

**TRAINING NEEDS ASSESSMENT OF REGULAR TEACHERS FOR
EFFECTIVE MAINSTREAMING PUPILS WITH MILD
INTELLECTUAL DISABILITY IN UYO EDUCATION
ZONE, AKWA IBOM STATE - NIGERIA**

BY

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DECLARATION

I, Umoh Ifiok Michael, with registration number SPE/M.Ed/20/007, hereby declare that this thesis titled training needs of regular teachers for effective mainstreaming pupils with mild intellectual disability in Uyo Education Zone of Akwa Ibom State, Nigeria, is the product of my own research effort under the supervision of Dr. V. U. Eke and has not been presented anywhere for the award of degree or certificate. All sources have been duly acknowledged.

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CERTIFICATION

This is to certify that this thesis title “Assessment of Training Needs of Regular Teachers for Effective Mainstreaming of Pupils with Mild Intellectual Disability in Uyo Education Zone, Akwa Ibom State, Nigeria” carried out by Umoh, Ifioke Michael (Registration Number SPE/M.Ed/20/007), has been examined and found worthy of the award of Master’s Degree (M.Ed) in Special Education (Intellectual Disability).

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ABSTRACT

The study surveyed training needs assessment of regular teachers for effective mainstreaming pupils with mild intellectual disability in Uyo Education Zone, Akwa Ibom State, Nigeria. Five research questions were raised to guide the study. Literature was reviewed according to the variables of the study. The population of the study was 2004 regular public primary school teachers in 167 public primary schools within Uyo

Education Zone of Akwa Ibom State, Nigeria. Simple stratified random sampling technique was used in selecting 200 teachers (male 80 and female 120) representing about 10% of the entire population from 15 public primary schools. The instrument named: “Training Needs of Regular Teachers for Effective Mainstreaming Rating Scales Questionnaire (TNARTEMRSQ)” was developed by the researcher and was used for data collection. The instrument was validated by three experts, two from Special Needs Education and one from Measurement and Evaluation. The instrument was trial tested and a coefficient of .85 was determined using Cronbach Alpha. The data collected were analyzed using frequencies, simple percentages and mean scores. The findings revealed, among others, that regular teachers have fair knowledge about pupils with mild intellectual disability. Training needs of regular teachers on curriculum adaption, instructional accommodation skills, classroom management skills and attitudinal disposition have high level of needs. It was concluded that government should provide adequate financial supports to all schools, to obtain suitable learning resources and assertive devices. Based on the findings, it is therefore recommended that curriculum planners in collaboration with Ministry of Education should introduced re-training and awareness programme regularly to equip regular classroom teachers with knowledge and skills for effective mainstreaming pupils with mild intellectual disability.

(Word count: 270)

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CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Education is regarded as a platform that facilitates development and a process that offer learners the opportunity to acquired knowledge and skills, socialized and live independently. Therefore, everybody living in a society has the need for education to realize their potentials. The ‘Salamanca Statement’ sets forth the challenge to provide quality education for all children, regardless of their physical, intellectual, emotional, social, linguistic, culture, economic background among others (Iroegbu et al., 2023). In Nigeria, the need to provide quality education to children with special needs including individuals with mild intellectual disability was considered on segregation bases which led to the establishment of few Special Education Centers.

Intellectual Disability (ID) is a condition that described low cognitive performance associates with impairment in adaptive behavior such has; self-help skills, social skills and communication skills. American Association on Intellectual and Developmental Disabilities AAIDD (2010), defined Intellectual Disability as a condition that is characterized by significant limitation in intellectual functioning, with an intelligence quotient (IQ) of around 70 or as high as 75, manifests during the developmental period, that is, it occurs below the age of 18 with impairment in adaptive conceptual, social and practical skills such as language and literacy, interpersonal skills and social responsibility, and activities of daily living skills. On the other hand, World Health Organization WHO (2006), defined Intellectual Disability as a condition of incomplete development of the mind, which is characterized by the impairment of skills as manifests during the developmental period that contribute to the overall level of intelligence such as cognitive, language, motor and social ability. Intellectual Disability is a developmental disorder that manifests through deficits in

intellectual and adaptive skills which makes it difficult for children with intellectual disability to learn skills effectively (Adeleke & Manuel, 2019).

Other areas of challenges among children with intellectual disabilities include; short memory and attention span, slow learning rate, poor motor-coordination, slow speech development, trouble understanding social rules, seeing the consequences of their actions, inability to think logically and solve problems. Smith (2007) identified symptoms among children with ID, such as short attention span and hyperactivity, which often lead them to difficulties in organizing and complete tasks assign to them in classroom, and they usually faced with challenges in relating with others in appropriate manner. As a result of the nature of IDs and its negative impacts on their ability to learn effectively, interact, socialize, and acquire self help skills, this has really pose a lot of challenges and frustrations for them to live a normal life without looking for support from others. Children with ID usually feel redundantly to interact with peers and teachers, since these skills are rarely taught in school (Stodden et al., 2023). However, greater numbers of Children with IDs can do well in school with a need of individualized help and support that's needed, this depend upon the degree of the disability. Educationally, ID is categorized into three groups, this includes; mild, moderate and severe ID.

According to Kalu (2010), majority of individuals living with IDs are classified as having mild intellectual disability, academically known as the educable ID. Children with mild ID have the potentials to learn within the regular classroom setting when given appropriate supports and modifications. Individuals with mild intellectual disability learns at their own pace, in teaching these special needs children in regular classrooms, teachers should consider appropriate instructional strategies and materials that will be used to ensure successful learning outcomes (Sattle, 2002). Children with mild ID basically need help with adaptive skills, which will help them live

independently without being a burden to the family and the society. Teachers and parents can help a child work on these skills at both school and home. Some of these skills include: daily living skills, such as getting dressed, going to the bathroom, and feeding one's self; communication skills, such as understanding what is said and being able to answer; social skills with peers, family members, adults, and others. Many researchers, educators and parents have advocated the importance of merging special needs children within regular classrooms (Anderson, 2010).

The need to partially educate children with special needs including pupils with mild intellectual disability in a general Classroom together with the non-disabled children was also considered and some schools were used as mainstreamed schools to accommodate all learners (Kyauta, 2011). The emphasis of mainstreaming came as a result of exclusive nature of the life of individual's with special needs, most especially, individuals with mild ID. This educational approach was well-crafted into Nigerian National Policy on Education as early as 1980, to accommodate all exceptional children into public schools, while the Ministries of; Education, Health and Social-welfare were designed to collaborate for the success implementation of the policy. Teachers factors was also captured in the National Policy on Education (NPE), which emphasized that teachers should be trained, re-trained, attend workshop and seminar programmes to keep them updated with latest technology and techniques for the education of exceptional children (FRN, 2008).

In spite of all this development, pupils with mild intellectual disability are still finding it difficult to gain access to functional education, due to the fact that general schools lack the needed teaching and learning facilities to serve them better, most especially in the area of regular teachers' knowledge on the nature and condition of pupils with mild ID and their instructional considerations such as; curriculum adaptation, suggested instructional strategies and materials, classroom management

skills and attitudinal disposition towards effective mainstreaming these special learners. This makes learning environment for many children with special needs in regular schools non-supportive (Iroegbu et al, 2023).

The researcher's worry is pointing to the fact that with the policy of merging special needs children together with the non-disabled children together in the same classroom setting, children with mild ID will be enrolled into regular public primary schools to be taught by regular classroom teachers, a system of education that offers every member of the classroom access to acquire basic knowledge and skills needed to function and live independently in the society.

There is an urgent need for regular classroom teachers to be duly equipped with the necessary skills to adapt the general education programmes to meet the needs and interests of special needs children, most especially pupils with mild intellectual disability. Though, regular classroom teachers are facing a lot of challenges in general educational settings, this is because they were only taught on the elementary aspect of special education which has been made compulsory for all teachers in training. The knowledge they acquired in training school has not really covered the educational needs and interests of pupils with mild intellectual disability. For instance, a child with attention deficits usually find it difficult in paying attention to classroom instructions, which frequently leads to the child failure and this pose a challenge to regular classroom teacher who lack the needed skills to accommodate the child in a mainstream school. To ensure a child with short attention span is effectively participate in classroom activities, appropriate instructional strategies and materials should be used to capture the child attention during teaching and learning process (Deutsch et al., 2008).

The Teacher's Registration Council Hand Book (2002) described a good teacher as one who has undergone approved training in the education at appropriate level of acquiring quality knowledge, skills and attitude. These variables include

personal background factors such as; educational status, experience, patience, attitude and classroom management skills, capable of educating learners with the needed knowledge and skills. This will enable children mild ID develop help self skills, which is the major need for their education.

Pupils with mild ID are facing challenges in mainstreamed schools, this may be as result of inability of regular classroom teachers to adapt the general curriculum to suit their learning capacity, needs and interests. Ozoji et al. (2016) opined that the expectation is that regular education teachers ought to have the knowledge of curriculum adaptation for pupils with mild intellectual disability which is linked to the modification of curriculum content in terms of making learning objectives more specific and individualized based on the needs of Pupils with mild ID. The scope of the subject matter should be considered with the help of special education teachers to regular classroom teachers who need skills on how to adjust the curriculum content to accommodate the learning needs and interests of Pupils with mild intellectual disability. Ntukidem et al. (2015) described curriculum adaptation as the continuous and dynamic educational process that involves modification of the predetermined educational goal and programmes to meet the requirements of pupils with special needs such as pupils with mild intellectual disability.

In accommodating pupils with mild ID in regular schools, regular classroom teachers need to understand the nature, needs and their interests. There is a need for teachers to know the ability and weakness of its learners for proper instructional accommodation. Ajuwon (2012) explained the needs of instructional accommodation as to support the learners with special needs by teachers, this will enable them to have access to equal educational opportunities and participate fully in the classroom activities. To accommodate a child with intellectual disability, who find it difficult to learn in an appropriate learning rate, teachers should first of all identify the child

problem(s) and include lessons into curriculum arrangement that will restore the child handicapping condition.

Regular classroom teacher's knowledge is a critical factor that determine effectiveness and efficiency in teaching and learning process. A very imperative aspect of regular classroom teacher service delivery in the classroom is the ability of the teacher to understand the nature and condition of its learners. Also, in the area of curriculum modification and classroom management skills for proper accommodation of all the learners in the regular classroom. In this light, regular/special educator's knowledge in both quantity and quality has been reported as a major mechanism to accomplish optimally the teaching task, most especially, in this current global educational practices (Dada, Oluokun & Archibong, 2013).

Mainstream education demand many educational inputs and processes such as; understanding the nature and condition of the learner (general knowledge of the child disability), ability to adjust the general curriculum to meet learner's needs. Also, the ability to manage special needs children without neglect the non-disabled learners with positive attitudinal disposition towards effective mainstreaming. Teachers who provide supportive instructional services to pupils with mild intellectual disability need adequate knowledge and skills to enable them train these special needs children properly, training that will help them to acquire self-help skills for them to become independent as possible. This can actualize through constant participation in capacity building programmes, such as; seminars and workshops, conferences and collaboration with other experts, in providing quality service delivery for pupils with mild ID.

Variety of teaching strategies and materials are required to meet the range needs and interests of pupils with mild ID in regular classrooms as evident to provide qualitative for them. There are different teaching strategies that can be used in the classroom to accommodate pupils with mild intellectual disability. These special needs

children need diverse educational techniques because of their diverse learning needs, interests and styles. This can be met through the provision of suggested teaching strategies and materials suitable for them, with different degrees of support through the use of multiple grouping arrangements and with time variations (Tomlinson, 2000). In teaching, regular education teachers should consider instructional materials that will be used to ensure successful learning experiences. Instructional materials are tools that facilitate teaching and learning process. Regular teachers are expected to be equipped with the necessary skills needed in selecting appropriate instructional materials. Friend (2008) stated that adaptation and development of educational materials for pupils with mild intellectual disability should be guided by the ability level of the age, interest and educational needs of the learner.

In managing pupils with mild intellectual disability in general classroom, regular teachers should focus on effective instructional strategies to prevent disruptive behavior among these special needs learners which is common among them to increase their participation in classroom activities. The physical arrangement should be structured and decorated with colors, educational posters, chairs and objects in such a way that will arouse the interest and curiosity of the special needs learners (Kalu, 2014). To really capture the interests and needs of pupils with mild ID in the classroom, the class size should be decongested to enable teachers attend to individual needs. Children with special needs, particularly children with mild intellectual disability, tend to perform much better when keeping them engaged and hold their attention over a significant period of time during classroom activities (Sajjad, 2022).

Teacher's attitude plays an essential role in mainstreaming pupils with mild intellectual disability. According to UNESCO (2009), regular education requires transformation of societal attitudes and values. Such adjustment requires time and involves substantial reconsideration of behavior towards mainstreaming pupils with

mild intellectual disability. Awareness creation should involve better understanding of other people conditions, and that societies become more tolerant and understanding. If a teacher developed negative attitude towards a child with ID, he/she has set a barrier for such child to participate and benefit from the ongoing teaching process. The greatest barriers associated with regular education program are the teachers' negative attitude which inhibits the educational achievement of special needs children (Terreno, 2012). Generally, negative attitudes and stereotypes are often caused by lack of understanding of a child handicapping conditions. If teachers developed positive attitudes and good expectations of their learners in the classroom, which is global based practice, these special needs children will likely receive a satisfactory treatment. Mainstreaming them into general educational settings will help minimize societal stigma of labeling them according to their disability and increase opportunity for them to gained places in the society at large.

The concept of mainstreaming makes it imperative for regular classroom teachers to be aware of the educational programmes available for pupils with mild intellectual disability. Government should provide access to quality education for all school age children irrespective of their differences. Regular and special educators should work assiduously and share their quality knowledge and skills needed to help pupils with mild intellectual disability benefit from general education programmes and for them to integrate properly into the larger society without having low self-esteem. It has been observed that children with mild intellectual disability are not properly accommodated into regular public primary schools in Uyo Education Zone, Akwa Ibom State. It is against this development that the researcher developed interest to carry out a survey study on training needs of regular teachers for effective mainstreaming of pupils with mild intellectual disability in Uyo Education Zone of Akwa Ibom State, Nigeria.

1.2 Statement of the problem

Everybody has a need for quality education including pupils with mild intellectual disability. These are special needs children regarded as the 'educable ID'. The success of their education depends on the teacher that is educating them. It is imperative to note that there is no quality of education that can rise about that of the teachers when provided them with appropriate knowledge and skills. Access to quality general education for pupils with mild intellectual disability into regular public primary schools in Uyo Education Zone has been a difficult task, this has been attributed to regular teachers' lack of needs to actualize mainstreaming.

The regular teachers seem to be challenged with limited knowledge on the education of pupils with mild intellectual disability. This is because, they were only trained on elementary aspect of special education, which did not initially cover the education of pupils with intellectual disabilities. With this, regular teachers are not having structured curriculum, suggested instructional strategies, materials and evaluation methods specifically designed to meet the unique nature and needs of this special needs learners. Also, in the area of attitudinal disposition and classroom management skills, having in mind the different needs, interest and learning styles of these learners. Unfortunately, they are not properly accommodated in regular public primary schools as the regular teachers find it difficult to mainstreams them successfully.

Foregoing, provoke the researcher. This is because, the regular classroom teachers' needs for effective mainstreaming of pupils with mild intellectual disability into regular public primary schools in Uyo Education Zone are not adequately provided. To the best of the researcher knowledge, no study on this subject matter has been carry out specifically in Uyo Education Zone. It is perceived that without effective mainstreaming of pupils with mild intellectual disability, their educability will be in

doubt and they will end up becoming school dropouts, street beggars, total helpless, involving in criminal activities among other social vices. it is for this sake, that the researcher wishes to survey training needs of regular teachers for effective mainstreaming of pupils with mild intellectual disability in Uyo Education Zone, Akwa Ibom State in Nigeria.

1.3 Purpose of the study

The main purpose of this study was to survey training needs of regular teachers for effective mainstreaming of pupils with mild intellectual disability.

Specifically, the purpose of the study was to determine the extent of:

1. General knowledge of regular classroom teachers for effective mainstreaming pupils with mild intellectual disability in Uyo Education Zone.
2. Curriculum adaptation for effective mainstreaming pupils with mild intellectual disability in Uyo Education Zone.
3. Instructional accommodation skills for effective mainstreaming pupils with mild intellectual disability in Uyo Education Zone.
4. Classroom management skills for effective mainstreaming pupils with mild intellectual disability in Uyo Education Zone.
5. Attitudinal disposition for effective mainstreaming pupils with mild intellectual disability in Uyo Education Zone.

1.4 Research questions

The following research questions guided the study:

1. What is the general knowledge of regular classroom teachers for effective mainstreaming pupils with mild intellectual disability in Uyo Education Zone?

2. What is the level of need of curriculum adaptation of regular classroom teachers for effective mainstreaming pupils with mild intellectual disability in Uyo Education Zone?
3. What is the level of need of instructional accommodation skills of regular classroom teachers for effective mainstreaming pupils with mild intellectual disability in Uyo Education Zone?
4. What is the level of need of classroom management skills of regular classroom teachers for effective mainstreaming pupils with mild intellectual disability in Uyo Education Zone?
5. What is the level of attitudinal disposition of regular classroom teachers for effective mainstreaming pupils with mild intellectual disability in Uyo Education Zone?

1.5 Significance of the study

The findings of this study will be of immense benefit to pupils with mild intellectual disability, teachers, parents, educational administrators as well as curriculum planners.

Pupils with mild intellectual disability are the main beneficiaries of this study. This is because the findings would create effective teaching strategies, adequate instructional materials, and the general curriculum would be adapted to meet their educational needs. In other words, they would have access to the curriculum and improve self-help skills as well as helping them to develop capacity to engage in social interactions with peers and the environment. The findings would help regular Classroom teachers to acquire necessary skills for self-development which would automatically improve their service delivery for the education of pupils with mild ID.

The findings would also help parents to understand the nature and appreciate the educational needs and interests of their children.

The result of this study when completed would help educational administrators to effectively design teachers' capacity building programmes that would enable teachers to be more aware of how to teach them and learn more skills on how to accommodate them in regular classrooms. The result would also enable curriculum planners to take active part in curriculum adaptation planning and implementation to enhance effective teaching and learning in regular schools for all categories of children with special needs by evaluating the progress of the programme.

1.6 Assumptions of the study

The following are the basic assumptions in this research:

1. It is assumed that, the sample size for this study was representative enough to the regular teachers' population in regular public primary schools in Uyo Education Zone, Akwa Ibom State.
2. It is assumed that the variables are measurable.
3. It is assumed that the instrument was valid, reliable and it measured what its suppose to measure in this study.

1.7 Scope of the study

In this study the scope was limited to regular public primary school teachers from five (5) local government areas that make up Uyo Education Zone in Akwa Ibom State, Nigeria. Teachers were from regular public primary schools within the zone. The variable content of this study was training needs of regular teachers for effective mainstreaming viewed under five (5) sub variables including regular teachers' knowledge, curriculum adaptation, instructional accommodation, classroom management skills and attitudinal disposition.

1.8 Definition of terms

The following terms were defined for clearer understanding of the study:

Regular classroom teachers:

Mainstreaming: This refers to the process of educating pupils with special needs in regular classrooms with the non-disabled children.

Intellectual disability: Refers to a condition characterized by significant low measured intelligence associated with deficits in adaptive behavior as expressed in conceptual, social and practical adaptive skills which originates before the age of 18.

Pupils with Mild intellectual disability: This refers to children with slow intellectual ability that has the potentials to learn within the general classrooms when given appropriate teaching and learning facilities.

CHAPTER TWO

LITERATURE REVIEW

This chapter is concerned with the review of related literature under the following sub-headings:

- 2.1. Conceptual Review
 - 2.1.1 Concept of intellectual disability
 - 2.1.2 Pupils with mild intellectual disability
 - 2.1.3 Concept of mainstreaming
- 2.2 Theoretical background
 - 2.2.1 Qualitative difference theory
 - 2.2.2 Socio-cultural theory of development
 - 2.2.3 CIPP Model by Daniel L. Stufflebeam
- 2.3. Empirical review
 - 2.3.1 Regular teachers' knowledge of pupils with mild intellectual disability.
 - 2.3.2 Curriculum adaptation for mainstreaming pupils with mild intellectual disability.
 - 2.3.3 Instructional accommodation for mainstreaming pupils with mild intellectual disability.
 - 2.3.4 Classroom management skills for mainstreaming pupils with mild intellectual disability.
 - 2.3.5 Attitudinal disposition of regular teachers' needs for mainstreaming pupils with mild intellectual disability.
- 2.4 Appraisal of the literature reviewed

2.1. Conceptual framework

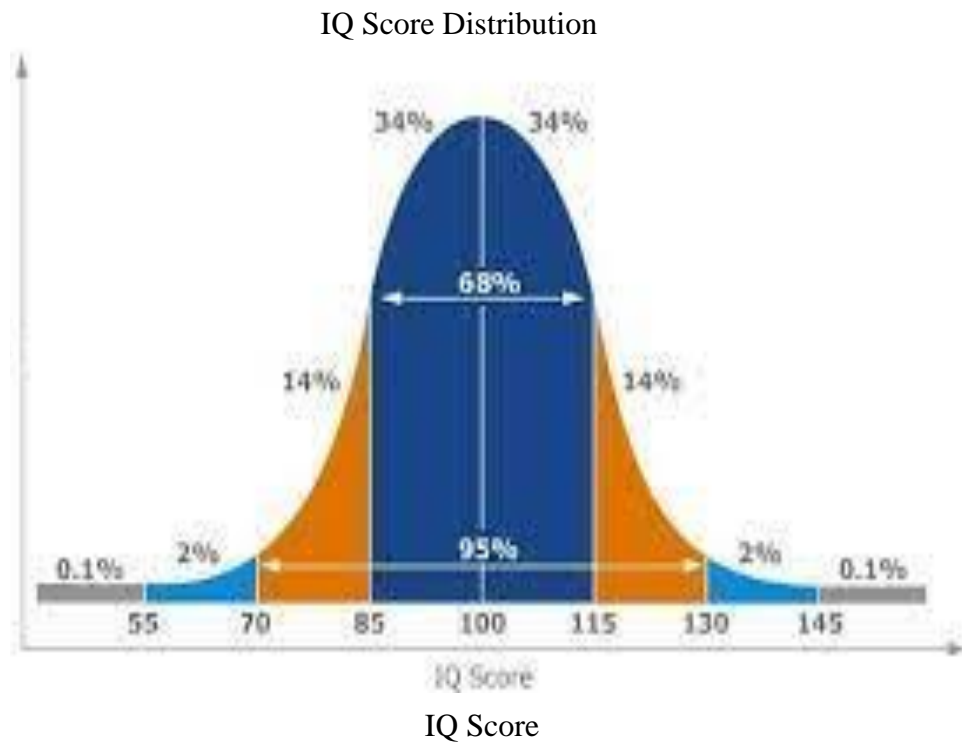


Fig 1: The normal curve intelligent quotient
(Intellectual disability)

Description of figure 1:

IQ	Classification	Placement
50 – 70	Mild	Educable
35 – 50	Moderate	Trainable
20 – 35	Severe	Dependable
< 20	Profound	Dependable

2.1.1 Concept of intellectual disability

The term “intellectual disability” has been previously documented under different names such as; mental handicap, mental abnormality and mental retardation, it was later changed to intellectual disability with the belief that the previous terms were generally unacceptable. Intellectual disability affects the overall developmental process of cognitive functioning, fine motor ability, language development, self-care skills and social inclusiveness. Different professionals and scholars defined intellectual disability based on their own perspective. The medical practitioners and educational professionals defined intellectual disability based on the services provided by them. However, there is no generally acceptable definition of intellectual disability. From the cognitive outlook, Kalu (2014) defined intellectual disability as a subnormal mental development existing in different levels in everyday intellectual performance that can also manifest in the form of incomplete intellectual development and maturity in reasoning and understanding.

According to World Health Organization (2001) intellectual disability as a condition of incomplete development of the mind characterized by the abnormality of skills, manifested during the developmental period which provided in all level of intelligence in cognitive, language, motor and in social ability. On the other hand, United State Department of Education (2001), defined intellectual disability as a sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during developmental period, which adversely affects a child’s academic performance. In a related development, the American Association of Mental Retardation (AAMR’s), (2002) defined intellectual disability as a disability that is characterized by significant limitations in both intellectual functioning and adaptive behavior as expressed in conceptual, social and in practical adaptive skills, which originates before the age of 18 years.

Smith (2007) described that the American Association of Mental Retardation (AAMR's), (2002) definition of Intellectual disability, is widely accepted by professionals and individuals, because it gives clearer understanding of the supports individual needs at home, school and in the society. Another important development in the definition of intellectual disability is the innovational change by the American Association of Mental Retardation (AAMR) to American Association of Intellectual and Developmental Disability AAIDD (2010), defined intellectual disability as a disability characterized by the significant limitations in both intellectual functioning and adaptive behavior which covers everyday social and practical skills, manifested before the age of 18. The AAIDD definition of intellectual disability points out that intellectual functioning, also called intelligence which refers to intellectual capacity such as reasoning, learning and problem solving. The criterion used in measuring intellectual functioning is called intelligent quotient (IQ) test. If the test score is around 70 or as high as 75 %, this indicates a limitation in mental ability. The AAIDD 2010, also point out that assessment must assume that the limitation in individuals co-exist with strengths and that individuals level of life functioning will improve if appropriate personalized supports is provided in everyday of human endeavors.

Individuals with intellectual disability are like others. They are not different except in the fact that they experience more difficulty in terms of learning cognitive skills, socializing and acquired basic daily living skills. Greater number of Children with intellectual disability reaches developmental milestones such as walking and talking much of onset depends on the suspected cause of the disability. Mba (1991) identified some of the characteristics of children with intellectual disability as follows; they learn at a very slow rate, they cannot recall readily what has previously been thought, they find it difficult to understand abstract ideas, they have poor speech, they

lack control over their body movement, they also experience inattentiveness and hyperactivity.

Intellectual disability varies in severity. According to Diagnostic and Statistical Manual of Mental Disorders (4th ed.) (DSM-IV) is the diagnostic standard for mental healthcare professionals in the United States. The DSM-IV classifies four different degrees of intellectual disability, which include; mild, moderate, severe and profound intellectual disability. These categories are based on the functioning level of individuals.

Mild intellectual disability: Individual in this category have intelligence quotient (IQ) scores range from 50-75. The level of supports for them is intermittent; this refers to a level of supports that should not be consistent. They often acquire academic skills up to the 6th grade level.

Moderate intellectual disability: Individuals with moderate intellectual disability have IQ scores ranging from 35-55. They can carry out work and self-care tasks with moderate supervision. Their supports are limited in the sense that they have some degree of independence in self-care, acquire communication skills in childhood and are able to live and function successfully within the community in a supervised environment such as a group home. Two most important areas to be considered when developing curriculum for this children are self-help skills, these skills should include: self-feeding, toileting, dressing, grooming and self-hygiene, and vocational skills should be taught to make them live independently (Obi, 2010,).

Severe intellectual disability: Individuals with severe intellectual disability have intelligence quotient (IQ) scores of 20-40. Their training should be centered on basic functional daily living skills (Obi, 2010, p.97). They need a large area of supports with good amount of concentration from caregivers, parents and healthcare providers on regular basis.

Profound intellectual disability: Individuals under this category of intellectual disability has limitations in all areas of developmental performance, they have intelligence quotient (IQ) less than 20-25. Individual that falls under this category of intellectual disability needs continuous support in all areas of system of supports. Kalu (2014) asserts that individual with profound intellectual disability requires total supports from others to survival due to the degree of the disability.

2.1.2 Pupils with Mild intellectual disability

Individuals with mild intellectual disability are hardly detected not until they entered elementary school age and have intelligence quotient (IQ) to be between 70, and above as 75 in various measures of intelligence. On the intelligence quotient test score, Smith (2007) stated that intelligence is regarded as a trait that is distributed among in a predictable manner. Academically, pupils with mild intellectual disability are classified as the educable, and compose approximately 85% of the intellectual disability population. The concept of “educable” accounts for the delay in acquiring some basic academic training such as reading, writing and arithmetic skills. Learners with Mild intellectual disability are those who intelligence development is below sub average and who are not able to benefits from primary school curricula appropriately without proper training and supports. Meleke (2010) stressed that children with mild intellectual disability can be educated academically at primary school level, and can be made to socially adjust at a level sufficient to live independently, and they are slightly behind their age grades in skills such as running, walking and in self-care skills.

On analyzing the stages taken when learning occurs, children with mild intellectual disability do not go through stages different from other children. However, they go through those stages more slowly compare to normal children. James et al. (2000) Children with mild intellectual disability have a poor record for being served in

general education classrooms compared to children with other forms of disability. Besides, the negative attitudes and inadequate knowledge of regular teachers on how to accommodate them and failures experienced in the past by these children cause to arise anxiety, expectations of failure and feelings of being hindered intensely. Consequently, such feelings influence their academic Performance in a negative way. Many believe that regular teachers need to understand better how to serve these children in mainstream schools and also equip them for the transition to adult life (Trent, 1994).

In considering their learning process, it is found out that pupils with mild intellectual disability have some deficiencies in such matters as attention, keeping in mind and recalling. It is commonly known that such children have short term attention span and they need more time and trial to focus and maintain their attention on a stimulus. They also have problems in keeping the learnt knowledge in memory. In particular, they experience difficulty in transferring the knowledge in the short term memory into the long term memory (Sucuoğlu, 2009). Those difficulties in the short term memory are due to the fact that they have insufficiency in using the appropriate methods of learning and transferring. They cannot learn those methods, which are learnt by other children through observation on their own, without special teaching. However, this process is slower among them compare to the non-disabled children. Therefore, delays in linguistic, speaking skills, and hesitations in speech are commonly encountered among these special needs children.

Pupils with mild intellectual disability usually attain success very close to what is expected of them. However, in teaching pupils with mild intellectual disability with intermediate level of learning deficiency, such frequently experience feelings of failure, supporting and reinforcing their attempts at being successful, raising issues as choosing appropriate teaching methods and instructional materials, preparing conducive learning environment, modify the curriculum, and providing sufficient motivation should be

taken into consideration by regular teachers who will be taking full responsibilities in mainstreaming this category of special needs learners.

2.1.3 Concept of mainstreaming

The term “mainstreaming” was first used in the 1970s to describe the practice of educating learners with disabilities together with the non-disabled children (Lawrence, 2018). Initially, mainstreaming children with special needs was discouraged and avoided in the past because they were not considered as equal citizens, due to such myths and misunderstandings, they were only sent to separate schools. Jacob et al. (2023) opined that mainstreaming individuals with intellectual disability into regular schools was avoided in time past. It was observed that the approach of educating special needs children in separate schools was not bringing out the needed outcome from a treatment point of view, they were feeling devalued, disadvantage, and treated like eternal children (Martin, 2006). The necessity to partially integrate special needs children together with the typical learners was also considered and some schools were used as mainstreamed schools to accommodate few individuals with disabilities (Kyauta, 2011).

There is no generally acceptable definition of mainstreaming. However, different scholars have defined mainstreaming based on their own perspective, though; they all contain a certain element of similarity. In an article from *Exceptional Children* (1973) stated that certain components are evidenced in the definitions of mainstreaming, these includes; providing most appropriate education in least restrictive environment, recognizing individual needs, looking at alternatives to support regular classroom teachers who serve exceptional children, and to provides equal opportunity to all categories of learners by utilizing the skills of both exceptional and regular classroom teachers. Johnson et al., (1980) defined mainstreaming as the provision of an

appropriate equal learning opportunities for all children with disabilities in least restrictive environment, based on individualized educational programme (IEP) with procedural safeguards and parental involvement, aimed at providing access to useful interaction with their non-disabled peers. Obi (2006) defined mainstreaming as the process of educating special needs children in regular classrooms together with the non-disabled children. The scholar further stated that the educational approach involves the use of supportive devices and services to enable special needs children benefit from teaching and learning process.

Different findings have shown that mainstreaming children with special needs in regular classrooms challenged regular education teachers and the schools in different ways. Warren (1979) confronted the question of what is wrong with mainstreaming. The scholar contended that “one might make a case for placement in either a regular class or special class on the basis of characteristic of the teachers.” Regular teachers have extra demands associated with mainstreaming. Garuba (2003) stated that in Nigeria and other Africa countries, teachers are still grappling with making provisions for children with special needs, even on mainstreaming basics, thereby making inclusive education a challenge. Muega (2019) found out that insufficient training and seminars for teachers become a major problem in implementing inclusive education, which should begin at the pre-service level of teacher training and education.

The essence of educating special needs children is to integrate them into the larger society and offered them a meaningful life. Obi (2010) asserts that mainstreaming as an ideal form of education, could take any of the following forms: Physical mainstreaming; this exist where special and regular school shares the same location. Social mainstreaming; this form of mainstreaming education describes special needs children interact and make friends with the children in regular classes. And functional mainstreaming; under this form of mainstreamed education, children with

and without disabilities jointly participate in school programmes. The main purpose of allowing children with special needs to receive the same education as children without special needs is to meet their social and emotional needs by integrating them with their peers academically and socially (Sucuoğlu et al., 2005). In summary, the Success of mainstreaming is a joint venture for both special and regular education teachers.

2.2 Theoretical review

There are three theories underlying this study and support the education of pupils with mild intellectual disability.

They include;

2.2.1 Qualitative difference theory by June Maker (1966)

2.2.2 Socio-cultural Theory of Development by Vygotsky (1978)

2.2.3 CIPP Model by Daniel L. Stufflebeam (1971)

2.2.1 Qualitative Difference Theory

Qualitative difference theory was propounded by June C. Maker in 1982. The theory states that basic curriculum must be examined or modification must be made so that most appropriate curriculum is provided for persons with special needs. The modification must be quality changes rather than quantity, and they must build upon and extend the characteristics (in both present and future). The theory emphasized that special needs children, need appropriate different curriculum designed to address their individual characteristics, needs, abilities and interest. It is difficult to generalize about pupils with mild intellectual disability because their characteristics and needs are so personal and unique. However, some of them comprehend complex idea quick, while others comprehend only concrete objects and learn at very slow rate (Maker, 1982).

The relevance of the theory to this research work is that, this theory recognizes the individual difference which is highly important in the general management of

pupils with mild intellectual disability. Education for pupils with intellectual disability is expected to be need based, which means that the overriding needs of each child with intellectual disability must be considered by the general classroom teacher. Regular teachers are expected to diagnose the child with intellectual disability with the aim of discovering the learner's ability and needs area. With this, the regular teacher will be able to modify the curriculum, used appropriate teaching strategy and learning materials to meet the unique needs of each learner with mild intellectual disability in the general classroom.

With this, general education teachers who are not having structured curriculum, suggested teaching and learning facilities that are specially designed to teach pupils with mild intellectual disability, should be able adjust the curriculum and use the suitable teaching strategies and learning materials that are in line with the needs, characteristics, interest and ability of pupils with mild intellectual disability in general classroom setting. Teachers should be able to select effective curriculum content, teaching strategies and instructional materials that will meet the unique nature of every child, especially pupils with mild intellectual disability. The regular teacher must also be able to adjust the entire classroom environment having in mind children with intellectual disability in terms of the arrangement of chairs, tables among other classroom materials to avoid learner's distraction and for safety measures.

2.2.2 Socio-cultural theory of development

Socio-cultural theory grew from the work of Vygotsky in 1978. Vygotsky was a psychologist, who believed that parents, caregivers, peers, and the culture at large are responsible for developing higher-order functions. According to Vygotsky, skill learning has its basis in interacting with other people. Once this has occurred, the information is then integrated on the individual level. Vygotsky maintained that people

are born with basic biological constraints on their minds. Each culture, however, provides "tools of intellectual modification." These tools allow people to use their skills in a way that is presentable to the culture in which they live.

The theory of socio-cultural theory stresses the role that social interaction skills play an important role in psychological development. It suggests that human learning is largely a social process, and that our cognitive functioning established good structured for our ability to communicate with people around us who are more knowledgeable. The socio-cultural perspective maintained that our psychological growth is guided by people around us who are in mentorship roles, such as teachers and guidance. An important concept in socio-cultural theory is known as "the zone of proximal development." This theory observed that the distance between the actual development levels of learner is determined by his/her ability to solve problems under proper guidance, or in collaboration.

The relevance of the theory to this study is that, this theory recognizes the individual difference which is highly important in the general management of pupils with mild intellectual disability. Mainstreamed classes capitalize on this theory, pupils with mild intellectual disability when mainstreaming in regular classrooms will have the opportunity to learn from their non-disabled peers and their teachers, and then imitate them both academically and socially. Mainstreaming classes would help pupils with mild intellectual disability by emerging them into learning community that mimics a mini society. Through this learning community, pupils with mild intellectual disability will be able to interact with their peers and develop friendships. When included special needs learner's in general classroom, it will be of a greater advantage for them to see their non-disabled peers working habits, and they can model those habits and behaviours to reflect their own. Our educational system provides a socio-cultural environment that has come to stay. The implementation of mainstreaming will

help pupils with mild intellectual disability under the supervision of trained teachers or support from more knowledgeable friends that will ensure that there is an effective interaction skills during the teaching and learning process. Mainstreaming education approach which involves the use of supportive devices and services to enable the special needs children benefit from instructions will also provide a social support system for pupils with mild intellectual disability during independent drill and practice to gain a better understanding of the concept being taught.

2.2.3 CIPP Model by Daniel L. Stufflebeam (1971)

The CIPP Model is a comprehensive framework for guiding formative and summative evaluations of projects, programme, personnel, products, institutions, and systems. It was propounded by Daniel L. Stufflebeam in 1971. The model core concepts are denoted by the acronym CIPP, which stand for Evaluation of an Entity's Context, Input, Process and Product. The model is considered a decision-oriented model that systematically collects information about a programme to identify strengths and limitations in content or delivery, to improve programmed effectiveness or plan for the future of a programme.

According to Renata et al. (2003), the four evaluation stages CIPP described as follows:

1. Context evaluation: this stage involves categorizing the areas of unmet needs that the programme intends to address, specifying categories of services beneficiaries and the stand objectives of the programme.
2. Input evaluation: this stage involves the evaluation of major potentials of schools in terms of resources, staff, equipment and investments by the government into the programme generally. This includes government funding in terms of equipment and materials supply, staffing, staff evaluation, policies and

legislations, staff training and technological collaborations to enhance programme effectiveness.

3. Process evaluation: this stage involves investigation on how various activities were carried out in the course of delivering the services such as development of materials, training programmes for personnel, supply of necessary equipment and facilities and teaching; learning resources for effective teaching and learning purposes.
4. Product evaluation: this stage involves evaluation of the result of programme in terms of its outcomes in making quality education accessible to learners with special needs.

The implication of this model to this study is that, it allows the researcher to make use of each component differently. The input component of this model allows the researcher to critically assess the possible areas of commitment of the government into the curriculum adaptation in terms of teacher capacity development; instructional accommodation, teacher preparation and various in-service training programmes that will equip teachers for effective service delivery. The process component allows the researcher to evaluate teaching strategies and materials. For instance, when teaching ID children, it is pertinent to use simple and clear language, with practical examples for them to learn effectively. The product component will look into how regular classroom teachers are able to adapt the evaluation procedures to assess pupils with mild intellectual disability in the learning environment. At the end of the lesson, pupils with mild intellectual disability will be equipped with social and daily living skills which will help them to live independently as possible.

2.3 Empirical review

2.3.1 General knowledge of Regular classroom teachers for effective mainstreaming pupils with mild intellectual disability

Majority of individuals with intellectual disabilities are classified as having mild intellectual disability. Pupils with mild intellectual disability usually perform slower than the typical learners in areas such as conceptual development, social skills and in practical skills. Individual with mild intellectual disability demonstrates general sub average cognitive functioning associates with impairment in adaptive behavior in school, home and in the society (Manley, 2008). Pupils with mild intellectual disability often perform two to four years behind in intellectual development in area such as; speech and language development, arithmetic, understanding of verbal clues and difficulty in following rules.

Manley (2008) posited that in many local school setting, regular classroom teachers are not always familiar with the nature, condition and education of pupils with mild intellectual disability and this usually resulted in total rejection of children with mild intellectual disability. The author further explained that for any individual to be termed mild intellectual disabled, such child must at least demonstrate below average functioning associated with impairments in adaptive behavior during developmental period before the age of 18, in school and home, and also, in the society.

Ashby (2010) explained that individual with mild intellectual disability acquire language with some delay, although greater number of them have the ability to use speech for everyday purposes, to hold conversations and also, to engage in the clinical interview. Most individual with mild intellectual disability achieve total independence in self-help care such as; eating, dressing, washing, bowel and bladder control. And in practical skills, although considered to be slower than normal. Their main difficulties are usually seen in class work, and many have particular difficulties in reading and writing. However, pupils with mild intellectual disability can be greatly helped by

regular teachers who have the knowledge and skills on how to modify the curriculum to capture their interest and compensate their handicapping conditions. Individuals with moderate to severe intellectual disabilities are potentially capable of acquiring practical skills rather than academic abilities, including unskilled or semi-skilled manual labor. In a socio-cultural context, individual with intellectual disabilities required little academic outcome.

The implementation of effective mainstreaming of pupils with mild intellectual disability in regular schools is a complicated process, for this to be successful, regular classroom teachers, parents, learners and stake holders within the community should be involved in the child educational planning and implementation. For regular classroom teachers to be able to reflect, recognize and access greater opportunities, they need to engage themselves on a journey of personal development and discovery. There is need for pupils with mild intellectual disability to be catered for and better serve in regular classroom.

Abbott (2006) observed that the implementation of general education programme for pupils with mild intellectual disability is a complicated process, and in order for this programme to be effectively implemented, parents' regular teachers, special education teachers, typical learners and community members should involve in the planning and execution of the programme. This would further promote the culture of inclusion at whole-school level required for effective implementation of general educational practices at classroom level. This will help in removing barriers and identifying factors that will help in promoting general education settings. Carter (2008) opined that most regular classroom teachers have little or no awareness about mild intellectual disability. Hence, they reject children rough into their schools for mainstreaming programme.

2.3.2 Curriculum adaptation of regular classroom teachers for mainstreaming pupils with mild intellectual disability

Curriculum is very important component for mainstreaming pupils with mild intellectual disability; the curriculum should be balanced with due consideration given to the learner's intellectual, emotional, personal and social interests and needs. The curriculum of these children should to a large extent be an extension of the preschool classes with emphasis on language development and concept formation, and these special needs learners should also be trained in socially adaptive behaviours (Obi, 2010). For mainstreaming to be successful, the teacher should be able to adopt a consistent, realistic and flexible approach in curriculum planning and implementation.

Olayele (2011) studied teachers' role in curriculum adaptation for children with special needs in Osun state. The study used a survey design in investigating the knowledge of teachers in relation to curriculum adaptation for pupils with special needs. Using purposive sampling of six (6) special schools were selected (1 public and 5 private), and ten (10) teachers randomly drawn from each school. Sample size was 60 teachers. Questionnaire tagged Teachers Role in Curriculum Content Adaptation (TRCA) was used to elicit information. Data were analyzed using Percentage, Pearson Product Moment Correlation and Chi-square to test the hypotheses. Findings revealed that teachers' role is significant in curriculum adaptation for children with special need. The author further explained that in order to be fair to our students and facilitate learning of all students, teachers need to adapt the curriculum to "fit" the learners learning interest and needs.

Teachers differentiate the curriculum so they do not discriminate and teach to only one group of learners (i.e., only those students who are at, or near, (age-grade) or age level ability in the prescribed curriculum). Teachers offer students a variety of learning experiences to meet their different learning needs. Furthermore, the National

Center on Accessible Instructional Materials (NCAIM) lists several specific strategies that the general education teacher can use to modify his/her curricula and instructional methods to benefit students with special needs: incorporating choices in both assignments and pre-practice, which is when the teacher previews the assignments or activities, which will help increase attention; partial participation, or multi-level instruction, this will allow students to participate in regular classrooms activities with modified assignments; giving clear directions will help students understand tasks; and giving appropriate, immediate feedback will help students be aware of what behaviors are and are not desirable (Curriculum Access, 2011).

Oluwale (2009) investigated the influence of teachers' curriculum adaption and effectiveness of inclusive classroom for pupils with mild intellectual disabilities in public secondary schools in Oyo State, Nigeria. The research design of the study was a descriptive survey which employed an ex-post facto design. The population for the study comprised of 11,499 teachers in public secondary schools in the State, the sample for the study was 1,150 teachers, drawn by stratified random sampling technique. Academic performance records of 50 students per teacher, which is 48,950 students' scores were also used. To elicit information for the study, two questionnaires Tagged Teachers' Curriculum Content Adaptation and Effectiveness Questionnaire 1 and 11 (TCCA EQ 1 & TCCA EQ 11) were designed, and a rating scale, Tagged Student Academic Performance Rating Scale (SAPRS) was designed to enable the researcher evaluate the academic performance of students. Four hypotheses were tested at 0.05 level of significance using Analysis of Variance (ANOVA), t-test, Pearson Product Moment Correlation and Simple Regression Analysis (PPMCSRA). The results showed that effective curriculum content adaptation produces effective implementation of mainstreams education programme.

However, the researcher observed difference in students' performance was statistically not significant. This could be due to the influence of student and school environment, related factors which were not included in the study. It was concluded that teachers' needs for adapting the curriculum for the benefits of all learners was very crucial. The researcher further explained that some of the major issues regular teachers may face when thinking about adapting curricula and instructional strategies in general classrooms includes; devising a method of creating lesson plans that will benefit students with special needs in addition to the question of what some examples of these curriculum and instructional strategies may look like. It is important for teachers to be aware of difference methods that they may use to create lesson plans that allow them to adapt curricula and instructional strategies because having guidelines and examples that will help them, most especially teachers that are not familiar with how to adapt programs in mainstream educational settings. For effective implementation of mainstreaming practices, regular education teachers must be aware of methods that are appropriate to use in regular classroom setting.

Ryndak and Stuart (2011) opined that teachers are at the center of curriculum adaptation for learners with special needs in mainstream education programs and with the content selected, and changed as necessary, teachers can consider other components that may be modified for any individual students or group of students with intellectual disabilities. Teachers can therefor modify the following:

- i. Methods of presentation: this component takes into account a variety of techniques for gathering and presenting information. It may mean that the teacher provides materials and the students gather information for themselves. It may also mean the teacher forms link with others in the school or community who will provide information to students. In other words, the teacher facilitates the means for gathering the information, but the students perform the act. There

are numerous ways to present a concept or skill in a lesson. These often refer to as input modes. These include; modes used to gather information such as observing, listening, reading, and doing. Teachers can apply input modes by using various techniques such as having students from pairs (two students working together) and listen to each other read pages from butterfly book, or he/she can show students images depicting butterfly. In addition, we can use our imaginations or abilities to vary our input modes.

- ii. Method of practice and performance: this component focuses on the method and activities that are used to help students gain understanding of the information presented. The students take in the information, give it meaning, and then use it, there are numerous ways to practice a skill or give meaning to a concept. These are often referred to as output modes. They include modes such as writing, speaking, drawing, and making. Teachers can apply output modes by using various techniques.
- iii. Method of assessment: this component focuses on the methods used to assess whether the students have learned the concept or skill being taught. The method of assessment includes the observation of students as they use various methods to practice and perform, and assessment of “products” the students develop to show their understanding.

Speaking on how teachers can determine the most appropriate curriculum for pupils with mild intellectual disabilities. Lee (2006) noted that IEP team may use the following nine types of curriculum adaptation matrix to determine the most appropriate curriculum adaptation required for a student with a disability gain access to the general curriculum. Once the team has agreed upon the necessary adaptations, they need to be shared with teachers and service providers to ensure that the accommodations, modifications, and supports written into the child’s IEP are being implemented. The

author further explained that because accommodations do not fundamentally alter the curriculum content, students' grade should not reflect the accommodations that have been made. Accommodations provide student with disabilities equal opportunity to participate in the general education curriculum. If modifications have been made to the curriculum on any course, it is important that the student's grade reflect the student's achievement in the modified curriculum content, as long as modified grades are available to all students. However, any modifications to the programme, instruction, and grading must be documented in the student's IEP and be directly related to the student's disability. To automatically give modified grades to all special needs children would be discriminatory and potentially violate section 504 of the Rehabilitation Act of 1973.

Hallahan (2012) posited that teachers need adaptation and modification of curriculum in order to achieve the goals of mainstreaming education programme for children with special needs. According to the author, curriculum adaptation in this regard involved activities in which the student engages to make sense of the curriculum content. Example of differentiating process activities include scaffolding, flexible grouping, interest centers, manipulative, varying the length of time for a student to master content, and encouraging an advanced learner to pursue a topic in greater depth. Curricula and instructional strategies are methods that teachers can use in the regular classroom to modify how they teach to better reach students with disabilities. Hallahan (2012) further stated four different curricula and instructional strategies to use in regular classroom. These include: Cooperative learning which students work together in heterogeneous small groups to solve problems or practice responses, peer-mediated instruction which includes either peer tutoring or peer confederates in managing behavior problems, or any other arrangement in which teachers deliberately recruit and train peers to help teach and academic or social skill to a classmate, Class Wide Peer

Tutoring (CWPT) which consists of all students in the general education classroom routinely engage in peer tutoring for particular subject matter, such as reading or mathematics, partial participation which is when students with disabilities participate on reduced basis, in virtually all activities experienced by all students in the general education classroom.

According to the Council for Exceptional Children, there are nine steps that teachers in general classrooms should consider when adapting their curriculum to meet the needs of diverse learners (Council for Exceptional Children, 2011):

- i. Step 1. Create a Plan for Adapting Materials: Effective adaptations require sustained development and supports. They must be made within the framework of a larger plan that includes consideration of (a) basic and strategic skills instruction and (b) the roles of people involved in the adaptation process. Adaptation that can benefit an entire class or several classes are more likely to be supported and maintained.
- ii. Step 2. Identify and Evaluate the Demands that Students are not Meeting: the purpose of this step is to define the problem to be addressed by the adaptation. Observe students' performance when they use typical instructional materials and evaluate the areas in which they may need assistance.
- iii. Step 3. Develop Goals for Teaching Strategies and Making Adaptations: Some problems can be solved by adaptations; other problems may signal the need for intensive instruction in skills or strategies. Often, teachers may need to provide adaptations while simultaneously teaching the student the learning strategies he or she needs in order to perform the work individually.
- iv. Step 4. Determine Whether Content or Format Adaptations Are Need: Content adaptations may be made only when the student's Individualized Education Program (IEP), notes that the general curriculum is inappropriate for this

student. When the curriculum is considered appropriate for the student, adaptations may focus on format rather than content.

- v. Step 5. Identify the Features of the Materials that need to be Adapted: Teachers adapting materials should examine each curricular unit for features that might cause a learning problem. For example, the content may be very abstract, complex, or poorly organized, or it might present too much information.
- vi. Step 6. Determine the Type of Adaptation that Will Enable the Student to Meet the Demand: Once the materials have been evaluated and possible problems areas identified, the type of format adaptation must be selected. Format adaptations can be made by altering existing materials, mediating existing materials, or selecting alternate materials.
- vii. Step 7. Inform Students and Parents about the Adaptation: Students should be taught explicit strategies to use any adaptation effectively and how to process the information received through the adaptation.
- viii. Step 8. Implement, Evaluate, and Adjust the Adaptation: As the adaptation is implemented, the teacher should evaluate its effects to determine whether the desired outcomes are being achieved and modify accordingly if this is not the case.
- ix. Step 9. Fade the Adaptation When Possible: Once the student has learned necessary skills and strategies, the adaptation should be faded when possible.

Manuel and Adeleke (2015) conducted a study on teachers' attitude and curriculum for regular education in early childhood classroom in Lagos State Center on assessment on inclusive education practice in early childhood classrooms of Lagos State. The study collected baseline data on how early childhood regular program is practiced in Lagos is been practiced. Investigated the teachers' perception of the curriculum been used, trained and untrained teachers' rating of special needs learners'

performance and the difference in the perception of both professional and unprofessional teachers on mainstreaming children with special needs in the regular classroom. The study revealed that 96% of the respondents agreed that regular curriculum is been implemented, 67% reported that, though regular teachers have been taught how to adapt general education curriculum for mainstreaming practice, but the curriculum have not been adapted to meet the needs of individual special learner's. To 33%, regular education instruction manual has been made available for their usage.

The study also indicated that 92% of the teachers maintained that the available general curriculum is adequate for mainstreaming practice. On the benefits of all categories of special needs learners, findings of the study revealed that children that topped the list were as follows visual impairment with 59% seconded by hearing impairment and learning disabilities respectively, children with intellectual disability and autism came last on the list with 58% and 56% respectively. It was also indicated that 82% of the respondents submitted that learners with special education needs are benefitting from general education programme. The findings of the study on the difference in the perception of trained and untrained teachers are educational option for special needs children revealed that both trained and untrained teachers have failed in mainstreaming implementation. Majority of the trained (68%) and untrained teachers (72%) did not agree with the idea of teaching special needs children in regular setting with the non-special needs learners, claiming that there are no adequate supports from the government to make the programme effective. Making inclusive education as the best option in educating learners with special needs was also opposed as trained teachers (78%) and untrained teachers (73%) rejected the idea on the premise that there is no enabling environment for effective inclusion for all categories of learners with disabilities in terms of facilities, instructional materials, personnel adequacy and effective funding.

2.3.3 Instructional accommodation skills of regular classroom teachers for effective mainstreaming pupils with mild intellectual disability

This is a technique used by a teacher to help special need learners learn in an appropriate manner and become more independent learners. Instructional accommodation entails changes in the classroom practices to capture the needs and interests of the learners. According to (Dala 2013) instructional accommodation is the adjustment in classroom activities; such as course content, instructional strategies and materials, environmental structuring and learner's response among others, apply to give special needs learners the opportunity to access and participate fully in the classroom activities that do not affect the expectation and standard of the subject. In other words, instructional accommodation is the adjustment in instructional delivery by teachers through the responses from learners without putting a treat to other activities in the classroom. There are numerous teaching strategies and materials that teachers can use to accommodate pupils with mild intellectual disability, such as those with short attention span, the hyperactive and hyper distractibility, and those with memory problem.

Teachers need to use suggested instructional strategies and learning aids to meet the educational needs of learners that commensurate with their learning needs and styles, specifically, regular teachers need to use the task analysis style to fragment the duties and activities of the classroom to implement the subtasks and steps, to use technology in teaching special needs children the use of teaching strategies, such as peer education, cooperative education, and methods of learners grouping.

Teachers need to devote more time, simplify complex concepts, teach within small groups, and provide feedback to learners about their performance. The ideas of instructional accommodations are traceable to individuals with Disabilities Education Act in 1997 reviewed in 2004. According to DeBettencourt (2002), the legislations that

guide instructional accommodation empowered learners to enjoy a reasonable level of changes in instructional presentation and allows the learners to participate in the classroom teaching and learning process.

Albatall (2005) held a study in order to identify the level of teachers' skills who work with learners with intellectual disabilities in the preparation and implementation of the direct method of teaching, he prepared a questionnaire and tick responses from (191) teachers in the city of Riyadh, the researcher has used percentages and frequencies, averages and T-test, analysis of variance (ANOVA) to calculate the differences in the level of skills for teachers in the preparation and implementation of the direct teaching methods, the study found that the level of skills for teachers in the preparation of the direct teaching ranged from middle to high, and characterized by rising of their level of implementation, and the results showed a statistically significant differences between preparation and skills of implementation skills for the direct method of teaching depending on the availability of teaching aids.

Hus's (2010) examined training needs for teachers who work with children with developmental disabilities in mainstream education programs in China, the study sample consisted of (276) teachers who work in 12 kindergartens that provide mainstreaming programs for children with special needs. The results indicated that teachers' perceptions of their required training needs to work within the general education practices didn't vary compared with their level of education, and the number of years of experience, or the size of the class. the statistical analyzes has indicated that the sub-scales of the four training needs, and interviews with special education teachers and administrators and teachers of early childhood programs that the more training needs for teachers was in the aspects of modification and behavior management, preparation and implementation of individual educational program and strategies of mainstreaming and communication with parents and families.

Bataineh et al. (2010), Conducted a study that aimed to determine the necessary basic skills for teachers in public education who are teaching students with disabilities in Jordanian schools, the study sample consisted of (320) male and female teachers, 115 male teachers and 205 female teachers. a questioner was used to identify a pentagonal consisted of 25 items, after confirmation of the validity and reliability of the questioner, the results showed that the efficiencies of the teachers of class management came first, while competencies relating to the definitions of characteristics and the rights of individuals with disabilities came in fifth and last place, the results showed a significant difference between teachers' gender and their experiences and the study also showed significant differences in the efficiencies of teachers belonging to the years of experience, while no significant effects appear to the variable gender between teachers.

Schulz et al., (1984) suggested that instructions for these children could be divided into smaller units or reduced in length especially for those with short attention span and the hyperactive. Regular teachers could also shorten their work periods and make frequent changes from one activity to another in order to sustain learners' interests and give preferred and less preferred activities to the children alternatively. For those with memory problems, the teacher could give simple directions, use cues that could prompt correct responses, include repetition in skills and letting the learners' get practically involved in solving problems or demonstrating acquired skills. Pupils with mild intellectual disability need consistency in instructional approaches and routine work, the teacher could from time to time employ some teaching innovations into his/her instructional delivery.

Yildirim and Guven (2012) noted that in delivery suggested instructional methods and intended goals for student with special needs; their ability does not change the content but does slightly change the conceptual difficulty of the curriculum. Adaptation of curriculum is a concept that usually require more teacher effort and time rather than

simply changing instructional methods and strategies or access as in an accommodation, but it is a goal-driven process whereby teachers usually need to state specifically the intended goals for individual learners, like providing individual learner activities, individual homework and assessments or evaluations, and further using adapted or different instructional strategies and activities for individual learners' needs. Teachers need to adjust the teaching strategies in order to accommodate special needs learners in mainstream classroom, this often occur when teachers differentiate instruction especially when teachers decide to conduct lessons, mathematics or writing, which meet individual learner's unique needs by having work on adapted assignment in small groups with the support of the teacher.

Yildirim and Guven (2012) suggests that a variation of this type of lesson can be providing learners with special needs fewer or less work and points out that reducing the amount of tasks seen in an accommodated instruction should be differentiated in adapted instruction. According to the authors, in Botswana, learners who are visually impaired and intellectual disabled learners can benefit from this arrangement whereby they may be asked to work in groups to provide solution and as they work in groups, the teacher continues monitoring and support may also be maximized. Hence, the adjustment of the curriculum may also include a slight change in conceptual difficulties that is later introduced to the learners.

Instructional materials refer to all the resources a teacher uses to explain the lessons such as topic, content, or subject to the learners so that they can easily understand the topic, content or subject. Excellent teachers must understand that, learners with mild intellectual disability required specialized instructional materials to facilities teaching and learning processes. Individual with Disability Education Act IDEA, (2004) described instructional strategies as piece of equipment, items or product

system whether acquired commercially off the shelf, modified or customized, used to increase, maintain or improve functional capabilities of learners with disabilities.

Memisevic and Hodzic (2011) examined teachers' knowledge of instructional material adaptation for pupils with mild intellectual disability in regular classrooms in Bosnia and Herzegovina. Survey research design was used for the study. The population of the sample for the study was 132 regular teachers. Independent t-test was used to analyze the data for the study. The result showed that adaptation of instructional materials significantly relates with the implementation of a mainstream education practices for pupils with mild intellectual disability. The study also showed that teacher's attitudes were positive but at the same time concerned. Researchers recommended additional support, such as more appropriate didactic materials or consulting special education teachers by the regular teachers. Attitudes about mainstreaming learners with physical disabilities were also surveyed from the perspective of pupils with mild intellectual disabilities. Researchers observed that the story completing technique used in the study was effective, and teachers could increase the social acknowledgement and sensitivity of special needs students by arranging story activities.

Memisevic and Hodzic (2011) further explained that instructional materials are the tools teachers use to teach their learners. Appropriate instructional materials have a creative impact on the learners' learning since students learn most by doing things by themselves. Instructional material serves as aids for instruction. Through this, the teacher will be able to make teaching more effective and meaningful. It is much easier for students also to learn and understand the lesson as well as acquire the necessary skills in the field. The availability of the require instructional materials that will enhance learners effective learning also have its own demand in the educational system.

Ashby (2010) carried out a study on the role of teachers' instructional material adaptation in the implementation of regular education for children with mild intellectual disability in Texas using 78 special education teachers as sample for the study. Survey design was adopted for the study, analysis of variance (ANOVA) was used to analyzed data from the study. The result showed that teachers' instructional material adaptation significantly influences the implementation of regular education for children with mild intellectual disability. The author further explained that teachers as well as learners play a major role in the changes of instructional strategies in order to achieve the same intended instructional outcomes suggested in the overall or general curriculum. These can include incorporating different types of teaching and learning methods and techniques, such as audio-visual materials, projectors, and pictorial representation among others and modifying the amount of input, changing or modifying the time frame for learning and teaching, and the amount time devoted to the support for individual learners needs. These techniques can benefit learners in the mainstream education schools in Botswana and can target special needs learners who are, for example, visually impaired, learning disabled, and hearing impaired. For example, the use of Braille writing and reading, enlarge test copies, the use of closed circuit television (CCTV) or the use of magnifying glasses may be made for visually impaired student. The intention is that the content and difficult of tasks remain the same as the tasks in which other learners in the regular class would embark on.

Corpus and Lucido (2008) noted that while a teacher's job does not end in managing classroom, planning and evaluating, the instructional materials also has a big part in teaching and learning processes. Students' enthusiasm, involvement and willingness to learning process greatly rely on the material that the teacher used in the classroom. Instructional materials must serve as a vehicle for improving the quality of learning for every student. The following guide questions cited by Corpus and Lucido

(2008) expressed the standard to consider in the selection and adaptation of instructional materials for children with intellectual disability: Instructional materials give a true picture of the idea/subject presented; Instructional materials contribute meaningful content to the topic; Instructional materials help the teacher to achieve instructional objectives; The instructional materials are appropriate for the age, intelligence, and experience of the learners; The physical condition of the instructional material is satisfactory; Instructional materials help to make students better thinker and develop their critical faculties; The instructional materials worth the time to expense and effort involved.

According to Cooney (2006) the needs for teachers to modify or adjust instructional materials is very crucial for the implementation of mainstreaming children with mild intellectual disability. The use of instructional materials helps the students to remember important information. When properly used, they help gain and hold the attention of students. With the availability of the audio-video materials, it can be very useful in supporting a topic, and the combination of both audio and visual stimuli, is particularly effective since the two most important senses are involved. Instructors should keep in mind that they often are salesmen of ideas, and many of the best sales techniques that attract the attention of potential clients are well worth considering. The instructional materials should keep student attention on the subject; it should not be distracting device. A good instructional material also can help solve certain language barrier problems considering the continued expansion of technical terminology in everyday usage. This couple with culturally diverse background of today's students makes it necessary for instructors to be precise in their choice of terminology. Terms used in an instructional material should be carefully selected to convey the same meaning for the student as they do for the instructor. They should provide an accurate visual image and make learning easier for the student. Another important use of

instructional material is to clarify relationships between material objects and concepts. When relationships are presented visually, they often are much easier to understand.

For example, the subsystem within a physical unit is relatively easy to relate to each other through the use of schematics or diagrams. Symbols, graphs, and diagram can also show relationships of location, time, size, frequency, and value. By symbolizing the factors involved, it is even possible to visualize abstract relationships. Instructors are frequently asked to teach more and more in a smaller time of frame. Instructional material can help them do this, for example, instead of using many words to describe a sound, object, or function, the instructor plays a recording of the sound, shows a picture of the object, or presents a diagram of the function. Consequently, the student learns faster and more accurately, and instructors save time in the process.

According to Siperstein (2007), the role of instructional materials in individualized learning and regular education are radically different from that in a mass-instruction system. In the latter, their role is generally supportive, with the main vehicle of instruction being the teacher or trainer in control of the class; in an individualized-learning system, on the other hand, the material themselves constitute the vehicle whereby instruction takes place. Thus, it is particularly important that such materials should be designed and produced with the greatest care, for, if they are not, the system could (at best) fail to achieve all its instructional objectives and (at worst) break down completely. Some of the specific ways in which instructional materials can be used in individualized learning are given below:

- i. Providing instructions and/or guidance on how the learner should carry out a particular course or program of study;
- ii. Providing the actual material that has to be learned and worked on during the course or program;
- iii. Providing the learner with exercises for diagnostic or assessment purposes;

- iv. Providing supplementary or enrichment material. As in the case of mass instruction, a large number of different types of media and materials can be used to fulfill these various functions.

Yildirim and Guven (2012) noted that the use of instructional materials in mainstreaming classroom help clarify concepts, arouse and sustain learners needs and interests by given them equal opportunities to share their experiences for new learning and to make learning more permanent. Instructional materials become more important in terms of supporting and facilitating learning. In educating pupils with mild intellectual disability, teacher must consider individual needs and provide needed skills to enable them live independently.

2.3.4 Classroom management skills of regular classroom teachers for effective mainstreaming pupils with mild intellectual disability

The ability of teachers to organize and manage learning environment is pertinent in the education of pupils with mild intellectual disability. Consequently, inaccessibility to classroom, lack of classroom management skills by teachers often contributes to the low performance and rejection of special needs children who needs special attention in regular classroom. Baxendell (2003) posited that co-operative skills need to be learnt and practiced by learners as part of classroom management training, teachers and other school community members. In order to develop students' co-operative skills, teachers have to consider the age-level of their students because these skills are different from infant to adolescent students. Teachers should make it clear to the students, what specific co-operative skills (e.g., listening, sharing materials, helping each other, taking turns) need to be addressed by the group, why the skills are important and demonstrate using them. For instance, a teacher may say "listening to your peers' views is important because they will enrich the quality of our work." "Please share your learning materials in order to help your friend." The skills need to

be practiced in real situations. In this way, a teacher can give immediate feedback to students on how they are using the skills.

Ohanele (2012) identified four cardinal areas in managing classroom environment for mainstream education practices. To him, space, time, language and interpersonal relationship are the major aspect of classroom environment that regular education teachers must restructure so as to effectively accommodate all learners including special needs children in mainstream classroom. The Author further asserts that space includes class, size, learners', working area, special room, quiet corner and non-distracting classroom, size of the paper and table surface. All these must be properly adjusted to meet the learning condition of the special child in the mainstream classroom. Because of short attention span of most learners with special needs, especially pupils with intellectual disability, required time for lesson delivery must be well planned and shortened so as to accommodate those learners that have no patience enough for long teaching activities. Time is expected to be broken into smaller units by varying the types of activity so that quiet activities are followed by livelier ones. Language usage is another aspect of classroom management.

Ohanele (2012) further emphasized that language of the instruction delivery can be manage by using clear language to enhance learners' learning. To ensure that language use in the classroom sample and clear rather than confusing, regular education teachers should examine the wording of their direction. The language used should match with the learners' level of understanding. For learners with intellectual disability, the language quantity should be reduced to simplest statements. The interpersonal relationship between the teacher and the learners is of great importance in accommodating special needs learners. Positive interpersonal relationship should be encouraged as it enhances the learners' self-esteem.

Switlick (2007) opined that teachers need to adjust the classroom environment to be effective for pupils with mild intellectual disability. The author further described that within the context of any classroom, there are number of factors that directly affect both teaching and learning, such as values, beliefs, and the way in which teachers and students interact with each other. The successful of mainstreaming does not 'just happen.' It requires continuous efforts from the teacher as well as the students to value each other and learn from each other. Although, it is not easy to create such an environment where everybody feels comfortable. Teachers are stressed and challenge most times on the needs to accommodate special needs learners in a mainstream education setting. However, experiences from all over the world show that there are numerous strategies and choices for teachers to plan their lessons in order to increase the participation of learners and members of the school community.

Greef (2002) carried out a study on the Role of Environmental Adaptation in the Implementation of Regular Education for Pupils with Intellectual Disability in Ghana. The research design use was ex-post-facto design. The population for the study was 181 high school pupils enrolled in 4 different State schools in two Provinces of Turkey, comprising of 140 females and 40 males. Sample of the study were 4 schools out 6 schools that participated in the small scaled cross-school project. An instrument tagged the Teacher Questionnaire (TQ) was used to gather data on the study. The study instrument was adapted from existing Literacy Survey by Zamorski and Haydn (2002). In order to fulfill the stated goals of this study, the items were analyzed using factor analytic methods. The internal consistency reliability of the scale, assessed by Cronbach Alpha, was found to be 0.85. The findings obtained in this study confirmed the previous research in this respect, that the result showed that there is a significant influence of teachers' environmental adaptation on the implementation of regular education programme for pupils with intellectual disability.

Greef further stressed that in regular classroom environment, quality education would depend upon numerous factors. Amongst these are; the understanding of the special needs learners, infrastructural facilities, effective classroom management, trained motivated teachers, flexible educational content (what is being taught), strategies for teaching and evaluating that meet the needs of all children that focus on meaningful, active learning and interaction, sufficient teaching time and its optimal use by teachers, access of every child to teaching learning materials and continuous support to the teachers by specialists.

Halle and Dymond (2008) explained that teachers need to create a friendly classroom environment with the mind of special needs learners including pupils with mild intellectual disability. Within any school or classroom, all students and teachers needs to feel accepted by their peers. Each student needs to be included as an equal member within school life and its community. Both teachers and students should have a sense of comfort and belonging within the classroom. Teachers have a key role to play in creating such a welcoming environment for the students. It is their responsibility to value equally each student in the classroom and promote mutual respect amongst the members of the school community, helping them to overcome prejudice and discrimination. In teachers' everyday work the seldom stop to think about the importance of making students feel welcome in the classroom. Each organization has a culture that creates impact upon the way people feel, believe and behave. All human beings are part of a particular culture whose features are always expressed in the context of a social group. For instance, the attitude of the member of any school community will be influenced by the culture of each particular school.

Alwell and Cobb (2009) noted that the physical arrangements of the classroom environment can promote or hinder teaching, learning or the development of the learners. The classroom should be comfortable and teachers should look into matters

such as seating, noise level and space, and have a sense of order such as storing materials and students' work. This particular challenging in many classrooms which are crowded due to large numbers of students, and lack of appropriate furniture. However, teachers could also consider whether all the activities need to be carried out at the desks there are different ways of arranging the classrooms. We know the traditional rows of desks where students all face the blackboard rather than their peers. Learning environments that seek to encourage participation should be flexible both in terms of seating and grouping. This means that we have to be able to identify what kind of arrangement is best for the particular day or activity.

2.3.5 Attitudinal disposition of regular classroom teachers for effective mainstreaming pupils with mild intellectual disability

As attitudes are based on beliefs, they can be changed when presented with new information such as mainstream education programs which is a success stories of children with disabilities. While attitudes which are deep-rooted in across the board, ranging from community, to the school, and to the government. This suggests that attitudinal change should be considered an integral part of mainstreaming programme. There should be awareness creation at grass roots level including; parents, caregivers, teachers, administrators to policy makers.

Gilbert et al. (1974) conducted a study of regular teachers, special education teachers, building using eight school districts in California. It examined the attitudes administrators, and central office administrators toward varying degrees of integration of exceptional children in regular classes. The results indicated that the amount of mainstream practiced by a school district was related to the attitudes of the staff rather than the behavior of learners with special needs. It was noted that special needs children behaved as "normally" as their regular classmates. The combination classes

and resource centers provided the students with the maximum amount of integration. This combination received the strongest teacher support. The special needs children were always accepted as full class members (Guerin et al., 1974).

The researcher further explained that the overall attitudes toward the mainstreaming programs were generally positive and supportive. Building-level administrators expressed personal support among their teaching staff and strongly supported the mainstreaming programs. "The attitudes of the special teachers appeared to be crucial to the regular teacher reaction to the program. Classroom teacher attitudes were nearly always identical to those of the special teacher (Guerin et al., 1974). Most teachers approved of the mainstream education programs and were supported by their central office and building administrators.

Arcangeli et al. (2020) conducted a study on the attitudes of regular classroom teachers toward mainstream and special education teachers toward children with intellectual disability in Italy: The relevance of being teachers. The attitudes toward intellectual disability questionnaire (ATTID) was used to measure attitudes toward intellectual disability. The study was poised with 67 items structured in five dimensions related to cognitive factor measured by the knowledge of capacity and rights (20 items) and knowledge of causes of intellectual disability (7 items); (b) two dimensions related to an affective factor measured by discomfort (17 items) and sensitivity/tenderness (6 items); (c) a dimension related to a behavioral factor measured by interaction (17 items). The discomfort dimension assesses the feelings of stress, fear, embarrassment, anxiety and inadequacy toward mainstreaming children with intellectual disability. The result of this findings also indicated that special education teachers held more positive attitudes compare to regular classroom teachers. Specific attitudes toward intellectual disability (ATTID) dimensions were positively affected for both types of teachers by previous training in special need education for children with

intellectual disabilities, perceived support, and promotion of positive attitudes toward mainstreaming intellectual disability, in addition to the quality of relationships with individuals with intellectual disability, while they were positively affected for special education teachers by perceived efficacy of intellectual disability awareness. The researchers further explained that limited effects were observed for other findings related to the study in teaching students with intellectual disability. Fostering resources to provide regular classroom teachers with high quality training, support, resources and strategies to promote positive attitudes toward effective mainstreaming children with intellectual disability seems relevant approach leading to favorable attitudes, thereby improving the quality life and social inclusion of children with intellectual disability.

Ryndak and Stuart (2011) opined that it is important for both regular and special education teachers to learn about their own understanding of diversity, their assumptions and beliefs, and to be aware of the impact caused by the culture of their schools on their own attitudes towards special needs children and the non-disabled learners. Most times our assumptions do not reflect the facts because we have not been able to really reflect on the reality of the situation from different perspectives. When working with different types of learners in the classroom, we tend to think that ‘all of them ‘belong to the same culture, and therefore, share the same assumptions and attitudes. Co-operation, positive attitudes and collaboration are key components that teachers need for effective implementation of mainstreaming education programs. One of the major components in having a sense of belonging is that teachers and learners are respected and values as individuals in the school community.

Reynolds et al. (1982) conducted a study to determine attitudes toward mainstreaming pupils with mild intellectual disability in elementary classes on the basis of teacher age, teaching experience, grade level, prior teaching experience, and academic training. The sample consisted of 310 K-6 teachers from a nine-county area

in Northwestern Ohio. The teachers filled out a 28 item researcher designed mainstreaming questionnaire and a teacher data sheet. Results indicated there were no significant differences in attitudes toward mainstreaming when compared on the basis of age, training, teaching experience, grade levels, and prior experience with mainstreamed mild intellectual disabled children. Although no significant differences were found in teachers' attitudes, the overall responses indicated a positive attitude of elementary teachers toward mainstreaming. Teachers also indicated that they felt children with mild intellectual disability were educationally more like non-disabled learners and that they benefited by being exposed to different teachers. The regular classroom teachers indicated that by mainstreaming children with mild intellectual disability, that teachers made wise choices as to which students would mainstream most successfully. Teachers indicated that they disagreed with the statement that elementary teachers have enough training and experience to teach mainstreamed pupils with intellectual disability and that mainstreaming meant extra work for the classroom teacher (Reynolds et al., 1982). The study also revealed a consistent pattern of acceptance and support of mainstreaming. They perceived benefits for mainstreaming special needs children and felt positive about the support of special needs teachers.

2.4 Appraisal of the Literature Review

The literature was reviewed under conceptual, theoretical and empirical studies. The education of pupils with mild intellectual disability has generated a lot of interest to experts in special education and other disciplines for so many years. The concern is on the best approach to improve the educational standard of pupils with mild intellectual disability. Reviewed have shown that most regular classroom teachers are not basically aware of the nature and conditions of Pupils with mild intellectual disability. Has such, they don't necessary benefiting from mainstreams education

programmes, due to the fact that regular classroom teachers are not properly trained on how to teach these special needs learners and in the area of instructional accommodations such as; curriculum adjustment, behavioural modification, classroom management skills, teaching strategies, and materials etc. For a successful mainstreaming of pupils with mild intellectual disability. However, their education demands vary, as such they need qualified personnel who can better serve them in mainstreams educational setting. The literature reviewed that some regular teachers lack the skills and confidence to teach these special learners effectively and most of these teachers have little idea on how pupils with mild intellectual disability are to be better serve. Due to this ignorance, teachers are often reluctant in accommodating them in regular schools. Apparently, experts in special needs education and other disciplines recognized that, effective classroom management skills, curricular adjustment, positive attitudinal disposition, appropriate instructional strategies and materials are appropriate techniques that could increase effective participation of pupils with mild intellectual disability in general classroom setting.

Also from the literature reviewed so far, it is worth noting that studies had been carried out on mainstreaming pupils with mild intellectual disability in other countries like Ghana, Kenya, India, and North Korea etc. But there is no work carried on the subject matter in Uyo Local Education Authority, Akwa Ibom State – Nigeria. Also, the variables are not the same as used in other studies. As such, this study, intent to fill this gap.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter discussed the techniques that were used to collect data and the analysis of the data for the study. The chapter is therefore presented under the following sub-headings:

- 3.1 Research design
- 3.2 Area of the study
- 3.3 Population of the study
- 3.4 Sampling techniques
- 3.5 Sample
- 3.6 Instrumentation
 - 3.6.1 Validity of the instrument
 - 3.6.2 Reliability of the instrument
- 3.7 Procedure for data collection
- 3.8 Procedure for data preparation and scoring
- 3.9 Procedure for data analyses
- 3.10 Operational definition of variables
- 3.11 Ethical consideration

.1 Research design

The study adopted descriptive survey research design. The choice of survey design is due to the fact that, it allows the researcher to use part of the population of the study by studying the samples and drawing inference about the characteristics of the population from the samples. According to Sara (2012), survey design is focuses on

people's belief, opinion, attitudes, motivation and behaviour. Survey design is also appropriate for this study because it will enable the survey of randomly selected training needs of regular classroom teachers for effective mainstreaming pupils with mild intellectual disability.

3.2 Area of the study

The study was carried out in Uyo Education Zone. Uyo Education Zone is located in Akwa Ibom State, South-South Geo-Political Zone in Nigeria. It comprises of six (6) Local Government Areas, namely: Uyo, Uruan, Ibesikpo, Nsit Ibom, Itu and Etinan. Uyo Education Zone is found between latitude: $5^{\circ} 11' 7''$ North, longitude: $7^{\circ} 54' 11''$ East, and 43m (141ft) altitude. It covers an area of about 17, 076, 214 square kilometers. It is bounded on the North and North-East by Odukpani in Cross River State and Arochuckwu in Abia State, in the West by Ikono Local Government Areas, in the South and SouthEast by Abak and Essien Idim Local Government Areas, respectively. The residents of these six Local Government Areas are largely Farmers, Craftsmen, Hunters, Fishermen and Civil Servants. They are predominantly Christians. They have similar language spoken known as the Ibibio language and cultures. Uyo Education Zone is a large place in the region of Akwa Ibom State, with a population of approximately 736, 606 people and is one of the largest places in Nigeria.

According to Akwa Ibom State Universal Basic Education Board (SUBEB, 2022), Uyo Education Zone has a total number of 167 regular public primary schools. The area also has tertiary institutions such as Uyo City Polytechnic, University of Uyo (Uniuyo), and the recent created Federal College of Education, Ididep, Ibiono, Akwa Ibom State.

3.3 Population of the study

The population of the study comprises of 2004 regular public primary school teachers (SUBEB, 2022) teaching in 167 regular Public Primary Schools in Uyo Education Zone in Akwa Ibom State, Nigeria as shown in Table 1.

3.4 Sampling technique

Stratified sampling technique was used for this study. The study area is stratified based on the number of Local Government areas. Thus, each Local Government was made a Stratum, for example; Uyo was made Stratum one (1), Uruan Stratum two (2), Ibesikpo Asutan Stratum three (3), Nsit Ibom Stratum four (4), Itu Stratum five (5) and Etinan Stratum six (6) respectively. To ensure that a representative sample for the study is selected, the researcher adopted Simple Random Sampling technique method. Under this technique the name of school in each local government within the study area were written on a piece of paper and folded into a ball shape and put in a bowl mixed thoroughly and randomly selected 15 schools with replacement. The same method was used in the selection of teachers, 10% of the entire population of regular classroom teachers (2004) was selected. A total of 200 subjects were sampled randomly from fifteen (15) regular public primary schools in Uyo Education Zone. A proportion of 10% of regular public primary schools in each local government area was selected to give equal representation of every school as shown in table 2.

3.5 Sample

The sample of this study was made up of 200 regular classroom teachers. The sample comprised of 80 males and 120 females.

TABLE 1
Population distribution

S/N	Local government	Number of schools	Number of Teachers
1	Uyo	43	516
2	Uruan	26	312
3	Ibesikpo Asutan	23	276
4	Nsit Ibom	30	360
5	Itu	23	276
6	Etinan	22	264
	Total	167	2004

Source: SUBED Akwa Ibom State (2022)

TABLE 2

Sample distribution

S/N	Local government	Number of School Selected	Number of Teachers
1	Uyo	4	51
2	Uruan	2	31
3	Ibesikpo Asutan	2	28
4	Nsit Ibom	3	36
5	Itu	2	28
6	Etinan	2	26
	Total	15	200

3.4 Instrument

The instrument that was used for data collection is self-structured questionnaire titled “Training Needs of Regular Teachers for Effective Mainstreaming Rating Scales Questionnaire” (TNRTEMRSQ). The TNRTEMRSQ has two sections. Section “A” consists of demographic data of respondents such as Year(s) of teaching experience, sex and academic qualification while section “B” consists of 25 test items, five items for each variable of the research that is, regular classroom teachers’ knowledge, curriculum adaptation, instructional accommodation, classroom management skills and attitudinal disposition with four columns of High Help Needed (HHN), Moderate Help Needed (MHN), Little Help Needed (LHN) and No Help Needed (NHN).

3.6.1 Validity of the Instrument

Face and content validity of the instrument were ascertained by the three experts, two from the Department of Special Education and one from Measurement and Evaluation Unit in University of Calabar, Calabar. The supervisor and experts were requested to validate the questionnaire to ensure the items were well-constructed and that appropriate of language was used. The comment and corrections on the questionnaire were used to improve the interments by adding new items and dropping those considered inappropriate for this study.

3.6.2 Reliability of the instrument

To establish the reliability of research instrument, a trial testing was carried out on 40 teachers in two (4) primary schools outside the research study area. The data collected were analyzed using Cronbach Alpha reliability method to determine the internal consistency for the sub-scales of the instrument. The reliability coefficients obtained was

stood at .85. indicated that the instrument is reliable and should be used for data collection for the study.

3.7 Procedure for data collection

A "letter" of introduction from the Head, Department of Special Education was presented to each of the school Head Teacher for permission and cooperation to carry out the study. The Assistant Head Teacher was serve as a research assistant. The researcher was accompanied by the research assistant, who was well - informed ahead of time about the study and the roles to play. Then with their assistance, the researcher administered the instrument to the respondents. The research instruments were retrieved on the spot from the respondents after completion.

3.8 Procedure for data analyses

The data collected was analyzed using descriptive statistics which include; frequency count, simple percentages and mean scores. In that way training needs respectively was deduced by relative mean score of 2.5. This implies that any one that is up to 2.5 or above was considered worthwhile training needs.

3.9 Operational definition of variables

1. Curriculum adaptation: Refers adjusting the learning content to meet the learning needs and interest of pupils with mild intellectual disability.
2. Instructional accommodation: Refers to modification of teaching and learning activities and materials to give pupils with mild intellectual disability access to equal opportunity to participate in classroom activities.
3. Classroom management skills: this refers to different techniques teachers employ to keep pupils with mild disability to be well organized and on task in the classroom
4. Capacity development: Refers to training programme that keep regular and special teachers abreast for the education of pupils with mild intellectual disability.
5. Attitudinal disposition: This refers to the feeling teacher have about pupils with mild intellectual disability.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter provides the results of data analysis, presentation and discussion based on the research questions posed. The chapter is presented under the following sub-headings:

4.1 General description of the research variables

4.2 Presentation of results

4.3 Discussion of findings

4.1 General description of the research variables

The variable of this study is training needs of regular teachers (general knowledge of regular classroom teachers, curriculum adaptation, instructional accommodation skills, classroom management skills and attitudinal disposition) for effective mainstreaming pupils with mild intellectual disability in Uyo Education Zone, Akwa Ibom State, Nigeria. Each of the variables were used in developing five item statements that sum up to 25-item questionnaire. The descriptive statistics of the variables is presented in Table 4.

TABLE 4

Descriptive statistics of the variables			
Variables	N	Mean	Std dev
Knowledge level of classroom teachers	200	15.13	2.65
Curriculum adaptation	200	14.44	2.77
Instructional accommodation skills	200	14.90	2.89
Classroom management skills	200	15.32	3.13
Attitudinal disposition	200	13.90	3.78

4.2 Presentation of results

Research question one

What is the general knowledge of regular classroom teachers for effective mainstreaming pupils with mild intellectual disability in Uyo Education Zone? To answer this research question, descriptive statistics was used with the means and standard deviation as tool for analysis. The criterion for decisions was the 2.5 benchmark obtained by summing the number of scores attached to the responses and dividing by by 4(no of response options).

TABLE 3

Mean and standard deviation analysis of the general level of knowledge of regular teachers effective mainstreaming pupils with mild intellectual disability

S/N	Items	N	CM	OM	SD	Remarks
1	Pupils that perform poorly in test	200	2.5	3.3	.221	Knowledgeable
2	Pupils that hardly remember previous lesson	200	2.5	2.8	1.09	Knowledgeable
3	Pupils that are often promoted on trial	200	2.5	2.2	.762	Not Knowledgeable
4	Pupils not always at tune in poorly in test	200	2.5	2.2	.672	Not Knowledgeable
5	Pupils whose odd behavior show before the age 18	200	2.5	1.5	.982	Not Knowledgeable
	Total	200	2.5	2.13	.432	Not Knowledgeable

CM=Criterion mean; OB=Obtained mean , SD=standard deviation

This table 5 sought to find out the general knowledge of regular classroom teachers for effective mainstreaming pupils with mild intellectual disability. Awareness of regular classroom teachers on pupils that perform poorly in test has mean score of 3.3. Awareness of regular classroom teachers on pupils that hardly remember previous lesson has mean score of 2.8. Awareness of regular classroom teachers on pupils that are often promoted on trial has mean score of 2.2. Awareness of regular classroom teachers on pupils not always at tune in changing circumstances has mean score of 2.2. Awareness of regular classroom teachers on pupils whose odd behavior shows before the age 18 has mean score of 1.5. By and large, the regular classroom teachers have the awareness of pupils with mild intellectual disability in two items that has mean score below 2.5. But the other three items show case maladaptive behavior, odd behaviors before age 18, and pupils promoted on trial that has mean score above 2.5. The overall obtained mean of 2.1 is less than 2.5 which implies that regular classroom teachers do not have adequate skills for effective mainstreaming pupils with mild intellectual disability in Uyo Education Zone.

4.2.2 Research question two

What is the level of need of curriculum adaptation of regular classroom teachers for effective mainstreaming pupils with mild intellectual disability in Uyo Education Zone? To answer this research question, descriptive statistics was used with the means and standard deviation as tool for analysis. The criterion for decisions was the 2.5 benchmark obtained by summing the number of scores attached to the responses and dividing by by 4(no of response options).

TABLE 6

Mean and standard deviation analysis of the curriculum adaptation of regular teacher effective mainstreaming pupils with mild intellectual disability

S/N	Items	N	CM	OM	SD	Remarks
1	Modifying the lesson content for pupils mild intellectual disability	200	2.5	3.4	.432	Knowledgeable
2	Developing transition plan for pupils with mild intellectual disability	200	2.5	3.3	.662	Knowledgeable
3	Individualizing the lesson content for pupils with mild intellectual disability	200	2.5	3.1	.873	Knowledgeable
4	Scheduling quantitatively different lesson content for pupils with mild intellectual disability	200	2.5	3.4	.743	Knowledgeable
5	Identifying social needs of pupils with mild intellectual disability	200	2.5	3.1	.282	Knowledgeable
	Total	200	2.5	3.2	.562	Knowledgeable

CM=Criterion mean; OB=Obtained mean , SD=standard deviation

This Table 6 sought to find out the level of need of curriculum adaptation of regular classroom teachers for effective mainstreaming pupils with mild intellectual disability. The need for modifying the lesson content for pupils' mild intellectual disability has mean score of 3.4. The need for developing transition plan for pupils with mild intellectual disability has mean score of 3.3. The need for individualizing the lesson content for with mild intellectual disability has mean score of 3.1. The need for scheduling quantitatively different lesson content for pupils with mild has mean score of 3.4. The need for identifying social needs of pupils with mild intellectual disability has mean score of 3.1. The overall obtained mean of 3.2 is less than 2.5 which implies that there's high level of needs as shown in each of the above items hence, with mean score above 2.5. but the teachers are adapting to the curriculum changes.

4.2.3 Research question three

What is the level of need of instructional accommodation skills of regular classroom teachers for effective mainstreaming pupils with mild intellectual disability in Uyo Education Zone? To answer this research question, descriptive statistics was used with the means and standard deviation as tool for analysis. The criterion for decisions was the 2.5 benchmark obtained by summing the number of scores attached to the responses and dividing by by 4(no of response options).

TABLE 7
Mean and standard deviation analysis of the instructional accommodation skills of
regular teacher effective mainstreaming pupils with mild intellectual disability

S/N	Items	N	CM	OM	SD	Remarks
1	Planning variety strategies suitable for different contents	200	2.5	3.6	.433	Knowledgeable
2	Utilizing tactual materials for pupils with mild intellectual disability	200	2.5	3.3	.873	Knowledgeable
3	Accommodating the non-disabled learners without neglect pupils with mild intellectual disability	200	2.5	3.4	.501	Knowledgeable
4	Assessing pupils with mild intellectual disability based on their interests and needs	200	2.5	2.9	.872	Knowledgeable
5	Using assistive technologies for pupils with mild intellectual disability	200	2.5	3.2	.751	Knowledgeable
	Total	200	2.5	3.15	.901	Knowledgeable

CM=Criterion mean; OB=Obtained mean , SD=standard deviation

This Table 7 sought to find out the level of needs of instructional accommodation skills of regular classroom teachers for effective mainstreaming pupils with mild intellectual disability. The need for Planning variety strategies suitable for different contents has mean score of 3.6. The need for utilizing tactual materials for pupils with mild intellectual disability has mean score of 3.3. The need for accommodating the non-disabled learners without neglect pupils with mild intellectual disability has mean score of 3.4. The need for assessing pupils with mild intellectual disability based on their interests and needs has mean score of 2.9. The need for using assistive technologies for pupils with mild intellectual disability has mean score of 3.2. The overall obtained mean of 3.15 is greater than 2.5 which implies that there is a high level of training needs as shown in each of the above items hence, with mean score 2.5.

4.2.4 Research question four

What is the level of need of classroom management skills of regular classroom teachers for effective mainstreaming pupils with mild intellectual disability in Uyo Education Zone? To answer this research question, descriptive statistics was used with the means and standard deviation as tool for analysis. The criterion for decisions was the 2.5 benchmark obtained by summing the number of scores attached to the responses and dividing by 4(no of response options).

TABLE 8
Mean and standard deviation analysis of classroom management skills of regular
teacher effective mainstreaming pupils with mild intellectual disability

S/N	Items	N	CM	OM	SD	Remarks
1	Organizing the classroom for ability grouping of cooperate learning for different contents	200	2.5	3.1	.654	Knowledgeable
2	Managing a child with disruptive behavior	200	2.5	3.2	.23	Knowledgeable
3	Asking questions that will capture the interests of pupils with mild intellectual disability	200	2.5	3.0	.902	Knowledgeable
4	Time management skills	200	2.5	3.4	.762	Knowledgeable
5	Maintaining discipline in the Classroom	200	2.5	3.4	.549	Knowledgeable
	Total	200	2.5	3.31	.672	Knowledgeable

CM=Criterion mean; OB=Obtained mean, SD=standard deviation

This Table 8 sought to find out the level of need of classroom management skills of regular classroom teachers for effective mainstreaming pupils with mild intellectual disability. The need for organizing the classroom for ability grouping of cooperate learning for different contents has mean score of 3.1. The need for managing a child with disruptive behaviors has mean score of 3.2. The need for asking questions that will capture the interests of pupils with mild intellectual disability has mean score of 3.0. The need for time management skills has mean score of 3.4. The need for Maintaining discipline in the classroom has mean score of 2.9. The overall obtained mean of 3.15 is greater than 2.5 which implies that there's high level of training needs of instructional accommodation skills for effective mainstreaming pupils with mild intellectual disability. Hence, each of the items has mean scores respectively above 2.5.

4.2.5 Research question five

What is the level of attitudinal disposition of regular classroom teachers for effective mainstreaming pupils with mild intellectual disability in Uyo Education Zone? To answer this research question, descriptive statistics was used with the means and standard deviation as tool for analysis. The criterion for decisions was the 2.5 benchmark obtained by summing the number of scores attached to the responses and dividing by 4(no of response options).

Table 9
Mean and standard deviation analysis of attitudinal disposition of regular teacher
effective mainstreaming pupils with mild intellectual disability

S/N	Items	N	CM	OM	SD	Remarks
1	Accepting pupils with mild intellectual disability in my class	200	2.5	3.2	.532	Knowledgeable
2	Being cheerful to pupils with mild intellectual disability in my class	200	2.5	3.5	.763	Knowledgeable
3	Changing my belief about causes of intellectual disability	200	2.5	3.0	.562	Knowledgeable
4	Supporting pupils with mild intellectual disability in class work	200	2.5	3.9	.932	Knowledgeable
5	Showing affection to pupils with mild intellectual disability	200	2.5	3.4	.431	Knowledgeable
Total		200	2.5	3.52	.672	Knowledgeable

CM=Criterion mean; OB=Obtained mean, SD=standard deviation

The result in Table 9 presents classroom teachers for effective mainstreaming pupils with mild intellectual disability. The needs for accepting pupils with mild intellectual disability has mean score of 3.2. The needs for changing beliefs about the cause of intellectual disability has mean score of 3.5. The need for supporting pupils with mild intellectual disability has mean score of 3.0. The need for showing affection to pupils with mild intellectual disability has mean score 3.9. There is need for being cheerful to pupils with mild intellectual disability has mean score of 3.4. The overall obtained mean of 3.15 is greater than 2.5 which implies that there is high level of training needs as shown in each of the above items with the mean scores above 2.5.

4.3 **Discussion of findings**

4.3.1 General knowledge of regular classroom teachers for effective mainstreaming pupils with mild intellectual disability.

This section lays emphasis on the discussion of findings obtained in the study based on the research questions. Foremost was investigation on need of the regular classroom teachers' general knowledge of pupils with mild intellectual disability. It was revealed in the study that regular classroom teachers have fair knowledge about pupils with mild intellectual disability. This is shown in the mean scores for the first five items that measures their general knowledge about pupils with mild intellectual disability as two out of the five items had slightly lower than the other three that has mean scores above 2.5. The findings of this study is in line with the findings of the study that was carried out by Manley (2008) who found out that in many rural schools, regular classroom teachers are not adequately aware with the term "mild intellectual disability" and this resulted in stigmatization and rejection of children within this category. The author further stressed that for any child to be termed "mild intellectual disabled" such individual should demonstrate significant low average intelligence

together with delay in adaptive behavior in school or at home, and in social environments and it must manifest before age 18. These delays in adaptive behavior shall be proven through the use of standardized measures on the general population, including children with disabilities and children without disabilities.

The result of this findings is similar to this study, Ashby (2010) observed that most regular classroom teachers have low level of awareness of individual with mild intellectual disability. The author also described those with mild intellectual disabilities as people who acquire language with some delay, although greater number of them have the ability to use speech for daily activities, to hold conversations and also, to engage in the clinical dialogue.

The result of this study is also in agreement with the findings of Carter (2005) who observed that most regular classroom teachers have little awareness about mild intellectual disability and how it affects individuals in terms of intelligence, practical and social skills. The author further described individuals with mildly intellectual disabilities, as those whose needs for treatment are more closely alike to those found within normal intelligence than to the specific problems of moderately and severely disabled. If the proper standardized intelligence quotient IQ tests are used, the range of 50 to 69 indicates mild intellectual disabled. Understanding and ability to communicate properly tend to be delayed to a varying degree which interfere with the development of independence which may persist into adulthood.

4.3.2 Curriculum adaptation for effective mainstreaming pupils with mild intellectual disability.

The findings of this study revealed that regular classroom teachers have high level of training needs of curriculum adaptation for effective mainstreaming pupils with mild intellectual disability. This is shown in the mean scores for the five items that

measures training needs of curriculum adaptation as all the five items had mean scores above 2.5. The result of this finding is in agreement with Olayele (2011) who found that regular classroom teachers' role is crucial in curriculum adaptation for children with special needs. The author further explained that to be fair to our learners and facilitate teaching, teachers need to modify the curriculum content in order to "fits" the interest and needs of the learners. Teachers differentiate the curriculum in other not to discriminate and teach only to a selected group of learners. Furthermore, the National Center on Accessible Instructional Materials (NCAIM) lists several specific strategies that the general education teacher can use to modify his/her curricula and instructional methods to benefit students with special needs: incorporating choices in both assignments and pre-practice, which is when the teacher previews the assignments or activities, which will help increase attention; partial participation, or multi-level instruction, this will allow students to participate in regular classrooms activities with modified assignments; giving clear directions will help students understand tasks; and giving appropriate, immediate feedback will help students be aware of what behaviors are and are not desirable (Curriculum Access, 2011).

The findings of this study is similar with that of Oluwale (2009) who found that effective curriculum adaptation produce successful implementation of mainstreaming educational programme. This could be due to the influence of student and school environment, related factors which were not included in the study. It was concluded that teachers' needs for adapting the curriculum for the benefits of all learners was very crucial. The researcher further explained that some of the major issues regular teachers may face when thinking about adapting curricula and instructional strategies in general classrooms includes; devising a method of creating lesson plans that will benefit students with special needs in addition to the question of what some examples of these curriculum and instructional strategies may look like. It is important for teachers to be

aware of difference methods that they may use to create lesson plans that allow them to adapt curricula and instructional strategies because having guidelines and examples that will help them, most especially teachers that are not familiar with how to adapt programs in mainstream educational settings. For effective implementation of mainstreaming practices, regular education teachers must be aware of methods that are appropriate to regular classroom setting.

The finding is also in agreement with that of Hallahan (2012) whose study findings indicated that teachers need adaptation and modification of curriculum in order to achieve the goals of mainstreaming education programme for children with special needs. According to the author, curriculum adaptation in this regard involved activities in which the student engages to make sense of the curriculum content. Example of differentiating process activities include scaffolding, flexible grouping, interest centers, manipulative, varying the length of time for a student to master content, and encouraging an advanced learner to pursue a topic in greater depth. Curricula and instructional strategies are methods that teachers can use in the regular classroom to modify how they teach to better reach students with disabilities. In order to meet the different learning needs and interests of pupils with mild intellectual disability, there is need for adaptation of the general curriculum, involving organizational modifications in the goals and contents, in the methodologies and in the evaluation philosophy, making it possible to meet everyone's educational needs in the creation of awareness.

4.3.3 Instructional accommodation skills for effective mainstreaming pupils with mild intellectual disability.

The findings of this study revealed that regular classroom teachers have high level of training needs of instructional accommodation skills for effective mainstreaming pupils with mild intellectual disability. This is shown in the mean scores for the five items that measures training needs of instructional accommodation skills as

all the five items had mean scores above 2.5. The result of this finding is in line with the findings of Hus's (2010) that regular teachers' perceptions of their required training needs to work within the general education practices didn't vary compared with their level of education, and the number of years of experience, or the size of the class. The author further indicates that regular teachers has more training needs in the aspects of modification and behavior management, preparation and implementation of individual educational programme and strategies of mainstreaming and communication with children with special needs and their parents.

The result of this study is in line with the findings of Corpus and Lucido (2008) who found that teacher's job does not end in managing classroom, planning and evaluating, the instructional materials also has a big part in teaching and learning processes. Students' enthusiasm, involvement and willingness to learning process greatly rely on the material that the teacher used in the classroom. Instructional materials must serve as a vehicle for improving the quality of learning for every student. The following guide questions cited by Corpus and Lucido (2008) expressed the standard to consider in the selection and adaptation of instructional materials for children with intellectual disability: Instructional materials give a true picture of the idea/subject presented; Instructional materials contribute meaningful content to the topic; Instructional materials help the teacher to achieve instructional objectives; The instructional materials are appropriate for the age, intelligence, and experience of the learners; The physical condition of the instructional material is satisfactory; Instructional materials help to make students better thinker and develop their critical faculties; The instructional materials worth the time to expense and effort involved.

4.3.3 Classroom management skills for effective mainstreaming pupils with mild intellectual disability

The findings of this study revealed that regular classroom teachers have high level of training needs of instructional accommodation skills for effective mainstreaming pupils with mild intellectual disability. This is shown in the mean scores for the five items that measures training needs of instructional accommodation skills as all the five items had mean scores above 2.5. The finding of the study is in agreement with the study of Baxendell (2003) who found that co-operative skills need to be learnt and practiced by learners as part of classroom management training, teachers and other school community members. In order to develop students' co-operative skills, regular classroom teachers have to consider the age-level of their students because these skills are different from infant to adolescent students. Teachers should make it clear to the students, what specific co-operative skills (e.g., listening, sharing materials, helping each other, taking turns) need to be addressed by the group, why the skills are important and demonstrate using them. For instance, a teacher may say "listening to your peers' views is important because they will enrich the quality of our work." "Please share your learning materials in order to help your friend." The skills need to be practiced in real situations. In this way, a teacher can give immediate feedback to students on how they are using the skills.

The result of this study is similar with that of Switlick (2007) who found that teachers need to adjust the classroom environment to be effective for pupils with mild intellectual disability. The author further described that within the context of any classroom, there are number of factors that directly affect both teaching and learning, such as values, beliefs, and the way in which teachers and students interact with each other. The successful of mainstreaming does not 'just happen.' It requires continuous efforts from the teacher as well as the students to value each other and learn from each

other. Although, it is not easy to create such an environment where everybody feels comfortable. Teachers are stressed and challenge most times on the needs to accommodate special needs learners in a mainstream education setting. However, experiences from all over the world show that there are numerous strategies and choices for teachers to plan their lessons in order to increase the participation of learners and members of the school community.

The findings of this study also corroborate with the findings of Ohanele (2012) who identified four cardinal areas in managing classroom environment for mainstream education practices. To him, space, time, language and interpersonal relationship are the major aspect of classroom management that regular education teachers must restructure for effective accommodation of all learners including pupils with mild intellectual disability in general classroom. The Author further asserts that space includes class, size, learners', working area, special room, quiet corner and non-distracting classroom, size of the paper and table surface. All these must be properly adjusted to meet the learning condition of the special child in the mainstream classroom.

4.3.4 Attitudinal disposition for effective mainstreaming pupils with mild intellectual disability

The findings of this study revealed that regular classroom teachers have high level of training needs of attitudinal disposition for effective mainstreaming pupils with mild intellectual disability. This is shown in the mean scores for the five items that measures training needs of attitudinal disposition as all the five items had mean scores above 2.5. The findings of this study is not in agreement with that of Guerin et al. (1974) who found that the overall attitudes toward the mainstreaming programs were generally positive and supportive. Building-level administrators expressed personal support among their teaching staff and strongly supported the mainstreaming programs.

They further observed that attitudes of special teachers appeared to be more crucial compare to that of regular classroom teachers' reaction to the mainstream education programs. Classroom teacher attitudes were nearly always identical to those of the special teacher. Most teachers approved of the mainstream education programs and were supported by their central office and building administrators.

In a related study by Arcangeli et al. (2020) disclosed that special education teachers held more positive attitudes compare to regular classroom teachers. Specific attitudes toward intellectual disability (ATTID) dimensions were positively affected for both types of teachers by previous training in special need education for children with intellectual disabilities, perceived support, and promotion of positive attitudes toward mainstreaming intellectual disability, in addition to the quality of relationships with individuals with intellectual disability, while they were positively affected for special education teachers by perceived efficacy of intellectual disability awareness. The researchers further explained that limited effects were observed for other findings related to the study in teaching students with intellectual disability. Fostering resources to provide regular classroom teachers with high quality training, support, resources and strategies to promote positive attitudes toward effective mainstreaming children with intellectual disability seems relevant approach leading to favorable attitudes, thereby improving the quality life and social inclusion of children with intellectual disability. In the same vein, Ryndak and Stuart (2011) opined that it is important for both regular and special education teachers to learn about their own understanding of diversity, their assumptions and beliefs, and to be aware of the impact caused by the culture of their schools on their own attitudes towards special needs children and the non-disabled learners. Most times our assumptions do not reflect the facts because we have not been able to really reflect on the reality of the situation from different perspectives. When working with different types of learners in the classroom, we tend to think that 'all of

them 'belong to the same culture, and therefore, share the same assumptions and attitudes. Co-operation, positive attitudes and collaboration are key components that teachers need for effective implementation of mainstreaming education programs. One of the major components in having a sense of belonging is that teachers and learners are respected and valued as individuals in the school community.

Attitudes are based on beliefs; they can be changed when presented with new information such as mainstream education programs which is a success stories of children with mild intellectual disability. Therefore, regular classroom teachers need to develop positive attitudes in order for them to effectively implement a successful mainstreaming program for children with mild intellectual disability.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The summary, conclusion and recommendations made in the study were presented under the following sub-headings.

- 5.1 Summary of the study
- 5.2 Conclusion
- 5.3 Recommendations
- 5.4 Suggestions for further research

5.1 Summary of the study

The main purpose of the study was to survey training needs of regular teachers for effective mainstreaming pupils with mild intellectual disability in Uyo Educational Zone, Akwa Ibom State, Nigeria. The training needs of regular teachers for effective mainstreaming was based on five sub-variables which includes; general knowledge of regular classroom teachers, curriculum adaption, instructional accommodation skills, classroom management skills and attitudinal disposition. Five research questions were raised to guide the study. The data collected was analyzed using descriptive statistics. The study made use of three theories. Literature review was done based on the sub-variables enlisted for the study.

The population of the study was 2004 regular primary school teachers teaching in 167 public primary schools within the Uyo Educational Zone in Akwa IBom State, Nigeria. Simple random sampling technique was used in the study. Simple random sampling technique was used for the selection of 200 regular public primary school teachers representing 10% of the entire population from 15 regular public primary schools in the study area as sample for the study. The instrument that was used for data collection is self-structured questionnaire titled “Training Needs of Regular Teachers for Effective Mainstreaming Rating Scales Questionnaire (TNRTEMRSQ)”. This instrument was validated by three experts, two from Special Education

Department and one from Measurement and Evaluation Unit, University of Calabar. The reliability of the instrument was determined using the data collected for the trial testing of 40 teachers in two (4) primary schools outside the research study area. The data collected for the study were analyzed using Cronbach Alpha reliability method which gave reliability coefficient of .85. The data collected were statistically analyzed using descriptive statistics and the following results were obtained:

- a. Regular classroom teachers have fair knowledge about pupils with mild intellectual disability.
- b. Regular classroom teachers have high level of need of curriculum adaptation for effective mainstreaming pupils with mild intellectual disability.
- c. Regular classroom teachers have high level of need of instructional accommodation skills for effective mainstreaming pupils with mild intellectual disability.
- d. Regular teachers have high level of need of classroom management skills for effective mainstreaming pupils with mild intellectual disability.
- e. Regular classroom teachers have moderate level of need of attitudinal disposition for effective mainstreaming pupils with mild intellectual disability.

5.2 Conclusion

Based on the results of the analyses, it was concluded that everyone including persons with intellectual disabilities benefit from general education programs and the long-term effects of typical learners who are included with special needs children have a heightened sensitivity to the challenges that others face, increased empathy and compassion, and improved leadership skills, which will benefit the society at large. However, the challenges of implementing a successful mainstreaming programs in Nigeria, Akwa Ibom State in particular, is the fact that most people neglect the fact that pupils with mild intellectual disability has the potentials to learn in general schools when provided with highly controlled learning environments and appropriate instructional programs based on their individual needs and interests.

Thus, regular classroom teachers are often teaching with general curriculum while the special education teachers are providing remedial instructions at the same time. Similarly, a mild intellectual disabled learner with low attention span may find it difficult to focus in a larger classroom size that contains twenty or more children. Although with the increase of incidence of disabilities in the children population, this is a circumstance all classroom teachers must contend with. The emphasis of mainstreaming calls for regular classroom teachers to know more about education of children with special needs including pupils with mild intellectual disability. Regular classroom teachers should possess as well as acquire more knowledge and skills to help pupils with mild intellectual disability develop cognitively, socially, emotionally and physically. Pupils with mild intellectual disability should learn the same content with other learners with high level of supports from their teachers.

Curriculum content should not be altered but methods and activities as well as models of instructions should be modified to suit the needs of children with mild intellectual disabilities. Individualized educational programmes (IEP) should be prepared for each learner with mild intellectual disability that is to cater for individual differences purported by educators. Regular classroom teachers should give more emphasis on educational life skills designed to help children acquire basic needed skills for independent living. They should also modify the classroom environment to fascinate the needs of these special learners. On the other hand, pupils with mild intellectual disability should be taught functional academics which focus on activities like writing, reading and arithmetic.

5.3 Recommendations

Based on the findings in this study, the following recommendations were made:

- i. In-service training and awareness programme on mainstream education should be held regularly by curriculum planners in collaboration with Ministry of Education as to equip

regular classroom teachers and parents of children with mild intellectual disability with skills on how to implement a successful mainstream programme.

- ii. Educational administrators should ensure that each school should have a special educator who would work in collaboration with regular classroom teachers to constantly monitor a successful implementation of effective mainstreaming.
- iii. The government should provide adequate financial supports to all schools, so as to procure suitable learning resources and assertive devices for effective mainstreaming.
- iv. Regular classroom teachers should be encouraged to plan individualized education programme (IEP) to capture every learners' individual educational needs and the learning material should be presented in small teachable units. They should also keep active communication with other professionals such as, councilors, psychologists, physicians, speech therapists, occupational therapists, physiotherapists, special educators, parents and caregivers, this is because intellectual disability is a condition that is associated with other disabilities, which cannot be addressed by the regular classroom teachers.

5.4 Suggestions for further research

The following suggestions were made in this study;

1. The research work should be done in other States in Nigeria. The sample should cover a larger study area in order to compare the finding with that of this study.
2. Further research should be carried out on the challenges of implementing effective mainstreaming children with mild intellectual disabilities
3. Similar study should also be carried out using other mean of data collection such as observation and interview.

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APPENDIX

QUESTIONNAIRE ON ASSESSMENT OF TRAINING NEEDS OF REGULAR TEACHERS FOR EFFECTIVE MAINSTREAMING PUPILS WITH MILD INTELLECTUAL DISABILITY IN UYO EDUCATION ZONE, AKWA IBOM STATE.

Department of Special Education
Faculty of Education
University of Calabar,
Calabar.

Dear respondents,

I am a post graduate student in the above named department carrying out research on Training Needs of Regular Teachers for Effective Mainstreaming Pupils with Mild Intellectual Disability. Please, you are expected to respond honestly and objectively to the statement so that the researcher can arrive at the conclusion relating to this research. Be well assured that the information supplied will be treated as confidential and used only for educational purpose.

Thank you.

Umoh, Ifiok Michael
Researcher

PERSONAL DATA

PART A

1. Sex: Male [] Female []
2. Teaching Experience (in years): from 1-10 [] and 11 and above []
3. Highest qualification: NCE [] NCE(Sp. Edu) [] B.Ed [] B.Ed(Sp. Edu)[]
B.Sc.Edu [] B.A []

PART B

Instruction: Please kindly indicate the extent to which you currently need professional development for the education of pupils with mild intellectual disability as contained in the statement box. Use the following response options as a guide:

1. High Help Needed - HHN
2. Moderate Help Needed - MHN
3. Little Help Needed - LHN
4. No Help Needed - NHN

N/B: You are to indicate your level of agreement by putting a tick (✓) option against the statement.

S/N	ITEMS	HHN	MHN	LHN	NHN
	REGULAR TEACHERS KNOWLEDGE OF PUPILS MILD INTELLECTUAL DISABILITY				
	HOW MUCH DO YOU KNOW ABOUT THE FOLLOWING?				
1.	Pupils that perform poorly in test				
2.	Pupils that hardly remember previous lesson				
3.	Pupils that are often promoted on trial				
4.	Pupils that always isolated from others				
5	Pupils whose odd behavior show before the age 18				
	INDICATE HOW MUCH HELP YOU NEED IN CARRYING OUT THE FOLLOWING:				

	CURRICULUM ADAPTATION				
1	Modifying the lesson content for pupils mild intellectual disability				
2.	Developing transition plan for pupils with mild intellectual disability.				
3.	Individualizing the lesson content for pupils with mild intellectual disability.				
4.	Scheduling quantitatively different lesson content for pupils with mild intellectual disability.				
5.	Identifying social needs of pupils with mild intellectual disability.				
	INSTRUCTIONAL ACCOMMODATION				
1.	Planning variety strategies suitable for different contents.				
2.	Utilizing tactual materials for pupils with mild intellectual disability.				
3.	Accommodating the non-disabled pupils without neglecting pupils with mild intellectual disability.				
4.	Assessing pupils with mild intellectual disability based on their interests and needs.				
5.	Using assistive technologies for pupils with mild intellectual disability.				
	CLASSROOM MANAGEMENT SKILLS				
1.	Organizing the classroom for ability grouping of cooperate learning.				
2.	Managing a child with disruptive behavior.				
3.	Asking questions that will capture the interests of pupils with mild intellectual disability.				
4	Maintaining discipline in the classroom.				
5.	Training on time management skills for pupils with mild intellectual disability.				
	ATTITUDINAL DISPOSITION				
1.	Accepting pupils with mild intellectual disability in my class.				
2.	Being cheerful to pupils with mild intellectual disability in my class.				
3.	Changing my belief about causes of intellectual disability.				
4.	Supporting pupils with mild intellectual disability in class work				
5.	Showing affection to pupils with mild intellectual disability.				