schools in Obingwa LGA, Abia State.

Sample and Sampling Techniques

The sample size for the study comprised 384 public primary school teachers of computer studies in Obingwa LGA. This sample size was determined using Cochran's formula that was developed in 1977 to calculate a representative sample for proportions of the population as: $no = (Z^2 Pq)/e^2$. Where, no is the sample size, z is the selected critical value of desired confidence level, p is the estimated proportion of an attribute that is present in the population, $q = 1 - p$ and e is the desired level of precision.

Therefore, using the maximum variability, which is equal to 50% ($p = 0.5$) and taking 95% confidence level with $\pm 5\%$ precision, the calculation for required sample size will be as follows:

$$p = 0.5 \text{ and hence } q = 1 - 0.5 = 0.5; e = 0.05; z = 1.96. \text{ So, } no = \frac{(1.96)^2 (0.5)(0.5)}{(0.05)^2}$$

$$no = \frac{0.9604}{0.0025}$$

$$no = 384.16$$

Also, the researcher used simple sampling technique to select schools while simple random technique was used to select the respondents for the study; it was done by writing "1 and 0". The teacher that picked "1" were the people that were given the instrument for endorsement.

Instrument for Data Collection

The instrument for data collection was a questionnaire named "Teachers for Inclusive Education" (TIE) and was design by the researcher with the help of experts in the areas. The questionnaire consists of two sections. Section A and Section B. Section A comprised information regarding the personal data of primary school teachers such as gender, location and education zone. Section B contains items built in five clusters, A, B, C and D. A four-point rating scale was provided for the respondents to indicate the strength of their opinion as follows: Strongly Agree (SA) 4, Agree (A) 3, Disagree (D) 2 and strongly Disagree (SD) 1, for the clusters. Cluster A addressed openness to experience of teachers for inclusive education, cluster Bad dressed conscientiousness of teachers', cluster C addressed extraversion of teachers' attitude, cluster D addressed agreeableness of teacher's and E addressed neuroticism of teacher's attitude

Reliability of the Instrument

A test of the instrument was carried out to determine internal consistency using 20 respondents, 10 each from public and private Primary respectively who were not part of the main study. The data collected were subjected to Cronbach's Alpha reliability test. The Cronbach's Alpha was preferred because in order to establish a more accurate reliability of the instrument (Olaitan & Nwoke, 1988).

Method of Data Collection

The distribution of the questionnaire was carried out by the researcher with the help of one research assistant in order to achieve high rate of returns and as well prevent loss of instrument. Research assistant was guided on the procedures for distribution and collection of the instrument from the respondents. Out of 384 copies of the questionnaire that were distributed 376 copies were retrieved representing 98%.

Method of Data Analysis

In answering the research questions, the mean and standard deviation were used, while dependent t- test was used to test all the null hypotheses at .05 level of significance.

RESULT AND DISCUSSION

The results of the analysis of data gathered for the purpose of answering the research questions and testing of the null hypothesis formulated for the study were presented and discussed. It is organized under the following sub-headings: results, findings and discussion of findings.

The data generated with the questionnaire was collated using the numerical weights of the four-point scale. Hence, all the responses were quantified by weights and collated for the dependent and independent variables namely: inclusive education, openness to experience, extraversion, conscientious, computer studies teachers in primary schools.

Research Question 1

What is the influence of openness to experience of computer studies teachers on inclusive education in primary schools in Obingwa LGA?

Research question 1, was answered using mean and standard deviation. This examined the influence of openness to experience of computer studies teachers on inclusive education in primary schools in Obingwa LGA.

Table 1. Openness to Experience of Computer Studies Teachers and Inclusive Education

Variables	N	Mean	Standard Deviation
Inclusive education	376	21.18	1.08
Openness to experience		40.48	4.82

Source: Researcher's Field work (2024)

Table 1 shows the result of mean and standard deviation of influence of openness to experience of computer studies teachers on inclusive education in primary schools in Obingwa LGA of Abia State, Nigeria. The result revealed that openness to experience of primary school teachers has mean of 40.48 and standard deviation of 4.82 while that of inclusive education yielded mean of 21.18 with the standard deviation of 1.08 in Obingwa LGA of Abia State, Nigeria. The values of the means showed that openness to experience of primary school teachers has influence on inclusive education.

Research Question 2

What is the influence of conscientiousness of teachers on inclusive education in primary schools in Obingwa LGA?

Research question 2, was answered using mean and standard deviation. This examined the influence of conscientiousness of computer studies teachers on inclusive education in primary schools in Obingwa LGA.

Table 2. Conscientious of Computer Studies Teachers and Inclusive Education

Variables	N	Mean	Standard Deviation
Inclusive education	376	21.18	1.08
Conscientiousness		29.64	2.21

Source: Researcher's Field work (2024)

The result in Table 2 shows the mean and standard deviation of conscientiousness of computer studies teachers and inclusive education. It indicated that the mean rating of conscientiousness of teachers is 29.64 with a standard deviation of 2.21 while that of inclusive education yielded mean of 21.18 with the standard deviation of 1.08 in Obingwa LGA of Abia State, Nigeria. Therefore, conscientiousness of teachers has an influence on inclusive education in Obingwa LGA of Abia State, Nigeria.

Research Question 3

What is the influence of extraversion of computer studies teachers on inclusive education in primary schools in Obingwa LGA?

Research question 3, was answered using mean and standard deviation. This examined the influence of extraversion of teachers on inclusive education in primary schools in Obingwa LGA.

Table 3. Extraversion of Computer Studies Teachers and Inclusive Education

Variables	N	Mean	Standard Deviation
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Inclusive education	376	21.18	1.08
Extraversion		21.47	4.82

Source: Researcher's Field work (2024)

Table 3 shows the result of mean and standard deviation of influence of extraversion of computer studies teachers on inclusive education in primary schools in Obingwa LGA of Abia State, Nigeria. The result revealed that extraversion of primary school teachers has mean of 21.47 and standard deviation of 1.31 while that of inclusive education yielded mean of 21.18 with the standard deviation of 1.08 in Obingwa LGA of Abia State, Nigeria. The values of the means showed that extraversion of primary school teachers has influence on inclusive education.

Research Hypothesis 1

There is no significant influence of openness to experience of computer studies teachers on inclusive education in primary schools in Obingwa LGA.

Null hypothesis 1 was tested using paired t-test. This is to test whether openness to experience of teachers has influence on inclusive education in primary schools in Obingwa LGA.

Table 4. Paired t-test Analysis Openness to Experience of Computer Studies Teachers and Inclusive Education (n = 376)

Variables	Mean	Std. Dev.	df	t-cal	Sig.
Openness to experience	40.4	4.82	375	75.67*	.00
Inclusive education	21.18	1.08			

* Significant at p = .05

The result in Table 4 showed that there was significant influence of openness of computer studies teachers on inclusive education in Obingwa LGA of Abia State according to responses given by primary school teachers at ($t = 75.67, p < .05$) with the degree of freedom 375. Therefore, the null hypothesis of no significant influence of openness to experience of teachers on inclusive education in Obingwa LGA is rejected. Hence, openness to experience of teachers has significant influence on inclusive education in Obingwa LGA.

Research Hypothesis 2

There is no significant influence of conscientiousness of computer studies teachers on inclusive education in primary schools in Obingwa LGA

Null hypothesis 2 was tested using paired t-test. This is to test whether conscientiousness of computer studies teachers has influence on inclusive education in primary schools in Obingwa LGA.

Table 5. Paired t-test Analysis of Conscientiousness of Computer Studies Teachers and Inclusive Education (n = 376)

Variables	Mean	Std. Dev.	df	t-cal	Sig.
Conscientiousness	29.64	2.21	375	68.47*	.00
Inclusive education	21.18	1.08			

* Significant at p = .05

The result in Table 5 showed that there was significant influence of conscientiousness of computer studies teachers on inclusive education in Obingwa LGA of Abia State according to responses given by primary school teachers at ($t = 68.47$, $p < .05$) with the degree of freedom 375. Therefore, the null hypothesis of no significant influence of conscientiousness of teachers on inclusive education in Obingwa LGA is rejected. Hence, conscientiousness of teachers has significant influence on inclusive education in Obingwa LGA.

Research Hypothesis 3

There is no significant influence of extraversion of computer studies teachers on inclusive education in primary schools in Obingwa LGA

Null hypothesis 3 was tested using paired t-test. This is to test whether extraversion of computer studies teachers has influence on inclusive education in primary schools in Obingwa LGA.

Table 6. Paired t-test Analysis of Extraversion of Computer Studies Teachers and Inclusive Education
($n = 376$)

Variables	Mean	Std. Dev.	df	t-cal	Sig.
Extraversion	21.47	1.31	375	3.32*	.00
Inclusive education	21.18	1.08			

* Significant at $p = .05$

The result in Table 6 showed that there was significant influence of extraversion of computer studies teachers on inclusive education in Obingwa LGA of Abia State according to responses given by primary school teachers at ($t = 3.32$, $p < .05$) with the degree of freedom 375. Therefore, the null hypothesis of no significant influence of extraversion of teachers on inclusive education in Obingwa LGA is rejected. Hence, extraversion of computer studies teachers has significant influence on inclusive education in Obingwa LGA.

Discussion

Openness to Experience of Computer Studies Teachers and Inclusive Education

The result of hypothesis one revealed that there is a significant influence of openness to experience on inclusive education in Obingwa LGA in Abia State. The finding of this study agrees with that of Oluremi (2015), who found that teachers had positive attitude to students with special needs, in public secondary schools in south-western Nigeria (Oluremi, 2015). The finding of this study also agrees with that of Kiriungi et al. (2014) who observed that teachers were positive to teach learners with hearing impairment in Central Region of Kenya (Gikunda et al., 2014). This finding also agrees with that of who found that Dickson (2021) who found that openness is in a positive correlation with the attitudes towards inclusive education. Teachers in primary schools have more positive attitude towards inclusive education (Dickson & OKECHUKWU, 2024).

The finding of this study is in consonance with that of Hemadharsini et al (2021) whose study concludes that there is no significance correlation between neuroticism, extraversion, openness, agreeableness, conscientiousness and Teachers attitude towards inclusive education. This difference may be as a result of differences in sample and location (Hemadharsini et al., 2021).

Conscientiousness of Computer Studies Teachers and Inclusive Education

The finding of this study revealed a significant influence of conscientiousness of teachers on inclusive education in primary schools in Obingwa LGA. The finding of this study agrees with that of

Todorovic (2011) whose research results, has been shown that there are certain statistical positive correlation between the attitudes towards inclusive education and conscientiousness (Todorovic et al., 2011). The finding of this study is in consonance with that of Hemadharsini et al (2021) whose study concludes that there is no significance conscientiousness and Teachers attitude towards inclusive education.

Extraversion of Computer Studies Teachers and Inclusive Education

The finding of this study showed that extraversion of teachers significantly influences inclusive education in primary schools in Obingwa LGA. The finding of this study is in agreement with that of Uche and Onuigbo (2008) whom their finding also revealed measures for effective curriculum development for special needs children to include, curriculum that promotes the creative potential of children and curriculum that make provision for activities for children (Nwobi et al., 2018). Also, this finding is in agreement with that of Dickson and Okechukwu (2024). revealed that among extraversion and inclusive education a significant positive association was found. This result is consistent with the past research of Azimi (2014) who revealed that extraversion was positively related to inclusive education (Azimi, 2014).

CONCLUSION

Based on the results of the study, it was concluded that the attitude of computer teachers had a significant influence on inclusive education in Obingwa LGA, Abia State. This influence is reflected in the openness of experience, seriousness, and extroversion possessed by computer teachers.

As a follow-up to this conclusion, several recommendations are put forward to support the effective implementation of inclusive education. First, because the nature of openness, friendliness, and seriousness is proven to be relevant attitudes in this study, it is recommended that continuous training programs be provided to teachers, both those who are still in the training stage and those who are already actively teaching. This program will help them develop attitude characteristics that support the implementation of inclusive education.

Second, it is necessary to carry out personality assessments on teachers before they are assigned to handle children with additional needs. This step aims to ensure that the selected teachers have the appropriate characteristics to support the needs of students in inclusive education.

Third, it is recommended that the federal government create a special directorate of inclusive education in the ministry of education, both at the federal and state levels. This directorate will be tasked with planning, strategizing, implementing, and monitoring various inclusive education activities in schools across Nigeria. This effort is expected to strengthen the inclusive education system in the country.

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