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## Teachers' knowledge, perception and attitude towards the implementation of individualized educational plan in building an inclusive culture in Nigeria

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### Abstract

Every student in academic milieu has area of strength and weakness that exhibits his or her learning uniqueness. The learning needs of students differ from one another. Once the learning needs of a student are not lucidly recognized by the classroom teacher, the abuse of such student is inevitable. This study therefore focused on teachers' knowledge, perception and attitude towards the implementation of Individualized Education Plan (IEP) in building inclusive culture in Nigeria. A sample of 81 teachers was randomly selected in some selected inclusive schools in Lagos state, Nigeria. Three main instruments used in the study to elicit information from respondents were Teachers' Knowledge towards IEP in Building Inclusive Culture, Teachers' Attitude towards Implementation of IEP in Building Inclusive Culture and Teachers' perception towards Implementation of IEP in Building Inclusive Culture. The finding revealed the quintessential roles teachers' knowledge, attitude and perception play in the implementation of IEP to build inclusive culture in Nigeria. Hence, it was recommended that teachers should endeavour to enrich their knowledge, increase positive attitude and have good perception towards the implementation of IEP in building inclusive culture in Nigeria.

**Keywords:** Individualized education plan (IEP), knowledge, perception and attitude

### Introduction

Every student in academic milieu has area of strength and weakness that exhibits his or her learning uniqueness. The learning needs of students differ from one another. Once the learning needs of a student are not lucidly recognized by the classroom teacher, the abuse of such student is inevitable. To know the actual learning needs of a student, immaculate individualized educational plan (IEP) is sine qua non. IEP is the educational programme designed purposely for a student, especially student with special needs, to enable him or her to compensate for his or her weakness via his or her strength. State of Victoria (2020) described IEP as the adjustments, goals and strategies designed to meet the educational needs of an individual student to enable them to reach their potential. An IEP is essential in guiding the educational planning and monitoring of a student's unique learning needs. It is the practice and process that will have the greatest impact in supporting students. IEP has been promoted as a tool for enabling teachers to make adaptations to lesson planning and the curriculum in order to take account of the needs of individuals and to ensure that they gain access to learning alongside their peers (Loreman, Deppeler, and Harvey, 2010) <sup>[6]</sup>. This is a shift away from a medical approach, focusing on the child's deficiencies to a position where the teacher becomes responsible for planning and teaching in such ways as to overcome barriers that children may be experiencing in access to learning (Ainscow and César, 2006) <sup>[2]</sup>. The availability of a functional IEP shows the apt educational placement of a student where his or her academic progress will be monitored. IEP reveals the improvement of any student with special needs either in special or inclusive schools. At the moment, literature has shown the advocacy of special educators towards inclusive practice which allows students with special needs to receive learning instruction alongside with their counterparts without special needs under the same educational setting. Kelly (2014) <sup>[17]</sup> evinced that inclusive learning environment accommodates diverse students regardless of their ability, culture, race, ethnicity and social background and to ensure equal education without discrimination or prejudice. Wedell (2005) <sup>[18]</sup> described inclusion as all children having the right to receive the best level of education and development in regular schools by eliminating

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the barriers to learning. It implies that learners with disabilities (those with physical, mental and or sensory impairment, mobility limitations, intellectual disabilities, learning disabilities, language and/or behaviour disorders and autism spectrum disorders among others) and their peers without disabilities are given the same privileges and opportunities to learn under the same condition without been marginalised (Opoku 2020; Osisanya, 2015) <sup>[13, 14]</sup>.

Full inclusion according to Avarmidis, Bayliss and Burden (2000) <sup>[10]</sup> is a practice where all children irrespective of the degree of their disability will be placed in regular schools and or settings. Ajuwon (2008) <sup>[7]</sup>, Armstrong (2010) <sup>[8]</sup>, and Hamid (2015) <sup>[12]</sup> described inclusion as a concept that is intimately connected to the larger movement and campaign for equality, human rights and social justice. However, the concept of inclusion, its popularity, and the mode of realisation of its policy and practice may differ among many African nations, but the goals of inclusive education are considerably alike. The concept of inclusion is based on the Salamanca Framework for Action (UNESCO, 1994) <sup>[15]</sup>, which has been enshrined in various global educational policy documents as a guide to direct the activities of classroom teachers to enhance the process and product of education for special needs children. Based on this framework, many countries—especially Nigeria—has embraced the good tiding of inclusive education, as documented in the National Policy on Education (NPE) (Federal Republic of Nigeria, 2004) <sup>[11]</sup>. NPE document stipulates the accommodation of all learners, irrespective of their intellectual, emotional, physical, and linguistic. Dishearteningly, full inclusion is yet to be practiced in Nigeria despite its articulation in the National Policy on Education (NPE) (Federal Republic of Nigeria, 2004) <sup>[11]</sup>. Inclusion in Nigeria is an evolving construct. Adigun (2021) submitted that inclusive education in Nigeria and South Africa is a concept based on the philosophy and practice that seeks to enhance the full inclusion of individuals with disabilities into mainstream society without any iota of discrimination and to improve and sustain social justice. It is partially practiced in some Nigerian states (especially Lagos State, River State Federal Capital, Abuja).

One of the arsenals that make inclusion visible and realistic is the implementation of Individualized educational plan (IEP). The Individuals with Disabilities Education Act (IDEA) in 1990 (U.S. Office of Education 2004) <sup>[1]</sup> recognized the importance of IEP in the educational placement of every child. Without IEP, inclusion of children with special needs becomes a mirage in educational palace. Hence, the use of IEP for every child in an inclusive setting makes the learning environment conducive for both the children with special needs and children without special needs. Musyoka and Clark (2017) <sup>[16]</sup> described IEP as an educational document for children ages 3 to 21. The IEP specifies the goals and services a child needed to be successful in school. As such, an IEP is an important aspect of special education as it lists annual goals and the corresponding required services for every student enrolled in a special education program. The enumeration of specific goals and services enables both parents and educators to monitor students' progress to ensure expected learning outcomes are met. Additionally, the annual IEP review provides educators with feedback about the effectiveness of the services provided to the students. A typical IEP will include the following: (a) an assessment of the child's

present level of performance; (b) a list of measurable goals and objectives for the coming year; (c) a schedule of when the child's progress toward meeting the annual goals will be measured and a specification of what assessments will be used to assess progress; as well as (d) a prescription of specially designed instruction and related services deemed necessary to meet the goals.

In building inclusive culture that will make learning environment conducive and accommodate learning uniqueness of every child, it is requisite to investigate teachers' knowledge, perception and attitude towards the implementation of IEP. Teachers' knowledge towards the implementation of IEP refers to the understanding teachers have about IEP, such as facts about IEP, components of IEP, structure of IEP which is acquired through experience or education by discovering or learning.

Teachers' perception towards the implementation of IEP in building inclusive culture is the feelings every teacher has towards the use of IEP in an inclusive classroom. Musyoka and Clark (2017) <sup>[16]</sup> found that some teachers' perception about IEP is that there is more provision for medical and rehabilitation services than specifying communication strategies that ensure access to learning materials. More so, IEP objectives often fail to provide adequate descriptions of how children with special needs are both identified and addressed in the services prescribed by the IEP. In other words, there are often mismatches between the child's needs and the related services that are provided.

Teachers' attitude refers to their disposition towards a concept. Blackwell and Rossetti (2014) <sup>[4]</sup> submitted that some teachers often exert considerable control over the direction of IEP meetings and content. IEP content, including the quality of IEP goals and objectives and the extent to which the goals facilitated access to the general education curriculum is a concern that the majority of teachers handle with lackadaisical attitude. Insufficient time and excessive paperwork are also recurring concern for teachers. In contrast, some teachers believe that IEP is part of practice rather than something that goes on alongside regular practice. Mitchell (2010) <sup>[5]</sup> reported that IEPs are seen by teachers as an administrative task rather than a tool for planning effective instruction and learning. Teachers' attitude varies from person to person, tribe to tribe and country to country. Hence, the researchers were motivated to conduct this study to provide further insight on teachers' knowledge, perception and attitude toward the implementation of IEP and contribute to empirical knowledge on the implementation of IEP in Nigerian inclusive classroom.

### Statement of the problem

Inclusive setting for students with special needs in Nigeria is an evolving construct. For it to become a culture practiced in every state in Nigeria, the implementation of IEP becomes sine qua non. IEP is an educational programme that is tailored towards the academic needs of children with special needs. The teachers' knowledge, perception and attitude towards the implementation of IEP gives children with special needs opportunity to compensate for their weaknesses and as a result learn the same concept in inclusive educational setting alongside with their counterparts without special needs. However, teachers' knowledge, perception and attitude towards the

implementation of IEP in building inclusive culture in Africa have been rarely investigated. Consequently, this study investigated teachers’ knowledge, perception and attitude towards the implementation of IEP in building inclusive culture in Nigeria. This study validated the research question whether knowledge, perception and attitude of teachers are positive towards the implementation of IEP in building inclusive culture in Nigeria.

**Research Questions**

The following research questions were raised and answered in the study:

- i) How knowledgeable are Nigerian teachers in the implementation of IEP in building inclusive culture in Nigeria?
- ii) What perception do Nigerian teachers hold towards the implementation of IEP in building inclusive culture in Nigeria?
- iii) What attitudes do Nigerian teachers have towards the implementation of IEP in building inclusive culture in Nigeria?

**Methodology**

The research design for this study was descriptive research approach. The samples for the study were 81 teachers in some selected inclusive schools in Lagos State, Nigeria. Data for the study were collected through three main instruments; Teachers’ knowledge towards IEP in Building inclusive culture, Teachers’ attitude towards implementation of IEP in building inclusive culture and Teachers’ perception towards implementation of IEP in building inclusive culture that were self- structured and each of these instruments was reviewed by the experts in special and inclusive education. The feedback received from the experts and administered to other respondents that were not included in this study. The data gathered were analysed using Statistical Package for Social Science (SPSS). More so, the three questions in this study were answered using mean and standard deviation.

**Results and Discussion of Findings**

**Research question one:** What is the level of teachers’ knowledge towards IEP in building inclusive culture?

**Table 1:** Teachers’ knowledge towards IEP in Building inclusive culture

s/n	Items	SD	D	U	A	SA	$\bar{x}$	S.D
1	I know that without IEP, there will not be apt educational placement for children with special needs	8 9.9%	3 3.7%	5 6.2%	43 53.1%	22 27.2%	3.84	1.167
2	I believe that IEP makes academic progress possible in children with special needs	8 9.9%	1 1.2%	7 8.6%	37 45.7%	28 34.6%	3.94	1.176
3	As a special teacher, I have not heard about the relevance of IEP in the educational options for pupils with special needs	10 12.3%	30 37.0%	12 14.8%	13 16.0%	16 19.8%	2.94	1.354
4	I know that IEP is the same with clinical observation of children with special needs	6 7.4%	27 33.3%	9 11.1%	29 35.8%	10 12.3%	3.12	1.218
5	To build inclusive culture in Nigeria for children with special needs, I do not need the knowledge of IEP	17 21.0%	33 40.7%	6 7.4%	13 16.0%	12 14.8%	2.63	1.373
6	IEP is a written plan for a particular pupil, not all the pupils in the classroom	9 11.1%	15 18.5%	7 8.6%	31 38.3%	19 23.5%	3.44	1.332
7	Although students differ intellectually, physically and psychologically, I believe that building inclusive classroom for them will be easily done via IEP	10 12.3%	7 8.6%	5 6.2%	44 54.3%	15 18.5%	3.58	1.244
8	IEP can be used to build inclusive culture in Nigeria because I am confident in my ability to use it for educational placement of children with special needs.	9 11.1%	3 3.7%	15 18.5%	35 43.2%	19 23.5%	3.64	1.207
9	I need special in-service training for me to use IEP in building inclusive culture among children with special needs in Nigeria	6 7.4%	10 12.3%	6 7.4%	29 35.8%	30 37.0%	3.83	1.263
10	I can singlehandedly plan and implement IEP for children with special needs without the help of other professionals	10 12.3%	9 11.1%	14 17.3%	16 19.8%	32 39.5%	3.63	1.418
Weighted Mean = 3.46								

Table 1 showed the measures of teachers’ knowledge towards IEP in building inclusive culture.

“I believe that IEP makes academic progress possible in children with special needs” ( $\bar{x}$  =3.94) was rated highest by the mean score rating as the perception of teachers knowledge towards IEP in building inclusive culture, and was followed by “I know that without IEP, there will not be apt educational placement for children with special needs” ( $\bar{x}$  =3.84), “I need special in-service training for me to use IEP in building inclusive culture among children with special needs in Nigeria” ( $\bar{x}$  =3.83), “IEP can be used to build inclusive culture in Nigeria because I am confident in my ability to use it for educational placement of children with special needs” ( $\bar{x}$  =3.64), “I can singlehandedly plan

and implement IEP for children with special needs without the help of other professionals” ( $\bar{x}$  =3.63), “Although students differ intellectually, physically and psychologically, I believe that building inclusive classroom for them will be easily done via IEP” ( $\bar{x}$  =3.58), “IEP is a written plan for a particular pupil, not all the pupils in the classroom” ( $\bar{x}$  =3.44), “I know that IEP is the same with clinical observation of children with special needs” ( $\bar{x}$  =3.12), “As a special teacher, I have not heard about the relevance of IEP in the educational options for pupils with special needs” ( $\bar{x}$  =2.94), and lastly by “To build inclusive culture in Nigeria for children with special needs, I do not need the knowledge of IEP” ( $\bar{x}$  =2.63) respectively.

**Table 2:** Test of norm showing the level of teachers’ knowledge towards IEP in building inclusive culture

Interval	Mean index	Level of teachers’ knowledge	Frequency	Percentage
1-25		Low	10	12.3
26-50	34.5926	High	71	87.7

Table 2 shows the percentage level of teachers’ knowledge towards IEP in building inclusive culture. 12.3% (n=10) teachers’ knowledge is low and 87.7% (n=71) teachers’ knowledge is high. Hence, there is a high level of teachers’ knowledge towards IEP in building inclusive culture in the

study.

**Research question two:** What is the level of teachers’ attitude towards implementation of IEP in building inclusive culture?

**Table 3:** Teachers’ attitude towards implementation of IEP in building inclusive culture

s/n	Items	SD	D	U	A	SA	$\bar{x}$	S.D
1	IEP should be implemented in every inclusive or mainstreams centres in Nigeria	9 11.1%	3 3.7%	5 6.2%	38 46.9%	26 32.1%	3.85	1.236
2	Pupils with special needs who have IEP disrupt the flow of normal lesson in inclusive or mainstream classroom as a result IEP is not the cornerstone of inclusive culture in Nigeria	19 23.5%	25 30.9%	8 9.9%	16 19.8%	13 16.0%	2.74	1.430
3	It is difficult for a pupil with IEP to learn at the same pace with his or her peers without special needs in inclusive class as a result it is not needed	9 11.1%	18 22.2%	14 17.3%	30 37.0%	10 12.3%	3.17	1.233
4	IEP is not a must for a child with special needs to have before academic excellence can be recorded	14 17.3%	25 30.9%	13 16.0%	18 22.2%	11 13.6%	2.84	1.327
5	I have problem in implementing IEP that is why it should not be regarded as a cornerstone in building inclusive culture for pupils with special needs	5 6.2%	19 23.5%	13 16.0%	30 37.0%	14 17.3%	3.36	1.197
6	IEP should not be seen as an ingredient in building inclusive culture in Nigeria because I easily become frustrated when implementing it	19 23.5%	10 12.3%	21 25.9%	17 21.0%	14 17.3%	2.96	1.409
7	IEP ensures parents participation in my teachings with pupils with special needs which is needed in building inclusive culture	10 12.3%	10 12.3%	14 17.3%	34 42.0%	13 16.0%	3.37	1.249
8	IEP helps me to be accountable to my pupils with special needs which is needed in building inclusive culture in Nigeria	8 9.9%	4 4.9%	8 9.9%	40 49.4%	21 25.9%	3.77	1.186
9	I use IEP to monitor educational progress of my pupil with special needs in inclusive classroom	8 9.9%	8 9.9%	10 12.3%	34 42.0%	21 25.9%	3.64	1.248
10	IEP reveals degrees of disabilities and academic weakness of a pupil with special needs as a result it should not be implemented in building inclusive culture in Nigeria.	16 19.8%	4 4.9%	15 18.5%	22 27.2%	24 29.6%	3.42	1.465
Weighted Mean = 3.31								

Table 3 shows the measures of teachers’ attitude towards implementation of IEP in building inclusive culture. “IEP should be implemented in every inclusive or mainstreams centres in Nigeria” ( $\bar{x}$  =3.85) was rated highest as the main teachers’ attitude towards IEP implementation, and was followed in succession by “IEP helps me to be accountable to my pupils with special needs which is needed in building inclusive culture in Nigeria” ( $\bar{x}$  =3.77), “I use IEP to monitor educational progress of my pupil with special needs in inclusive classroom” ( $\bar{x}$  =3.64), “IEP reveals degrees of disabilities and academic weakness of a pupil with special needs as a result it should not be implemented in building inclusive culture in Nigeria” ( $\bar{x}$  =3.42), “IEP ensures parents participation in my teachings with pupils with special needs which is needed in building inclusive culture”

( $\bar{x}$  =3.37), “I have problem in implementing IEP that is why it should not be regarded as a cornerstone in building inclusive culture for pupils with special needs” ( $\bar{x}$  =3.36), “It is difficult for a pupil with IEP to learn at the same pace with his or her peers without special needs in inclusive class as a result it is not needed” ( $\bar{x}$  =3.17), “IEP should not be seen as an ingredient in building inclusive culture in Nigeria because I easily become frustrated when implementing it” ( $\bar{x}$  =2.96), “IEP is not a must for a child with special needs to have before academic excellence can be recorded” ( $\bar{x}$  =2.84), and lastly by “Pupils with special needs who have IEP disrupt the flow of normal lesson in inclusive or mainstream classroom as a result IEP is not the cornerstone of inclusive culture in Nigeria” ( $\bar{x}$  =2.74) respectively.

**Table 4:** Test of norm showing the level of teachers’ attitude towards implementation of IEP in building inclusive culture

Interval	Mean index	Level of teachers’ attitude	Frequency	Percentage
1-25		Low	8	9.9
26-50	33.1235	High	73	90.1

Table 4 shows the percentage level of teachers’ attitude towards implementation of IEP in building inclusive culture. 9.9% (n=8) teachers’ attitude towards implementation is low and 90.1% (n=73) teachers’ attitude towards implementation is high. Hence, there is a high level of teachers’ attitude towards implementation of IEP in building

inclusive culture in the study.

**Research question three:** What is the level of teachers’ perception towards implementation of IEP in building inclusive culture?

**Table 5:** Teachers’ perception towards implementation of IEP in building inclusive culture

S/N	Items	SD	D	U	A	SA	$\bar{x}$	S.D
1	I feel that IEP will take care of the particular needs of a pupil in an inclusive classroom	7 8.6%	5 6.2%	2 2.5%	51 63.0%	16 19.8%	3.79	1.104
2	IEP should not be included in building inclusive culture in Nigeria because I feel it is only apt for pupils in special education class	14 17.3%	20 24.7%	5 6.2%	27 33.3%	15 18.5%	3.11	1.423
3	I feel IEP is good for a better record keeping	7 8.6%	10 12.3%	10 12.3%	24 29.6%	30 37.0%	3.74	1.311
4	IEP should not be regarded as a cornerstone of building inclusive culture in Nigeria because I feel most of the Nigerian schools do not have it	10 12.3%	14 17.3%	11 13.6%	19 23.5%	27 33.3%	3.48	1.424
5	IEP should not be used as yardstick to measure academic progress of a pupil because I feel that special skills are needed for the teacher to implement it	11 13.6%	15 18.5%	7 8.6%	26 32.1%	22 27.2%	3.41	1.412
6	I feel that IEP determines best educational option and placement for pupils with special needs	11 13.6%	12 14.8%	9 11.1%	25 30.9%	24 29.6%	3.48	1.406
7	I feel stakeholders in charge of educational services in Nigeria should organise training on the importance of IEP to education of pupils with special needs	9 11.1%	5 6.2%	8 9.9%	31 38.3%	28 34.6%	3.79	1.291
8	Acquiring more knowledge on the implementation of IEP in building inclusive culture in Nigeria will increase my workload	9 11.1%	17 21.0%	4 4.9%	30 37.0%	21 25.9%	3.46	1.370
9	I feel that the cost implication for implementation of IEP for every Nigerian pupil with special needs in building inclusive culture will be expensive	5 6.2%	11 13.6%	9 11.1%	34 42.0%	22 27.2%	3.70	1.188
10	I feel IEP is intended to be a management tool for ensuring that education designed for a pupil is appropriate for his or her learning needs.	4 4.9%	5 6.2%	13 16.0%	34 42.0%	25 30.9%	3.88	1.077
Weighted Mean = 3.58								

Table 5 shows the measures of teachers’ perception towards implementation of IEP in building inclusive culture. “I feel IEP is intended to be a management tool for ensuring that education designed for a pupil is appropriate for his or her learning needs” ( $\bar{x}$  =3.88) was rated as the major perception of teachers towards implementation of IEP, and was followed in succession by “I feel that IEP will take care of the particular needs of a pupil in an inclusive classroom” ( $\bar{x}$  =3.79), “I feel stakeholders in charge of educational services in Nigeria should organise training on the importance of IEP to education of pupils with special needs” ( $\bar{x}$  =3.79), “I feel IEP is good for a better record keeping” ( $\bar{x}$  =3.74), “I feel that the cost implication for implementation of IEP for every Nigerian pupil with special needs in building inclusive culture will be expensive” ( $\bar{x}$  =3.70), “IEP should not be regarded as a cornerstone of building inclusive culture in Nigeria because I feel most of the Nigerian schools do not have it” ( $\bar{x}$  =3.48), “I feel that IEP determines best educational option and placement for pupils with special needs” ( $\bar{x}$  =3.48), “Acquiring more knowledge on the implementation of IEP in building inclusive culture in Nigeria will increase my workload” ( $\bar{x}$  =3.46), “IEP should not be used as yardstick to measure academic progress of a pupil because I feel that special skills are needed for the teacher to implement it” ( $\bar{x}$  =3.41), and lastly by “IEP should not be included in building inclusive culture in Nigeria because I feel it is only apt for pupils in special education class” ( $\bar{x}$  =3.11) respectively.

**Table 6:** Test of norm showing the level of teachers’ perception towards implementation of IEP in building inclusive culture

Interval	Mean index	Level of teachers’ perception	Frequency	Percentage
1-25		Low	8	9.9
26-50	<b>35.8395</b>	High	73	90.1

Table 6 shows the percentage level of teachers’ perception towards implementation of IEP in building inclusive culture. 9.9% (n=8) teachers’ perception towards implementation is

low and 90.1% (n=73) teachers’ perception towards implementation is high. Hence, there is a high level of teachers’ perception towards implementation of IEP in building inclusive culture in the study.

**Discussion**

The findings of the study revealed that teachers’ knowledge is high as regards the implementation of IEP in building inclusive culture in Lagos State, Nigeria. This is in congruent with what Bhroin, King and Prunty (2016) [19] found in their study that IEP is functioning as pedagogical tools for teachers and learners. In the same veil, Tennant (2007) [20] reported that the majority of teachers engage in practice of using IEP to measure learning outcomes for pupils with special education needs. Kwon (2011) [21] found that teachers’ knowledge of IEP contribute to contextualization of IEP into whole school planning and delivery of curriculum that would enhance the pedagogical value of it. Teachers’ knowledge of IEP is revealed via vehement improvement in their use of diagnostic assessment to identify individual strengths and needs (Cooper, 1996) [22]. In this study, the majority of teachers have the understanding that IEP makes academic progress possible in children with special needs. Andreason (2013) found that teachers’ demonstrated understanding on what IEP connotes and how it should be used in practice. In short, this exhibits that there is nexus in teachers’ knowledge and the implementation of IEP in building inclusive culture in Nigeria.

More so, the findings of the study showed that teachers’ attitude is positive as regards the implementation of IEP in building inclusive culture in Nigeria. The majority of teachers in this study affirmed the fact that IEP helps me to be accountable to my pupils with special needs which is needed in building inclusive culture in Nigeria. The findings corroborate Lee-Tarver’s findings (2006) [23] which revealed that teachers have positive attitude towards the implementation of IEP process, but they all need much more qualified education for these issues and creating goals as well. Through IEP, the teachers’ attitude showed that the capacity of students can be evaluated and goals be

determined or set guidance. Conversely, the findings of Izci (2005) <sup>[24]</sup> and Babaoglan and Yilmaz's (2010) <sup>[25]</sup> negate the findings of this study that classroom teachers are not qualified enough for the implementation of IEP in inclusive classroom. Consequent upon this, the majority of them exhibit low disposition towards the implementation of IEP. Similarly, Can (2015) <sup>[26]</sup> also found that special education teachers made an emphasis on the need for in-service trainings related with IEP's prior to the implementation of IEP in inclusive classroom.

Lastly, the findings of the study exhibited that teachers' perception is high for the implementation of IEP in building inclusive culture in Nigeria. The majority of teachers in this study felt the fact that IEP is intended to be a management tool for ensuring that education designed for a pupil is appropriate for his or her learning needs. This finding is in line with Aleada (2006) which indicated that the majority of regular education teachers perceived IEPs as useful tools in curriculum preparation and teachers were active participants in the IEP process. However, the findings of DeBetten Court and Howard (2007) negate the findings of this study that the majority of the teachers have low perception as regards the implementation of IEP because they felt that tools needed for evaluation need to be defined beforehand based on objective benchmarks in the IEP. Moreover, in-service training programmes will be required in designing immaculate IEP.

### Conclusion

The study has revealed the quintessential roles of teachers' knowledge, attitude and perception towards the implementation of IEP in building inclusive culture in Nigeria. The teachers' knowledge, perception and attitude towards the implementation of IEP gives children with special needs opportunity to compensate for their weaknesses and as a result learn the same concept in inclusive educational setting alongside with their counterparts without special needs.

### Recommendations

Based on the findings revealed in this study, the researchers therefore recommend

The following

- 1) Teachers should endeavour to enrich their knowledge on how IEP can be implemented for pupils with special needs in building inclusive culture in Nigeria.
- 2) Teachers should increase their positive disposition towards the implementation of IEP in building inclusive culture in Nigeria.
- 3) Teachers should have high perception of how IEP can be implemented for pupils with special needs in building inclusive culture in Nigeria.

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