



## Table 5

### Ensuring Access Inclusive and Equitable Education: Are the General Education Teachers Competent?

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# Ensuring Access Inclusive and Equitable Education: Are the General Education Teachers Competent?

By

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### **Abstract**

This study investigated the general education teachers' competencies in ensuring inclusive and equitable education in Nigerian secondary schools. Drawing on Adelman's Interactional Model of learning disabilities the study was conducted in 12 public secondary schools in Abakalike metropolis, Ebonyi State while the study was premised on 2 research questions and 2 hypotheses. The study employed descriptive survey design and the population of the study was 639 general teachers at Basic Education level. The sample size of the population was 120 general teachers (45 male and 75 female). 10 general teachers were purposely drawn

from each of the 12 secondary schools. A 14-item instrument used for data collection was Teachers' Competence Questionnaire (TCQ) developed by the researchers. The instrument was validated by 3 lecturers who were not below the rank of Senior Lecturer from the Faculty of Education, Ebomyi State University, Abakalike, Nigeria and the instrument was trial tested at Afikpo which is a neighbouring district to the study area. The responses of the respondents were subjected to reliability analysis using split-half. Meanwhile, TCQ was polytomously scored and reliability estimate of 0.86 was obtained. TCQ was administered to the regular teachers by 2 research assistants employed by the researchers. Research questions were answered using mean and standard deviation while t-test was used in testing the formulated null hypotheses at 0.05 alpha level of significance. The study revealed that general teachers lack competence skills in ensuring access of students with special needs to inclusive and equitable education. Consequently, they confessed that their students suffer from one or more LDs ranging from dyslexia, dysgraphia, dyscalculia, dyspraxia amongst others. The study recommended the need for Nigeria to invest in teacher retraining to enhance teacher competence necessary for children with special needs to have access inclusive and equitable education.

**KeyWords:** Inclusive education, general teachers, equitable education, learning disabilities