INCLUSIVE VALUES AND PEDAGOGIES NEEDED BY BUSINESS STUDIES' TEACHERS FOR EFFECTIVE INCLUSIVE EDUCATION IN SECONDARY SCHOOLS

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ABSTRACT

Inclusive education as a global phenomenon in the 21st century is becoming an acceptable approach for the training of children with less ability. Programs for teachers' education all over the world are seeking innovative values and pedagogies to ingrain teachers with for its implementation. It is on this premise that this research was conducted to determine the inclusive values and pedagogical strategies needed by business studies' teachers for effective practice of inclusiveness in secondary schools. The study utilized survey design for data collection and it was guided by two research questions and two null hypotheses. The study's population consisted of 54 lecturers of special education in tertiary institutions in Delta State, Nigeria. Data for the study were generated with a questionnaire and the questionnaire was scrutinized by three professional experts to enhance its validity. Data obtained from the field were analyzed with mean statistic and standard deviation in respect of the research questions while t-test was used to test the null hypotheses. The results of the study showed that business studies teachers need inclusive values such as patience, tolerance, fairness, equality, empathy, affection, confidence, trust, passion and respect as well as pedagogies such as encouraging peer-assisted learning, providing individualized attention and approach for effective inclusive education in the class rooms. No significant differences were found in the mean responses of participants based on their academic attainment and years of work experience on the inclusive values and pedagogies needed by business teachers for effective practice of inclusion. The study therefore concluded that inclusive values and pedagogies were strongly needed and should be acquired by business studies teachers for effective inclusive education in secondary schools.

Contribution/Originality: This study contributes significantly to existing body of knowledge on educational inclusivity by empirically determining some inclusive values and pedagogies needed by business studies' teachers for effective practice and implementation of inclusiveness in the classrooms. The study has documented arrays of inclusive values and pedagogies to the benefit of business studies' teachers and learners in general.

1. INTRODUCTION

Education is a deliberate and systematic process that equips learners with knowledge, competencies, skills, values and attitudes which enable them to perform efficiently in every aspect of life. The process of education may be worthless if it does not consider the learner as an individual and as a part of a big society. Thus, classrooms should be designed to welcome diverse learners and address their individual needs. This is the notion of inclusive education. The concept of inclusion in educational system is a significant issue and there is a steadily increasing

emphasis in recent times for institutions of learning to provide equal opportunities for all learners (Reynolds, 2001). Providing equal opportunities for all has been an important subject of discourse in educational settings all around the world since the Salamanca declaration of 1994. According to Ozoji, Unachukwu, and Kolo (2016) in June 1994, representatives of 92 nations and 25 international institutions formed the global conference on "children with special education needs (SEN)" hosted by Spain in Salamanca. The conference specially adopted a dynamic new statement that accepted inclusive education to be a norm in educating learners with special needs. The conference also approved a new action framework as the guiding principle, which stipulates that every school should make room for all learners irrespective of their intellectual, physical, emotional, linguistic and social dispositions or other body conditions. Subsequently, the World Education Forum in Dakar, Senegal in the year 2000 suggested that education for all should be achieved by the year 2015. The global Education for All (EFA) movement as noted by Nandini and Haseen (2014) emphasized the accommodation of every child with physical and mental disabilities in mainstream education.

Inclusivity in education is a planned approach to educate learners with physical and educational disabilities. In the inclusive model or system, learners with less abilities are meant to stay together most of their time with learners of more abilities. Implementation of educational inclusivity varies. Some schools' managements most often use inclusive setting for isolated children with less to more severe disabilities. However, inclusion is a notion that emphasized the child's inalienable right to learn as well as the school's responsibility to accommodate the child. Educational Inclusiveness deemphasizes the use of "special schools and classrooms" to set apart learners with less abilities from learners with more abilities. Inclusivity places premium upon maximum participation by all children with disabilities and regard for their educational, social and civil rights (Nandini & Haseen, 2014). Absolute inclusive schools (though they are few) no longer differentiate "general education" from "special education" programs, whereas, the schools are designed in a way that all students regardless of their physical conditions learn together.

Globally, inclusive education is recognized as a new paradigm for achieving justice, equity and accessible education for every child, particularly those children who were already separated from the regular education programs or conventional schools for reasons of physical or intellectual disability, gender, ethnicity or other dispositions. Inclusive education as described by UNESCO (2009) is a system of harnessing and addressing the varied educational and physical needs of every student by enhancing their involvements in learning and minimizing exclusion both internally and externally from education. The implication of this is that every child despite his conditions has absolute right to accessible and quality education which offers to the point possible for his individual needs. Ozoji et al. (2016) described inclusive education as the educational practices which ensure that in every environment (schools, homes and communities), learning is facilitated for every learner by minimizing hindrances or handicapping conditions unconditionally for every learner. Whether a learner has an obvious impairment/disability or not, inclusiveness means that the required conditions for functional learning are provided and facilitated for everyone without any action of discrimination. However, in recent literature such as Graham and Scott (2016), inclusion covers a broader perspective, which indicates that any time the participation of students is restricted, inclusiveness is hindered. Thus, the UNESCO (2012) report on education, in addressing exclusion concluded that:

> "Education is not simply about making schools available for those who are already able to access them. It is all about being proactive in identifying the barriers and obstacles learners encounter in attempting to access opportunities for quality education as well as in removing those barriers and obstacles that lead to exclusion".

However, the school and its corresponding environment for teaching and learning are the important domain for developing and achieving inclusive and accessible education. There is no gainsaying the fact that the type of school experiences which students acquire in early life help to shape the type of adulthood they eventually develop

into either for good or for bad. According to Wilson (2000) for students to learn to become just and fair, for instance, they are expected to be in a school that offers a just and fair environment. Similarly, for students to know how to deal with others fairly and to become citizens in an ever-inclusive world, they are expected to be trained on how to live together as active participants in the inclusive environment which the school provides. Apart from home, school is the next social environment children encounter, it is therefore important that the school fosters the inculcation of inclusive citizenship right from the outset.

Looking at inclusive education closely, teachers can be referred to as the driving force towards the effective and efficient operation of the program. Thus, Lewis and Sagree (2013) noted that the contemporary system of education has a dire requirement for teachers who are adequately trained and committed to accommodate learners with disabilities and marginalized in the regular classrooms. For teachers to develop competencies, strategies, pedagogies and values needed for inclusion of all learners, they require to learn as well as to practice inclusivity in their training colleges. It is the teacher's knowledge, pedagogies and values that are necessary for creating the effective learning environment for all pupils. Booth (2005) succinctly stated that "values underlie the actions of others, and the values that come with inclusion have clear practical implications".

In this paper, values refer to normative attributes with which a teacher should perform within the framework of his professional responsibility. It is important to note the submission of Booth and Dyssegaard (2008) that "inclusive education is about putting inclusive values into action in education and society. Carefully formulated inclusive values are the fundamental ingredients for increasing the learning and participation of all individuals, ending all forms of exclusions and reforming education settings and systems so that they respond to differences in ways that value everyone equally". Albeit, values may have both cultural and historical basis and various people at various times and in various places articulate various values (Nketsia, 2017) but there are certain essential values that may support the effective implementation of inclusive education model. These values may include tolerance, love, justice, respect for individual rights, assistance for every learner, fairness, compassion, confidence, empathy, openness and passion in relation to the different learning needs of students. These values are domesticated and ingrained in the disability social model (Anthony, 2011) and are to be made specifically clear in teachers' activities and operations for inclusion.

Another factor necessary for inclusiveness in school is relevant pedagogies. Strategic pedagogy is indispensible for inclusivity. Alexander (2004) in his work defined pedagogy to be "the art of teaching and its attendant discourse". Considering the roles and activities of both the teacher and the student, Nketsia and Saloviita (2013) aptly described pedagogy to be any deliberate action or engagement by one person projected to improve learning in another person. Furthermore, Loreman (2017) posited that curriculum may refer to the contents and experiences to be delivered while pedagogy refers to the process in which the curriculum could be delivered. Thus, pedagogy becomes a crucial issue in an inclusive classroom for the purpose of effective learning. Inclusive pedagogy goes beyond the conventional art of teaching, hence, Florian and Black-Hawkins (2011) submitted that inclusive pedagogy is:

> "An approach to teaching and learning that represents a shift in thinking about teaching and learning from that which works for most learners along with something 'different or additional' for those who experience difficulties, to an approach to teaching and learning that involves the creation of a rich learning environment characterized by lessons and learning opportunities that are sufficiently made available to everyone so that all are able to participate in classroom life".

Inclusive pedagogy focuses on every learner in the school system and not necessarily only the ones that are classified to be deserving extra support educationally and physically. Under such context, attention is focused on the knowledge all students need to acquire as well as the skills they require to exercise their learning. Similarly, Charema (2010) recommended pedagogical strategies which provide equal learning opportunities and/or place learners in a mixed-ability setting in such a way that learners with more abilities could assist those with less ability.

This recommendation was established in the studies by Kuyini and Abosi (2011) and Alhassan (2014) which found that few learners with educational disabilities in regular classrooms rely on their classmates for help through cooperative learning and peer-supported models.

The National Policy on Education stipulated that "persons with special needs shall be provided with inclusive education services in schools which normal persons attend and in age appropriate within general education classes directly supervised by general teachers" (Federal Republic of Nigeria, 2013). The import of this stipulation is that, business studies teachers need to demonstrate appropriate values and pedagogies for effective practice and implementation of inclusive education. Moreover, it has been observed that majority of teachers (including business studies teachers) in Nigerian schools graduated from regular teachers' education programmes at a time emphasis was not on inclusive education (Omede & Momoh, 2016). The authors further stated that teachers show fear, frustration, inadequacies and burden because they do not possess the competencies and capacity to address the personal needs of students requiring special attentions. The reason could be that these teachers were not professionally trained for inclusive education before joining the workforce of inclusive schools.

From the foregoing, there seems to be a gap between the abilities of general teachers and the requirements for inclusive education practice. The researchers were however worried that this gap may cause students with less abilities to be left out in social, physical and academic activities due to lack of inclusive values and pedagogies among teachers irrespective of their academic attainment and years of work experience. Therefore, it was the desire of this study to seek the opinions of special education experts on the inclusive values and pedagogies needed by business studies teachers for effective implementation and practice of inclusive education programme in secondary schools. The results of the study would contribute to knowledge and benefit business studies teachers particularly as it uncovered the appropriate values and pedagogies needed by regular business studies' teachers for effective inclusive educational practice.

1.1. Purpose of the Study

This research was conducted with the aim of determining from the opinions of special education experts the inclusive values and pedagogies needed by business studies teachers for effective inclusive education practice in secondary schools in Delta State.

1.2. Research Questions

1. What are the inclusive values needed by business studies teachers for effective practice of inclusive education in secondary schools in Delta State?
2. What are the inclusive pedagogical strategies needed by business studies teachers for effective practice of inclusive education in secondary schools in Delta State?

1.3. Hypotheses

1. There is no significant difference between the mean responses of special education lecturers on the inclusive values needed by business studies teachers for effective practice of inclusive education in secondary schools in Delta State with respect to their academic attainment.
2. There is no significant difference between the mean responses of special education lecturers on the pedagogical strategies needed by business studies teachers for effective practice of inclusive education in secondary schools in Delta State with respect to their years of work experience.

2. METHODOLOGY

The study adopted the survey design and it was conducted in Delta State using special education lecturers in the tertiary institutions as respondents. The choice of these respondents was based on the fact that they are experts

in special education and their opinions will be more appropriate with regard to inclusive values and pedagogies needed for effective practice of inclusive education. The study's population comprised 54 special education lecturers in Delta State University, Abraka; Federal College of Education (Technical), Asaba and Colleges of Education, Agbor, Warri, and Mosogar. No sample was drawn as the entire population was studied because of its manageable (small) size.

Data for the study were collected through questionnaire. The questionnaire was developed by the researchers with insights gained from literature review. The questionnaire was sub-divided into two main parts. The first part elicited information on respondents' demographic data while the second part contained items concerning the two research questions in sections A and B respectively. Sections A and B were formatted on a four-point response scale of Strongly Agree (SA); Agree (A); Disagree (D) and Strongly Disagree (SD). The validity of the questionnaire was adjudged by three experts (one instrument expert and two content experts) in terms of clarity of language, items relatedness to purpose of the study and content coverage. Their scrutiny and comments were considered in drafting the used copy of the questionnaire. The questionnaire's reliability was determined through test re-test using 10 special education lecturers (five from the College of Education, Nsugbe and five from the College of Education, Ekiadolor) all aside the area of the study. The data generated thereof were subjected to Pearson Product Moment correlation analysis which yielded coefficient values of 0.78 and 0.81 for Sections A and B of the questionnaire respectively with an overall value of 0.80. These coefficient values are indicative of high internal consistency of the questionnaire.

The questionnaire was distributed by the researchers. The entire 54 copies distributed were successfully collected and used for data analysis. Mean and standard deviation were used to analyze data for the research questions while the null hypotheses were tested at 0.05 level of significance using t-test. Decision on the research questions was based on the criterion mean of 2.50. This implies that any item with mean value of 2.50 and above was regarded as agreed and by extension needed while any item with mean value of less than 2.50 was regarded as disagreed and by extension not needed. On the other hand, the null hypotheses were accepted where the P-value was greater than the 0.05 alpha level and rejected where the P-value was less than the 0.05 alpha level.

3. PRESENTATION OF RESULTS

Data in Table 1 and 2 addressed research questions 1 and 2 while Table 3 and 4 show results of null hypotheses 1 and 2 respectively.

Table-1. Mean scores and standard deviation of respondents on inclusive values needed by business studies teachers.

S/N	Inclusive Value Needed	Mean	SD	Remark
1	Patience as value for inclusion	3.23	1.05	Agree
2	Tolerance as value for inclusion	3.24	0.94	Agree
3	Fairness as value for inclusion	3.11	1.25	Agree
4	Friendliness as value for inclusion	3.42	1.18	Agree
5	Empathy as value for inclusion	3.35	0.83	Agree
6	Equality as value for inclusion	2.88	0.9	Agree
7	Kindness as value for inclusion	3.04	1.14	Agree
8	Respect as value for inclusion	3.38	1.28	Agree
9	Sympathy as value for inclusion	3.22	1.17	Agree
10	Compassion as value for inclusion	3.05	0.84	Agree
11	Acceptance as value for inclusion	3.27	0.93	Agree
12	Passion as value for inclusion	3.23	0.79	Agree
13	Confidence as value for inclusion	2.74	1.03	Agree
14	Trust as value for inclusion	3.05	0.61	Agree
15	Encouragement as value for inclusion	2.84	0.88	Agree
16	Affection as value for inclusion	3.66	1.11	Agree
17	Need Care as value for inclusion	2.78	1.2	Agree

The results presented on Table 1 show the respondents' ratings on inclusive values needed by business studies teachers for effective practice of inclusive education in secondary schools in Delta State. The results indicate that all the items got mean scores ranging from $2.74 - 3.66$ and were regarded as Agreed. This implies that all the 17 inclusive values listed in Table 1 are needed by business studies teachers for effective practice of inclusive education in secondary schools in Delta State. The close range of the standard deviation $(0.61 - 1.28)$ is an indication that the respondents were not far apart in their responses.

Table-2. Mean scores and standard deviation of respondents on pedagogical strategies needed by business studies teachers.

S/N	Pedagogical Strategies Needed	Mean	SD	Remarks
1	Selecting teaching materials that will enable every student to learn	3.16	0.65	Agree
2	Setting learning objectives to include every learner despite physical condition	3.40	0.84	Agree
3	Arranging classroom to encourage full participation of all students	3.17	0.29	Agree
4	Ensuring that the learning space is suitable for every student	2.76	0.88	Agree
5	Presenting learning tasks sequentially to enable all students learn efficiently	3.31	1.12	Agree
6	Varying the teaching pace to help students to learn	2.75	0.83	Agree
7	Selecting learning tasks that students with SEN can do	2.92	1.18	Agree
8	Providing individual attention to students who need help	3.44	0.56	Agree
9	Shifting to another task when all students have mastered the current activity	2.88	1.06	Agree
10	Ensuring that quiz exercises are fair and appropriately spread to enable all students to be involved	3.34	0.36	Agree
11	Monitoring constantly all students while they do class work	3.65	0.61	Agree
12	Giving apple time for every student to rehearse what is learnt	2.94	0.48	Agree
13	Encouraging peer-assisted learning among students	3.76	0.74	Agree
14	Mixing up all the students when they are performing assignments	2.61	1.17	Agree
15	Allowing students with difficulties in writing the opportunity of answering questions/assignments orally or verbally	3.41	0.52	Agree
16	Writing boldly on the board for all students to see	3.56	0.68	Agree
17	Speaking loudly for all students to hear	2.63	1.24	Agree
18	Approaching consultants for advice when in doubt on to make all students learn	2.94	0.36	Agree

Note: *SEN = Special Education Needs.

Results presented on Table 2 show the respondents' mean responses on the pedagogical strategies needed by business studies teachers for effective practice of inclusive education in secondary schools in Delta State. The results indicate that all the items got mean scores ranging from $2.61 - 3.76$ and were regarded as Agreed. This implies that all the 18 pedagogical strategies listed in Table 2 are needed by business studies teachers for effective practice of inclusive education in secondary schools in Delta State. The close range of the standard deviation $(0.29 - 1.24)$ is an indication that the respondents were not too different in their responses.

Table-3. t-test analysis of mean scores on inclusive values needed by business studies teachers.

Source of Variation	N	X	SD	Df	T	Sig.	Decision
Lecturers with MSc/Ed	31	3.21	0.68				
				52	0.784	0.109	NS
Lecturers with PhD	23	3.56	0.84				

Table 3 shows that at 0.05 alpha level and 52 degree of freedom, the t-calculated value was .784 with a P-value of .109 which is greater than 0.05. Thus, the Null Hypothesis 1 was accepted. This means that there is no significant difference in the mean responses of special education lecturers with master's degree and PhD on the

inclusive values needed by business studies teachers for effective practice of inclusive education in secondary schools in Delta State.

Table-4. t-test analysis of mean scores on pedagogical strategies needed by business studies teachers.

Source of Variation	N	X	SD	Df	T	Sig.	Decision
9 years & Below Exp.	25	3.48	0.87				
				52	0.406	0.667	NS
10 years & Above Exp.	29	3.24	0.76				

Table 4 shows that at 0.05 alpha level and 52 degree of freedom, the t-calculated value was .406 with a P-value of .667 which is greater than 0.05.

Thus, the Null Hypothesis Two was accepted. This means that there is no significant difference in the mean responses of special education lecturers with less than 10 years work experience and those with 10 years and above on the pedagogical strategies needed by business studies teachers for effective practice of inclusive education in secondary schools in Delta State.

4. DISCUSSION

The result of the analysis presented in Table 1 with respect to Research Question 1 revealed that business studies teachers required inclusive values such as patience, tolerance, fairness, friendliness, empathy, kindness, respect, sympathy, compassion, acceptance, passion, confidence, trust, encouragement, affection and care for effective practice of inclusive education in secondary schools in Delta State.

This finding conforms to a study conducted in Ghana by Kuyini and Abosi (2011) which found that teachers' attitude of exhibiting patience, understanding, empathy, care, concern, love and sympathy created an interesting and friendly learning environment for students with special educational need. Similarly, Lalvani (2013) noted that patience, kindness, affection, confidence and understanding are the key virtues that enable a teacher to teach students in an inclusive educational setting.

These values are significant attributes of a good teacher and are extremely critical for effective practice and implementation of inclusive education. However, for inclusive classroom to benefit children with any form of disabilities and special educational needs, the school and teachers must be seen to be concerned and interested in the children. For inclusive education to be effectively and efficiently operated in schools, teachers are therefore required to equip themselves with certain attributes and values of inclusion that are essential for advancing the learning and involvement of all learners notwithstanding their physical and mental conditions.

The t-test analysis of Hypothesis 1 presented in Table 3 indicated that special education lecturers did not differ significantly in their mean responses on the inclusive values needed by business studies teachers for effective practice of inclusive education in secondary schools in Delta State as a result of their academic attainment. This finding is in consonance with the study of Kuroda, Karitika, and Kitamura (2017) whose results showed that neither educational trainings nor years of experience of teachers in handling learners with different forms of disabilities have a significant effect on teachers' opinions of educational inclusion in Cambodia. The similitude in the response of special education lecturers irrespective of their educational attainment status shows that inclusive values are needed by business studies teachers to make the practice of inclusive education effective.

The result of the analysis presented in Table 2 with respect to Research Question 2 revealed that business studies teachers need inclusive pedagogical strategies for the effective practice of inclusive education in secondary schools in Delta State. This finding reinforces the recommendation of Muyungu (2015) in a study that teachers should adopt a flexible individualized instructional education plan for learners with any recognizable disabilities in inclusive schools.

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In addition, the present finding agrees with the submission of Nketsia (2016) that institutions responsible for teachers' training and education should apply inclusive pedagogies in their programmes to enhance their preparation of teachers for inclusive settings. Some of the pedagogic strategies determined in this study are: selecting teaching materials that will enable every student to learn, setting learning objectives to include every learner despite physical conditions, providing individualized attention to students who need help, monitoring constantly all students while they do class work, and encouraging peer-assisted learning among students. These strategies are capable of helping all participants in inclusive classroom learn. In the works of Florian and Black-Hawkins (2011) and Alhassan and Abosi (2014) it was established that successful operation of educational inclusivity demands that school teachers develop pedagogies and strategies to translate curriculum and make evaluations more flexible to cater for the various needs of every individual student. Inclusive pedagogical strategies involve every learning child regardless of his educational abilities and needs. Educational inclusive model responds to individual peculiarities among students in such a way that eliminates marginalization of any child. Inclusive settings offer students range of choices and take participatory actions for efficient teaching of all children in the class.

The result of the t-test of hypothesis 2 as presented on Table 4, indicated that special education lecturers did not differ strongly in their mean responses on the inclusive pedagogical strategies needed by business studies teachers for effective practice of inclusive education in secondary schools in Delta State as a result of their years of work experience.

This finding again corroborates with the study of Kuroda et al. (2017) that found that neither educational training nor years of work experience of teachers in handling learners with learning disabilities have a significant effect on teachers' opinions of educational inclusivity in Cambodia. The similarity in the response of special education lecturers irrespective of their years of work experience shows that inclusive pedagogical strategies are needed by business studies teachers to make the practice of inclusive education effective.

5. CONCLUSION

Inclusive education is a contemporary issue and majority of the practicing business studies teachers graduated from regular education programmes when emphasis was not geared towards inclusion. It is on this premise that this study was conducted to determine the inclusive values and pedagogical strategies needed by business studies teachers for effective practice of inclusive education in secondary schools in Delta State.

Based on the findings of the study, it was concluded that for effective practice of inclusive education in secondary schools in Delta State, business studies teachers need the following inclusive values: patience, tolerance, fairness, friendliness, empathy, kindness, respect, sympathy, compassion, acceptance, passion, confidence, trust, encouragement, affection and care as well as inclusive pedagogical strategies.

6. RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made:

1. Business studies teachers should develop all the inclusive values examined in this study for effective practice of inclusive education in secondary schools in Delta State.
2. Business studies teachers should acquire the pedagogical strategies highlighted in this study for effective practice of inclusive education in secondary schools in Delta State.
3. Business studies teachers should avail themselves of opportunities for regular in-service training to enhance their capacity to handle inclusive classroom.
4. School authorities and governments should regularly organize in-service professional training for business studies teachers to increase their capacity and skills on inclusive education.

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