

**Table 2**

**The Impact of Reggio Emilia (RE) Training on  
Children with Disabilities in Pre-Primary Schools  
in Ebonyi State, Nigeria**

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**The Impact of Reggio Emilia (RE) Training on Children with Disabilities in  
Pre-Primary Schools in Ebonyi State, Nigeria**

By

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**Abstract**

The study examined the impact of Reggio Emilia (RE) training on children with disabilities in pre- primary schools in Ebonyi State, Nigeria. The population of the study includes 200 pre-primary school teachers in Ikwo Local Government Area, Ebonyi State. The sample of 35 RE trained and 35 non-trained pre-primary school teachers were drawn from a population of 200 Pre-primary teachers in the LGA. The study used descriptive survey. The research hypothesis developed for the study was analysed and tested at (0.05) percent significance using mean, standard deviation and t statistics. The research developed for the survey was

tested using Cronbach alpha ( $\alpha$ ) Pearson Correlation for internal consistency and validity respectively. The result indicates among others, that the impact of RE training between trained and non-trained pre-primary teachers on children with disabilities interaction is highly significant. The instrument used for the study was a questionnaire named Impact of RE Trained Teachers (IRETT) developed by the researchers. The study also found that there is a significant difference between RE trained and non-trained pre-primary teachers on classroom enrichment, to promote participation of children with disabilities. The implication of the findings is that RE training increases school readiness of children with disabilities and improves interaction between children with and without disabilities. The study recommended that all pre-primary school teachers already in practice be retrained on the use of RE.

**KeyWords:** Inclusion, Pre-primary teachers, Pupils with disabilities and Reggio Emilia.