Teacher Attitudes, Cultural Beliefs ,and Problems experienced teaching Children with Disabilities in Nigeria.

Oluseun Emmanuel Obisesan

ABSTRACT

There are more people with disability in developing countries than in other parts of the world.Cultural beliefs or local narratives in these parts of the world explain disability and how people relate to them.The purpose of this study is to see how teachers' background factors,cultural beliefs and problem experienced teaching students with disability affect teacher's attitude.

For the study, data was obtained from 356 respondents.The data was collected through convenience sampling method   from in-service teachers (primary and secondary school) working in both public and private secondary schools in South Western part of Nigerian.

The result shows that teacher's gender,educational background, and Kind of school are demographic variables that affect attitude.Cultural beliefs was also found to affect attitudes in this study.Problems teachers faced did not affect their attitude.

The study concludes that continued effort by the government in improving teacher education programs and support of public schools is important.

Thesis Keyword: Teacher attitudes, disability, Cultural beliefs,Nigeria

CONTENTS

1   INTRODUCTION

Disability is not inability(UN, 2016). The notion that disability is inability to perform is still prevalent in some African countries today despite the efforts and momentum that have garnered across the globe from the UNESCO 1994 declaration (Mantey, 2017). Attitudes towards people with disability in developing countries differ from the Western world. A mirage of reasons including poverty, poor education, limited access to resources might be responsible for this (Bunning, Gona, Newton, & Hartley, 2017). These reasons created a void in understanding of disability. As a result, communal narratives evolved to mediate the existence of disability. Cultural Beliefs or communal narratives are means of explaining causes or sources of disability in Low-income countries where support services and availability of information is inadequate(Bunning et al., 2017). These narratives have affected beliefs, perceptions, and attitudes towards disability in Africa (Bunning et al., 2017; United Nations Division for Social Policy Development, 2012).

Nigeria is a signatory to many international protocols on equal treatment for people with disability namely The UNESCO Salamanca Statement and Framework for action (1994), The United Nations Convention on Rights of Persons with disability(2007), and The Sustainable Development goals (2015) (Ajuwon, 2012; Schulze, 2010; United Nations, 2008). Also, there are legal frameworks that encourages equal treatment of people with disability in Nigeria such as The Standard Rules on the Equalization of Opportunities for Persons with Disability(1993) and the Disability decree of 1993. To further show the government's commitment to education of people with disability, the Nigerian Ministry of Education adopted Universal Basic Education Scheme in 1999 and revised the old National Educational Policy in 2008 to incorporate Special Education in Schools and Teacher Educational programs (Ajuwon, 2008; Fakolade et al., 2009; Oluremi, 2015).

More people with disability are located in developing countries compared to other parts of the world. Out of 1 billion people with disabilities globally, 80% reside in low and middle-income countries (United Nations, 2011). Furthermore, Nigeria will have about 18 million people with disabilities by year 2050 (Skoufias, Rabassa, & Olivieri, 2011). This increasing trend will mean more demand for better and more inclusive educational services .

Some research have been conducted in African and Nigeria especially on teachers' attitude towards disability(Charles, Joseph, Onuwa, Kingsley, & Gloria, 2017; Eskay, Eskay, & Uma, 2012; Fakolade et al., 2009; Oluremi, 2015; Omede, Andrew & Momoh, 2016). However, the impact of Cultural Beliefs on Teacher Attitude in Nigeria has not been widely explored despite the fact that it plays vital role in educational services(Shor, 1998).The aim of this research is to investigate how Cultural Beliefs, among other factors, can affect teacher attitudes towards students with a disability in Nigeria and provide much-needed knowledge in this area.

The outline of the thesis is as follows. *Chapter one* gives background information about attitudes, cultural beliefs about disability from a non-western perspective. *Chapter two* explores disability and also researches that have been conducted on disability, teacher attitudes, cultural beliefs, and problems teachers experience in teaching students with disability. This chapter provides the theoretical framework for the thesis. *Chapter three* discusses the research methodology. Specifically, it addresses the design of the research, instruments used for data collection and data analysis. *Chapter four* presents the results of the data analyses. *Chapter 5* discusses the result findings. The last chapter entails conclusions, limitation of the study and possible future research.

2   DISABILITY

2.1   Definition of disability

Disability is a "complex phenomenon…covering impairment, activity limitation, and participation restrictions" (World Health Organisation, 2017). Impairment is associated with body deformity or body function problems; activity limitation is related to difficulty a person faces while carrying out a task or action, and participation restrictions are problems encountered in life occurrences. Disability is not exclusive to a person, but also to the role of environment and social barriers (Barnes, 2011; Kisanji, 1995). This is supported by the United Nations' definition of disability.

> *"Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others" (United Nations, 2008,p. 5)*

In the definition above, various barriers can be interpreted to include environmental, infrastructural, cultural barriers (Baglieri, Valle, Connor, & Gallagher, 2011).

2.2   Models of disability

There are many models of disability that explain the perception and the shifting boundaries between people with disability and able-bodied (Marks, 1997). Three models of disability address this. They are the *medical,social, and traditional models*(Stone-MacDonald, 2012; Stone-MacDonald & Butera, 2014; Schulze, 2010). The medical model alludes disability to medical reasons or causes, and that treatment should be by the same means (Kaplan, 1998). This notion sees disability as a defect and this can result in negative views/attitudes about disability in some "traditional societies."(United Nations Division for Social Policy Development,

2012 p.5). The social model of disability sees the society(Social and environmental factors) as the cause of disability as against the previous notion in previous model(Stone-MacDonald, 2012a). Cultural influence cannot be overlooked when discussing disability. The traditional model thus bridges the gap between the medical model and the social model by explaining the influence of cultural beliefs and religion on disability(Kaplan, 1998; Riddell & Watson, 2014).

Researchers have criticized medical and social models because of their deficiencies (Stone-MacDonald & Butera, 2014) . The medical model has been criticized for only focusing on intellectual and body function and creating exclusion.(Marks, 1997 ;Mantey, 2017;). The social model, however,for amplifying the other side of the medical model (Marks, 1997).Furthermore, the model is also criticized for creating barriers.The social environment causes barriers by failing to cater for differences in needs since what works for one person might not for the other. For example, curbs cuts can be beneficial for wheelchair users while causing difficulties for blind (Barnes, 2011; Marks, 1997).

All models are important in understanding the disability in African context. (Mantey, 2017;Stone-MacDonald, 2012). In some traditional African Cultures, families care for People with Disability (PWD), which is the medical model, and at same time believe in spiritual forces or other social circumstances to too explain disability. The plurality of perspectives on disability strengthens the argument for an all-inclusive perception of disability (Baglieri et al., 2011).

3   ATTITUDE

3.1   Definition of Attitude and attitude formation

Attitudes can be defined in terms of *mood,thinking process,behavioral tendencies, or evaluation* .In one definition , it is defined as the mental state of an individual that affects the way the person responds to situations or others(Allport, 1935).In a more refined definition,it is an idea influenced by emotions that causes a person to act in social situations (Triandis, Adamopoulos, & Brinberg, 1984) .This is a three-part definition which includes the *cognitive component,affective component,* and the *behavioral component.*The cognitive component refers to the thoughts or ideas people have about a situation or other people. Affective component refers to the feelings or emotions displaced to people or situations, while the behavioral component are the physical manifestation of thoughts and feelings(Hannon, 2006).

Biological and environmental factors influence attitude formation (Malinen, 2013).Attitudes, especially that of children, can be influenced by what they see their parents , teachers,peers and media personalities do (Bandura, 1977). Evidence suggests that there is a strong link between attitude and behavior (Ajzen, 2001, 2005a, 2012).According to Theory of Planned Behavior (TPB),there are three factors that influence how people behave (Ajzen, 2012; Malinen, 2013). They are the *attitude towards the behavior objec*t(ATB),*Subjective Norm(SN),*and *perceived behavioral control(PBC).* ATB is a positive or negative evaluation of its outcome.The SN is the impact of societal pressure on behavior. Disapproval or approval of a behavior is mostly shaped by friends ,family or co-workers. PCB is individual self-assessment on ability to perform such behavior.All the three factors combine to form *behavioral intenstion*, which mediates its causal relationship to behavior (Malinen, 2013). A positive ATB and SN together with a strong PBC will result in a strong intention to perform a behaviour(Ajzen, 2012).

Behaviour of people can also be explained by duality of attitudes(Ajzen, 2001, 2005b). A person can concurrently hold two attitudes towards an object:implicit and explicit attitudes.The former is more intuitive (gut feeling like) while the latter is more deliberate thought out process. The attitude a person favors will depend on which overrides the other. However, mental capacity and motivation is needed for explicit attitude to override implicit attitude(Ajzen, 2001; Wilson, Timothy, Lindsey, & Schooler, Tonya, 2000). If a person has a negative idea or thoughts to an attitude object ,the person's actual behavior to the object might be positive. For example, a teacher might not like the idea of teaching Children with disability but believe it is morally right to do so because the benefit of teaching them outweighs her negative feeling (Malinen, 2013).

3.2 Teacher Attitudes (TA) towards disability and Inclusive Education

Teachers' attitudes towards disability and inclusive education have received great attention over the years (Avramidis & Norwich, 2002; Forlin, 1995; Rakap & Kaczmarek, 2010; Hwang, 2011; Malinen, Savolainen, & Xu, 2012; Savolainen et al., 2012; Tsakiridou & Polyzopoulou, 2014; Yada, 2015a). Factors that influence teachers' attitude can be grouped into three interrelated domains, which are "*child-related factors, teacher-related factors, and educational environment-related factors.*

Child-related factors are related to the severity of the disability, either cognitive disability or physical disability. The severity of disability could influence teachers' attitudes in the classroom. The less serious the disability, the more positive the teacher attitudes (Forlin, 1995; Vaz et al., 2015). For example.students with mild hearing loss, mild physical and visual disabilities are often accepted in inclusive classrooms while teachers show negative attitudes or outright rejection of students

with severe disabilities because of the additional problem they bring and extra 'teaching competencies' that might be needed (Avramidis & Norwich, 2002b).

Teacher-related factors are gender, age, years of teaching experience, grade level, contact with disabled persons, and other personality factors(Avramidis & Norwich, 2002b). There are divided results about the attitudes of teachers towards students with disability and gender . In most cases, female teachers have shown to have more positive attitudes to Special Education Needs (SEN) students than their male colleagues(Avramidis & Norwich, 2002b; Fakolade et al., 2009; Thomas, 1985; Tsakiridou & Polyzopoulou, 2014). However, in some few cases, positive attitudes from male teachers have also been reported (Moberg & Savolainen, 2003; Rakap & Kaczmarek, 2010). Some studies have shown that there is no relationship between gender and teacher attitudes (Hannah, 1988; Parasuram, 2006). Studies on the effect of age of teacher's attitudes have produced different results .In some studies, younger teachers seem to be more favorably disposed to teaching SEN students (Berryman, 1989; Center & Ward, 1987) . For example, teachers with less than six years have higher acceptance rate for children with disability and declines with for teachers that have more experience or at most 14 years of teaching experience (Forlin, 1995; Leyser, Kapperman, & Keller, 1994). Conversely, other researches have reported no differences in age of teachers and attitudes towards children with disability in the classrooms (Avramidis & Norwich, 2002; Leyser, Volkan, & Ilan, 1989).

There is an inverse relationship between the age of SEN students and Teacher Attitudes(Salvia & Munson, 1986). As students age increases, teachers are less likely to favor teaching them. Older SEN are not well-favored because of problems that might occur in managing such classes. (Clough & Lindsay, 1991).Another important factor in TA towards SEN students is training. Teachers that have been trained to teach SEN children show more positive attitudes (Ben-Pajooh, 1992; Dickens-smith, 1995;Shimman, 1990)

Another important factor in TA towards SEN students is training. Teachers that have been trained to teach SEN children show more positive attitudes (Ben-Pajooh, 1992; Dickens-smith, 1995; Shimman, 1990; Vaz et al., 2015). Positive attitude of teachers   might be as a result of lower stress level(Forlin, 2001)   . However, there have been no relationship between teacher training and attitude in some other studies (Hofman & Kilimo, 2014; Yada, Tolvanen, & Savolainen, 2018).

Teacher beliefs significantly affects their attitudes towards inclusion or SEN students (Avramidis & Norwich, 2002). Teachers with pathognomonic ideology (see disability or student's problem as intrinsic) are less likely to partake in academic interactions and   constructing student understanding than teachers with interventionist thinking(see student's problem as extrinsic) (Jordan, Lindsay, & Stanovich, 1997).

There is a direct relationship between educational background and teachers' attitude. Teachers with higher educational background tend to have more positive attitudes towards Students with Disability (Moberg & Savolainen, 2003). However,teachers' educational background did not have any relationship with TA in another study(Savolainen et al., 2012).

Educational environment-related factors that affect teacher attitudes include availability of *social support services in the classroom, support from experienced teachers, and other colleagues* (Avramidis & Norwich, 2002). Support services can be grouped into two categories, which are physical and human. Physical factors include availability of ICT tools,resources,teaching resources,physical environment that accommodates people with disability.The human element are learning support assistance, special teachers(Avramidis & Norwich, 2002).Teachers that have support services in classroom have more positive attitude to CWD(Center and Ward, 1987; Clough and Lindsay, 1991).When teachers feel they have the support from senior teachers, management and colleagues, they tend to be more relaxed and show positive attitudes towards including students with disabilities in mainstream classroom (Center & Ward, 1987; Janne, Snelll, Beers, & Raynes, 1995).Teacher's

geographical location can also affect attitudes(Dedeoglu & Lamme, 2011).This can be attributed to differences in sociopolitical views or ideological beliefs between regions, rural or urban areas(Avramidis & Norwich, 2002).

4   CULTURAL BELIEFS

4.1   Definition of Cultural Beliefs

"Beliefs are thought of as psychologically-held understandings, premises or propositions about the world that are true (Richardson, 1996, p.104)".In same vein, Cultural Beliefs or narratives can be interpreted as psychologically held local understandings about the world that are true.They exist as means of explaining causes or sources of disability.It varies between regions and across cultures(United Nations Division for Social Policy Development, 2012;). In the West, cultural beliefs did exist about sources of disability (Ingstad, 1990), but modernization may have resulted in "monocultural understanding of disability" (Lamorey, 2002,pp.68). For example, preservice students from Asia, Africa, and South America displayed richer collection of beliefs than their American classmates (Lamorey, 2002).The students were able to offer more reasons for disability order than the medical model. Beliefs and attitudes have been changing necessitating the need for a melding of models of disability(Stone-MacDonald, 2012). Cultural Beliefs affect attitudes towards Students with Disability , their treatment, and teaching practice (Bunning et al., 2017).

4.2   Narrative about Cultural Beliefs

Cultural beliefs in Africa reflects beliefs, attitudes, and treatment of people with disability (Stone-MacDonald, 2012b). There are four main narratives about disability, namely, *oneself,others,fate*, and *biological* (See Figure1) .
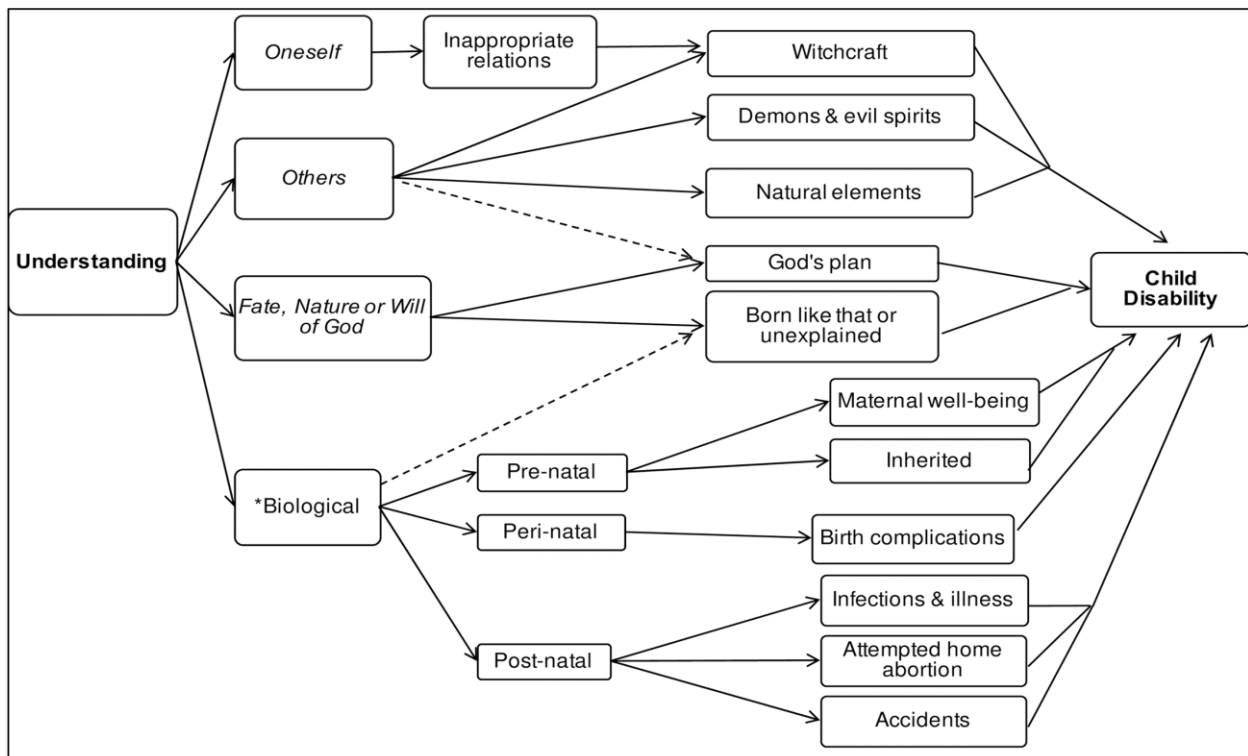
FIGURE 1. Dimensions of Cultural Beliefs on PWD (Bunning, Gona, Newton, & Hartley, 2017)

Oneself attributes disability to consequences of flouting cultural norms or breaking local taboos such as committing inappropriate family relations, disrespecting people with disability, or misplacement of household items. Inappropriate relations are perceived to result in a curse on the perpetrator with the resultant effect seeing on the offsprings. In some cases,the gender of the erring parent are often reflected in the disability.For example. the right leg is curved if it was the father that sinned and left leg in case it was the mother.A woman once laughed a dwarf and the person placed a curse on the person the woman gave birth to three dwarfs(Bunning et al., 2017).

Others are external factors or supernatural factors that cause a child's disability.This theme is subdivided into witchcraft,demons & evil spirits,natural elements and God's plan.. Through witchcraft, a curse or a spell is cast on transgressors ,and disability is seen as a 'negative consequence.'A person with

disability is perceived to be under the control of a demon or a ghost. This is sometimes seen as a mixed blessing.In some cases,such demonic possession results in financial gains of parents.For instance, a child drooling brings financial fortune to the parents(p.9). The least common is disability attached to natural elements. Epileptic seizures are linked to influence of the moon and sea.

The third attribution, *Fate ,nature, or will of God* theme, sees disability as part of God's plan. It is accepting and recognizing that certain occurrences are beyond ones control and therefore resulting to ones fate or nature.The acceptance of ones faith also acts as a source of optimism that things might take a turn for good. For example, .a mother of disabled child after looking for cure for a child everywhere resulted to faith, and later, the child was cured. This is in contrast to negative themes in *others*.

The last narrative , *biological*, refers to events or is further divided into three narratives, which are pre-natal (during pregnancy) peri-natal(during delivery) and post-natal (after delivery).During pregnancy, it is believed that the mothers health, proper nutrition and proper antennal care can impact on the baby's health. It is also believed that parents genes can cause disability. During delivery, some complications can occur that can cause a child's disability. For example, difficulty in breathing or bleeding or other birth struggles. Post-natal narrative can be as a result of infections, failed abortion or accidents. It is important to note here that the presence of one narrative does not mean the exclusion of the other, but there is a *"plurality of beliefs"* (Bunning et al., 2017,pp.11). Therefore, two or more narratives can run concurrently. For example, a child suffering from polio can be seen as suffering from witchcraft, or God's will or also as a result of medical condition.

4.3   Relationship between Cultural beliefs (CB) and Attitudes

There is an influence of societal factors and local culture on teachers' attitudes to children with disability . Social factors that influence attitudes to disability are ignorance,neglect,superstition,and may vary within cultures, regions, and communities(Munyi, 2012). There can be direct and indirect relationship between CB and attitudes towards disability (United Nations Division for Social Policy Development, 2012). This connection is reflected in beliefs about *cause or source* of disability (Stone-MacDonald & Butera, 2014).If a disability is attributed to a curse ,teachers may have negative attitudes towards such students because of the fear of the unknown (Bunning et al., 2017).In Ghana, for example, a student suffering from epilepsy might be stopped from coming to school if the disability is attributed to a curse (Tamakloe, 2018).In northern part of Nigeria, alms begging is part of their "Almajiri culture"(Etieyibo & Omiegbe, 2016); parents or guardians see nothing wrong in sending their kids to beg for alms. They claim this is no different from children that hawk on the street.

Attitudes towards people with disability might be considered negative to outsiders, but they may actually be "altruistically motivated" (Bunning et al., 2017,p4).For example,in some African counties, people with epilepsy are locked up to protect them from abuse or keep them safe from harming themselves. To outsiders, such actions might be considered negative, but to the locals, reverse is the case.

5 PROBLEMS TEACHERS EXPERIENCE

5.1 Types of problems

In teaching students with disability,teachers encounter stressful situations, and they eventually become problems that teachers face. There are many problems teachers encounter and can be grouped to two broad categories .Problems can either be *exogenous or endogenous*(Antoniou, Polychroni, & Vlachakis, 2006; Liu & Meyer, 2005) (see Figure 2).
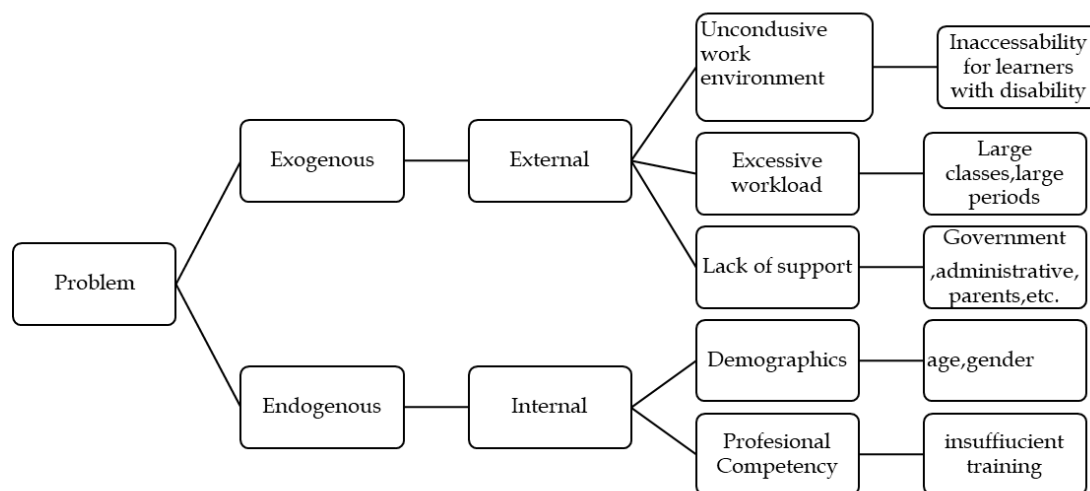
FIGURE 2 .Problems teachers experience teaching Students with Disability . Adapted from (Antoniou et al., 2006; Forlin, 2001; Hofman & Kilimo, 2014; Thwala, 2015)

Exogenous problems are outside of the teacher's control. They include issues about *unconducive work environment,excess workload, or lack of support*(Antoniou et al., 2006). Unconducive work environment are problems emanating from inaccessibility for Students with disability(Thwala, 2015).Excess workload result from various causes, including increased time demand for preparing Individualized Student Plans,large classroom sizes ,longer teaching periods. Lack of support from government, school

administrators,colleagues or parents are types of problems teachers experience(Darlene, 2008; Hofman & Kilimo, 2014;Skuller, 2011).

Endogenous problems are intramural in nature; relating to teacher-related variables or teachers' individual characteristics (Antoniou et al., 2006) or improper teacher training or lack of can affect the competency of a teacher(Darlene, 2008; Forlin, 2001).In addition,teacher's age and gender affects the way they respond to problems involving students with disability(Forlin, 2001).

The most serious problems teachers experience are endogenous in nature.Teachers professional competency is the most serious stressors for teachers. This is a problem because teachers worry about to balance teaching regular students and students with disability(Forlin, 2001).This concern is more profound in teachers with little or no formal training(Avramidis & Norwich, 2002b; Forlin, 2001).

5.2   Teacher Attitude and Problems Experienced

Teacher's attitudes to teaching children with disability can be influenced by the problems they face while teaching(Hofman & Kilimo, 2014). The two most important factors that determines teachers' attitudes are gender and age.Female teachers tend to express higher level of stress than male teachers(Antoniou et al., 2006; Forlin, 2001).Furthermore. female teachers tend to experience more problems because of inability to cope with stress of teaching students with disability(Antoniou et al., 2006).

A teacher with insufficient pre-service training is likely to be under more duress than the teachers that have been trained (Forlin, 2001;Rakap & Kaczmarek, 2010) because they possess less coping strategies when faced with difficult situations.

Larger classroom size increases the pressure on teachers.One reason for this is concerns about blending individualized time demands of students with disability and other students in the classroom(Vaz et al., 2015). A larger classroom would require more time for preparation and planning in addition to time needed for teaching and assisting both regular and students with disability (Thwala, 2015).Also, students with more severe disability increase teachers' worry, and teachers tend to avoid having such students in the classroom (Vaz et al., 2015).

6   RESEARCH QUESTIONS

As earlier mentioned,Cultural Beliefs can affect teacher attitudes and pedagogy.Since attitudes to students with are affected by social factors, as seen from previous sections ,the aim of this research was to see how cultural beliefs affect teachers' attitudes to students with disability. The effects of other variables on teacher's attitudes were also investigated. The following questions were the focus of the research:

1. What is the relationship between demographic factors and Teacher's Attitudes (TA)?

2. What is the relationship between cultural beliefs and Teacher's Attitudes?

3. What is the relationship between problems teachers experience and Teacher's Attitudes?

4. What factors(demographic,,cultural beliefs,problems) predict Teacher's Attitudes?

7 IMPLEMENTATION OF STUDY

7.1 Participants

The purpose of the research was to examine teacher attitudes towards disability from Nigerian perspective. For the study, data was obtained from 356 respondents(Table) .The data was collected through convenience sampling method from in-service teachers (primary and secondary school) working in both public and private secondary schools in South Western part of Nigerian. All the data were collected from five Western states in Nigeria, which are Osun ,Oyo, Ogun, Ondo ,and Ekiti states. 63 (14%) of the teachers were from Osun state, 163 (36.3%) from Oyo state,16(3.6%) from Ogun,84(18,7%) from Ondo and lastly 26(5.8%) from Ekiti state. Oyo state historically has the highest number of schools in Nigeria, which explains the high number of respondents. 54% of the respondents were working in the public schools while 20% were working in the private school.

355 of the respondents indicated their gender. Male teachers accounted for 193(43%) of the respondents, while female teachers accounted for 161 (36%). This suggests there are slightly more male teachers than female teachers. Age-wise, Just 10(2.9%) of the respondents were below 23 years of age .109 (24.3%) were in the 24-34 age bracket while 138(30.7%) for the teachers fall within the 35-44 age bracket. 79(17.6%) respondents were in the 45-54 age bracket. 11(2.4%) of the teachers fall with the 55-64 age group. The average age of the teachers was 38.48(SD= 8.49). The breakdown of teachings according to years of teaching experience are as follows.New teachers with 1-6 years teaching experience was 120(27%),experienced teacher with 7- 13 years teaching experience was 134(30%),very experience teachers with 14-20 years teaching experience was 53(12%) and lastly old teachers with more than 20 years teaching experience was 45(10%). The teachers have an average teaching experience of 10.38 years (SD=7.38) (See Table 1).

TABLE 1   Participants demographic information

Age group(%)	2.9%	<23
	31.4%	24-34
	39.8%	35-44
	22.8%	45-54
	3.2%	55-64
Age(Mean)	38.48(SD=8.49)	
Teaching Expetience(Mean)	10.94(SD=7.38)	
Gender	43,0 %	Male
	36,1 %	Female
	20,9 %	Missing
Kind of School	53,5 %	Public
	20,0 %	Private
	26,5 %	Missing
School location by State	14,0 %	Osun
	36,1 %	Oyo
	3,6 %	Ogun
	18,7 %	Ondo
	5,8 %	Ekiti
	21,6 %	Missing
Position at School(%)	2,9 %	Principal
	3,1 %	Vice Principal
	1,1 %	Manager
	31,2 %	Class Teacher
	12,2 %	Head Teacher
	16,3 %	Teacher
	33,2 %	Missing
Educational background	6,7 %	Senior School Certificate
	2,4 %	Ordinary National Certificate
	3,6 %	Higher National Certificate
	20,3 %	National Certificate of Education
	37,0 %	Bachelors
	3,6 %	Masters
	26,5 %	Missing
Years of Training in Inclusive education	4,7 %	Not at all
	5,3 %	Very little
	10,5 %	Little
	26,9 %	Some
	24,9 %	Very much
	27,6 %	Missing
Knowledge of Local Educational Policy	5,0 %	None
	10,3 %	Poor
	40,2 %	Average
	22,1 %	Good
	22,1 %	Very good
	24,1 %	Missing
Level of Experience with Teaching Children with Disability	4,4 %	Very low
	4,1 %	Low
	20,6 %	Average
	32,1 %	High
	38,8 %	Very low
	24,3 %	Missing
Level ofTraining in Inclusive Education	3,8 %	None
	9,4 %	Little
	14,0 %	Some
	37,6 %	A lot
	11,1 %	Very much
	24,1 %	Missing

The breakdown of the respondents position in schools shows that 13(2.9%) were principals,14(3.1%) were Vice principals,5(1.1%) were managers .Almost half of the respondents, 139(31.2%) were class teachers, while 55(12,2%) were headteachers. 73 (16.3%) of the respondents were teachers. Concerning the king of school,240(53.5%) respondents were teachers from public schools while 90 (20%) .131(55%) of the teachers in public schools are males, while 108(45%) of teachers in private schools are females.

Analysis of the educational background of respondents shows that 166(37%) ,which is more than a third of the participants hold a Bachelor degree , 16(3.6%) hold a master's degree while 91 (20.3%),30(6.7%),16(3.6%) ,11(2.4%) respectively hold NCE (National Certificate of Education) ,SSCE (Senior Certificate of Education), HND(Higher National Diploma),and OND(Ordinary National Diploma). Furthermore, the analysis of teacher qualification shows that majority of the teachers (194 or 43.4%) hold an NCE certificate while just 5(1.1%) hold a the grade II certificate. Very few (7 or 1.6%) have a diploma in Special Education as against 18(4%) that hold a Postgraduate Diploma in Education (PGDE). Only 29(6.5%) have no formal teaching qualifications. On years of training in Inclusive education, the results show that 92(28.4%) respondents have very little to no training in inclusive education as against 233 (71.4%) respondents that have some or a lot of training in inclusive education. A summary of the demographics of the respondents' ae available in the appendix.

7.2   Research Instruments and Reliability

The questionnaire was obtained and adapted from previous studies(Hofman & Kilimo, 2014; Tirussew, Savolainen, Agedew, & Deaniel, 1995; Yada, 2015) .The questionnaire consisted of five sections.The first section consisted of information on biographic data.Information such as age,gender, teaching experience were collected in this section.The next three sections of the questionnaire consisted of three instruments used to measure attitudes,cultural beliefs, and problems, while the last section consisted of definitions and additional background information.

The first scale was SACHIE(Sentiments, Attitudes,and Concerns about Inclusive Education) It is a useful tool that measures three aspects(Sentiments, attitudes, and concerns) of teacher's perception of inclusion (Savolainen et al., 2012; Loreman, Earle, Sharma, & Forlin, 2007;Yada, 2015a).The original scale contained 15 statements using a Likert-type scale with four anchor response items *'strongly agree,' 'agree,' 'disagree,' and 'strongly disagree'*(Savolainen et al., 2012).However, revised version of the scale was used, which contained 13 items and the same 4- anchor response items. The alpha coefficient for the overall scale was satisfactory in the current study (α = 0.745).

The second scale was the BADS or Cultural beliefs scale(Tirussew et al., 1995) .It was used to measure Cultural Beliefs .prenatalIt measures four aspects of cultural beliefs, which are general negative beliefs(B),positive acceptance of rights(A), traditional beliefs on mediation of disabilities(D),and social rejection (S).This scale consists of 16 Likert scale items with 4-point anchor system with responses ranging from Strongly Disagree (1) to Strongly Agree (4).In this study, the scale measures two dimensions which are positive cultural beliefs (PCB), and negative cultural beliefs (NCB) The alpha coefficient of the overall scale was satisfactory in the current study(α = 0.678).The subscales alpha coefficient for PCB,and NCB were satisfactory   at 0.797 and satisfactory at 0.767 respectively.

The third scale was the Problems scale (Hofman & Kilimo, 2014), which consisted of 10 Likert scale items with 4-point response items ranging from Fully Disagree (1) to Fully Agree (4).Examples of the items include *"I have difficulty in managing pupils with different disabilities," "Teachers have poor working environment, "and "Some children have too severe disability."* The alpha coefficient of the overall scale was satisfactory in the current study(α = 0.720) .

7.2 Ethical Issues

A short description of the study and purpose was stated on the first page of the questionnaire to inform the respondents about the nature of the study, the purpose, and the confidentiality of the data. They were informed that will answer all the questions anonymously as name or email were omitted from the questionnaire. The respondents were only identified by gender and age, and participation was voluntary. The filled questionnaires were stored in secured locker at the author's home.

7.3   Data Analysis

The data analysis was conducted using SPSS software (IBM,2016) version 24.The reliability of the overall and subscales were conducted using Cronbach's alpha on SACHIE,Problems, and BADS scales. Independent sample test was conducted to see the relationship between teachers' attitudes and gender, teachers' attitudes, and the kind of school they work in.Independent sample test was also conducted to see the relationship between cultural beliefs and kind of school teachers work ,and problems they face.Pearson Correlation was conducted to see the relationship between teachers' attitudes and teacher background factors,cultural beliefs,and problems teachers experience in the classroom.Factor analysis were conducted on the cultural beliefs instrument. A regression analysis was conducted to predict the effect of some demographic factors ,cultural belief factors and problems teachers experience on their attitudes.

8   RESULTS

8.1 Teachers Attitudes and demographic factors

8.1.1 Relationship between overall SACHIER and Gender

The teachers' attitude scores for males and female teachers were compared using the t-test.There was a significant difference in attitudes scores of male teachers(M=2.64,SD= 0.57) and that of female teachers (M=2.46,SD=0.54);t(351) =3.031, p<0.001 ,2-tailed).

8.1.2 The relationship between overall SACHIER and Kind of School

The teachers attitudes score for public school teachers and private school teachers were compared using a t-test. There was a significant difference in attitudes scores of public school teachers (Public = 2.40 , SD = 0.56) and private school teachers (Private = 2.89 ,SD = 0.40);t(326)= 7.67,p<0.001 2-tailed).

8.1.3 Relationship between TA and other demographic variable

 The relationship between TA (measured by SACHIER) was investigated using Spearman's correlation. There was a small correlation between TA and age,r= -0.165,n=345,p < 0.01. with older teachers corresponding to lower attitudes(See Table 2) .

TABLE 2   Pearson Correlation between overall Overall Attitude,background factors,Cultural Beliefs subscales and Problems scale

	1	2	3	4	5	6	7	8	9	10	11
1. Overall attitude	-										
2. Age	-.165**	-									
3.Educational Background	.220**	-.069	-								
4. Years of teaching Experience	-.113*	.437**	.031	-							
5.Training in Inclusive Education education	.163**	-.021	.177**	.197**	-						
6.Level of Training in Inclusive Education	.154**	-.024	.081	.205**	.333**	-					
7. Knowledge of Local Legislation /Policy	.043	-.099	.182**	.097	.214**	.458**	-				
8.Level of Experience teaching CWD	.260**	-.033	.090	.173**	.257**	.572**	.535**	-			
9. Positive Cultural Beliefs	.243**	-.113*	-.100	-.038	.039	.190**	.047	.339**	-		
10.Negative Cultural Beliefs	-.140**	.208**	-.013	.103	-.078	-.202**	.045	-.247**	-.159**	-	
11. Problem Overall	.084	-.097	.083	-.001	-.022	-.012	.139*	.049	.234**	.241**	-

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Similarly, there was a small correlation between TA and teaching experience,r =0.113,n=350,p<0.05,with longer years of teaching experience corresponding to lower attitudes.There was a moderate correlation between TA and educational background, r = 0.220,n= 328,p<0.01,with higher educational background corresponding to higher teacher attitudes. There was a small correlation between TA and Training in Inclusive Education ,r = 0.163,n = 323 ,p <0.01,with more training in Inclusive Education, resulting in better teacher attitude.The was a moderate correlation between TA and level of experience with Students with Disability, r= 260,n=340,p<0.01,implying more experience with students with disability results in more positive attitude. There was a moderate correlation between teacher attitude and Positive Cultural Beliefs,r=0243,n=340,p<0.01.This implies a direct relationship between Teacher attitude and Cultural beliefs.The other Cultural belief factor(Negative cultural Beliefs) as expected showed an indirect relationship between TA and Cultural Beliefs,r=140,n=340,p<0.01.

8.2 Cultural Beliefs and Teacher Attitudes

A factor analysis and correlations analysis were conducted to see what underlying factors in teachers cultural beliefs and also the relationship between the underlying factors .

8.2.1 Cultural Beliefs (CB) Factor analysis

A principal axis Factor analysis with oblimin rotation was conducted for the cultural beliefs scale.(see Appendix 1) The analysis extracted two-factor solution that explains 43% of the total variance. The factors were named as positive cultural beliefs(PCB),and negative cultural beliefs (NCB).

8.2.2 Cultural beliefs and subscales

The overall teachers' cultural beliefs was slightly below the neutral midpoint of 2.5 the scale ranging from 1-4.The overall Cultural Beliefs attitude was 2.41(SD =0.39) slightly below the neutral midpoint.The Positive Cultural beliefs was M = 2.97 (well above the neutral midpoint), and that of negative cultural beliefs was M=1.86, which is below the neutral midpoint.

8.2.3 Cultural beliefs and Teacher Attitudes

The relationship between attitudes (as measured by SACHIE scale) and cultural beliefs (as measured by BADS scale) was investigated using person correlation coefficient.There was a no correlation between the two variables, $r = 0.79, n = 340, p = 145$. However, there was a moderate correlation between Positive Cultural Beliefs and attitude,$r = 243, n=340, p< 0.001$,with high values of Positive Cultural Beliefs corresponding the better teacher attitude. Conversely, there was a weak negative correlation between Negative Cultural Beliefs and teacher attitude, $r= -0.140, n= 340, p<=0.01$.

8.2.4 Cultural Beliefs and Kind of School

The cultural beliefs of teachers in public and private schools were compared using a t-test.There was a significant difference in beliefs of public school teachers (M= 2.47,SD = 0.42) and private school teachers (M=2.29,SD=0.23;t(313)=3.61, p<0.001,2-tailed.

8.3 Teacher attitudes and problems teachers experience

8.3.1 Problems Teachers experience in teaching students with disability

The overall problems teachers experience is slightly above the neutral mid-point of 2.5 the problem scale ranging from 1-4. The overall mean score (M = 2.70) was small (see Appendix 2).

The most serious problem teachers face concerns about student with severe disability(M= 3.15).Two other serious problems teachers faced are shortages of teachers and teaching material ,and poor support from parents (M= 3.05,M= 3.00 respectively).Least serious problems were teacher-related . Problem of managing students with different disabilities had a mean of 1.67, while problem of no proper training had a mean of 2.26. Milder problems had a mean ranging from 2.51 to 2.97. Problems in this category includes issues about poor working environment ,class size, time constraints problem and government support.

8.3.2 Relationship between Problems teachers face and Kind of School (KOS)

An independent sample test was conducted to compare the overall problems teachers face in public and private schools.There was no significant difference in scores of public school teachers (M =2.71 ,SD = 0.57) and private school teachers (M=2.67,SD = 0.40 ;t(321) =0.509, p =0.61,2-tailed)

8.3.3 Relationship between TA and Problems teachers experience

The relationship between TA (measure as SACHIER) and Problems teachers experience(measured as PROBL) was investigated using Pearson correlation .There was no correlation between the two overall scales (SACHIE and PROBL) (r= 0.084,p = 0.117) .

8.4 Predicting Teacher Attitudes

Three stepwise linear regression was conducted to find the main predictors for TA(See Table 3).In the first step, the demographic variables were loaded, followed by cultural beliefs variables, and in the final step, the problem variable was included.Each step increased the predictive power of the regression as evident in increased R^2 from 0.22 to 0.251 except for the last step which was 0.249.

In the first model, all the demographic variables predicted teacher attitude, excluding years of teaching experience. The strongest predictor of teacher attitude were Kind of school the teacher is teaching(std beta =-3.50,p<0.001) while the other demographic variables moderately predicted teacher attitudes. The predictive power of the level of teaching experience teaching Students with Disability was moderate (Std beta =0.170,p<0.001) and likewise was Gender(Std beta=129,p<0.01) and Educational background (Std beta = 0.138,p<0.01)

TABLE 3 Predicting Teacher Attitudes

Model		Std beta	t-value
1	Gender	-.134	-2.582**
	Educational Background	.138	2.621**
	Kind of school	.350	6.577***
	Level of Experience teaching SWD	.170	3.245***
	Model Statistics	$F_{4,293} = 20.540***$	
	R^2	0.219	
2	Gender	-.117	-2.248*
	Educational Background	.160	3.009**
	Kind of school	.359	6.585***
	Level of Experience teaching SWD	.078	1.362
	Positive Cultural Beliefs	.233	4.129***
	Negative Cultural Beliefs	.053	.975
	Model Statistics	$F_{6,280} = 15.645***$	
	R^2	0.251	
3	Gender	-.118	-2.250*
	Educational Background	.161	2.994**
	Kind of school	.356	6.506***
	Level of Experience teaching SWD	.078	1.347
	Positive Cultural Beliefs	.232	3.946***
	Negative Cultural Beliefs	.053	.937
	Problems	.001	.023
	Model Statistics	$F_{7,278} = 13.157***$	
	R^2	0.249	

Note: *$p<0.05$.**$p<0.01$.***$p<0.001$

In the second regression, all demograhic variables predicted Teacher attitude except for level of experience teaching students with disability .Only one of the Cultural Beliefs variables(Positive Cultural Beliefs) predicted teacher¨s attitudes.The strongest predictors were Kind of school (Std.beta = -0.359,$p<0.001$ and positive cultural beliefs (Std.beta=0.253,$p<0.001$).Educational background(Std.beta=0.160,$p<0.01$), and Gender(Std.beta = -0.117,$p<0.05$) were weak predictors of teacher attitude.

In the third regression model, same trend in previous two models ensued with only improvement in predictitive power of the model with the addition of the problem variable.. The strongest predictors were Kind of school (Std.beta=-0.356,$p<0.001$),and positive cultural beliefs (Std.beta=0.232,$p<0.001$).Educational

background(Std.beta=0.161,p<0.01), and Gender(Std.beta = 0.118,p<0.05) were weak predictors of teacher attitude.

9 DISCUSSION

The main aim of this research was to see the effect of teacher-related variables (demographic variables) and cultural beliefs on teachers' attitude towards Children with Disability In addition to this, cultural beliefs ,and problems teachers face were investigated to see its effect on TA.

9.1 Relationship between Teacher Attitude and demographic variables

The first question of this study was investigate the relationship between TA and some demographic variables.The result for relationship between TA and gender shows that male teachers had more positive attitudes than female teachers in Nigeria.This similar to an earlier research conducted in Zambia(Moberg & Savolainen, 2003).Although female teachers normally show more positive attitude because of their better coping strategy. It might be possible that in Nigeria, the male teachers are showing more "tolerance and more conative attitudes" than their female counterparts (Vaz et al., 2015,p.7).Furthermore ,the results of this study corroborates with a study in United Arab Emirates, where male teachers showed more positive attitude their female counterparts(Dukmak, 2013). A study conducted in Nigeria about attitudes of teachers to special needs students showed no difference in attitudes of male and female teachers(Offor & Akinlosotu, 2017).However, in another study, gender did not have any relationship with teacher attitude(Yada, 2017).

The relationship between Teacher attitude and level of experience teaching Children with disability was the strongest among all the demographic factors.This

study has shown that the more contacts teachers have with children with disability,the better their attitudes.This result of this study supports previous studies showed that more contacts with children with disability leads to more positive attitudes (Malinen et al., 2012).

The relationship between TA and Educational background was the second strongest among all the other teacher-related variables. This implies that educational background is also a very important factor among teacher-related variables.Teachers with higher educational background seems to have more positive attitude to teaching children with disability.One reason for this might because of the NCE program (The minimum requirement as a teacher in Nigeria). About three-quarters of the teachers in this study hold an NCE certificate, and the NCE curriculum includes Special Education (Fakeye, 2012; National Commisison for Colleges of Education, 2012).The result supports previous research (Moberg & Savolainen, 2003; Tirussew et al., 1995)

Training in inclusive education though not as strong showed in this study that it is determining factor in teacher attitude. More training in inclusive education results in better attitudes towards children with disability. The result of this study supports previous studies that reported direct relationship between teacher attitude and training in inclusive education((Avramidis & Norwich, 2002b; Dickens-smith, 1995; Sze, 2009).)One reason for better attitude from teachers is because the training gives teachers better understanding of students with disability and more empathy towards them (Johnstone & Chapman, 2009).In addition to this, this study has shown that the level of training a teacher receives can positively affect attitudes.

The relationship between TA and age shows an indirect relationship. The result of this study further strengthens the fact that younger teacher tend to have more positive attitude than older teachers. Possible explanations for this might be

because younger teacher had more training opportunities in their teacher education courses and also because older teachers, by experience, have had more problems with teaching children with disability(Yada, 2017).Previous studies have reported negative relationship between TA and age (Avramidis & Norwich, 2002b; Offor & Akinlosotu, 2017; Vaz et al., 2015).Majority of the teachers in this study were 44 years old or less.

The results of the relationship between TA and KOS seems to show that private school teachers show more positive attitude than public school teachers. This might be because the number of children with disability are less in private schools (O'Hara, 2016). Since private schools are more expensive, less number of students would mean teachers would have less concerns about interference with teaching time (Darlene, 2008; Forlin, 2001).

9.2 Relationship between Teacher Attitude and Cultural Beliefs

The second question of this study was to investigate the relationship between TA and CB. The factor analysis of the Cultural Belief scale produced two subscales,Positive Cultural Beliefs and Negative Cultural Beliefs. First,this study has shown that there is a direct relationship between Positive cultural beliefs and teacher attitude.The stronger the Positive Cultural Beliefs teachers have , the better their attitudes to students with duality of beliefs rather than singular old traditional belief that tends to discriminate against PWD(Stone-MacDonald, 2012a).Furthermore, this study has shown that private school teachers are more likely to have more positive cultural beliefs than their public school counterparts since most private schools are in urban areas, where teachers are more likely to have more understanding of issues about disability and empathy.The fact is buttressed by greater number of female teachers(52%) in private schools.Previous studies have shown that female teachers tend to have more empathy than male (O. a Fakolade et al., 2009; Thomas, 1985). Secondly, this study has also shown that there is an indirect relationship between Negative cultural beliefs and teacher

attitude. The more the negative cultural beliefs,the less the teacher attitude or less negative cultural beliefs would produce better attitude from teachers.

9.3 Relationship between Teacher attitudes and problems they experience

The third question of this study was to investigate the relationship between TA and Problems Teachers experience. The result of the correlation has shown that there was no correlation between teachers's attitude and the problem they experienced in teaching children with disability.In addition, irrespective of the kind of school the teachers are employed(private or public),there is no relationship between the problems teacher experience and their attitude. However,This study has also shown that most serious stressors for teachers is concern students disability.Teachers seem worry about how students with severe disability would affect the classroom.Similar findings was reported about the impact of behavior of students with disability in the classroom (Forlin, 2001). Also, this study has shown than lack of support can be another problems for teachers when teaching with Students with Disability in the classroom.Specifically, lack of teacher assistant, books or teaching materials, and support from parents. This result supports previous study that shows support issues (most importantly, parents with limited understanding of their child's prognosis) as a big concern for teachers(Darlene, 2008).

9.4 Predicting Teachers Attitudes

The last questions was to determine the predictors for TA . From the analysis of the regression model, three teacher-related variables were identified to predict TA, namely Gender,Educational Background, and Kind of School.The findings of this study shows that male teachers had more positive attitude than the female teachers. One reason for this might be as a result of larger number of male teachers.Furthermore , 70% of male teachers had masters degrees compared to the female teachers(Appendix 2).The educational background result also shows that

better education of teachers results in better attitudes.This supports previous study that showed that teachers with higher educational background have more positive attitudes with students with disability(Moberg & Savolainen, 2003).The Kind of school variable in this study has shown that private school teachers have more positive attitudes than the private school teachers.One reason might be because they encounter less problem students (Liu & Meyer, 2005). Teachers in Nigerian public schools have increased workload and large classes to manage and poor remuneration. In some cases, teachers in public schools are owed months of salary The Punch, 2019).

9.5   Summary

This study has shown that teacher background factors(Gender,Educational background, and Kind of school) and Cultural Beliefs affect teachers' attitude in Nigeria. First, male teachers have shown more positive attitude than their female colleagues. Furthermore, teacher educational background have positive influence on teacher attitude,and private school teachers have also shown more positive attitudes than their colleagues in the public sector.Lastly,the positive relationship between cultural beliefs and teacher attitude is also another important finding in this study. Although Negative Cultural beliefs exist ,it does not necessarily affect teachers' attitude in this study.

This is the first study to be conducted in Nigeria that looked into impact of cultural beliefs on teacher attitude.The findings from this study can contribute to better understanding of role of cultural beliefs on teacher attitudes towards students with disability in Nigeria,

The result has shown that the government's effort is yielding desired dividends. The government should keep on improving teaching educational programs at NCE and University levels. Government should encourage would-be young teachers into teaching in mainstream, and efforts are made to keep them.Training should be provided for older teachers.Since majority of students including students with disability, go to the public schools,more funding, and

upgrade in schools to make them more accessible to all is recommended.The positive relationship between CB and TA further supports the effectiveness of the government teacher educational programs.Since per capita student attendance is higher in public schools than in the private ones,greater results from teacher education initiatives will ensue if there is more support from the government

9.6   Limitations of research

There are some limitations in this study.Data was collected from only the western part of Nigeria,which might not represent the whole Nigeria. The SACHIE instrument seemed not to perfectly fit the Nigerian case. Since only concerns seemed to work, the overall scale was used in this study.Also , the Problem scale seemed not to work in Nigerian situation; maybe a scale with about 20 items as against 10 used in this study would have better captured the impact of problems on teachers' attitude better.The cultural beliefs scale produced only two factors instead of four.The reliability would have been higher if there were more loadings.

9.7   Further Research

This research did not look at how cultural beliefs differ between urban and rural areas.Research in this area might be needed in order to obtain a more comprehensive result since cultures beliefs or tradition vary between regions (United Nations Division for Social Policy Development, 2012).In addition to this,a comparative study of the four geopolitical zones in Nigeria is necessary to obtain a better representation of beliefs and attitudes. .Furthermore, more quantitative research on Cultural Beliefs and Problems teacher experience are needed to provide new angles of exploring them. Finally, more quantitative research on Cultural Beliefs are needed to enhance and complement existing understanding of Cultural Beliefs and Teacher attitudes .

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APPENDICES

Appendix 1: Factor analysis (Principal Axis factoring, oblimin with Kaiser Normalization) of CB (n=356)

	Factor	
Items	1	2
Disability is something acquired by accident or disease	.688	
Persons with disabilities can be productive	.661	
Persons with disabilities should have equal chance for education and employment	.653	-.204
I am willing to work with a person with disability	.625	
persons with disabilities are submissive and conformist	.623	
Persons with disabilities should participate in community affairs like cooperatives (ajo)	.579	
Persons with disabilities should be provided with special residential quarters	.456	
I could marry a person with disability	.274	
Persons with disabilities are possessed by evil spirit		.706
Persons with disabilities are unable to lead an independent life		.660
Disability is something contagious		.626
Disability is a curse or punishment from God		.601
Persons with disabilities are a burden to the family and society		.532
The fate of persons with disability is to look for alms		.456
Persons with disability are hostile and negative		.440
Disability is something inherited from parents or ancestors	.273	.386

Extraction Method: Principal Axis Factoring.

 Rotation Method: Oblimin with Kaiser Normalization.

a Rotation converged in 8 iterations.

Apendix 2 Problems Teachers experience

	N	Mean	Std. Deviation
1. I have difficulty in managing pupils with different disabilities	348	1.87	1.09
2. There are shortages of teachers and teaching materials	348	3.05	.87
3. Teachers lack proper training	347	2.26	.93
4. Teachers have poor working environment	328	2.51	1.03
5. Teachers have poor support from the government	345	2.97	.88
6. There are large number of pupils in the classes	344	2.82	.10
7. There are large number of periods per teachers	348	2.60	.10
8. Teachers have poor support from the parents	345	3.00	.93
9. I am short of time per period	348	2.71	.98
10. Some children have too Severe type of disability	345	3.15	1.07
Total Mean Score	349	2.70	.52

Appendix 3 Educational Background by gender

		SSCE	OND	HND	Bachelors	Masters	NCE	Total
Gender	Male	1	4	11	65	53	41	175
	Female	1	7	11	59	22	53	153
Total		2	11	22	124	75	94	328