Assessment of Training Needs of Teachers and Administrators for Effective Inclusive Education Delivery in Secondary Schools in South East Nigeria

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Inclusive education pertains to efforts directed towards overcoming the barriers that hinder students' learning and success regardless of their social background, ability, disability, sex, and other conditions. Documented evidence on the implementation of inclusive education showed a link in teachers' and administrators' training needs. This study is conducted to provide empirical evidence on the type of training and support needed for teachers and administrators in secondary schools to reduce restricted environments and enhance achievement of students with special needs. Teachers in this study are those who already teach in the public secondary schools in South East Nigeria while administrators are principals who administratively manage both the human and material resources in the secondary schools. A cross-sectional survey research design using Cluster sampling was adopted in investigating perceptions of 305 teachers and 45 administrators who are currently teaching in secondary schools in the South East Nigeria. Two instruments were used for data collection. The instrument for data collection for the quantitative analysis was a questionnaire designed by the researchers titled Inclusive Education Training Needs Assessment Questionnaire (IETNA_Q) for teachers and administrators. The qualitative method was Inclusive Education Training Needs Interview Schedule (IETN_IS). Four research questions guided the study. One null hypothesis tested at .05 level of significance was used to probe further on the study. In order to address the research questions, quantitative methodology was adopted using percentages, mean, standard deviation and t-test for independent sample statistical techniques, while qualitative data obtained were analyzed for the purpose of identifying themes that emerged from the interview data and was used in the discussions of findings. The results show that, generally, teachers understand

the concept of inclusive education more than the administrators do. A significant difference was in the mean responses of teachers (M= 86.90, SD= 14.09) and the administrators (M= 79.76, SD = 14.09); t = (348) = 3.175, p =.002 in managing instruction. However, based on the findings, the researchers recommend that periodical training should be given to both teachers and administrators. The training will enable teachers to be more committed in an inclusive education class while administrators will gain more knowledge and skills to manage inclusive education.

Inclusive education is a global education reform that pertains to efforts directed towards overcoming the barriers that hinder students' learning and success due to social background, ability, race, sex, and other conditions. Teachers believe in the concept of inclusive education and are interested in rendering services to their students (Kern, 2006). Although their attitude varies with evidence of increasing the lower academic achievement among students with special needs (Taweechaisupapong, 2015). Researchers believed that the observed low academic achievement was due to lack of technical knowledge in operating technology driven equipment (Agbaenyega & Klibthong, 2014; Gonzalez-Gil, Martin-Pastor, Flores, Jenaro, Poy , & Gomez-Vela 2013 & Taweechaisupapong, 2014); poor methods of teaching, and inadequate provision of facilities and materials to enhance learning in an inclusive setting (Ogba & Igu 2011). However, there has not been a systematic evaluation to ascertain if there has been proper implementation of the practice (Taweechaisupapong, 2015; UNESCO, 2005), whether the necessary supports are being provided (Catholic Relief Service [CRS], 2010) or the training needs of the teachers and administrators are adequate (Sukbunpant, Arthar-Kelly & Dempsey, 2013). Hence this study placed its focus on teachers' and administrators' training needs and support towards inclusive education in Nigeria.

The Nigerian government, just like other countries of the world, had identified education as a potent instrument for social and economic advancement (Ogba & Igu 2012; Federal Republic of Nigeria, 2004). Education globally is seen as a crucial factor which enormously contributes to sustainable development, stability, and peace within and among countries (Ocho, 2005). Education is also an imperative strategy for economic competitiveness in the global economy (United Nationals, 2015). Hence, the need to provide education for all was declared in the World Education Conference in Jomtien Thailand in 1990. In 2000, another education conference was held in Dakar, Senegal to assess the achievement of Education for All (EFA) goals. The United Nations Development Program (UNDP) came up with an 8-goal development program termed *The Millennium Development Goals (MDGs)* which equally among others emphasized the right to education for every child (Malale & Zwane, 2018). All these declarations have one thing in common and that is to create and establish an educational system where all children are included so as to meet their personal educational needs. The extent to which the Nigerian government has incorporated these international inclusiveness policies attests to and affirms their readiness and commitments to the provision of education for all. However, the assessment of training needs of teachers and administrators for the implementation seems not yet to be established.

Education, being a basic need and right of every child, is supposed to be available to all irrespective of gender, color, religion, and ethnicity. The Nigerian government, realizing the essence of education, became a signatory to many international and national legislation such as the Salamanca Statement; Framework for Action on Special Needs, United Nation Decade for Literacy (UNLD), United Nations Decade for Sustainable Development (DESD), National Economic Strategy (Needs 1&2) (Ogba & Igu, 2011; Federal Ministry of Education (FME), 2008, &UNESCO, 1994). The 47th session of the international conference on education held in Geneva, from 8-11 September 2004 on the theme quality education for all young people: challenges, trends and priorities brought wide sector reforms in the Nigeria education system. The most significant was passing into law the compulsory, free and universal basic education act of 2004. This, according to Ogba and Igu (2010), demonstrated the strong political will of the nation to drive national development through education. This ensures universal access to educational opportunities at all levels which include basic, post basic, and tertiary including special needs children, youths and adults (FME, 2008). The launching of the National Policy on Education was among the giant steps

the government took which stipulates compulsory inclusive basic education for every child (FRN, 2004).

Based on the aforementioned, the Nigerian government has made several innovative policies since 2004 to address specific needs and challenges to inclusive education and such polices include National Policy on HIV and AIDS for Education Policy in Nigeria; National Policy for Integrated Early Childhood Development in Nigeria 2007; National Policy on Gender in Basic Education 2007; Guideline for the Identification of Gifted Children 2006 and The Implementation Plan For Special Needs Children 2007 (FME, 2006; 2007 & 2008) The thrust of inclusive education in Nigeria as documented in the National Policy on Special Needs Education in Nigeria 2015 laid its emphasis on the least restrictive environment, zero rejection, total inclusion, and diversification of services beyond the school setting. The foregoing indicates that the Nigerian government has supported the implementation of inclusive education program in schools. There is a need as observed by Igwe (2017) and Ocho (2007) that despite the Nigerian Government's action of signing the treaties and legislation, its implementation seems to be intermittent. Could the above observation be linked to teachers and administrators' lack of knowledge and skills as well as attitude towards inclusive education? Are there supports and training opportunities for them to benefit to be more committed? This study therefor intented to investigate if there are necessary supports and training needs available for teachers and administrators to access in achieving an inclusive program.

Conceptually, inclusive education according to UNESCO (2005) is the type of education that provides for teaching of all children of appropriate age range in a regular system of education. It is a process of addressing and responding to the diverse needs of students by increasing participation in learning and reducing exclusion within and from education (Shani, & Koss, 2014; CRS, 2010; Sanrattana, 2010; Ogba & Igu, 2011). According to UNESCO-IBE (2014) inclusive education is a right and a strategy aimed to prepare students for a 21st century globalized society. Inclusive education allows children the opportunity to fully participate in regular classroom activities irrespective of health challenges, race, family background, religion or other characteristics (Alquraini & Dianne-Gut, 2012; Mngo &Mngo, 2018). In conclusion, inclusive education can therefore be conceptualized as the education that incorporates student's diversity, whether based on economic condition, health conditions, ethnicity, or family background. It can also be described as an educational environment that accommodates students of appropriate age levels in a less restricted educational environment to receive instruction with the needed interventions and supports that will enable them be useful to themselves and society.

The objective of inclusion stems from belongingness to acceptance and a supportive system which encourages students to participate in curricular and extra-curricular activities. Inclusive education is about cutting every barrier that enhances disparities in health, economic background, culture and other related variables. According to Adetoro (2014) inclusive education aims to address the educational needs of all students in a non-threatening and supportive learning environment in order to include those who were disadvantaged and excluded from education due to "barriers to learning". The observed challenge to inclusive education in Nigeria stems from inadequate resources, inadequate professionals to teach and council students, inability to create an enabling environment for students, and the inability of government to motivate and encourage teachers and administrators (Oche, 2012; Ogba & Igu. 2008). These identified challenges do not encourage an enabling environment for administrators, teachers and students. This situation may make administrators lack the initiative to manage students and teachers. The teachers might by deficient in possessing the skills and knowledge to organize classroom activates, and students may become demoralized and frustrated (Obi & Ashi, 2016). This is the reason for the study.

Literature Review

To buttress the preparedness of the government in ensuring that inclusive education receives attention, the Federal Republic of Nigeria (2004) maintained that the environment will be structured with adequate instructional materials to facilitate teaching and learning. These materials need to be operated by teachers who have gained experience in the operation and use of the equipment. Ogba and Igu (2013) maintain that considering the significant roles teachers play in effective operation of the educational system, they need to be motivated, developed, and supported in order to retain them in the school. Ashi (2010); Global Campaign for Education (2012); Secer (2010); Ntombela (2011) reported that there is a lack of well-trained teachers who are adequately managed and supported, preventing the actualization of education at all levels. This might be why De Boer, Pijl, and Minnaert (2011) reported that that there exists a gap between the desire for inclusion and what actually occurs in its practice and management in schools (Shani & Ram, 2015). Laying credence to the above, UNESCO (2012) reported that out of 100 countries with data on primary education, 33 have less than 75% of teachers trained to the national standard. OECD (2011) maintained that teachers need to be furnished with the principles and methods of instruction to improve their skill for better classroom management activities. This is to enable them to gain more insight on how to tackle the complex nature of diversity in the classroom (Peretemode, 2004). Similarly, Ajuwon (2008) opined that for inclusive education to be actualized, teachers and principals need to be impacted with the skills, attitude, and knowledge necessary to propel effective management of both classroom and school activities. The European Agency for special needs and inclusive education, (2015) affirmed that providing support to teachers will improve their skills and knowledge. Cook, Semmel, and Gerber (1999) concluded that administrators are also a critical prerequisite for successful inclusive education as it strengthens teachers to help students overcome the barriers to learning and participation in an inclusive education. Such barriers include "existing organizational structure, inflexible and irrelevant curricula, inappropriate systems of assessment and examination, and negative attitudes and beliefs about some children's potential according to Rouse and Florian" (2012, p.5).

The need for massive retraining of teachers who are the instruments for instructional delivery as well as administrators who manage both materials and non-material resources in inclusive education pedagogies, has been stressed independently in order to ensure the achievement of inclusive education policy (Agunloye, Davou & Osagie, 2011; Igwe, 20117; OECD, 2011; Taeechaisupapong, 2014). In the opinion of Agbenyega & Klibthong (2014) the lack of adequate skills and knowledge negatively impact a teacher's confidence in implementing inclusive education. Supportively, Taeechaisupapong, (2014) reported that insufficient training of teachers and administrators has led to low morale, stress and negative attitudes towards children with special needs. Likewise, Hodkinson (2010) warned that personnel's attitude is imperative in the achievement of inclusive education policy as it influences how they welcome and react to students with special needs in their class and need not be compromised. According to UNESCO-IBE (2015) positive attitudes of teachers and administrators is essentially needed alongside knowledge, and skills in order to reorganize and arrange educational supports for special needs children hence the emphasis on frequent training (Bentle-Williams and Morgan 2013; Cook et al. 1999; Engstrend & Roll-Petterson 2014).

Teachers need constant training to acquire knowledge and skills in the management and use of special needs facilities and equipment, such as Perkins brailler, brailled textbooks, Speech

trainers, calipers, crutches, audiometers, ear moulding machines, educational toys, abacus, talking watch, speech signs, braille reader, typewriting audio-visual equipment and internet (Adetoro, 2014). Conversely, Forlin and Charmbers (2011) disclosed that improvement is not recorded even after teachers have been trained. Ogba and Igu (2013) state that teachers who are regarded as the most influential facilitators in the life of students need periodic training necessary for keeping them abreast with the innovative skills required in inclusive education classrooms. Training could be in the form of pre-service for potential teachers or in-service for existing teachers. Such training includes seminars, conferences, workshops, and further education.

Teachers and administrators should receive adequate training to ensure that they remain focused in providing real learning opportunities for all children, not just for students to participate in and be judged by high stake assessments which have little meaning for them (European Agency, 2011). This assertion might have accelerated the wide recognition of the need for inclusive education in promoting citizenship and acceptance of differences of opinion, conviction, belief and lifestyle. EU ministers have agreed to strengthen actions with a view to empowering teachers to take an active stand against all forms of discrimination and racism that impede learning by introducing various kinds of approaches to train and support teachers for inclusive practice (European Commission, 2015). Successful inclusive education is achieved primarily through accepting, understanding, and attending to student differences and diversity, which can include the physical, cognitive, academic, social, and emotional. The aim of inclusive education, as noted by Ainscow (2004); is to eliminate social exclusion arising from attitude of people towards individuals with special needs and the adoption of teaching strategies that accommodate every individual learner (Ogba & Igu, 2011). The exclusion of stigmatization comes with separation and segregations (Malale & Zwane, 2018). Inclusive education has to do with accepting, understanding, and attending to students' differences which may be the physical, cognitive, academic and social (McManis, 2017). Memisevic & Hodzic (2011) stated that teachers support inclusive education and are ready to practice and navigate its success.

Staff development and in-service training play an important role in achieving educational polices. Training according to Che-Omar (2014); Ekpoh, Oswald, & Victoria (2013) keeps teachers abreast of current issues in the educational parlance, enhances their professional efficiency, and increases their ability and knowledge to perform better. Adequate training makes teachers more motivated, boasts their self-efficacy, and makes them more dedicated to their duties, hence its importance in achieving inclusive education policy. Adetoro, (2014) affirmed that the practice of inclusive education is often met with challenges in different countries while Malale and Zwane (2018) referred to such challenging factors as internal and external. Internal factors could be administrative, which includes leadership, mentoring, motivation, attitude, environment, placement, and inadequate training of teachers. Alternatively, external challenges might include government policies, recruitment of teachers, provision of special needs facilities and equipment, among others. Both forms of challenges constitute barriers to the implementation of inclusive education in Nigeria. McManis (2017), reported that for inclusive education to function, administrators and teachers need to be provided with training that will make them effective and efficient in manipulating available instructional materials. Ekpoh, Oswald, and Victoria (2013) carried out a study on staff development programs among secondary schools' teachers' job performance in Uyo metropolis, Nigeria and found out that training enhances teachers' skills and knowledge through the acquisition of new concepts, methods, classroom management and approaches to evaluate students based on standard. Avramidis, Bayliss & Burden (2002), in their survey, found out that despite teachers' support of the concept of inclusive education, literature has continued to suggest that in practice they are not

prepared. This lack of professional development for teachers coupled with insufficient facilities and teachers' incompetence in the use of available resources is an enemy to successful inclusive education (Malale & Zwane, 2018). Studies in Nigeria by Obi & Ashi, (2016) also found inadequate trained personnel and inadequate materials as being responsible for poor implementation of inclusive education in Nigeria and found the need for training of teachers.

A search through the literature has shown that not many studies have been carried out in relation to how effectively inclusive education has been rolled out in Nigerian secondary schools. However, the few studies available focused on the part that has to do with the importance of and policies for implementation. No study had been carried out on the training needs of teachers and administrators on the above subject. This is the gap this study is set to cover.

Problem of the Study

Observations indicate that classroom practices of teachers in Nigeria do not support inclusive education. If teachers, who supposedly should be the implementers of inclusive education are lacking the necessary knowledge and skills, then the problem of realizing the goals of UBE and meeting the target of education for all will remains a mirage. The broad questions to answer then are, 1) To what extent do teachers and administrators possess the requisite knowledge and skills for implementing inclusive education in Nigeria? (2) What are the training needs of teachers and administrators for implementing inclusive education? (3) To what extent do teachers and administrators differ in the knowledge and skill competencies they possess? This study sought to find out the training needs of teachers and administrators for the effective implementation of inclusive education in Nigeria.

Considering the fact that teachers and administrators in the secondary schools are key service providers in teaching students' inclusive classrooms, assessing their training needs and support are obvious. Therefore, the purpose of this study is to investigate the training needs of teachers and administrators in the management of inclusive education in secondary schools in South East Nigeria. Specifically, the study aimed to find out

1. Knowledge and skill competencies possessed by teachers and administrators for implementation of inclusive education in Nigeria.
2. Areas of training needs of teachers in the management of inclusive education in classrooms in Nigeria.
3. Areas of training needs of administrators in the management of inclusive education in secondary schools in Nigeria.
4. Whether there is a significant difference in the mean responses of teachers and administrators in the knowledge and skill competencies they possess

Research Questions

1. What knowledge and skill competencies do teachers and administrators possess for implementation of inclusive education in secondary schools?
2. What knowledge and skill competencies do administrators possess for the implementation of inclusive education in secondary schools?
3. What areas do teachers need training for implementation of inclusive education in the classrooms in Nigeria?

4. What training is needed by administrators in the management of inclusive education in secondary schools?

To further strengthen the findings of the study, the following hypothesis was postulated and tested at .05 level of significance:

Ho1: There is no significant difference in the mean response of teachers and administrators in the knowledge and skill competencies they possess for implementation of inclusive education in secondary schools in Nigeria.

Method

A cross-sectional survey research design was adopted in identifying knowledge and skill competencies possessed by teachers and administrators for implementation of inclusive education in secondary schools in Nigeria as well as their areas of training needs. The population comprised all the teachers and administrators in the public secondary schools in South East Nigeria. The Cluster sampling technique was adopted for sample selection. The first stage of the sampling was random selection of three states out of the five states (Abia, Anambara, Ebonyi, Enugu and Imo) in South East Nigeria. The second portion of the sampling involved the selection of two Local Government Areas (L.G.A) from the three states (Anamabara, Ebonyi and Enugu). Three public secondary schools were selected from each of the six Local Government Areas at the third stage sampling. A total of 18 public secondary schools were therefore selected. Finally, 305 teachers and 45 administrators totaling 350 constituted the sample of study (159 females and 191 male).

The two instruments used for data collection are Inclusive Education Training Needs Analysis Questionnaire (IETNA_Q) and Inclusive Education Training Needs Interview Schedule (IETN_IS). The two instruments were developed after extensive review of literature (Catholic Relief Services, 2010; Gonzalez-Gil, Martin-Pastor, Flores, Jenaro, Poy & Gomez-Vela, 2013; McManis, 2017) on the conception of diversity and education; education policy; organization and management of inclusive schools and classrooms; practices; resources and support; leadership; curriculum design and development; team work, community involvement, and inclusive education methodologies. The choice of selecting IETNA and IETN_IS was based on the fact that they are commonly used instruments for capturing in the field. Secondly, these instruments were elected for their simplicity and effectiveness and they have previously been used by ABC (2016), and ECD (2010). The questionnaire consists of 66 items distributed in three sections A, B and C. Section A consists of 4 items that sought information on the teachers' and administrator's personal data such as State, Local Government Area (L.G.A), type of school (rural and urban), gender. Section B consists of 20 items that require the respondents to check 10 topics that reflect the most important training and development needs for effective implementation of inclusive education in their schools. Section C consists of 40 items on knowledge and skill competencies possessed by the teachers and administrators for implementing inclusive education in secondary schools in South East Nigeria. The items focus on communication, collaboration, use of resources and technology, managing inclusive classrooms, applying inclusive education methodologies, using and managing special equipment and resources and providing leadership, among others. Section C requires the respondents to make response using the following 5-point rating scale: 1=No knowledge/skill; 2=A little knowledge/skill but considerable development needed; 3=Some knowledge/skill but development required; 4=Good knowledge/skill possessed, but need a little development; 5= Fully knowledgeable/skilled, requires very little or no development; and to tick N/A if a competency is

not applicable to the teacher's or administrator's job in inclusive education setting. A free space was provided for comments regarding training needs and competencies at the end of Sections B and C.

The Inclusive Education Training Needs Interview Schedule (IETN_IS) consists of 4 broad questions with probes that focused on conceptual understanding of inclusive education, manipulation of facilities that are available in school for implementing inclusive education, and the challenges encountered in the implementation of inclusive education whether or not the teachers and administrators have been involved in special needs training since the introduction of inclusive education.

The content validity of the instruments was established by subjecting them to scrutiny of three experts in Special Education, Educational Administration, and Measurement and Evaluation to determine their adequacy in content, comprehensiveness and clarity of the items. Their suggestions and comments guided the researchers in the final revision of the items. Cronbach alpha method was used to establish the internal consistency reliability of the questionnaire and the coefficient reliability value of 0.84 obtained was highly adequate.

The instrument was administered to the teachers and administrators by the researchers with the aid of 6 research assistants. The research assistants were trained through the pilot test. The data collected were coded and analyzed using the Statistical Package for Social Sciences (SPSS). Data for answering the research questions were analyzed using percentages, mean, standard deviation and t-test for independent sample statistical techniques. Qualitative data obtained were analyzed for the purpose of identifying themes that emerged from the interview data and was used in the discussion of findings.

Results

Table 1 indicates that the mean responses of teachers on knowledge and skill competencies they possess in managing instruction and management, and managing and using equipment in inclusive education setting ranged from 2.98 to 3.63, while the standard deviation ranged from 1.14 to 1.47. The Table shows that the teachers mean perception scores were higher than the criterion cut-off of 3.00 in all items except one (item 32, managing and use of crutches) under the management and use of equipment. This finding suggests that the teachers perceived themselves as having most of the requisite knowledge and skills required for implementation of inclusive education in secondary schools, but need a little development.

Table 1
Mean Responses of Teachers on Knowledge and Skill Competencies Possessed for Implementation of Inclusive Education in Secondary Schools

S/N Knowledge and Skill (n=305)	Mean	SD
A. Managing Instruction		
1. Communication with student in inclusive classroom	3.52	1.40
2. Engaging in collaborative planning and teaching	3.63	1.32
3. Reducing stereotype threats among students	3.55	1.22
4. Applying strategies for inclusive education	3.58	1.24
5. Using resources on diversity in inclusive setting	3.52	1.18
6. Facilitating conversation in inclusive setting	3.48	1.14
7. Managing time in an inclusive setting	3.46	1.19
8. Designing and planning lessons	3.44	1.16

9. Planning assessment and feedback	3.34	1.18
10.Developing strong behavior management plan	3.40	1.24
11. Using multiple ways to represent content to students	3.34	1.25
12. Attending to every student's diversity	3.34	1.25
13. Using technology to meet diverse needs	3.36	1.26
14. Valuing learner diversity	3.51	1.17
15. Grasping the concept of inclusive education	3.35	1.25
16. Sharing information and experiences with other teachers	3.36	1.26
17. Devising individual learning programmes	3.39	1.30
18. Monitoring and assessing progress	3.39	1.19
19. Making and using appropriate teaching and learning materials	3.48	1.19
20. Learning how to successfully manage team performance	3.48	1.15
21. Knowing how to successfully manage resistance to change	3.39	1.20
22. Knowing how to be more flexible and open to new ideas	3.46	1.15
23. Knowing how to use special equipment for teaching	3.39	1.19
24. Dealing effectively with distractions and interruptions	3.44	1.14
25.Using active learning approaches	3.44	1.26
B. Management and Use of Equipment		
26. Managing and using brailler	3.01	1.47
27. Managing and using brailled textbooks	3.10	2.22
28. Managing and using audiometers	3.13	1.37
29. Managing and using speech trainers	3.11	1.38
30. Managing and using braille reader	3.08	1.45
31. Managing and using talking watches	3.07	1.43
32. Managing and using crutches	2.98*	1.41
33. Managing and using abacus	3.09	1.39
34. Managing and using audio-visual equipment	3.22	1.39
35. Managing and using ear molding machines	3.44	1.26

Note: *Mean<3.00

Table 2 shows that the mean responses of administrators on knowledge and skill competencies they possess in managing instruction, management and use of equipment, and management of teachers in inclusive education setting ranged from 2.80 to 3.84, while the standard deviation ranged from 0.97 to 1.44. The Table shows that the administrators mean perception scores were higher than the criterion cut-off of 3.00 except in nine out of the 40 identified competencies (items 12, 13, 18, 21, 23, 32, 35, 37, & 39). This finding suggests that the administrators perceived themselves as having many of the requisite knowledge and skills required for managing implementation of inclusive education in secondary schools, but need considerable development in attending to every student's diversity, using technology to meet diverse needs, monitoring and assessing progress, knowing how to successfully manage resistance to change, knowing how to use special equipment for teaching, managing and using crutches, managing and using ear molding

machines, knowing how to act as an inspirational role model for teacher, and understanding how to coach and mentor others.

Table 2

Mean Responses of Administrators on Knowledge and Skill Competencies Possessed for Implementation of Inclusive Education in Nigeria

S/N Knowledge and Skill (n=45)	Mean	SD
A. Managing Instruction		
1. Communication with student in inclusive classroom	3.67	1.44
2. Engaging in collaborative planning and teaching	3.76	1.31
3. Reducing stereotype threats among students	3.78	1.27
4. Applying strategies for inclusive education	3.73	1.11
5. Using resources on diversity in inclusive setting	3.47	1.05
6. Facilitating conversation in inclusive setting	3.40	1.21
7. Managing time in an inclusive setting	3.31	1.34
8. Designing and planning lessons	3.04	1.38
9. Planning assessment and feedback	3.84	1.38
10. Developing strong behavior management plan	3.16	1.31
11. Using multiple ways to represent content to students	3.07	1.13
12. Attending to every student's diversity	2.96*	1.24
13. Using technology to meet diverse needs	2.98*	1.25
14. Valuing learner diversity	3.04	1.22
15. Grasping the concept of inclusive education	3.13	1.03
16. Sharing information and experiences with other teachers	3.02	1.11
17. Devising individual learning programmes	3.07	0.96
18. Monitoring and assessing progress	2.89*	1.15
19. Making and using appropriate teaching and learning materials	3.20	1.12
20. Learning how to successfully manage team performance	3.13	1.12
21. Knowing how to successfully manage resistance to change	2.91*	1.14
22. Knowing how to more flexible and open to new ideas	3.11	1.09
23. Knowing how to use special equipment for teaching	2.80*	1.23
24. Dealing effectively with distractions and interruptions	3.16	0.97
25. Using active learning approaches	3.13	1.17
B. Management and Use of Equipment		
26. Managing and using Brailler	3.11	1.07
27. Managing and using Brailled textbooks	3.20	1.05
28. Managing and using audiometers	3.27	1.09
29. Managing and using speech trainers	3.20	1.01
30. Managing and using Braille reader	3.18	1.13
31. Managing and using talking watches	3.13	1.01
32. Managing and using crutches	2.87*	1.23
33. Managing and using abacus	3.07	1.05
34. Managing and using audio-visual equipment	3.13	1.17
35. Managing and using ear molding machines	2.96*	1.18
C. Management of Teachers by Administrator		
36. Understanding how to communicate vision to teachers	3.07	1.25
37. Knowing how to act as an inspirational role model for teacher	2.91*	1.29
38. Knowing how to instill accountability with teachers	3.00	1.29
39. Understanding how to coach and mentor others	2.93*	1.30
40. Knowing how to delegate tasks appropriately	3.02	1.30

Note: *Mean<3.00

Table 3 shows thae percentage response of teachers identifying the 10 top areas of training needs for implementation of inclusive education. The percentage responses of the teachers ranged from 58.36% to 73.77%. The Table suggests that teachers need training and development in the areas of organization and management of inclusive school and classroom, community participation, conceptual understanding of inclusive education, curriculum design and development, inclusive teaching methodologies, working in teams, use of special equipment and facilities, factors that support or hinder inclusion, as well as how to implement inclusive methodologies in school.

Table 3

Percentage Response of Teachers on Areas of Training Needs for Implementation of Inclusive Education

Area of Training Need	N	Percentage	Rank
Organization and management of school and classroom	225	73.77	1
Community involvement and participation in inclusive education	220	73.13	2
Conceptual understanding of diversity in education	216	70.81	3
Curriculum design and development	208	68.19	4
Conceptual understanding of inclusive education	206	67.54	5
Inclusive education teaching methodologies	200	66.55	6
Collaboration and working in teams in an inclusive setting	201	65.90	7
Use of special equipment and facilities	192	62.95	8
Factors in the school setting that support or hinder inclusion	187	61.31	9
How to implement inclusive education methodologies in school	178	58.36	10

Table 4 shows the percentage response of administrators identifying the 10 top areas of training needs for implementation of inclusive education. The percentage responses of the administrators ranged from 64.44% to 82.22%. The Table suggests that the administrators need training and development in inclusive resources, distribution and utilization, how to meet diverse needs of students, curriculum design and development, policy framework for adoption of inclusive education in Nigeria, understanding of unique attributes of persons/students with special education needs disabilities, factors that support or hinder inclusion, organization and management of school and classroom, community participation, conceptual understanding of diversity and inclusive education, working in teams, use of special equipment and facilities, role of management, existence and responsibilities of leaders. Other areas of need are transforming classroom practices and activities to meet diverse educational needs of students, how to implement inclusive methodologies in school, and use of special equipment. It can therefore be deduced from the different areas of needs that the administrators need to develop their knowledge and skill competencies required for managing instruction, human and material resources for implementation of inclusive education in secondary schools.

Table 4

Percentage Response of Administrators on Areas of Training Needs for Implementation of Inclusive Education

Area of Training Need	N	Percentage	Rank
Inclusive education resources, distribution and utilization	37	82.22	1
How to meet diverse educational needs of students in inclusive setting	33	73.00	2
Curriculum design and development	32	71.11	3
Policy framework for adoption of inclusive education in Nigeria	31	68.88	4

Understanding of unique attributes of persons/students with special education needs disabilities	31	68.88	5
Factors in the school setting that support or hinder inclusion	31	68.88	4
Organization and management of school and classroom	31	68.88	4
Conceptual understanding of diversity in education	30	66.66	8
Conceptual understanding of inclusive education	30	66.66	8
Community involvement and participation in inclusive education	29	64.44	10
Role of management, existence, importance and responsibilities of leaders	29	64.44	10
Transforming classroom practices and activities to meet diverse educational needs of students	29	64.44	10
How to implement inclusive education methodologies in school	29	64.44	10
Use of special equipment and facilities	29	64.44	10

An independent samples t-test was conducted to compare mean responses of teachers and administrators' knowledge and skill competencies possessed in managing instruction in an inclusive setting, management and use of equipment and overall competencies. There was a significant difference in the mean responses of teachers (M= 86.90, SD= 14.09) and the administrators (M= 79.76, SD = 14.09); t (348) = 3.175, p =.002 in managing instruction. However, the difference in the mean responses of the two groups in management and use of equipment as well as overall knowledge and skill competencies were not significant as shown in Table 5. These results suggest that teachers perceived their competencies higher in management of instruction than the administrators.

Table 5
Comparison of Mean Difference the responses of teachers and administrators in knowledge and skill competencies possessed for implementation of inclusive education in secondary schools

Variable	Group	N	Mean	SD	Df	T	P value
Managing Instruction	Teacher	305	86.90	14.09	348	*3.175	.002
	Administrator	45	79.76	14.09			
Management and Use of Equipment	Teacher	305	30.94	10.57	348	-.0106	.916
	Administrator	45	31.11	7.62			
Overall Competences	Teacher	305	134.30	19.12	348	-0.040	.968
	Administrator	45	134.42	17.54			

*p<.05

Discussion

The essence of this study was to assess the training needs of teachers and administrators in the implementation of inclusive education in Nigeria. The findings from the quantitative data showed that teachers understand clearly the concept of inclusive education and what it involves. This finding is inconsonant with the findings Memisevic & Hodzic (2011), Ogba & Igu (2011) that teachers are key in the teaching and practice of inclusive education hence, their support and their willingness to ensure its full implementation. The finding contradicts the findings of an earlier study by Avramidis, Bayliss and Burden (2000) who found out that in practice teachers are not prepared for inclusive

education. The overall picture that emerged through qualitative data by the three participants interviewed is that inclusive education incorporates student diversity.

Inclusive education is directed toward children with special needs. It is meant to enable children from different background and in the same age group to school together. It is an educational programme that rejects total exclusion and segregation of students with special needs in an education environment. (Avramidis, Bayliss and Burden, 2000).
The implication of this finding is that teachers possess good background knowledge and skills that will enhance instruction. Although, their responses on their training needs revealed that they need some support and development.

The result in Table 2 shows that administrators possess considerable knowledge and skill competencies for implementation of inclusive education in South East Nigeria. However, they need considerable development and skills in attending to every student's diversity, using technology to meet diverse needs, monitoring and assessing progress, knowing how to manage resistance to change successfully, knowing how to use special equipment for teaching. The lack of competencies of administrators in the qualitative data on skills and knowledge possession emerged as a theme in excerpts from the interview transcript. Four participants confessed that . . . "no awareness on the issue of diversity, supporting students' needs is difficult, collaboration and team work are not enhanced, there was no training on how to value learners diversity in an inclusive class" This result is in tandem with the report of Ashi (2010) Secer (2010) that there is a lack of well-trained teachers to actualize the aim of inclusive education.

This is in line with the findings of De Boer et al. (2011), and Shani and Ram (2015) that there exists gap between the desire for inclusion and what actually occurs in its practice. Supportively, Ajuwon (2008) had warned that for inclusive education to be actualized, teachers and principals need to be imparted with skills, attitude, and knowledge that will propel effective management of both classroom and school activities. The implication of the finding is that training and professional development of secondary school administrators are significant components in the management and actualization of inclusive education in the whole of South East Nigeria in general

Evidence from the finding of quantitative data in Table 3 suggest, that training and development are required in the areas of organization and classroom management, community participation, curriculum development teaching methodologies, working in teams, use of special equipment and facilities in the inclusive class. This finding agrees with the reports of Igwe. 2017, along with Ogba and Igu (2013), that despite the Nigeria Government's action of signing the treaties and legislation for the inclusive education, its implementation seems to be leap forging as there is inadequate provision for development and motivation of teachers and administrators. The Global Campaign for Education (2012) and Ntombela (2011) reported that lack of well-trained teachers who are adequately managed and supported is a bane to the actualization of education at all levels. Continuing professional development emerged as a theme from the interview of five participants as shown in the interview extract. A Participant said: "I have not under gone any training on inclusive education strategy for 10 years of my teaching career, in-service training is not frequently organized, meeting on the importance of inclusive, no seminar on the concept and conference are really planned" The above showed that there is a gap between having the desire to teach in an inclusive classroom and what actually occurs in the practice (De Boer, Pijl, Minnaert; Shani & Ram, 2015). Implicitly, when adequate provision is not made for teachers to acquire more training it is an indication that acquainting them with new knowledge, skills and innovation that will enhance the attainment of expected goals in inclusive education will be a mirage.

Table 4 findings reveal that the administrators need training and development in the areas of resource distribution and utilization, management of student's diverse needs and their unique personalities, designing curriculum, methodologies, and use of special equipment in an inclusive education. Therefore, the deduction from the finding shows that the administrators need to develop their knowledge and skill competencies required for managing instruction, human and material resources for implementation of inclusive education in secondary schools. General lack of knowledge of teaching methods emerged as a theme. Five participants who were among those interviewed said:

> they have attended training on computer application, on teaching and learning strategies, quality assurance on how to set examination questions, accounting system, retraining of teachers on curriculum design" One participant specifically said "I attended training organized by peace house education on the enhancement of teachers' quality in 2017 which has no correlation with inclusive method of teaching.

This is in line with individual reports of Malale & Zwane, (2018); Taeechaisupapong, (2014) that insufficient training of teachers has led to low morale, stress and negative attitudes of them towards children with special needs. The 2017 training referenced by the participant above is mainly on general teaching technique and ethics of teaching profession which has no connection with academic knowledge of inclusive skills and methods. Probing further on whether any knowledge was derived from the already attended workshops, the participants answered in affirmation that they actually gained new knowledge but not profitable in teaching children with special needs. The finding is in alignment with the reports of Obi and Ashi, (2016) that inadequately trained personnel and inadequate materials are responsible for poor implementation of inclusive education in Nigeria. McManis (2017) reiterated in his research that for inclusive education to function, administrators need to be provided with training that will make them effective and efficient in managing and manipulating both human and available instructional materials. The implication is that if administrators lack in their administrative and instructional roles which are essential components in the achievement of inclusive educational goals, then attainment will be highly jeopardized.

Comparing the mean differences in the responses of teachers and administrators in the knowledge and skills competencies reveals a significant difference in favor of the teachers. However, the difference in the mean responses of the two groups in management and use of equipment as well as overall knowledge and skills not were significant as shown in Table 5. This finding is not surprising since teachers are in constant contact with the students in the classroom hence, they have better understanding of how to teach students in inclusive setting. This result synchronizes with the opinions of some researchers on the need for teachers who directly give instructional pedagogies and administrators who have the onerous responsibility of managing human and material resources to receive training accordingly. This will make them effective and efficient in the discharge of their respective duties (Cook, 2001; Kern, 2006; Igwe, 2017; OECD, 2011; Taweechaisupapong, 2014).

The limitation of this study was that it was conducted in the South East region in Nigeria. However, school districts and regions with similar characteristics may benefit from the findings for immediate use.

Recommendations

This recommends thus: that there should be advocacy through an awareness campaign on inclusive education for teachers and administrators to vigorously show commitment to inclusive education in Nigeria.

Periodical training in the form of in-service, seminars, workshops and conferences should be organized for both the teachers and administrators by the government and NGOs to enable them master the skills to teach, communicate, manage an inclusive education as well as keep them abreast of the needed changes and innovation in inclusive education.

Conclusion

The study explored the training needs of teachers and administrators in the implementation of inclusive education in South East Nigeria. The purpose was to provide a framework for determining baseline requirements for support of inclusive learning and the training needs for the attainment. The result showed generally, that teachers support the concept of inclusive education more the administrators do. In fact, the findings of the study show that teachers have some understanding of the concept of inclusive education but training needs to be provided for them to gain more insight on skills to promote communication in an inclusive class, and assessment skills to monitor children's performance and their needs. Secondly, teachers and administrators, as exposed by the study, need professional development periodically to gain knowledge on current trends on approaches for educating children with disabilities, their rights and potentials. Based on the findings, this study concludes that the implementation of inclusive education in Nigeria has not been fully consistent but partial as there is evidence of inadequate possession of knowledge and skills by teachers and administrators who are supposed to provide instructions, build team work by collaboration, understand the value and needs of each individual child in an inclusive setting. This shows that for inclusive education to be realized, there is need to provide teachers and administrators adequate professional development that will equip them with knowledge and skills to achieve the expected goals. The study has therefore made a useful contribution by providing empirical evidence that can be used as baseline for addressing problems associated with poor teaching and learning in an inclusive education classroom in Nigerian secondary schools.

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