

# Attitude of Primary School Teachers Towards Inclusive Education in Nigeria: Contributions of Personality and Work Experience

Victor O. Odo<sup>1</sup>, Evelyn N. Onah<sup>1</sup>, Ikechukwu V. Ujoatuonu<sup>2</sup>, Agnes E. Okafor<sup>2</sup>,  
Alexandra N. Chukwu<sup>1</sup>, Juliet<sup>1</sup>. Nwifo<sup>3</sup>, Baba A. Karatu and Philip C. Mefoh<sup>1</sup>

<sup>1</sup> Department of Psychology, University of Nigeria, Nsukka, Nigeria

<sup>2</sup> Department of Social Work, University of Nigeria, Nsukka, Nigeria

<sup>3</sup> Department of Psychology, Federal University, Gashua, Nigeria

## HOW TO CITE:

Odo, V.O., Onah, E.N.,  
Ujoatuonu, I.V., Okafor, A.E.,  
Chukwu, A.N., Nwifo, J.I.,  
Karatu, B.A., Mefoh, P.C. (2021).  
Attitude of Primary School  
Teachers Towards Inclusive  
Education in Nigeria:  
Contributions of Personality and  
Work Experience. *International  
Journal of Special Education*,  
36(1), 5-12

## CORRESPONDING AUTHOR:

Victor Okechukwu Odo;  
victor.odo@unn.edu.ng

## DOI:

[https://doi.org/10.52291/  
ijse.2021.36.1](https://doi.org/10.52291/ijse.2021.36.1)

## COPYRIGHT STATEMENT:

Copyright: © 2021 Authors.  
Open access publication under  
the terms and conditions  
of the Creative Commons  
Attribution (CC BY)  
license (<http://creativecommons.org/licenses/by/4.0/>).

## ABSTRACT

Children with disabilities in South-Eastern Nigeria face problems of isolation. This study investigated the roles of conscientious personality and work experience in predicting teachers' attitude towards inclusive education. Participants included 196 primary school teachers who were selected randomly from 6 primary schools in Enugu, South-Eastern Nigeria. The age of the teachers ranged from 27-51 years (Mean age = 41.85 years; Standard Deviation = 4.63). Results showed that conscientious personality and work experience positively predicted primary school teachers' attitude towards inclusive education. The results were discussed in terms of determining work-related attributes necessary for improving access to education among children with disabilities. The limitation of the study and recommendation for future research were highlighted.

**Keywords:** attitude; conscientiousness; disability; inclusive education; work experience.

## INTRODUCTION

The terms disability, impairment and handicap have often been used interchangeably. World Health Organization (WHO, 1980) distinguished among these terms in its International Classification of Impairment, Disabilities and Handicap (ICIDH). It defines impairment as physical or mental disturbances that exist at the level of a bodily organ or function. In the case of disability, it refers to the objectification of impairment, reflecting disturbances at the level of a person. To take an example, whereas total or partial blindness is impairment, it results in the disability of being unable to see or having difficulty in seeing. Lastly, the term handicap refers to the social or economic consequences of a disability, which put the concerned person at a disadvantage. Examples of handicap include being confined to home or being unable to work. In the present study, the children referred to are children who are disadvantaged by physical and/or mental disabilities. The term disability is preferred over the other two.

Inclusive education is the process of educating children with disabilities in the regular education classrooms of their neighborhood schools (Rafferty, Boettcher and Griffin, 2001). The system ensures that children with disabilities attend schools they would normally attend if they did not have a disability. It is the process of bringing support services to the child, rather than referring the child to services. Inclusive education provides opportunity for children with disabilities to be exposed to the richness of regular education environment (Mastriopieri & Scruggs, 2004). As Stainback and Stainback (1990) pointed out, "inclusive education is the most effective means of combating discriminatory attitudes, creating welcoming communities and building an inclusive society (p. 37)." Proponents of inclusive education maintain that inclusion in mainstream education is an important means of promoting social integration and avoiding a sense of separateness and inferiority. Inclusive education is the best method to guarantee education for all children irrespective of ability (Toni-Duruaku, 2018). Given adequate resources for special equipment and materials as well as appropriate teacher training, education in regular schools is the best option for children with disabilities.

Children with disabilities are often handicapped in various aspects of social life, receiving less education, becoming marginalized in social activities and having less opportunities for gainful employment in later life

(Czyz, 2018; National Planning Commission & United Nations Children's Fund, 2001; Onyedibe, Ugwu, Mefoh, & Onuiriri, 2018). Disabilities put children in more vulnerable situation than they would normally face, particularly with respect to access to education, training and opportunities for employment and self-sufficiency in later life. In a developing country like Nigeria where social security for the weakest is poorly developed, children with disabilities often face numerous problems. Children with disabilities are given fewer opportunities for education. With little education or training, many of them face difficult future in adulthood. Of course, it may not be possible to integrate all children with disabilities into the mainstream of the school system. Children who are moderately impaired can benefit from inclusive education. Children with visual impairment, for example, would profit from inclusive education if there are adequate resources such as Braille machines, type writers, and tape recorders. Also, children who use wheel chair to get around would benefit from inclusive education if authorities provided ramps or elevators. Ebigbo and Ebigbo (2001) decried the situation where many Nigerian children with mild hearing problems have been wrongly placed in special schools for the deaf, whereas with appropriate hearing aids they could easily integrate into normal schools.

One of the perennial problems facing the Nigerian government is how to educate the growing number of children with disabilities. The government adopted inclusive education policy in 1977 through national policy on education (Fokolade, Adeniyi & Tella, 2009); the policy was intended to equalize educational opportunities for all children, irrespective of their physical, mental, or emotional disabilities. However, nearly four decades after the ratification of the inclusive education policy in Nigeria, implementation of the programme has remained poor and educational services for children with disabilities in the country are still grossly inadequate (Eni-olorunda, 2004; Mba, 1991). Many children with disabilities in Nigeria still face special problems of exclusion in schools, which tend to exacerbate the risk of survival and create formidable obstacles for the development of such children. The educational disadvantages faced by children with disabilities result in literacy levels being much lower in such children than in the normal population. Certain categories of children with disabilities, in particular the blind and those with mental disabilities, are in the most disadvantaged situation with respect to education (National Population Commission, 1991).

Teachers' attitude contributes to poor policy implementation of inclusive education. People tend to develop attitude towards everything – towards other people, towards political and religious institutions, towards moral and philosophical systems, towards seemingly every psychological object. The general theory of attitude that was applied to explain teachers' attitude towards inclusive education is the functional theory of attitude (Katz, 1960). This theory of attitude formation and change is based on the notion that attitude is a function of the purpose that a behaviour fulfills for the individual. Attitude helps to give standard for evaluation and perform the function of bringing order, clarity and stability to an individual's frame of reference (Kumar, 2016). Attitudes develop and change with time. Eagly and Chaiken (1993) and Maio, Maio and Haddock (2010) maintain that attitudes are influenced by three components – cognitive, affective and behavioural components. Maio, et al. (2010) define attitude as a relatively enduring organization of interrelated beliefs that describe, evaluate, and advocate action with respect to an object or situation, with each belief having cognitive, affective, and behavioural components. Studies (e.g., Ajuwon, 2008; Deku & Ackah, 2012; Dragna, Brainslav, & Glumbic, 2014; Unegbu, 2013) show that if a teacher possesses a positive attitude towards inclusive education, then that teacher often demonstrates genuine interest in children with disabilities. The teacher sees children with disabilities as individuals and tries to help them to overcome learning problems. In contrast, when teachers develop negative attitudes toward inclusive education, they tend to ask children with disabilities fewer questions in class and/or give them less feedback than their non-disabled peers (Alves & Gottlieb, 1986; Lewis & Doorlag, 1999). Learning appears to be significantly difficult for children with disabilities when a teacher displays tension, aggression, irritability, and other negative attitudes (Dragna, et al. 2014).

### **The impact of conscientious personality and work experience on attitude towards inclusive education**

Teachers' attitude towards inclusive education is influenced by a number of factors. Two factors examined in the present study are conscientious personality and work experience. Personality generally refers to the dynamic organization within an individual that determines one's unique adjustment to his or her environment. Trait-based researchers (Allport, 1937; Costa & McCrae, 1992) argue that personality is stable, and that each individual's behaviour is consistent regardless of the situation. Personality is

a relevant factor in determining work related attitudes (Feist & Feist, 2009; Beer & Brooks, 2011; Sackett, Gruys & Ellingson, 2002). It differentiates individuals and provides clear understanding of the attitude an individual brings to a particular work situation. The present study focuses on conscientious personality as captured in the "Big Five" dimensions (Costa & McCrae, 1992). The Big Five is a hierarchical taxonomy in which specific traits are subsumed within five separate personality traits. The conscientious personality is of interest in the present study. Individuals with high conscientiousness tend to have task-oriented traits, such as being reliable, responsible, and orderly. Conscientiousness correlates with intrinsic motivation, and individuals with high levels of conscientiousness appear to be more dedicated to their jobs than people who are not. When teachers increase their knowledge about children with disabilities their attitude towards inclusive education improves (Handlers & Austin, 1980). Since it encourages high level of self-organized behaviours, conscientious personality seems to facilitate teacher's positive attitude towards inclusive education (De Fruyt & Mervielde, 1996). The five personality traits (McCrae & John, 1992) are 24 – 45% heritable (Larsen & Buss, 2002). The heritability is strongest for extraversion and neuroticism (McCrae & John, 1992), which implies that people could improve their level of conscientiousness through deliberate efforts.

Work experience is another variable of interest to this study. Research on career success has consistently shown a moderately high positive correlation between work experience and career success. In one of his studies, Melamed (1995) examined the relationship of several subjective characteristics with career success. The results show that personality was partially relevant to career success, depending on the nature of the job, while as work experience was not. People are different in the amount and quality of assets they bring to a job. The effectiveness of the assets one expends on a job is the main determinant of career success. Zacher (2014) and Pan and Zhou (2013) posit that career success is critical in influencing how individuals perceive and respond to their career development within organizations. The achievement of improved literacy in children with disabilities cannot take place without expertise and/or experience. Work experience and support for inclusion is somewhat related; studies (e.g., Batsiou, Bebetos, Pantel & Anthoniou, 2008; Kalyva, Gojkovic & Tsakiris, 2007; Kumar, 2016; Malak, 2013) indicate that teachers with previous working experience in an inclusive educational environment or teachers who have had experience teaching

children with disabilities report more positive attitude towards inclusion than teachers without any experience. Teachers unfamiliar with special needs tend to create apprehension, distrust and even hostility due to inadequate training or for some other reasons. Poverty of knowledge about inclusion usually results in the low utilization of instruction materials to improve the needs of children with disabilities. Surprisingly, studies (Berryman, 1989; Forlin, 1995; Hastings & Oakford, 2003; Leyser, Kapperman & Keller, 1994) have reported that teachers with more years of working experience tend to be less supportive of inclusive education than teachers with less years of working experience. These findings are interesting, but warrant a re-examination of the influence of teacher experience in an African context. Our study fills this gap.

## OBJECTIVES OF THE STUDY

Two objectives were pursued in the present study. The first was to investigate whether conscientious personality would predict teachers' attitude towards inclusive education. The burgeoning research on the trait theory of personality (Allport, 1937; Costa & McCrae, 1992) demonstrates that traits are stable, fundamental properties that make individuals unique. People behave in manners that are somewhat stable; they think, feel, and respond to stimuli in very predictable ways. Because conscientious personality is composed of relatively stable characteristics that cause individuals to behave in certain ways, the first hypothesis states that conscientiousness would positively predict teachers' attitude towards inclusive education. The second objective re-examines the role of teaching experience on teachers' attitude towards inclusive education. Traditional research on career development (Super, 1957; 1988) assumes that work helps develop personal identity, and that who an individual becomes depends on the career choice made. The model assumes that career development is a life-long process of work roles and experiences; one gains vocational self-concept and finds a better way to stay ahead of the competition and secure a professional position. (i.e. career maturity). Because work experience involves commitment and general world of work information, the second hypothesis states that (longer) work experience would positively predict teachers' attitude towards inclusive education.

In summary, the key research question of the present research is: does conscientious personality and work experience significantly predict the attitude of primary school teachers towards inclusive education in Nigeria?

## METHOD

### Participants and procedures

The participants for the present research were randomly selected from six primary schools in Enugu, South-Eastern Nigeria, in the following proportions: 36, 28, 54, 21, 23, and 34. Participants included 196 primary school teachers; there were 92 (46.94%) male teachers and 108 (53.06%) female teachers. The age of the teachers ranged between 27 – 51 years (Mean age 41.85 years; Standard deviation = 6.64). The work/teaching experience of the teachers ranged between 2 – 9 years; all the primary school teachers examined in the study were Igbos (Igbo is the tribe of the people of South-Eastern Nigeria). They are also largely Christians. Data were collected from teachers of five selected primary schools after necessary permission was sought and obtained from the Head Teachers of the schools. Participants were informed that their responses were only to be used for research purposes and were required to respond truthfully to all the items on the conscientious personality sub-scale and on the MATIES. With the approval of the Head Teacher, the two questionnaires were administered simultaneously to the teachers in their respective classrooms. Two hundred copies of the questionnaires were distributed; there was no time limit for the completion of the questionnaires. All the copies of the questionnaires were duly completed and returned to the researchers. However, four questionnaires were improperly filled and were therefore not included in the analysis. At the end of data collection in each school, the principal researcher explained the general purpose of the study and any questions participants had were answered. The permission to carry out the study was granted by the Ethical Board of Department of Psychology, University of Nigeria, Nsukka.

### Measures

Two instruments were used in the present study. They are a sub-scale of the Big Five Inventory (BFI) - conscientiousness sub-scale and the Multidimensional Attitude towards Inclusive Education Scale (MATIES). The conscientiousness sub-scale of the Big Five Inventory (BFI) (John, 1990) was utilized to measure conscientious personality. The sub-scale is a 9 item inventory that measures the personality dimension of conscientiousness (c). The sub-scale is a Likert-type questionnaire that requires respondents to indicate the extent to which they agree or disagree with statements people often use to describe themselves. Response options ranged from "strongly disagree" (scored 1) to "strongly agree" (scored 5). Some samples of the items

on the sub-scale are: “I see myself as someone, who does a thorough job”, “I see myself as someone, who does things efficiently”, “I see myself as someone, who tends to be disorganized”, etc. In scoring the sub scale, a simple scoring technique in which 2 of the 9 items are scored in reverse was adopted (John, Naumann, & Soto, 2008). The validity and reliability of the sub-scale has been well established in Nigerian samples (Umeh, 2004). The present study obtained validity and reliability indexes of the sub-scale by administering the scale to 95 primary school teachers in a pilot study (the 95 participants were not part of the main study). The analyses yielded a construct validity coefficient of .73 and a split-half reliability coefficient of .77 (corrected with the Spearman-Brown formula).

The Multidimensional Attitude towards Inclusive Education Scale (MATIES) (Mahat, 2008) is an 18 items measure of teachers’ attitude towards inclusive education. The MATIES is a Likert-type questionnaire that requires a respondent to indicate his/her disposition towards the equalization of educational opportunities for all children regardless of ability. Response options were “strongly agree”, which scored 6; “somewhat agree”, which scored 5; “agree”, which scored 4; “disagree”, which scored 3; “somewhat disagree”, which scored 2; and “strongly disagree”, which scored 1. The MATIES was structured to cover three important components of attitude - cognitive, affective, and behavioural components. Examples of items found on each of the components of MATIES include: “I believe that an inclusive school is one that permits academic progression of all students regardless of their ability” (cognitive), “I get frustrated when I have to adapt the curriculum to meet the individual needs of all students regardless of their ability” (affective), and “I am willing to en-

courage students with disability to participate in all social activities in the regular classroom” (behavioural). There are six items each in the three components of attitude, which yields a composite score to indicate a teacher’s attitude score on the dependent measure. It is not known whether MATIES has been applied to the Nigerian sample as no psychometric details of the measure could be ascertained. However, the present research administered the MATIES to 95 school teachers, as mentioned earlier. Results indicate an internal reliability coefficient of .85 and a concurrent validity coefficient of .68 for the MATIES. Data on work experience was collected alongside the demographic variables (gender and age).

**Design and statistics**

The study employed a cross-sectional design. The statistics used to analyze the data was multiple regression and correlation (MRC), using the statistical package for the social sciences (SPSS), version 16.

**RESULTS**

Table 1 showed the results of Pearson product-moment correlation, which assessed the degree of relationships among the variables of interest. The results showed that the demographic variables – age and gender, were not associated with teachers’ attitude towards inclusive education. Specifically, a moderate relationship is declared if Pearson r is +/- 0.30 (Schwartz, Wilson, & Goff, 2015); thus conscientious personality and work experience were moderately related to the dependent measure: conscientiousness has a correlation coefficient,  $r = 0.24, p < 0.05$ , while work experience has a correlation coefficient,  $r = 0.47, p < 0.01$ .

Table 1. Means (M), standard deviations (SD) and correlation matrix for attitude (ATIE), personality, work experience and demographic variables

Variable	Mean	SD	1	2	3	4	5	6	7	8	9
1. Openness	40.08	5.25	1								
2. Conscientiousness	30.76	5.87	.56*								
3. Extraversion	24.85	4.20	-.36**	-.32**	1						
4. Agreeableness	28.45	3.02	-.10	.15*	.16*	1					
5. Neuroticism	26.19	5.09	.54**	.41**	.06	.1					
6. Work experience	2.07	.81	.01	.21**	-.02	.22*					
7. ATIE	74.0	9.82	-.24**	-.12	.12	-.35**	-.30**	.08			
8. Gender			-.06	-.17*	-.20**	.15*	-.38**	-.36**	-.03		
9. Age			-.01	-.07	-.01	-.04	.21**	.62**	.13	-.47**	

Keys: \*\* =  $p < 0.01$ ; \* =  $p < 0.05$ ; ATIE = Attitude towards inclusive education.

Table 2. Multiple regression tables showing the influence of the BFI and work experience on teachers' attitude towards inclusive education

Variables	Unstandardized Coefficients				Standardized Coefficients		
	B	Std. Error	Beta ( $\beta$ )	t	Model Summary		
Openness	-.35	.17	-.19	-2.09*	R	R <sup>2</sup>	AR <sup>2</sup>
Conscientiousness	.29	.13	.17	2.15*			
Extraversion	.45	.16	.19	2.70*			
Agreeableness	-1.40	.21	-.43	-6.45**			
Neuroticism	-.44	.15	-.23	-2.81*			
Work experience	2.15	.77	.17	2.78*	.53	.28	.26

Keys: \*\* =  $p < .001$ ; \* =  $p < .05$ .

Multiple regression and correlation (MRC) was used to predict teachers' attitude towards inclusive education (ATIE). The regression table (Table 2) indicated that the control variables (age and gender) did not predict ATIE, but conscientious personality and work experience were shown to be good predictors of the behaviour. In the regression equation model, conscientious personality positively predicted ATIE ( $\beta = .17$ ,  $t = 2.66$ ,  $p < .05$ ). This finding is consistent with the first hypothesis that conscientiousness would positively predict attitude towards inclusive education. Thus, the hypothesis was not rejected. The regression equation model also indicated that work experience significantly (and positively) influenced teachers' attitude towards inclusive education ( $\beta = .19$ ,  $t = 2.87$ ,  $p < .001$ ). Work experience was coded "0" for shorter work experience ( $< 3$  years) and "1" for longer work experience ( $\geq 3$  years). The finding then suggests that as work/teaching experience increases, teachers' attitude towards inclusive education also improves. The multiple R and R<sup>2</sup> for the predictor variables were .53 and .28. Conscientious personality and work experience jointly accounted for 26% of the variance in teachers' attitude towards inclusive education.

## DISCUSSION

The present study examined the roles of conscientious personality and work experience on teachers' attitude towards inclusive education. Two hypotheses were tested in the study. The first was that conscientious personality would predict teachers' attitude towards inclusive education. The results of the data analyses supported the first hypothesis; conscientiousness positively predicted teachers' attitude towards inclusive education. This finding supports previous studies (e.g. Beer & Brooks, 2011; Handlers & Austine, 1980; Malak, 2013), in particular Djigic and Stojikovic (2011) and Taylor's research (2003), which found that

conscientious personality tends to have positive attitude towards academically centered topics. In the present study, conscientiousness has positive relationships with teachers' attitude towards inclusive education. Conscientious people are often competent, ambitious, methodical, focused and dutiful. It is not surprising then that conscientiousness influences teachers' attitude positively: higher levels of conscientiousness seem to cause teachers to express positive attitude towards inclusive education.

The second hypothesis examined in the present research was that work experience would predict teachers' attitude towards inclusive education. The analyses of data supported this hypothesis and it was not rejected: work experience significantly (positively) predicted teachers' attitude towards inclusive education. This finding supports previous studies (e.g., Batsiou, et al. 2008; Kalyva, et al. 2007; Kumar, 2016) that teaching experience is associated with career maturity. The nature of the relationship was such that the more years of experience a teacher devoted to the job, the more positive the teachers' attitudes toward the lifelong work process. This finding is consistent with the theory of career development (Super, 1988), that work helps in the development of personal identity, commitment and vocational self-concept.

The findings of the present research have many practical implications for the training and education of teachers, especially teachers who care for children with disabilities. One of the most important educational implications of the present study is in the burgeoning evidence that conscientiousness is a relevant factor in determining work related attitudes (e.g., Beer & Broke, 2011; Melamed, 1995; Sackett, et al. 2002). The findings of the present study underscore the importance of recognizing the facet of conscientious personality that facilitates

successful implementation of inclusive education policy. In general, personality is fairly stable and predictable throughout different situations and it behooves education administrators to employ teachers whose personalities are amenable to the successful implementation of the inclusive education programme. Teachers' tendency to set high goals and have high levels of motivations and/or to have more social skills or to become more cooperative (i.e., conscientiousness) improves favourable attitude towards the receptivity of children with disability, and positive attitude towards inclusive education. When students are identified by negatively perceived labels such as intellectually disabled, mentally retarded, hearing and speech impaired, teachers are less able to objectively observe, rate and plan appropriate interventions for their behavior (Campbell, Dodson & Best, 1985). Furthermore, because teachers with more years of teaching experience tend to have more positive attitude towards inclusive education than teachers with less years of experience, education administrators need to look out for experience during recruitment of teachers into inclusive education facilities to drive the government's policy of inclusion in schools.

The limitation of the present research lies in the choice of cross-sectional design adopted for the collection of data. Data collected over a long time would have yielded a more robust conclusion than the one that was collected only once. The present study therefore recommends that future studies aimed at evaluating the relationships between teachers' characteristics and the willingness to accept inclusive education in schools, should adopt longitudinal method of sampling data. The longitudinal de-

sign is a useful design that engenders better confidence in the conclusions reached in research.

## CONCLUSION

The present study investigated the roles of conscientious personality and work experience in teachers' attitude towards inclusive education in South-Eastern Nigeria. Two hypotheses examined in the study were that conscientious personality traits and work experience would predict teachers' score on attitude towards inclusive education scale (MATIES). Data were collected through cross-sectional design and were analyzed with multiple regression and correlation (MRC) statistics. Analyses of data supported that the two hypotheses were not rejected. The findings were discussed; one of the most important implications of the study suggests that conscientious personality is a relevant factor in determining work related attitudes. The present study tentatively proposes that successful implementation of inclusive education programme in South-Eastern Nigeria would require that education administrators recruit teachers with high task-oriented characteristics, such as being dependable and responsible, and teachers who possess longer teaching experience. This is a tentative conclusion; converging evidence is required from independent studies before the present findings can be viewed with confidence.

## ACKNOWLEDGEMENT

None.

## DISCLOSURE STATEMENT

No potential conflict of interest was reported by the authors.

**FUNDING:** None.

## REFERENCES

- Ajuwon, P.M. (2008). Inclusive education for students with disabilities in Nigeria: Benefits and challenges and policy implications. *International Journal of Special Education*, 23(3), 11-16.
- Angulo-Chavira, A.Q., Garcia, O., & Arias-Trejo, N. (2017). Pupil response and attention skill in Down Syndrome. *Research in Developmental Disabilities*, 70, 40-49.
- Alghazo, E. M., & Gaad, E. E. N. (2004). General education teachers in the United Arab Emirates and their acceptance of the inclusion of students with disabilities. *British Journal of Special Education*, 31 (2), 94-99.
- Allport, G.W. (1937). *Personality: A psychological interpretation*. New York: Holt, Rinehart and Winston.
- Alves, J., & Gottlieb, J. (1986). Teacher interactions with mainstreamed handicapped students and their non-handicapped peers. *Learning Disabilities Quarterly*, 9, 77-83.
- Batsious, S., Bebetos, E., Panteli, P., & Antoniou, P. (2008). Attitudes and intention of Greek and Cypriot primary education teachers towards teaching pupils with special educational needs in mainstream schools. *International Journal of Inclusive Education*, 12, 201-219.
- Beer, A., & Brooks, C. (2011). Information quality in personality judgment: The value of personal disclosure. *Journal of Research in Personality*, 45 (2), 175-185.
- Berryman, J. D. (1989). Attitudes of the public toward educational mainstreaming. *Remedial and Special Education*, 10, 44-49.
- Costa, P. T., & McCrae, R. R. (1992). Four ways five factors are basic. *Personality and Individual Differences*, 13(6), 653-665.
- Czyz, A.K. (2018). Attitudes of Polish schools' teachers towards the idea of inclusive education for disabled people. *People: International Journal of Social Sciences*, 4(1), 542-554.
- De fruty, F., & Mervielde, I. (1996). Personality and interest as predictors of educational steaming and achievement. *European Journal of Psychology*, 10, 405 – 4225.

- Deku, P., & Ackah, F.R. (2012). Teachers' conceptualization of inclusive education in Ghana. *Ife Psychologia: An International Journal of Psychology in Africa*, 20(1), 152-164.
- Djigic, G., & Stojiljkovic, S. (2011). *Styles in managing a class and attitudes of primary school teachers towards inclusive education, Empirical researches in psychology*, Belgrade University: Philosophical faculty.
- Dragna, G., Branislav, B., & Glumbic, N. (2014). The attitude of teachers towards inclusive education in Vojvodina. *International Journal of Inclusive Education*, 18, 262-282.
- Eagly, A.H., & Chaiken, S. (1993). *The psychology of attitudes*. Forth Worth, NY: Harcourt Brace Jovanovich
- Ebigbo, P.O., & Ebigbo, H.M. (2001). *Rehabilitation of children with mental and learning disabilities in Nigeria: 22 years' Experience of the TDCC*. Enugu: Chumez Enterprises.
- Eni-Olorunda, T. (2004). Inclusive education in Nigeria: A myth or a reality? *Journal of the Nigeria Association of Special Education Teachers*, 3(1), 1-6
- Fakolade, O. A., Adeniyi, S. O., & Tella, A. (2009). Attitude of teachers towards the inclusion of special needs children in general education classroom: The case of teachers in some selected schools in Nigeria. *International Electronic Journal of Elementary Education*, 1(3), 155-169.
- Feist, J., & Feist, G.J. (2009). *Theories of personality (7th ed.)*. New York: McGraw-Hill
- Forlin, C. (1995). Educators' beliefs about inclusive practices in Western Australia. *British Journal of Special Education*, 22, 179-185.
- Handlers, A., & Austin, K. (1980). Improving attitudes of high school students toward handicapped peers. *Exceptional Children*, 47, 228-229.
- Hastings, R.P., & Oakford, S. (2003). Student teachers' attitudes towards the inclusion of children with special needs. *Educational Psychology*, 23, 234-250.
- John, O. P. (1990). The "Big Five" factor taxonomy: Dimensions of personality in the natural languages and in questionnaires. In L.A. Pervin (ed.), *Handbook of personality: Theory and research*. New York: The Guilford Press.
- John, O.P., Naumann, L.P., & Soto, C.J. (2008). Paradigm shift to the integrative big five trait taxonomy: history, measurement and conceptual issues. In O.P. John, R.W. Robin, and L.A. Pervin (Eds.), *Handbook of personality: theory and research* (2nd ed.) (pp. 102-138). New York: Guilford Press.
- Kalyva, E., Gojkovic, D., & Tsakiris, V. (2007). Serbian teachers' attitudes towards inclusion. *International Journal of Special Education*, 22, 31-36.
- Kumar, A. (2016). Exploring the teachers' attitudes towards inclusive education system: A study of Indian teachers. *Journal of Education and Practice*, 7(3-4), 1-4
- Larsen, R.J., & Buss, D.M. (2002). *Personality psychology: Domains of knowledge about human nature*. New York: McGraw-Hills.
- Lewis, R.B., & Doorlag, D.H. (1999). *Teaching special students in general education classrooms* (5th ed.). New Jersey: Prentice-Hall.
- Leyser, Y., Kapperman, G., & Keller, R. (1994). Teacher attitudes toward mainstreaming: a cross-cultural study in six nations. *European Journal of Special Needs Education*, 9, 1-15.
- Mahat, M. (2008). The development of a psychometrically-sound instrument to measure teachers' multidimensional attitudes toward inclusive education. *International Journal of Special Education*, 23 (1), 82 – 92.
- Maio, G., Maio, G.R., & Haddock, G. (2010). *The psychology of attitudes and attitude change*. New York: Sage Publications.
- Malak, S. (2013). Inclusive education in Bangladesh: Are pre-service teachers ready to accept students with special educational needs in regular classes? *Disability Rehabilitation Journal*, 6(1), 195 - 214.
- Mastropieri, M.A., & Scruggs, T.E. (2004). *The inclusive classroom: Strategies for effective instruction* New York: Pearson.
- Mba, P.O. (1991). *Elements of Special Education*. Ibadan: Codat Publication Nigeria.
- McCrae, R.R., & John, O. (1992). An introduction to the five-factor model and its applications. *Journal of Personality*, 60, 174-214.
- Melamed, T. (1995). Career success: The moderating effect of gender. *Journal of Vocational Behavior*, 47, 35-60.
- Mushoriwa, T. (2001). A study of the attitudes of primary school teachers in Harare towards the inclusion of blind children in regular classes: *British Journal of Special Education*, 28, 142-147.
- National Planning Commission. (NPC), & United Nations Children's Fund (UNICEF). (2001). *Children's and women's rights in Nigeria: A wake up call situation assessment and analysis*. In A. Hodges (Ed.). Abuja: National Planning Commission and UNICEF, Nigeria.
- National Population Commission (NpopC). (1991). *Census on literacy rates for disable and non-disable populations: Aged six and above*. National Population Commission: Author.
- Onyedibe, M.C.C., Ugwu, L.I., Mefoh, P.C., & Onuri, C. (2018). Parents of children with Down Syndrome: Do resilience and social support matter to their experience of carer stress? *Journal of Psychology in Africa*, 28(2), 94-99.
- Pan, J.Z., & Zhou, W.X. (2013). Can success lead to happiness? The moderators between career success and happiness. *Asian Pacific Journal of Human Resources*, 51, 63-80.
- Peterson, C., Seligman, M.E.P., & Vaillant, G. (1988). Pessimistic exclamatory style as a risk policy. *International Journal of Disability, Development and Education*, 39, 33-45.
- Rafferty, Y., Boettcher, C., & Griffin, K. (2001). Benefits and risks of reverse inclusion for preschoolers with and without disabilities: Parents perspective. *Journal of Early Intervention*, 24 (4), 266-286.
- Rheams, T.A., & Bain, S.K. (2005). Social interaction interventions in an inclusive era: Attitudes of teachers in early childhood self-contained and inclusive settings. *Psychology in the Schools*, 42, 53-63.
- Sackett, P.R., Gruys, M.L., & Ellingson, J.E. (2002). Ability-personality interactions when predicting job performance. *Journal of Applied Psychology*, 83 (4), 545-556.
- Sadler, J. (2005). Knowledge, attitudes and beliefs of the mainstream teachers of children with a preschool diagnosis of speech/language impairment. *Child Language Teaching and Therapy*, 21, 147-63.
- Schwartz, B.M., Wilson, J.H., & Goff, D.M. (2015). *An easy guide to research design & SPSS* Los Angeles: Sage Publications.
- Stainback, W., & Stainback, S. (1990). *Support networks for inclusive schooling: interdependent Integrated education*. Baltimore: Paul H. Brookes.
- Super, D.E. (1957). *The psychology of careers*. New York: Harper and Row.
- Super, D.E. (1988). Vocational adjustment: Implementing a self-concept. *Career Development Quarterly*, 36, 188-194.
- Taylor, S.E. (2003). *Health Psychology*. New York: McGraw-Hill.
- Toni-Duruaku, C. (2018). Literature of women inclusiveness: The example of J.P. Clark's "The wives' revolt". *Ikenga: International Journal of Institute of African Studies*, 18(1), 206 – 216.
- Uregbu, J.I. (2013). Inclusion of Children with Special Needs in Regular Education Classes in Nigeria. *Journal of Exceptional Child* (1), 41-46.
- World Health Organization (WHO). (1980). *International classification of impairments, disabilities and handicaps: A manual of classification relating to the consequences of diseases*. WHO, Geneva: Author.
- Zacher, H. (2014). Career adaptability predicts subjective career success above and beyond personality and core evaluation. *Journal of Vocational Behavior*, 84, 21-30.