CAREGIVERS' UTILIZATION OF INCLUSIVE EDUCATION AND SOCIAL SKILL ACQUISITION AMONG CHILDREN WITH SPECIAL NEEDS IN PUBLIC EARLY CHILDHOOD CARE CENTRES IN OWERRI ZONE OF IMO STATE, NIGERIA.

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ABSTRACT

The study investigated the relationship between caregiver utilization of inclusive education and preschoolers with special needs, social skills acquisition in early childhood centers in Owerri zone of Imo State. Correlational research design was adopted for this study. The population of the study consisted of 752 caregivers selected from 500 Early Childhood Care Centres in Owerri Senatorial District of Imo State. (Imo State Universal Basic Education Board, Planning, Research & Statistics 2022). 75 caregivers representing 10% of the total population formed the sample size for the study. The correlational design was used in this study. The main instrument for the study was a researcher-designed questionnaire. The face and content validity as well as the reliability of the instrument were established. A reliability index of 0.73 and 0.67 was obtained. Research questions with the null hypotheses were tested using Pearson Product Moment Correlation (PPMC) at a 0.05 level of significance. Based on the findings of this study, it was concluded that there is a significant relationship between caregivers' utilization of inclusive education and the acquisition of social skills such as respect, turn-taking, sharing, cooperation, and interdependence in the public early

childhood centers in Owerri zone of Imo State. It was recommended among others that caregivers should be trained adequately on the use of appropriate inclusive education, enabling the children to acquire more social skills in the public early childhood centers in Owerri zone of Imo State.

Key words: *caregiver, utilization, inclusive education, preschoolers, special needs, social skills*

INTRODUCTION

In every society, success at school requires competent performance in specific skills such as social and academic tasks (Walker et al, 2010). Social skills are life skills one acquires, irrespective of the condition or status of the individual. Children who cooperate and share with others, who are helpful and empathic, and who can regulate emotions in adaptive ways, are generally better off in most social areas in life, including at school (HackenLaible & Roggow, 2017).

Social skills are a complex set of skills and behaviors that empower appropriate interaction with others that produce accepted responses in society (Jamaluddin et al,2019). These skills can be measured by assessing the ability of an individual to take turns, cooperate, share with others, respect, and show self-control. Social skills enable individuals to adapt, create, and maintain existing relationships in life. Social skills also enable individuals, and children inclusive, to make friends, collaborate, and learn. The acquisition of social skills enables children to create successful relationships with others, helps school readiness, and improves adaptation to formal school settings as well as academic performance. Lack of social skills among children leads to feelings of loneliness, subsequent mental and behaviuoral problems, and poor interactions with parents, caregivers, and peers. Some of the indices of social skills that this study focuses on are respect, turn-taking, sharing, cooperation, and interdependence.

Szumski et al (2019) suggest that human beings require and utilize social skills to communicate, interact and socialize with each other. Adequate social skills are required to successfully meet one's needs appropriately.

Well-developed and well-practiced social skills help individuals to establish harmonious relationships with others around them. Social skills are acquired to clarify, accomplish tasks achieve set goals, provide mutual support, and expand their social network. Appropriate social skills like respect, turn-taking, sharing, cooperation, and interdependence, among others, help children solve problems and handle conflicts together.

Grasham and Colleagues (2006) asserted that social skills represent a set of competencies that facilitate initiating and maintaining positive social relationships; contribute to peer acceptance, friendship and develop results in satisfactory school adjustment, and allow individuals to cope with and adapt to the demands of the social environment. Social skills acquisition for children with inclusive education should be tailored to the type of deficit acquisition that the child is exhibiting. Children with inclusive challenges should target and develop behaviours that society considers important, encourages and reinforces education where all children are in the same school and the same classroom. This means real learning opportunities for groups of people who have traditionally been excluded not only for children with disabilities but speakers of minority languages too. The terms and practices of inclusive education have gained significant ground in recent years. Internationally, the term inclusive education is increasingly understood more broadly as a reform that supports and welcomes diversity amongst all learners. In Nigeria however, inclusive education is still fresh and highly innovative in nature. Inclusion is very new and some teachers in Nigeria have very vague ideas or knowledge of what it is and how to integrate it into the learning environment Oduolowu (2011).

The need to include children with special needs in the class of typical children can be very stressful to both the caregivers and the children in the class. Inclusive education or inclusion stands to mean the philosophy of educating children with disabilities in a regular classroom with their peers without disabilities, who are being exposed to children with devise talents, characteristics, and temperaments (Bayat, 2016). The term inclusive education became popular in the 21st century as a result of the focus on

"Education for All (EFA) demands. The fundamental principle of EFA is that all children should have equal opportunity to learn and should be provided with quality education hence, all African nations have to wake up to the responsibility of delivering quality education to all their children.

Inclusive education encourages and welcomes diversity among learners (Oduolowu, 2011). The Salamanca Declaration during the world conference in 1990 on the rights of the child focused on inclusive education among others. It emphasizes the importance of equal access to education for all children in the world regardless of their physical conditions, hence, Inclusive education emphasizes that schools should accommodate all children, without minding their physical, intellectual, social, emotional, linguistic and psychological conditions. Based on the Salamanca Declarations, inclusive education has to cater to disabled and gifted children, street and working children; children from remote or nomadic populations, linguistic ethnic or cultural minorities, and disadvantaged or marginalized groups. Lev Vygotsky in support of inclusive education propounded a theory of dysontogenic (ITD) in 1938. He emphasized the roles of social and collective life experience for children with disabilities and special needs. According to Melenteva (2018), Vygotsky therefore suggested the following for inclusive education:

- That age-related preschool children with or without additional needs should be put in the same class.
- That an individual measurement scale should be used on children. For example, "psychological development in and dysgenesis scale (one can and must measure the blind, deaf-mute, and the mentally retarded with the scale which applies to the child.
- Peer tutoring could be used in an inclusive classroom or environment (Oduolowu, 2011).

Inclusive education of children involves bringing together, children with disabilities and non-disabilities to study in the same classroom with adaptable facilities and equipment with this arrangement in place the assistive technology becomes an unconditional requirement for children

with special needs. It could mean real learning opportunities for groups who have traditionally been excluded into only children with disabilities.

Child with Special Needs

Children with special needs are those who deviate from the social norms above and below average to the extent that specialized methods are required to meet their needs. A child is regarded as having special needs if the type and degree of difficulties experienced and manifested are such that handicaps may impede the normal process of physical, mental, social, and emotional development of the child and consequently interfere with the child's learning and that of other children. Obani (2006) postulated that if the difficulty demands extra provision and specialized methods beyond what the regular classroom or school provides before the child can achieve s meaningfully that child has special education needs.

Categories of children with Special Needs

Children with special needs can be categorized as children with visual impairment, hearing impairment, learning disabilities, intellectual disorders, speech and language impairment, the gifted and talented children.

Children with visual impairment

The inability of the child to use vision or carry out activities that require vision appropriately. Ozoji (2003) posits that visually impaired children are those whose sense of vision is defective. This could range from partial sight to total blindness. A child is said to be blind or visually impaired if he is limited either through visual acuity, visual field, or colour discrimination, to such an extent that the child may require educational modification or adaption to benefit from learning activity that involves the use of sight

A child with hearing impairment

Okuoyibo (2006) states that hearing impairment is a generic term, that describes any condition that hinders the hearing acuity of an individual or makes it impossible for him/her to perceive and interpret auditory signals

(sound). Obinaju&Ibiam (2012) opined that hearing impairment is a generic term indicating a hearing loss that may range in severity from mild to profound. Hearing loss is a major sensory deficit and it can affect many different abilities.

Children with learning disabilities

Learning disabilities can be defined as disorder or delayed development in one or more of the processes in speech, language, reading, spelling, writing and arithmetic (Muktamath, 2022). A person with learning disabilities is one with adequate mental ability and sensory process but who has a limited number of specific perceptual abilities; Integrative abilities and expensive processes (Gaddes, 2013).

Children with intellectual disabilities

These are children whose intellectual functioning is significantly below average and who also have problems of social adequacy. Among people with intellectual disabilities are the autism spectrum disorder, dyslexia and dyscalculia, and who cannot protect themselves from the hazards of life. This category of intellectual disabilities is educable, and can recognize obvious danger, but cannot manage their affair.

Children with Speech/Language Impairment

Speech is part of language which involves verbal communication. Speech is the perception and oral expression of four major processes, namely, respiration or breathing; response of air filled cavity above the vocal folds which changes the quality of identity of sound and articulation or the use of lips, tongue, teeth and hard and soft pallets to produce speech sounds like vowels and consonants (Dodd, 2013).

Children with Physical Handicap

Children with physical handicap or disabilities are those whose physical or health problems result in an impairment of normal interaction with the society to such an extent that specialized programmes and service are required (World Health Organization, 2007).

The Gifted or Talented Children

Gifted and talented children are those identified by professionally qualified persons by virtue of outstanding abilities and capable of high performance (Aziz et al, 2021; Endepohls-Ulpe, 2009). The children require different educational programmes or service beyond those normally provided by regular school programme in order to realize their contribution to self and society. Gifted children are usually superior in general intelligence, creativity, special talents (in music, dance, drawing) achieving in academic subject or in a value line of work, or some combination of such factors.

The caregivers are the resource persons in the care centers, hence the role of caregivers in employing inclusive education cannot be overemphasized. Children's knowledge and skills need to receive more direction in order to be meaningful; and for them to understand the world around them. The caregivers should be well trained on how to impart knowledge on preschoolers through inclusive education so as to enhance the social skills of children with special needs. Some activities in the classroom that would be of assistance to caregivers in achieving the great goal are as follows:

- Caregivers are to arrange these children in the classroom to sit in an appropriate order irrespective of gender, challenges, and background. This will instill the skills of respect, cooperation, sharing, and interdependence for both normal children and children with special needs.
- Caregivers are to involve both the typical children and children with special needs during classwork or activities
- Caregivers are to give the same homework to both the typical children and children with special needs.
- Caregivers are to include both the typical children and children with special needs during out-of-class activities such as sports, gardening, and free play periods, among others.
- Caregivers should give equal opportunities to both typical children and children with special needs to run errands.
- Caregivers should make both typical children and children with special needs to obey the rules and regulations of the centers as well as respect

themselves and constituted authorities of the centers and outside the centers

- Caregivers have to involve the two categories of children to share things in common. Such things could be ideas, food items, books, writing materials, among others.
- Caregivers are to introduce the two categories of children to turntaking, by making them do things one after the other.
- Caregivers are to make the normal children and children with special needs to do things that would make them depend on one another, through this means, the skill of cooperation will be acquired. Grsham and Colleague (2006) asserted that social skills represent a set of competencies that facilitate initiating and maintaining positive social relationship; contribute to peer acceptance and friendship development; result in satisfactory school adjustment and allow individuals to cope with and adapt to the demands of social environment. Among the social skills that could be required by children with special needs through inclusive education includes respect, turn –taking, sharing, cooperation and interdependence. Respect is a social skill that cannot be achieved in vacuum. This can be achieved through parents, peers and caregivers; however, the pilot of a majority of the activities in the care centers are the caregivers. They are role models to the children. If they respect themselves, others around them, and the preschoolers, they will learn to respect other children's rights and promote social skills. Children are to be taught that respect is reciprocal and that mutual respect brings or promotes cooperation and interdependence. Madubuike et al (2013) state that respect helps children to play together, it guides them to discover some challenges among themselves and this can help them to interdependent on one another. This act is a great asset to children in conclusive classes. Turn-taking is a social skill that forms a part of the conversation structure in which one person speaks. Turntaking is important when it comes to effective participation and interaction with others. Turn-taking allows active listening and productive discussions. The caregiver must involve both normal children and children with special needs in turn-taking activities.

- Sharing is another social skill that attracts attention. For children to acquire this skill of sharing, the caregiver has the responsibility of involving the two categories of children in the class. This will encourage every child in the class to understand one another. For mutual sharing to take place, there has to be love, oneness, and peace.

  The afore mentioned skills are capable of making both the normal children and children with special needs to be united, as well as acquire the skill of sharing in love and with ease. Based on this, it can be said that inclusive education promotes the social skill of sharing. sharing promotes cooperation and interdependence. Cooperation involves sharing, helping others, and being interdependent; hence, cooperation has to be practiced and inculcated in preschoolers by caregivers through inclusive education. Interdependence is a social skill that involves sharing and cooperation. The skill of interdependence is a requisite for children and even adults. At every point in life, every human (children included) seeks help from one another. Caregivers should therefore expose children to activities that would make them give help to one another. This will encourage the physically challenged children to seek help and assistance from strangers and peers. Through this means, children (both normal and disabled) acquire the skill of interdependence.

Types of Inclusion Education

As revealed by Oduolowu (2011), there are two sub-types of inclusive education, namely, regular inclusion or partial inclusion and full inclusion. The regular inclusion consists of children with special needs and they are in these classes for nearly all the day, or at least for more than half of the day. Wherever possible, the children receive any additional help or special instruction in the general classroom, and they are treated like full members of the class. However, most specialized services require special equipment or might be disruptive to the rest of the class, as in the case of speech therapy where children are pulled out of the regular classroom for these services.

The second sub-type of inclusion is the "full inclusion where children with special needs, are always educated alongside children without special needs.

Reason for Inclusive Education

Wall (2003) summarized the reasons for inclusive education as follows:

- All children have the right to learn together
- Children should not be devalued or discriminated against
- There are no legitimate reasons to separate children
- Children belong together with advantages and benefits for everything they do. they need to be protected from one another.
- Given commitment and support, inclusive education enables more efficient use of educational resources
- All children need education that will help them develop relationships and prepare them for life in the mainstream.
- Only inclusion or inclusive education has the potential to redeem fear and to build friendship, respect, and understanding.

Benefits of Inclusive Education

Inclusive education is beneficial in the sense that children learn to be compatible with individuals with disabilities by not only being around them but also by interacting with them, Parents of children with disabilities see the potential peers have for influencing appropriate behaviour in their children, while parents without disabilities on the other hand also see their children respecting other children and learning acceptance and the value and dignity of life in a very different way.

In conclusion, inclusive education is a practice that supports an anti-bias curriculum as it helps children understand the importance of walking together and fosters a sense of tolerance and collectiveness. Finally, it is believed that children with disabilities in inclusive education settings make adequate progress in language development, and cognitive development and perform better in the area of social acceptance with peers. Based on these, the researcher is motivated to ascertain the

relationship between caregiver's utilization of inclusive education and social skills acquisition of children with special needs in public early childhood care centres in Owerri zone of Imo state, Nigeria.

Statement of the problem

The researcher's experience has shown that the education and social skills acquisition of children with special needs is a problem for society. Sociologists and psychologists seem to be bothered by this issue, hence advocating those children with special needs be educated in special schools or centers. This could be the reason for the establishment of special schools such as Cheshire Home, the school for the deaf and dumb, and the school for the handicapped, among others. There is also advocacy by the government and well-meaning individuals for inclusive education in some early childhood education centres which house both physically fit children and physically challenged children. The question is, can inclusive education help preschoolers with special needs acquire the social skills of respect, turn-taking, sharing, cooperation, and interdependence, among others when utilized by caregivers? This is the problem the researchers sought to find an answer to, using the opinions of other scholars and researchers as guides.

Aim and objectives of the Study

The main aim of the study is to investigate the relationship between caregivers' utilization of inclusive education and preschoolers with special needs' social skills acquisition in early childhood education centers in Owerri zone Imo State. Specifically, the objective of study are to ;

1. Find out the relationship between caregivers utilization of inclusive education and preschoolers with special needs acquisition of social skill of respect.
2. Assess the relationship between caregivers' utilization of inclusive education and preschoolers with special needs acquisition of social skill of turn-taking
3. Determine the relationship between caregivers' utilization of inclusive education and preschoolers with special needs acquisition of social skills of sharing.

4. Ascertain the relationship between caregivers' utilization of inclusive education and preschoolers with special needs acquisition of social skills of cooperation
5. Examine the relationship between caregivers' utilization of inclusive education and preschoolers with special needs acquisition of social skills of independence in the public childhood care centers in Owerri zone of Imo State.

Research Questions

The following research question guided this study;

1. What is the relationship between caregivers' utilization of inclusive education and preschoolers with special needs acquisition of social skills of respect?
2. How does caregivers' utilization of inclusive education relate to preschoolers with special needs acquisition of social skills of turntaking?
3. What is the relationship between caregivers' utilization of inclusive education and preschoolers with special needs acquisition of social skills of sharing?
4. How does caregivers' utilization of inclusive education relate to preschoolers with special needs acquisition of social skills of cooperation?
5. What is the relationship between caregivers' utilization of inclusive education and preschoolers with special needs acquisition of social skills of interdependence in the public early childhood centers in Owerri zone of Imo State?

Hypotheses

The following null hypotheses were tested based on the objectives of the study and research questions;

HO1: There is no significant relationship between caregivers' utilization of inclusive education and preschoolers with special needs acquisition of social skills of respect.

HO2: A significant relationship does exist between caregivers' utilization of inclusive education and preschoolers with special needs acquisition of social skill of turn-taking

HO3: Caregiver's utilization of inclusive education does not significantly relate with preschoolers with special needs, acquisition of the social skills of sharing

HO4: There is no significant relationship between caregivers' utilization of inclusive education and preschoolers with special needs acquisition of social skills of cooperation

HO5: A significant relationship does not exist between caregivers' utilization of inclusive education and preschoolers with special needs acquisition of social skills of interdependence in the public early childhood centers in Owerri zone of Imo State.

Methodology

A correlational research design was adopted for this study and the study was conducted in Owerri zone of Imo State. The population of the study consists of 752 caregivers found in 500 Early Childhood Care Centres in Owerri zone of Imo State. (Imo State Universal Basic Education Board, Planning, Research & Statistics 2022). 75 caregivers representing 10% of the total population formed the sample size for the study. To carry out the sampling, the researcher collected the list of public primary schools from the Universal Basic Education (UBE) board and used the systematic random sampling technique to select a caregiver at every 10 systematically, and in all, 75 caregivers were sampled. The main instrument for the study was a researcher who designed a questionnaire. The face and content validity were conducted to determine if the instrument can measure what it intends to measure. The reliability of the instrument was done through the test-retest method. The reliability index of 0.73 and 0.67 were obtained. Research questions with the null hypotheses were tested using Pearson Product Moment Correlation (PPMC) at 0.05 level of significance.

HO_1: There is no significant relationship between caregivers' utilization inclusive education and preschoolers with special needs acquisition on social skill of respect.

Table 1: Pearson Product Moment Correlation (PPMC) summary of significant relationship between caregivers' utilization inclusive education and preschoolers with special needs acquisition on social skill of respect

Variables	*N*	rvalue	p-value	A	Remarks
Caregivers' utilization of inclusive education					
	75	0.816	0.000	0.05	HO_2 Significant
Social skill of respect					

Table 1 shos the summary of Pearson Product Moment Correlation (PPMC) on the relationship between caregivers utilization of inclusive education and preschoolers with special needs acquisition on social skill of respect in Owerri zone. The result revealed that a correlational coefficient of 0.816 was obtained which indicated a positive high relationship between caregivers' utilization inclusive education and preschoolers with special needs acquisition on social skill of respect. This revealed that an increase in the independent variable will lead to an increase in the dependent variable. Thus, it can be said that caregivers' use of inclusive education enhances the social skill of respect. The calculated probability p-value of 0.000 is less than the alpha value of 0.05. Therefore, null hypothesis was rejected. Thus, there is a significant relationship between caregivers' utilization inclusive education and preschoolers with special needs acquisition on social skill of respect in Owerri zone.

HO_2: Significant relationship does exist between caregivers utilization of inclusive education and preschoolers with special needs acquisition of social skill of turn-taking in Owerri zone

Table 2: Pearson Product Moment Correlation (PPMC) summary of significant relationship does exist between caregivers utilization of inclusive education and preschoolers with special needs acquisition of social skill of turn-taking

Variables	*N*	rvalue	p-value	α	Remarks
Caregivers' utilization of inclusive education	75	0.758	0.000	0.05	HO_3 Significant
Social skill of turntaking					

Table 2 shows the summary of Pearson Product Moment Correlation (PPMC) on the relationship that does exist between caregivers utilization of inclusive education and preschoolers with special needs acquisition of social skill of turn-taking in Owerri zone. The result revealed that a correlational coefficient of 0.758 was obtained which indicated a positive high relationship between caregivers' utilization of inclusive education and acquisition of social skill of turn-taking. This revealed that an increase in the independent variable will lead to an increase in the dependent variable. Thus, it can be said that caregiver's utilization of inclusive education enhances the acquisition of social skill of turn-taking. The calculated probability p-value of 0.000 is less than the alpha value of 0.05. Therefore, null hypothesis was rejected. Thus, there is a significant relationship between between caregivers utilization of inclusive education and preschoolers with special needs acquisition of social skill of turntaking in Owerri zone.

HO_3: Caregivers utilization of inclusive education does not significantly relate to preschoolers with special needs, acquisition of social skill of sharing in Owerri zone.

Table 3: Pearson Product Moment Correlation (PPMC) summary of significant relationship between caregivers' utilization of inclusive education does not significantly relate to preschoolers with special needs, acquisition of social skill of sharing in Owerri zone

Variables	*N*	rvalue	p-value	α	Remarks
Caregivers' utilization of inclusive education	75	0.646	0.003	0.05	HO_4 Significant
Acquisition of social skill of sharing					

Table 3 shows the summary of Pearson Product Moment Correlation (PPMC) on caregivers' utilization of inclusive education does not significantly relate to preschoolers with special needs and acquisition of the social skill of sharing in the Owerri zone. The result revealed that a correlational coefficient of 0.646 was obtained which indicated a positive high relationship between caregivers' utilization of inclusive education and acquisition of the social skill of sharing in the Owerri zone. This revealed that an increase in the independent variable will lead to an increase in the dependent variable. Thus, it can be said that a caregiver's utilization of inclusive education fosters the acquisition of the social skill of sharing. The calculated probability p-value of 0.003 is less than the alpha value of 0.05. This, therefore led to the rejection of the null hypothesis. Hence, there is a significant relationship between caregivers'

utilization of inclusive education and preschoolers with special needs, acquisition of the social skill of sharing in the Owerri zone.

HO4: There is no significant relationship between caregivers' utilization of inclusive education and preschoolers with special needs acquisition of social skills of cooperation in Owerri zone

Table 4: Pearson Product Moment Correlation (PPMC) summary of significant relationship between caregivers' utilization of inclusive education and preschoolers with special needs acquisition of social skills of cooperation in Owerri zone

Variables	*N*	rvalue	p-value	α	Remarks
Caregivers' utilization of inclusive education					
	75	0.774	0.001	0.05	HO5 Significant
Acquisition of social skills of cooperation					

Table 4 shows the summary of Pearson Product Moment Correlation (PPMC) on the relationship between caregivers utilization of inclusive education and preschoolers with special needs acquisition of social skills of cooperation in Owerri zone. The result revealed that a correlational coefficient of 0.774 was obtained which indicated a positive high relationship between caregivers' utilization of inclusive education and preschoolers with special needs acquisition of social skills of cooperation in Owerri zone. This revealed that an increase in the independent variable will lead to an increase in the dependent variable. Thus, it can be said that caregivers' utilization of inclusive education enhances social skills of cooperation. The calculated probability p-value of 0.001 is less than the alpha value of 0.05. Thus, the null hypothesis was rejected. Hence, there is a significant relationship between caregivers' utilization of inclusive

education and preschoolers with special needs acquisition of social skills of cooperation in Owerri zone.

HO5: Significant relationship does not exist between caregivers' utilization of inclusive education and preschoolers with special needs acquisition of social skill of interdependence in the public early childhood centers in Owerri zone of Imo State.

Table 5: Pearson Product Moment Correlation (PPMC) summary of significant relationship does not exist between caregivers' utilization of inclusive education and preschoolers with special needs acquisition of social skill of interdependence in the public early childhood centers in Owerri zone of Imo State

Variables	*N*	rvalue	p-value	α	Remarks
Caregivers' utilization of inclusive education	75	0.842	0.000	0.05	HO_6 Significant
Acquisition of social skill of interdependence					

Table 5 shows the summary of Pearson Product Moment Correlation (PPMC) on the relationship between caregivers' utilization of inclusive education and preschoolers with special needs acquisition of social skill of interdependence in the public early childhood centers in Owerri zone of Imo State. The result revealed that a correlational coefficient of 0.842 was obtained which indicated a positive high relationship between caregivers' utilization of inclusive education and acquisition of social skill of interdependence in the public early childhood centers in Owerri zone of Imo State. This revealed that an increase in the independent variable will lead to an increase in the dependent variable. Thus, it can be said that caregivers' utilization of inclusive education fosters the acquisition of

cognitive skills. The calculated probability p-value of 0.000 is less than the alpha value of 0.05. Therefore, null hypothesis was rejected. Thus, there is a significant relationship between caregivers' utilization of inclusive education and acquisition of social skill of interdependence in the public early childhood centers in Owerri zone of Imo State.

CONCLUSION

Based on the findings of this study, it was concluded that there is a significant relationship between caregivers' utilization of inclusive education and acquisition of social skill of respect, social skill of turntaking social skill of sharing, social skills of cooperation, and social skill of interdependence in the public early childhood centers in Owerri zone of Imo State.

RECOMMENDATIONS

Based on the findings of this study, the following are recommendations:

1. The Education Ministry should organize adequate training for caregivers on the use of appropriate inclusive education, this will enable the children to acquire more social skills in the public early childhood centers in Owerri zone of Imo State
2. The Universal Basic Education Board should conduct workshops and training that will enable caregivers to gain more knowledge on the uses of inclusive education in early childhood education centres.
3. Caregivers should adopt various strategies on how to arouse and stimulate preschoolers during teaching and learning activities.
4. The use of feedback by the caregivers is very essential, therefore, caregivers need to utilize this skill in such a manner to enable the learners to comprehend the lessons.

The author has indicated in his abstract that he raised a number of research questions. However, there is no indication of any research questions being answered in this article. Only hypotheses were raised.

The author(s) have to tie specific recommendations to specific findings and give the reader a sense of who is responsible for ensuring that the recommendation is carried out.

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