

Beginning Teachers Knowledge and Attitude toward Pupils with Learning Disorders in Public Primary Schools in Nigeria

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Abstract: One of the major tasks ahead of beginning teachers in any school system is how to manage pupils with a learning disorders in the classroom. The paper investigated beginning teachers' knowledge and attitude towards pupils with a learning disorders in public primary schools in Nigeria. The design used for the study was an analytic survey design, while the population of the study was 5,647 beginning public primary school teachers, out of which 699 beginning teachers were selected as sample for the study using convenience sampling technique with replacement. The instrument used for data collection was a checklist and a 15-items questionnaire. The instrument was validated by two Measurement and Evaluation experts at the University of Port Harcourt, while Cronbach Alpha was used to determine the reliability, with an index of 0.94. Of the 699 copies of the questionnaire administered, 647 copies representing 92.6% were retrieved. The result of the study showed that beginning teachers do not have the correct perception about pupils with a learning disorders, and the challenges responsible for this included lack of training and financial commitment, among others. Therefore, it was recommended in line with the study's findings that beginning teachers should be exposed to regular special education training to professionally cater to the educational needs of pupils with a learning disorders in the same classroom environment.

Key-words: teachers knowledge, attitude, learning disorders, beginning teachers; classroom.

1. Introduction

Pupils need to be in the right state of mind mentally, emotionally, socially and otherwise in order to participate actively in classroom activities.

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The successful attainment of educational objectives at any level of education requires the collaboration of the teacher and the pupils under his or her care. Since education is a social service required by all citizens for personal and national reasons, parents send their children to the school in whatever condition they are to benefit from this free, compulsory and essential social service. In Nigeria, the UBE scheme was specifically designed to ensure that every child is enrolled in school for the first nine years (Edinyang *et al.*, 2020). However, in some cases, pupils who are supposed to be admitted in special schools due to their learning disability or disorder are admitted into public schools. Teachers in such a classroom must therefore be well informed about their learners' learning condition to achieve the objectives of education at that level.

A learning disorders is a common phenomenon at different levels of education. It was pointed out by Ghimire (2017) that learning disorders vis-à-vis disability refers to a learner's difficulty in listening, speaking, reading, writing and engaging in mathematics as a result of physical, biological or mental challenges. This disability makes it difficult for the learner to engage in regular classroom activities like every other child. Learning disorders if not correctly managed, will eventually affect the goals and objectives of education and this is where the knowledge and competence of the teacher is required. The Himalayan Times as cited in Ghimire (2017:29-30), pointed out that the shared learning disabilities observed in some regular classrooms include dyslexia (Problem in reading); dysgraphia (problem with spelling, handwriting); dyscalculia (a problem in mathematics); dyspraxia (Poor balance and eye-hand coordination. Similarly, other educational researchers agreed with this position as they pointed out that among the learning disabilities teachers often deal with in the classroom includes dyslexia, dyscalculia, dysgraphia, dyspraxia, central auditory processing disorder, non-verbal learning disorders, visual perceptual deficit, aphasia/dysphasia (Dapudong, 2013). Teachers who are new to the teaching profession need to be aware and possess the requisite skills and knowledge to deal with these challenges for any progress in the classroom.

Staff Writers (2020) revealed that 35% of parents are worried about the disabilities of their children, while 70% of educators and parents believe students' disabilities are tied to their intellectual disability. Teachers need to be aware of these fears from parents and other stakeholders and go the extra mile to get sensitized on how they can assist these students in learning better when they encounter them. The extent of the teachers' awareness of what these disabilities are all about, the types and how they can be managed will assist the teacher in no small measure to provide classroom assistance for students with learning disorders. For example, researchers such as Ajuwon *et al.* (2020) have conducted studies that revealed that teachers are aware and have the right attitude towards these students. However, these teachers must

continue to unlock new and modern ways to assist these students in the classroom for effectiveness in their service delivery and the attainment of the goals of education.

Teachers play a significant role in the management of activities in the classroom no matter the level of education and the attainment of educational goals and objectives is tied to the quality of their service delivery in and outside the classroom (Gui, *et al.*, 2020; Virtudazo & Guhao, 2020). The teacher must therefore exercise due care and diligence in handling school resources such as how to manage students in the classroom, learning resources, and the policies guiding the school. The teacher's primary responsibility is to manage students (Calaby, 2020) to ensure that they learn appropriately to attain the goals and objectives of education. The teacher must therefore be ready to discharge these responsibilities diligently irrespective of the student's social, moral, physical or religious orientation and characteristics.

Teachers who are new to the teaching profession are regarded as beginning teachers. Beginning teachers also include teachers with less than five years of teaching experience (Amadi & Allagoa, 2017) and are making an effort to acclimatize to the demands of the teaching profession. One of the challenges that beginning teachers will experience is how to deal with the individuality of learners in the same classroom. These teachers must have a good understanding of the learning disorders or disability of learners under their care and this understanding will enable them to coordinate classroom activities for the goals and objectives of learning. Teachers need to be aware and knowledgeable about the nature and types of learning disorders or disabilities in their classrooms to enable learners to improve their academic performance and achieve education goals in the long run. In his findings, Lere, as cited in Gwanshak and Milaham (n.d.: 94) stated that students with learning disorders are often characterized by "hyperactivity, unstable emotions, agitation with self, impulsivity, perseveration, poor self-concept, carelessness, a problem with motor skills among others. Knowing existing learning disabilities in the classroom will enable the teacher to engage the right strategies for meaningful teaching and learning.

The attitude of new teachers to pupils with learning disabilities is essential for efficient service delivery. As a moral duty, the teacher also needs to teach their students to show care to fellow students with any form of disability (Szumski, *et al.*, 2020) because it is a responsibility for all. Some of these teachers may be coming in contact with such a problem for the first time and their attitude to this situation can make or mar the objectives of teaching and learning. Offor and Akinlosotu (2017:7) defined attitude as "predisposition or perception, or response of an individual towards an animate or inanimate object, event, subject or person among others". Beginning teachers need to build the right attitude about the condition of their learners

for meaningful educational progress to take place. Several studies have indicated that female teachers have better attitudes to students learning disorders than male teachers. In their study, Avramidis *et al.*, as cited in Wanderi (2015:23) quipped that "female prospective teachers were reported to have a greater tolerance for having children with special needs in their class. However, meaningful progress can only be recorded when these teachers, irrespective of gender, experience, or location, put their best to benefit from all classroom activities. As cited in Chimhenga (2016:37), Miller stated that "teachers tend to develop a positive attitude towards students who have neat and clean appearance, those who are known to come from educated families and those who can conform to the teacher's middle-class standards". This trend can be counterproductive in a school system where pupils with learning disabilities are admitted, because such practice can make these students labeled not intelligent will not be motivated to learn.

Several actions are required from beginning teachers in order to be able to manage pupils with learning disorders in their classroom correctly. For example, teachers who are new to the profession need to acquire the necessary skills and knowledge that will enable them to deal with such pupils to achieve the essence of each learning instruction in the classroom. On their part, the United Nations Education Scientific and Cultural Organization (UNESCO), as cited in Beyene and Tizazu (2010: 94), stated, "appropriate curricula, organizational arrangements, teaching strategies, resource use and partnership with communities are important strategies that teachers can adopt to manage pupils with a learning disability in their classroom. However, it is unfortunate that some of these beginning teachers do not always have the support they need to make inclusive education successful. These teachers are left to maneuver their way through the school environment to meet the educational needs of these disabled pupils. In addition to this, beginning teachers ought to be trained on how to manage pupils with learning disorders in their classroom, but these trainings are lacking in public and private schools.

Furthermore, the problem of inadequate financial provision has been identified by researchers as one of the major obstacles to the implementation of meaningful, inclusive education programs in many countries. Therefore, the success of beginning teachers in dealing with learning disorders among pupils is a collective responsibility that should not be left for the teacher alone but should be a unanimous responsibility both within and outside the classroom. Teachers should be assisted to play their role while other stakeholders should also support these challenges to be addressed. This will make it easy for the teacher to handle these students professionally. This effort will contribute to the management of pupils learning disorders in regular schools and contribute to quality educational goals and objectives at any level of education. Based on this, the purpose of the study was to investigate beginning teachers' knowledge and attitude toward pupils with

learning disorders in public primary schools in Nigeria. In specific terms, the objectives of the study were to:

1. determine teachers level of awareness of learning disorders among pupils in public primary schools in Nigeria
2. evaluate the type of learning disorders that exists among pupils in public primary schools in Nigeria
3. find out teachers attitude towards pupils with learning disorders in public primary schools in Nigeria
4. determine teachers strategies for managing students learning disorders in public primary schools in Nigeria
5. examine the challenges to teachers knowledge and attitude towards pupils with learning disorders in public primary schools in Nigeria

Based on the objectives of the study, the following research questions were answered in the study:

1. What is teacher's level of awareness of learning disorders among pupils in public primary schools in Nigeria?
2. What types of learning disorders exist among pupils in public primary schools in Nigeria?
3. What is teacher's attitude towards pupils with learning disorders in public primary schools in Nigeria?
4. What are teacher's strategies for managing pupils learning disorders in public primary schools in Nigeria?
5. What are the challenges to teacher's knowledge and attitude towards pupils with learning disorders in public primary schools in Nigeria?

2. Methods

2.1 Research design

The design adopted for the study was analytic survey design. This design was adopted since the study focused on investigating an existing phenomenon. The design is also appropriate because the study was designed to collect sample from a population upon which inference will be drawn on the population being investigated. According to Glasow (2005), this design is appropriate when a study intends to investigate a problem which has not been solved and to establish what extent to which this exists. This underlines the essence of adopting this design.

2.2 Population of the study

The population of a study refers to the entire objects or items in a particular location with shared attributes which often make them homogenous in nature. Based on this, the population of the study consisted of 5,647

beginning public primary school teachers (2,424 male and 3,223 female) who were selected from Rivers, Imo, Oyo, Kogi, Bauchi and Kano which was a representation of one state from the six geo-political zones in Nigeria.

2.3 Sample and sampling technique

The sample of the study was 699 beginning teachers (343 male and 356 female) and the sample size was determined using the Taro Yamane minimum sample size determination technique. The sampling technique using for selecting the sample was convenience sampling technique with replacement. This means that the sample was drawn based on accessibility to the teachers and a replacement was done when a teacher is not available so as to arrive at the anticipated sample size.

2.4 Instrument for data collection

The instruments used for the collection of data were a 13-items checklist and 15-items questionnaire. The checklist was in two segments with five items to find out teachers awareness on students learning disorders and eight items to find out the existing disorders. The 15-items questionnaire had two sections which were Section A for collection of demographic data on the respondents such as their gender and Section B which contained the questionnaire items. Five items each were raised to examine teachers' attitude towards students learning disorders, strategies for managing such disorder and challenges encountered in managing students' disorder. It was responded to on a four point modified Likert scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD) with weighted scores of 4, 3, 2 and 1 respectively. The weighted were summed up and the average determined as 2.50 which was used for either agreeing or disagreeing with an item.

2.5 Validity of the instrument

The questionnaire was face and content validated by two Measurement and Evaluation experts in the Department of Educational Psychology, Guidance and Counselling, University of Port Harcourt, Rivers State, Nigeria.

2.6 Reliability of the instrument

In order to determine the reliability of the instrument, ten copies of the questionnaire were administered to 20 teachers (ten males and ten females) who were not part of the sample drawn for the study to determine the internal consistency of the instrument before it was administered to the respondents drawn for the study. Cronbach Alpha was used to determine the reliability of the instrument with an index of 0.94 which implied that the instrument was reliable.

2.7 Method of data collection

Out of the 699 copies of questionnaire administered (343 male and 356 female), 647 copies representing 92.6% (315 male and 332 female) were retrieved which was considered adequate for the study.

2.8 Method of data analysis

The research questions raised were answered using percentage, mean and standard deviation. The Criterion mean score initially established was used to determine whether an item was agreed or disagreed as significant to the question item raised.

3. Results

Figure 1 showed how informed beginning teachers are on the learning disability pupils under their care face. It was revealed by 90% of the respondents that they understand the concept of learning disorders, while 33.5% of the respondents indicated that they are aware of the causes of these learning disorders. Furthermore, 66.9% of the teachers pointed out that they are informed about the types of learning disorders among pupils under their care while 76% of the teachers revealed that they are aware of these learning disorders. On a final note, 94.4% of the teachers indicated that they are aware of the solutions to the learning disorders of pupils under their care. It can therefore be deduced from these findings that teachers in public primary schools in the country are above average in terms of their awareness of the learning disabilities of students under their care.

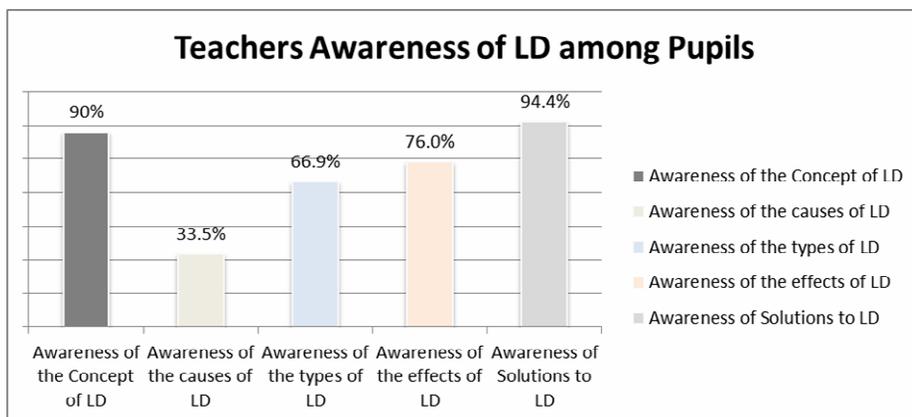


Figure 1. Percentage scores on teacher's level of awareness of learning disorders among pupils in public primary schools in Nigeria

Figure 2 indicated the types of learning disorders in public primary schools as indicated by selected teachers from Basic one to six in selected public primary schools across the country. It was revealed that pupils in basic one suffered more from dysmusia more than other pupils in higher classes. They also had problem of dysorthgraphia than the other pupils as indicated in the graph. Similarly, pupils in all the classes appear to experience to a minimum cases of dyxlexia across all the classes. Pupils in basic five, three, four and six appear to experience dyscalculia more than any other form of learning disorder. Finally, all the classes, from basic one to six seem to suffer less from other types of learning disorders, as indicated by classroom teachers who were sampled in public primary schools used for the study.

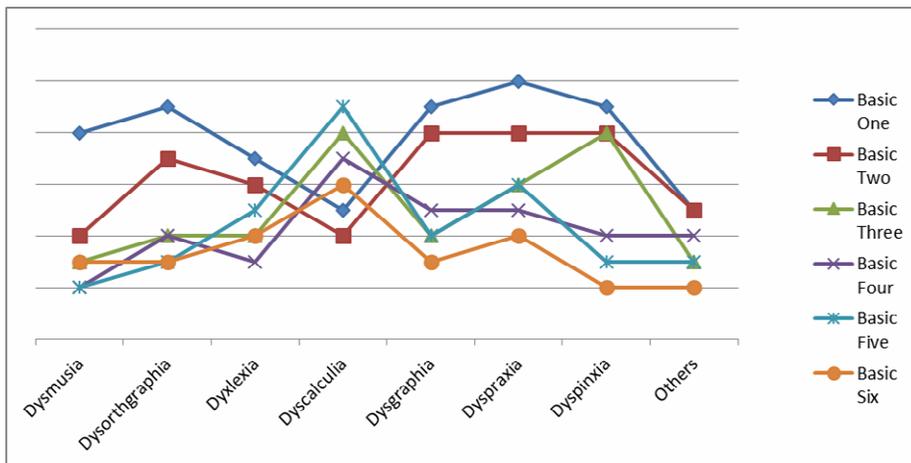


Figure 2. Percentage scores on the types of learning disorders that exist among pupils in public primary schools in Nigeria

In table 1, it was revealed that the mean responses of the male teachers to items 1, 2, 3, 4 and 5 were 2.19, 2.78, 2.93, 2.40 and 2.42. Items below the criterion mean score of 2.50 used for decision making implied that they were disagreed while items above the criterion mean score of 2.50 implied that they were agreed. On the part of the female teachers, the same set of items produced mean scores of 3.02, 2.57, 3.07, 2.45 and 2.27. Items 1, 2 and 3 were above the criterion mean score of 2.50 and implied that they were agreed in respect to the items raised while items 4 and 5 with mean scores of 2.45 and 2.27 were disagreed. In summary, the average mean score of 2.61 implied that the male and female teachers agreed on teacher's attitude towards pupils with learning disorders in public primary schools in Nigeria but the female teachers with grand mean score of 2.68 agreed more than the male teachers with mean score of 2.54 on the issues raised.

S/No	Items	Male Teachers n=315		Female Teachers n=332		Mean Set	
		Mean \bar{X}_1	SD	Mean \bar{X}_2	SD	X \bar{X}	Decision
1	I am always in touch with parents of pupils with learning disability for a balanced education	2.19	0.97	3.02	0.62	2.61	Agreed
2	I provide adequate guide and additional instruction to pupils with learning disorders	2.78	0.83	2.57	0.79	2.68	Agreed
3	I engage additional instructional materials to make learning impactful for pupils with learning disorders	2.93	0.80	3.07	0.54	3.00	Agreed
4	I provide after school assistance to pupils with learning disorders to enable them learn meaningfully	2.40	0.94	2.45	0.91	2.43	Disagreed
5	I partner with other teachers, administrators and specialist to assist pupils with learning disorders	2.42	0.94	2.27	0.94	2.35	Disagreed
Grand Mean and Standard Deviation		2.54	0.90	2.68	0.76	2.61	Agreed

Table 1. Mean and standard deviation scores on teacher's attitude towards pupils with learning disorders in public primary schools in Nigeria

It was indicated in table 2, that the responses of the male teachers to items 6, 7, 8, 9 and 10 produced mean scores of 2.82, 2.91, 2.45, 2.49 and 2.89 while the responses of the female teachers produced mean scores of 3.11, 2.71, 2.99, 2.42 and 3.02. All the items which were above the criterion mean score of 2.50 used for decision making implied that the respondents agreed on those items while items with mean score below the criterion mean score indicated that the teachers disagreed on such items. Summarily, the average mean score of 2.78 suggested that the male and female teachers agreed on teacher's strategies for managing pupils learning disorders in public primary schools in Nigeria but the female teachers with grand mean score of 2.85 agreed more than the male teachers with grand mean score of 2.71 on the issues raised.

S/No	Items	Male Teachers n=315		Female Teachers n=332		Mean Set	
		Mean \bar{X}_1	SD	Mean \bar{X}_2	SD	X \bar{X}	Decision
6	Teachers adopt referral service to handle learning disorders	2.82	0.86	3.11	0.53	2.97	Agreed
7	Counseling is provided for pupils with learning disability	2.91	0.81	2.71	0.79	2.81	Agreed
8	Remedial education is provided for pupils with learning difficulty	2.45	0.96	2.99	0.70	2.72	Agreed
9	Relevant tools and equipment are introduced into the classroom	2.49	1.06	2.42	1.04	2.46	Disagreed
10	Teacher develops a positive attitude to properly manage learning disorders	2.89	0.85	3.02	0.57	2.96	Agreed
Grand Mean and Standard Deviation		2.71	0.91	2.85	0.73	2.78	Agreed

Table 2. Mean and standard deviation scores on teacher's strategies for managing pupils learning disorders in public primary schools in Nigeria

Table 3 revealed that the male teachers responded to items 11, 12, 13, 14 and 15 with mean scores of 2.98, 2.88, 2.49, 2.88 and 2.97. Only item 13 with mean score of 2.49 was disagreed while the responses of the female teachers to the same set of items produced mean scores of 3.15, 2.99, 2.42, 2.71 and 3.03. In the same manner, only item 13 with mean score of 2.42 was disagreed by the female teachers. All the other items with mean scores above the criterion mean score of 2.50 indicated that they were agreed. In summary, the average mean score of 2.85 showed that the respondents agreed on the challenges to teacher's knowledge and attitude towards pupils with learning disorders in public primary schools in Nigeria but the male teachers with a grand mean score of 2.84 agreed a little less than the female teachers with grand mean of 2.86 on the items raised.

S/No	Items	Male Teachers n=315		Female Teachers n=332		Mean Set	
		Mean \bar{X}_1	SD	Mean \bar{X}_2	SD	X \bar{X}	Decision
11	There is no adequate training in the area of special education	2.98	0.84	3.15	0.52	3.07	Agreed
12	Tools needed for teaching learning disabled pupils are not adequate	2.88	0.74	2.99	0.70	2.94	Agreed
13	The school curriculum makes it difficult for learning disorders issues to be properly managed	2.49	1.06	2.42	1.04	2.46	Disagreed
14	There is no adequate support from members of the school community	2.88	0.74	2.71	0.79	2.80	Agreed
15	The problem of inadequate financial support is a bane to pupils ability to learn	2.97	0.43	3.03	0.56	3.00	Agreed
Grand Mean and Standard Deviation		2.84	0.76	2.86	0.72	2.85	Agreed

Table 3. Mean and standard deviation scores on the challenges to teacher's knowledge and attitude towards pupils with learning disorders in public primary schools in Nigeria

4. Discussion

4.1 Teachers level of awareness of learning disorders among pupils in public primary schools in Nigeria

The study's finding has revealed that teachers in public primary schools in Nigeria are aware of the learning disorders faced by pupils on under their care. However, these teachers showed in their responses that they are not aware of the causes of these learning disorders. This finding differs significantly from the outcome of a related study carried out by Lopes and Crenitte (2013), which revealed that 32% of the sampled teachers were not aware of the terms relating to the various learning disorders in their school. Similarly, a similar study conducted by Shukla and Agrawal (2015) also revealed that 32% of the teachers were aware of learning disorders, 35% were aware of the types of learning disorders, and 29% were aware of the causes of these learning disorders. This is a bit low when compared to the outcome of this study. This suggests the need for teachers to be regularly updated on the nature of learning disorders in the school and particularly in their classroom. This is important for them to be able to deal with these situations in case of an emergency.

Teachers need to be aware of the concept, causes, types and remedy to specific learning disorders, particularly in their classroom. It is this knowledge that is important for managing such pupils for optimal educational goal attainment. Studies conducted by Orim and Ezekiel (2017) showed that the teachers in the sampled school are fully aware of the nature of learning disorders in their schools and this will no doubt contribute to the attainment of relevant educational objectives. Teachers handling learning disorders pupils need to be aware of the nature of this educational problem as this will help the teacher make the right choices for the educational development of such child(ren).

4.2 Types of learning disorders that exist among pupils in public primary schools in Nigeria

The responses of the teachers sampled for the study showed that the different types of learning disorders existed in public primary schools in Nigeria. However, dyscalculia which is the difficulty in calculating or mathematics was prevalent among the types of learning disorders in these schools. It was also discovered that dysorthographia which is the difficulty in making sentences and grammar and dyspraxia which is the difficulty in motor skills was the most common learning disorders among pupils in basic one as indicated by the teachers. This finding differ from a related study carried out by Orim and Ezekiel (2017) which showed that dyxlexia was the most prominent among the types of learning disorders in the study area. This

difference may however be as a result of environmental factors of any other attribute peculiar to the learner or the location of the study.

It was indicated in the study that other cases of learning disorders are very minimal in the study area compared to the once already mentioned. This may be due to the fact that majority of the learning disorders in these schools fall within the difficulties that were earlier mentioned. In their study, Kakabarae *et al.*, (2012) as well as Shari in Ghimire (2017) both revealed in their study that teachers in their study area have good knowledge of other types of learning disorders in their various locations and this may also account for the minimal cases of other learning disorders in these schools. This is because the ability to identify and resolve some of these learning disorders early enough may reduce their occurrence at higher levels of education. Supporting this position, Arifa and Sira (2019) also pointed out in their study that teachers in their study area have moderate knowledge of the types of learning disorders in their schools and this will go a long way to assist them enforce relevant intervention programmes. The ability to resolve any of the types of learning ability at an early stage will reduce its reoccurrence as well as other forms of learning disability in the long run.

4.3 Teacher's attitude towards pupils with learning disorders in public primary schools in Nigeria

It was revealed in the study that the teachers had the right attitude towards pupils with learning disorders in public primary schools in Nigeria. This finding strongly aligns with a related study conducted by Saloviita (2020), which showed that only 20% of teachers in the study area did not support measures to deal with learning disorders and inclusion in the study area. In this study, both the male and female teachers showed the right attitude towards dealing with learning disorders in their schools. However, while the male teachers did not keep in touch with the parents of these pupils for a balanced education, the female teachers kept in touch with the parents of pupils with learning disorders in their schools for balanced learning.

The male and female teachers responded that they go the extra mile to seek and utilize relevant instructional tools for the educational development of pupils with learning disorders. This is important for improved academic performance among pupils with learning disorders in these primary schools. Supporting these ideas, Krischler and Cate (2019) quipped from the findings of their study that the respondents utilize both direct and indirect tools to improve the affective, cognitive and behavioural development of their learners with learning disorders. Similarly, the male and female teachers pointed out that they also give additional instruction and attention to pupils with learning disorders in their classes and this is a good step in the right direction. However, the male and female teachers differ on other aspects of their attitude towards pupils with learning disorders in their classroom.

4.4 Teacher's strategies for managing pupils learning disorders in public primary schools in Nigeria

In order to achieve quality educational outcomes, teachers must put measures in place to manage learning disorders among pupils under their care and the respondents used for this study agreed that they adhered to the strategies outlined in the study for managing learning disability of pupils in their classroom. However, this outcome is at variance with a related study conducted by Thomas and Whitten (2012), which showed that segregation characterized the management of learning disorders in the sampled schools. This can be counterproductive to the attainment of educational goals and objectives at any level of education. Therefore, teachers need to be committed to resolving all cases of learning disorders in their care to create competitiveness in academic performance among their pupils especially in a regular classroom.

The teachers sampled for the study differed on the provision of remedial education as a way of managing learning disorders among their pupils. However, they agreed that they counsel their pupils, provide referrals where necessary and exhibit a positive attitude in the classroom to enable their pupils overcome any form of learning disorders they may be experiencing. Commenting on this position, Karande *et al.*, (2011) found out in their study that for pupils to overcome their learning disorders challenges, teachers must be trained to provide remedial education during regular class activities as well as during examinations. They are also expected to utilize relevant resources as this will contribute to quality educational outcomes. Teachers handling learning disorders issues in Nigeria must exhaust all available means to assist these pupils improve their academic performance.

4.5 Challenges to teacher's knowledge and attitude towards pupils with learning disorders in public primary schools in Nigeria

The male and female teachers used for the study both agreed on the various challenges itemized as factors that limit their knowledge and attitude towards pupils with learning disability in their schools. The teachers agreed that lack of training, lack of required tools, lack of support from the school community and inadequate financial commitment were limitations to their knowledge and attitude towards pupils with learning disorders in their schools. This is not surprising as a related study by Udoba (2014) also showed that teachers suffer from challenges such as lack of modern teaching materials, lack of motivation and additional support services from the government as factors that limit their commitment to pupils with learning disorders. Educational stakeholders therefore need to collaborate to resolve these challenges for improvement in the educational fortune of pupils with learning disorders.

However, the male and female teachers both disagreed that the school curriculum was a challenges in respect to the issue under discussion. This may however not be a consensus position as the study carried out by Salem (2018) indicated that policy issues need to be given adequate attention in the process of resolving the educational challenges of pupils in any school. Since the school curriculum is a policy document, there is need to ensure that the school curriculum fits into the need of pupils with learning disorders in these public primary schools for benefit of both the pupils and the society in general.

5. Conclusion

The study established that pupils in public primary schools suffer from different types of learning disorders, as indicated in the findings of the study. However, teachers in these schools have the right attitude towards these pupils. This implies that they have the correct perception of managing learning disorders in their study. Unfortunately, there teachers are constrained by a number of factors such as inadequate financial commitment, lack of relevant training as well as shortage of resources among other factors.

Based on the above, the following recommendations were made as a way forward:

1. The government needs to engage the service of special educators who will partner with other regular teachers in these primary schools to identify and deals with cases of learning disorders in public primary schools in Nigeria.

2. The prevalence of the different types of learning disorders in these schools points to the need for the establishment of more special schools that will take care of the learning needs of pupils with learning disorders across the different states of the federation.

3. School administrators need to create a forum where parents can meet with teachers to discuss the educational needs of pupils with learning disability in these schools as this collaboration will go a long way to ameliorate the challenges of these pupils in the school as well as improve their educational performance.

4. The government as well as school administrators need to make adequate resource commitment to the care of pupils with learning disorders as this will create an enabling environment where their learning needs can be given adequate attention and this will help improve their future educational prospects.

5. There is a need for the government to also make relevant policies that will encourage school community members to give relevant assistance to pupils and pupils of teachers handling learning disorders cases. This will help improve the educational fortune of pupils in public secondary schools in Nigeria.

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