

## **Effectiveness of Role Play and Bibliotherapy in Attitude Change of Primary School Pupils towards Learners with Special Needs in Aba, Abia State, Nigeria**

Dr. Nwachukwu, E. Kingsley<sup>1</sup>, Dr. Eleri, N. O. E<sup>2</sup>

*Department of Early Childhood, and Special Education, University of Uyo – Uyo, Akwa Ibom State*  
*Deputy Director of Research, Special Needs Education & Braille, Nigerian Educational Research and Development Council (NERDC) Sheda, Abuja*

---

**Abstract:** *The research addressed two major problems, namely, the persistent negative attitude towards learners with special needs and the effectiveness of role play and bibliotherapy in attitude change of primary school pupils. The main purpose of the research was to examine the effectiveness of role play and bibliotherapy on attitude change of primary school pupils towards learners with special needs in Aba Abia State. The purpose of the study was achieved through a research question and five null hypotheses which guided the conduct of the study. The theory of Albert Bandura (social learning) provided the theoretical framework that guided the study. Relevant literature was reviewed on the concepts of attitude, learners with special needs, bibliotherapy and role play. Relevant literature were also reviewed on the concept of inclusive education and studies on attitudes and the effectiveness of role play and bibliotherapy as attitude change techniques brought out the gaps in the field which the study proceeded to fill. Two research designs, namely, survey and the Solomon four group designs were adopted to respond to the problems of this study. All the primary six school pupils in Aba primary schools in Abia State constituted the population while a sample of 104 was selected for the survey and 40 from two schools were selected for the experiment from primary six pupils in Aba. One instrument and two programmes were used for the successful implementation of the study which were validated by experts. The research question was analyzed using mean and standard deviation methods, while the five hypotheses were tested using t-test for correlated and independent samples, and two and one way analysis of variance at 0.05 level of significance. The findings of the research indicated that the pupil's attitude towards learners with special needs in Aba Abia State is negative but improved significantly after they were exposed to the NRPEP and NBP respectively. This implied the effectiveness of NRPEP and NBP in attitude change of primary school pupils.*

**Key Words:** *Role Play, Bibliotherapy, Attitude change, Primary school Pupils and learners with Special Needs*

---

### **I. Introduction**

Persons with special needs have been subjected to different forms of maltreatment from time immemorial and there are documented evidence of this social injustice. According to Kisanji (2000), history is replete with instances of persons with special needs worldwide who were ridiculed, killed, and abandoned to die or condemned to permanent exclusion in asylums. The Greeks abandoned persons with special needs to drown in rivers. In Europe, Nero Commodious is said to have shot bows and arrows on persons with physical disabilities and that the church in the 15<sup>th</sup> century sanctioned the extermination of people with special needs.

Coleridge (2002) traces through history the killing of people with special needs beginning with the Spartans who killed persons with special needs as a matter of law; the endorsement by Martin Luther to kill babies with special needs because they were incarnations of the devil. The English Eugenicists who eliminated persons with special needs under the Darwinian evolution theory of survival of the fittest and the Nazi euthanasia programme under Hitler. Who exterminated persons with special needs on the pretence that they could not make contribution to the society are instances of society's attitude towards persons with special needs.

In Nigeria, it was nothing different as persons with special needs were thrown into the evil forest to die, and even some were killed as they were seen as evil children (Abang, 1992; Kisanji, 2000). Attitude is a tri-element concept embodying beliefs, emotions and behavior which characterize human beings in intra-personal and in social interaction. Attitudes are formed as a result of information/ misinformation about certain attitude objects. People form likes and dislike not necessarily as a result of their contact with the attitude object but as a result of information they get regarding the object from other people such as parents, peers or other older adults who themselves may not have had contacts or enough information about the object. The information they have about the object may have been passed to them by their own parents or other significant adults of their environment.

Some attitudes may also be formed due to knowledge and contact with the people whom the attitude is directed towards. In all, attitudes could be learnt and as a result could also be unlearned. The information we

glean from the media such as the television, films, radio, journals, magazines and newspapers go a long way in dictating and directing our attitude toward certain people or persons, objects and phenomena. Likes and dislikes are formed as early as the childhood stages during which children imitate the significant adults in their environment. Children begin to prefer certain persons to the others learn differences in physique and attach themselves to models. Most of their actions are dictated not just by knowledge but by some kind of indoctrination or uniformed reactions to the attitude object. The concept of “My parent, my uncle, my aunty, my teacher and my grandparents said” are formed and held to religiously.

According to Ozoji, (2010) there are about twelve categories of persons with special needs. They include persons with Learning disabilities, attention deficit hyperactivity disorders, emotional and behaviour disorders, intellectual retardation, hearing and visual impairments and autism spectrum disorders. Others include, low incidence disabilities (such as traumatic brain injury, multiple severe disabilities and deaf-blindness). The list also includes persons with communication disorders of speech and language, those with gifts and talents; those with physical and health impairments and those at risk who are to be included in the inclusive classroom at the primary school level.

Hence psychologists believe that one’s beliefs, affect and behaviour dispositions can be altered using techniques found in theory and research since attitudes are learned and are predicable. Attitudes toward persons with special needs can be changed either incongruently (i.e. from positive to negative or negative to positive) or congruently (i.e. increasing the negativity/positivity of an existing attitude) (Ozoji and Mugu, 1999). Attitude change means the acquisition, reversal or intensification of an attitude (Johnson & Matros 1975; Ozoji 1991). Formation of an attitude is also integral to change in attitudes, as individuals acquire new experiences and information, attitudes undergo continual change which have necessitated theories and techniques used in planned attitude change towards persons with special needs which the researcher tries to explore through the use of role play and bibliotherapy. Bibliotherapy consists primarily of providing well chosen books to pupils to increase self esteem and self knowledge and to find relief from personal conflicts. It is the use of books as strategies of attitude change (Nwazuoke, 1996).

The use of bibliotherapy and role play has demonstrated marked effectiveness in attitude change over the years. According to Afolayan (1992), the rise in popularity of role play and bibliotherapy may be due to the societal and familiar problems in the United States of America in particular, and other nations of the world in general which were faced with a rise in divorce, alienation of young people, excessive peer group pressure, alcohol and drug abuse which TU (1999, p.2.) provides an explanation to when he stated that, “through books and role play children understand that they are not alone in encountering problems”. In using role play and books to help children cope with problems, teachers recognize that children today encounter many problems and they can then better understand and relate to children’s feelings. Role play and bibliotherapy have thus been used to enhance understanding, self-esteem and adjustment to developmental crisis (Morris-Vann 1983).

In a typical Nigerian regular primary school comprising children between 5 – 12 years, of diverse socio-cultural backgrounds, gender and irrespective of the school location, different kinds of attitudes are formed and expressed towards persons with special needs. They include name calling, marginalization, bullying and acceptance or rejection. Studies have shown that both teachers and pupils express negative, minimally positive and neutral attitudes towards persons with special needs and their inclusion into regular classroom (Chukwu, 1991; Ejiasi, 1992; Dada, 2007; & Kolawole, 2008). These attitudes are manifested in various forms of derogatory names and labels that are assigned to persons with special needs both in vernacular and in English language such as deaf, dumb, idiot, moron, and crippled.

Studies have also shown that male children and children from rural communities’ exhibit more pronounced prejudice towards persons with special needs than their female and urban counterparts. Women as weaker vessels, tender, and accepting are more prone to soft emotional feelings, form likes and dislikes more easily than the males and are more likely to respond to attitude change intervention programmes (Obinaju, 1996; Ozoji, 1988). In order to meet the global demand for an all embracing inclusive school climate in the Nigerian primary schools, role play and bibliotherapy become relevant tools for attitude change towards persons with special needs.

### **Statement of the Problem**

In Nigeria attitude towards people with disability is reported to be predominantly negative and disability is often viewed as a form of deviance and dependency leading to patronization, prejudice and exclusion from the rest of society (Getachew, 2011). Also pronounced is some media stereotype and negative portrayal of persons with special needs in books, magazines, newspapers, on television and radio stations which are marked evidence of the negative attitude towards them. For instance televangelism or telephilanthropism as feeding the disabled by Emmanuel TV, Kano and Bauchi State Governors wives, “Children in need” “Help and need” are frequent programmes in the media. This negative view of people with disability appears regularly on the news media, on television, books and in the press. For example Hubert Ogunde’s film the Dwarfs, Tiny Tum

in Charles Dickens Christmas Carol, Porgy in George Gershwin's Opera and Bess and Blind Pew in George Orwell's Treasure Island all show the pathetic/presumed evil nature of persons with special needs.

Furthermore, recent research findings in Nigeria have shown a marked negative attitude of Nigerians towards persons with special needs such as Dada (2007), Kolawole (2008), who studied parental attitude towards the handicapped children in Jos city and revealed that some parents still have negative attitudes towards the handicapped children. Ozoji (2008) and Fakolade, Adeniji, and Adeyemi (2008) study which showed negative attitude of teachers towards the inclusion of children with special needs in general education classroom in selected schools in Nigeria are all documented evidences of the negative attitudinal dispositions of Nigerians towards person with special needs.

Hence, many pupils are frightened when persons with special needs and or differences are mainstreamed into their class. They have heard others use negative descriptions such as the afflicted, burden, crippled, blind, deaf, idiot, unfortunate and victims' to refer to them. As a result, psychological and school based attempts have been made to modify and or change these negative attitudes to facilitate the inclusion of persons with special needs into the global community. These attempts include persuasive communication, behaviour modification, experiential approach and cognitive theories which to a large extent have not reversed this negative trend.

There are still marked indicators, parameters and incidences of negative attitudes towards persons with special needs in our communities necessitating the present attempt to use role play and bibliotherapy for attitude change. Eliminating this persistent general negative attitude towards pupils with special needs and creating a learning environment that enhances the potential for positive social interaction of all learners in an inclusive classroom formed the basis for this study.

### **Purpose of the Study**

The purpose of this study is to examine the effectiveness of role play and bibliotherapy on attitude change of primary school pupils towards learners with special needs. The specific objectives are.

1. To determine the attitude of primary school pupils in Aba towards learners with special needs.
2. To determine the effectiveness of role play in changing attitudes of primary school pupils in Aba towards learners with special needs.
3. To determine the effectiveness of bibliotherapy in changing attitudes of primary school pupils in Aba towards learners with special needs.
4. To find out whether role play will be more effective than bibliotherapy in changing attitudes of primary school pupils in Aba Abia State towards learners with special needs.
5. To find out whether there will be gender differences in the attitudes of primary school pupils in Aba towards learners with special needs.
6. To find out whether location will make a difference in the attitudes of primary school pupils in Aba Abia State educational zone towards learners with special needs.

### **Research Question**

- 1) What is the attitude of primary school pupils in Aba Abia State towards learners with special needs?

### **Hypotheses**

The following hypotheses are postulated and will be tested at 0.05 significant level.

1. There will be no significant difference between the pre-test and post-test mean scores of experimental group 1 on the attitude towards the disabled rating scale of primary school pupils towards learners with special needs as a result of exposure to the role play treatment programme.
2. There will be no significant difference between the post-tests mean scores of control group 2 and experimental group 2 on attitude towards the disabled rating scale of primary school pupils towards learners with special needs after exposure to bibliotherapy treatment programme.
3. There will be no significant difference between the post-tests mean scores on attitude towards the disabled rating scale of primary school pupils towards learners with special needs after exposure to the role play and bibliotherapy treatment programmes.
4. There will be no significant difference between the pre-test and post-test mean scores on the attitude rating scale of male and female primary school pupils towards learners with special needs as a result of exposure to role play and bibliotherapy treatments.
5. There will be no significant difference between the pre-test and post-test mean scores on the attitude rating scale of urban and rural primary school pupils towards learners with special needs as a result of exposure to role play and bibliotherapy treatments.

### **Population and Sample**

The population for the study involved two hundred and fifty two primary six pupils in the selected primary school in Aba, Abia State made up of one urban (Constitution Crescent Primary School) and one rural (Ngwa Road Primary School). The choice of the two schools was based on information received from the Aba North and South Local Education Authorities as primary schools having the largest population of primary six pupils in the two local Government areas. They are also in strategic location of the two local Government areas with similar characteristics to those of the main study.

The proportionate stratified and the hat and draw random sampling techniques were used in the selection of samples. A total of 52 boys and 52 girls made up of 25 urban, and 27 rural boys and 28 urban and 24 rural girls were used for the survey aspect of the study. For the experimental aspect of the study, on the recommendation of the class teachers of the two primary schools selected, based on pupils ability to read, write and understand, Pupils punctuality and regularity to school, a pull of seventy pupils per school were selected. Using the Hat and draw method, a total of forty pupils were selected per school for the experiment.

Further using the hat and draw method 20 pupils who picked even numbers and 20 that picked odd numbers are grouped into the experimental and control groups respectively per school.

## **II. Instruments for Data Collection**

### **Attitude towards the Disabled Rating Scale (ATDRS)**

The Attitude Towards the Disabled Rating Scale (ATDRS) is used for both the survey and the pre-test and post test data collection instrument.

### **Nwachukwu's Role Play Exercise Programme (NRPEP) and Nwachukwu's Bibliotherapy Programme (NBP)**

Two researcher developed programmes namely Nwachukwu's Role Play Exercise Programme (NRPEP) and the Nwachukwu's Bibliotherapy Programme (NBP) are used as intervention programmes designed to engender attitude change of primary school pupils towards learners with special needs.

### **Procedure for Data Collection**

The researcher used a letter of introduction from the supervisor to seek permission and consent of the Aba North and South Local Education Authorities and the Head teachers of the two selected primary schools (See Appendix).

Consent granted the researcher used the first one week for selection of samples and the training of two research assistants who assisted him in the pilot study. With the aid of the research assistants, the research administered the ATDRS both at the pre test and post test intervention periods. The NRPEP and the NBP were also administered on the two experimental groups respectively by the researcher with the aid of the research Assistants.

### **Validity of Instrument**

After extensive review of relevant literature and opinions of scholars, the decision to use the instrument and programmes was arrived at. Furthermore, the researcher consulted some experts in the Department of Special Education and Rehabilitation Sciences, University of Jos. Others include Special Education Professor at the IBB University Lapai, English Language expert of IBB University Lapai, child Literature expert at the University of Uyo, Akwa Ibom State and a research expert from the National Institute of Educational Planning and Administration (NIEPA) Ondo- State for assistance in the construction of the instrument and programmes.

To ensure the face and content Validity of the instrument and programmes, they were given along with the research question, hypotheses and purpose to these experts for further scrutiny and inputs where necessary. The content validity of ATDRS, NRPEP, the NBP and RATP were judged to be adequate and age appropriate by the experts. Moreso, the items in the ATDRS and the questions in the NBP were judged to be comprehensive, suitable and relevant for the study.

### **Reliability of Instrument**

The ATDRS was subjected to a test- re test analysis. The test- re test analysis had three weeks interval and took place in Minna Niger State and was administered to 30 randomly selected primary six pupils, who were not part of the study group. The scores were treated to a Pearson's product moment correlation coefficient and value of 0.72 was obtained as the reliability index of the ATDRS.

### III. Result

#### Research Question;

What is the attitude of primary school pupils in Owerri Educational zone towards learners with special needs?

**Table 1: Summated mean and Standard Deviation Attitude Score of Pupils toward Learner with Special Needs as Measured by the ATDRS**

Group	F	Mid X	FX	FX2
110-119	3	114.5	343.5	117992.25
100-109	5	104.5	522.5	273006.25
90-99	7	94.5	661.5	437582.25
80-89	12	84.5	1014	1028196
70-79	26	74.5	1937	3751969
60-69	40	64.5	2580	27878400
50-59	11	54.5	599.5	359400.25
<b>Total</b>	<b>104</b>		<b>7658</b>	<b>33846546</b>
	<b>X = 73.63</b>		<b>SD = 10.198</b>	

N= 104

#### KEY

Book Mean (BKM) = 79

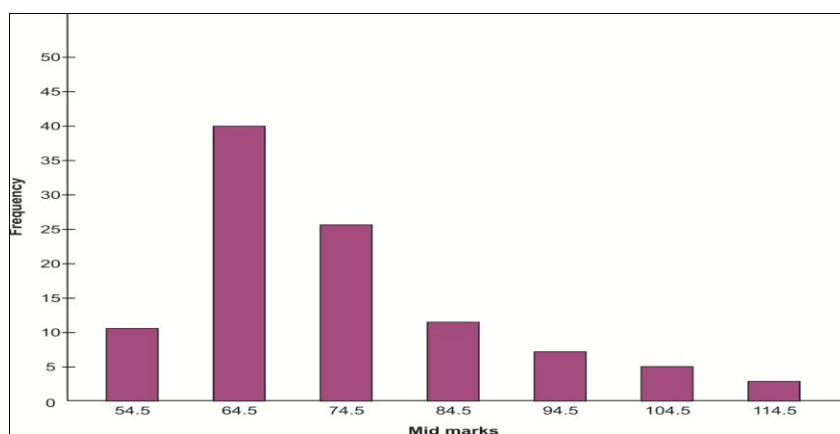
Actual Mean (AM) = 73.63

Negative = AM 2 marks below the BKM

Positive = AM 2marks above or equals to BKM

Table 1 shows the summated mean and standard division attitude scores of pupils towards learners with special needs as measured by the attitude Towards the Disable Rating Scale (ATDRS). The table shows the group frequencies as indication of pupils who scored specific marks in the ATDRS. Since the least mark earned by the pupils was 51 and the highest mark was 119, a group interval of 10 was used to group the pupils into 7 groups. The data indicated that the group summated frequency mark for group 60-69 and 70-79 had the highest frequency of 40 and 26 respectively. The table also shows that the summated group frequencies of groups 110-119 and 100-109 which are 3 and 5 respectively as the lowest. The table further indicates a mean of 73.63 and a standard deviation of 10.19.

The implication of the table is that there is a general negative attitude towards learners with special needs, reason being that the individual summated mean score is less than the book mean (BKM) of 79. The BKM is 2 marks greater than the calculated mean or actual mean (AM) of 73.63 with more of the respondents scoring below 79 marks in the ATDRS. Since the individual summated score of the pupils in the ATDRS is low, there is therefore an unfavourable or negative attitude of the pupils towards learners with special needs.



**Fig. 1: Summated Mean and Standard Deviation Attitude Score of Pupils Toward Learner with Special Needs as Measured by the ATDRS**

#### KEY

77 out of 104 = Negative Attitude

27 out of 104 = Positive Attitude

74.04% = Negative Attitude

25.96% = Positive Attitude

**Research Hypotheses**

**Hypothesis one (H01)** : There will be no significant difference between the pre-test and post test mean score of experimental group 1 on attitude Towards the Disabled Rating Scale of primary school pupils towards learners with special needs as a result of exposure to Role Play Treatment Programme (NRPEP)

**Table 2: Result of t- test Analysis of Mean Difference Between Pre Test and Post Test (NRPEP) Attitude Towards the Disabled Rating Scale (ATDRS)**

Stages of test	mean	SD	level of significance	DF	t- calculated	t-critical
Pre test	88.5					
		25.12	0.05	9	22.55	1.83
Post test	121.5					

NB; Number 10

Table 2 shows that the mean ATDRS score for the pupils at the pre-intervention stage was 88.5 while at the post intervention stage the mean is 121.5. The table also shows a calculated t- score of 22.55 and a critical table value of 1.83 at 0.05 level of significance with a degree of freedom of 9. Since the calculated t is greater than the t- table value, hypothesis one is rejected. This means that there is significant difference between the pre-test and the post test mean scores of experimental group I on ATDRS after exposure to NRPEP.

**Hypothesis Two (H02):** There will be no significant difference between the post test mean score of control group 2 and experimental group 2 on Attitude Towards the Disabled Rating Scale of primary school pupils towards learners with special needs after exposure to the Bibliotherapy treatment programme (NBP)

**Table 3: Result of t-test Analysis of Mean Difference Between Post Test Control Group 2 and Post Test (NBP) Experimental Group 2 Attitude Towards the Disabled Rating Scale (ATDRS)**

Stages of Test	Group	Mean	SD	DF	t-Calculated	t- critical
Post	Control	94.0				
			21.91	9	18.98	1.83
Post	Experimental	122.0				

NOTE: Number 10; Level of significance 0.05.

Table 3 shows the summated NBP mean score of the pupils at the post intervention stage for the control group 2 and the experimental group 2 to be 94.0 and 122.0 respectively. The table further shows a calculated t- score of 18.98 and a t- table value of 1.83 at 0.05 level of significance. The interpretation is that since the calculated t- value (18.980 is greater than the table value of t 1.83) hypothesis two is hereby rejected. This implies that the treatment had a significant effect on the pupils ATDRS scores. Hence there is a significant difference between the post intervention mean score of the control group 2 and the experimental group 2 after their exposure to the bibliotherapy treatment.

**Hypothesis three (H03):** There will be no significant difference between the post test mean scores on Attitude Towards Disable Rating Scale of primary school pupils towards learners with special needs after their exposure to Role Play (NRPEP) and Bibliotherapy treatment Programme (NBP).

**Table 4: Result of t- Test Analysis of Mean Difference Between Post NRPEP and Post NBP Attitude Towards the Disabled Rating Scale (ATDRS)**

Stages of Test	Group	Mean	SD	DF	t – calculated	t-critical
Post	Experimental 1	121.5	2.72			
				18	0.33	1.73
Post	Experimental 2	122.5	1.33			

NOTE: Number 10: Significance level 0.05

Table 4 shows the mean ATDRS score of the pupils in both experimental groups at the post intervention stage after exposure to the NRPEP and NBP treatments to be 121.5 and 122.0 respectively.

The table also shows a calculated t- score of 0.33 and a critical t- table value of 1.73. The interpretation is that since the calculated t value is less than the table value of t- at 0.05, H03 is accepted. It then mean that neither of the two programmes the NRPEP and NBP is more effective in attitude change of primary school pupils towards learners with special needs as measured by the ATDRS.

**Hypothesis Four (H04):** There will be no significant difference between the pre test and post test mean score on Attitude Rating Scale of male and female primary school pupils towards learners with special needs as a result of their exposure to role play(NRPEP) and bibliotherapy treatment (NBP).

**Table 5: Result of Chi Square Analysis of Mean Difference by Gender between Pre Test, Post Test NRPEP and Post Test NBP Attitude Towards the Disabled Rating Scale (ATDRS)**

Gender	Observed/Expected Frequencies			Calculated	Critical
	A	B	C		
Male	397(428.37) (Pre NRPEP)	600(586.64) (Post NRPEP)	606(589.05) (Post NBP)		
Female	488(457.69) (Pre NRPEP)	615(628.35) (Post NRPEP)	614(630.94) (Post NBP)	5.8	4.50

Note: DF= 2 @ 0.05 Significant level

Table 5 shows the calculated chi square analysis of mean difference of the male and female primary school pupils at the pre and post intervention stages after exposure to NRPEP and the NBP. The table shows an observed and expected frequencies of 397(428.37), 600 (586.64) and 606 (589.05) for the male and 488 (457.69), 615 (628.35) and 614 (630.94) for the female. The table further shows a calculated t score of 5.8 and a t- table value of 4.50 at 0.05 level of significance. The interpretation is that since the calculation chi square value is greater than the table value, H04 as stated is rejected. It then means that there is a significant difference between the pre test and post test mean scores on ATDRS of male and female primary school pupils towards learners with special needs as a result of exposure to NRPEP and NBP.

**Hypothesis five (H05):** There will be no significant difference between the pre-test and the post test means scores on the attitude rating scale of urban and rural primary school pupils towards learners with special needs as a result of exposure to role play (NRPEP) and bibliotherapy treatments (NBP).

**Table 6: Result of ANOVA Analysis of Mean Difference Between Urban and Rural Pre Test, Post NRPEP and the Post NBP Attitude Towards the Disabled Rating Scale (ATDRS)**

Source of Variation	DF	SS	MS	F-ratio	critical f @ 0.05
Between Groups	2	2549.9	274.95	36.08	3.35
Within Groups	27	954.1	35.33		
Total	29	3504			

Table 6 shows the Analysis of variance of the summated mean difference between urban and rural pre NRPEP, post NRPEP and the post NBP on ATDRS. The table indicates a between group degree of freedom of 2, (DF) sum of squares between (ssbt) of 2549.9 and a means squares between (msbt) of 274.95. While it also shows a within group degree of freedom (DF) of 27, a sum of squares within groups (sswt) of 954.1 and means squares within groups of (mswt) of 35.33. The table further shows an F- ratio of 36.08 and a table F- ratio of 3.35 at 0.05 level of significance. The interpretation is that, since the F calculated is greater than the table value, hypothesis five (H05) is rejected.

This means that there is a significant relative effect of treatment on urban and rural primary school pupils' attitudes towards learners with special needs.

#### **IV. Summary of Findings**

The summary of the findings of this research are hereby stated as follows

The study showed that the attitude of primary school pupils towards persons with special needs is unfavourable and or negative. This is proved by the summated mean and standard deviation scores of the pupils on the ATDRS which showed that more pupils scored between 60-69 and 70-79. The AM of 73.63 is more than 2 marks less than the BKM of 79. That is to say that, 74.04% of the respondents (pupils) scored low marks in the ATDRS while 25.96% scored high marks.

The study also showed that the Nwachukwu's Role Play Exercise Programme (NRPEP) is effective in changing attitude of primary school pupils toward learners with special needs. This is authenticated by the result of the t – test analysis of mean difference between the pre test and post test (NRPEP) ATDRS where the t-calculated was 22.55 while the t-critical was 1.83 which showed that the post treatment scores were significantly better than the pre treatment scores.

The study also revealed that Nwachukwu's Bibliotherapy Programme (NBP) is effective in attitude change of primary school pupils towards learners with special needs. This is authenticated by the result of the t – test analysis of mean difference between the post test control group 2 and post test (NBP) experimental group 2 ATDRS where the t-calculated was 18.98 while the t-critical was 1.83 which showed that the post treatment experimental group 2 scores were significantly better than the post treatment control group 2 scores.

The study revealed that the two treatment programmes NRPEP and NBP are effective in attitude change but that the NRPEP is slightly more effective than the NBP with means of 121.5 and 122.5 respectively. Though the t –test analysis for independent samples showed that the difference is not significant. It showed a higher t- table value of 1.73 over the calculated t- score of 0.33.

The study also revealed that the female showed more positive or favourable attitudes towards learners with special needs after treatment than the males. The data revealed a higher chi square value of 5.8 over the table value of 4.50 at 0.05 significance level.

The study further revealed that urban pupils showed a more positive or favourable attitude towards learners with special needs than the rural pupils after treatment. The data showed a higher F- ratio of 36.08 over the 3.35 critical table value.

#### **V. Conclusion**

This study investigated among others, the effectiveness of role play and bibliotherapy in attitude change of primary school pupils towards learners with special needs. It also looked at the relative effect of gender and location on attitude towards learners with special needs. The results of the study have revealed that a role play and bibliotherapy programme has the capacity to enhance attitude change of pupils towards learners with special needs. The conclusion from the results is that education policy makers, ministry of education and State universal basic education boards should recommend the use of inclusion book and encourage the practice of role play in schools to engender empathy and positive attitude in pupils towards learners with special needs for the success of inclusive education in Nigeria. This would in no small measure enhance the attitudes of pupils and enable them to understand, interact and accept persons with special needs as patterns in the overall national development and the success of the Universal Basic Education scheme.

#### **Recommendations**

The following recommendations were made in the light of the fore-going finding for enhancing attitude change of primary school pupils towards learners with special needs and the practice of inclusive education.

##### **Attitude Change and Success of Inclusion**

Teachers should be retrained, re-skilled and encouraged by the education policy makers to engage pupils in role play (such as sign language walking on blind fold) activities. Through conferences and workshops be retrained and re-skilled on attitudes and attitude change strategies for the success of inclusive education and the interpretation of persons with special needs into the large society and in the life of school and work.

State ministries of education as a matter of urgency needs to review books recommended for use in schools. Only inclusive books should be recommended for use in schools. Books that project heroic deeds and abilities of persons with special needs should be encouraged for use in schools.

Books and reading materials that project person with special needs as pathetic, evil, call them derogative names and reduce their social status such as Charles Dickens Christmas carol, George Gershwin's opera and Bess and George Orwells Treasure Island should not be included in the school curriculum.



## References

- [1]. Abang, T.B. (1985). Handicapped children: What future? *The Special Educator* 1 (1), 37-42.
- [2]. Abang, T.B. (1992). Handbook of special education for educators in developing countries. Jos: An dex Press.
- [3]. Afolayan, J. A. (1992). Documentary perspective of bibliotherapy in education. *Reading Horizons*, 33, 137 - 148.
- [4]. Center for Studies on Inclusive Education (CSIE) (2002) Charter for inclusion. Internet Author.
- [5]. Sept.
- [6]. Chukwu, A.C. (1991). Attitude of secondary school teachers towards the Visually handicapped students in Anambra State. Unpublished Bachelor of Education Project University of Jos.
- [7]. Cleveland, A.S. (2011). Bibliotherapy for all: using children's literature about loss and grieving to increase awareness, develop coping skills and build community among elementary school students. Unpublished Master of Arts thesis: Webster University.
- [8]. Coleridge, P.R. (2002). Disability in developing countries. London: Karnak House.
- [9]. Dada, O.C. (2007). Attitude of classroom teachers towards inclusion of persons with special needs in regular classrooms in Ibadan metropolis. In E.D. Ozoji, & J.M. Okuoyibo, (Eds): The practice and future of special needs education in Nigeria. (A book of reading in honour of Prof. (Rev. Sr) T.B. Abang). Jos: University of Jos.Dept. of SERS.
- [10]. Fakolade, O.A., Adeniyi, S.O. & Adeyemi, C.K. (2008). Attitude of teachers towards the inclusion of special needs children in general education classroom: The case of teachers in some selected schools in Nigeria. *The Journal of Advocacy and Rehabilitation in Special Education (JARSE)*, 6 (1), 28-35.
- [11]. Fakolade, O.A. & Adeniyi, S.O. (2009). Attitude of teachers towards the inclusion of children with special needs in the general education classroom: The case of teachers in selected schools in Nigeria. *The Journal of the International Association of Special Education*, 10, 61-64.
- [12]. Getachew, A. T. (2011). Attitude of Ethiopian college students towards people with visible disabilities. Unpublished doctoral thesis: university of Iowa.
- [13]. Johnson, D. W. & Matross, R.P. (1975). Attitude modification methods. In H.K. Kanfer, & A.D. Goldstein, (Eds). *Helping people change. A textbook of methods*. NY: Pregamon Press Inc.
- [14]. Johnson, C.M. (2009). Preparing handicapped students for work: Alternative secondary programming. Restori, V.A.: Council for Exceptional Children.
- [15]. Kisanji, J. (1999). Attitude and belief about disability in Africa, New York; Sirtion and Schuster
- [16]. Kisanji, J.H (2000). Attitudes and beliefs about disability in Tanzania. Unpublished Master in Education Degree. University of Manchester England. <http://www.aifo.it/english/resources/online/book/cbr/innovations/skisanji.pdf>.
- [17]. Kolawole, S. (2008). A survey of parents' attitude towards their handicapped children in Jos City; Implication for counseling. In O. Akinola, (Ed.) *Child care and special needs education in Nigeria*. Jos: Centre for Learning Disabilities and Audiology.
- [18]. Kolo, I.A. (2004). Elements of special and remedial education. Jos: Deka Publications.
- [19]. Morris-Vann, A.M. (1983). The efficacy of bibliotherapy on the mental health of elementary students who have experienced a loss precipitated by parental unemployment, divorce, mental separation, or divorce. *Dissertation Abstracts, International*, 47, 676A: University of Microfilms.
- [20]. Nwachukwu, K.E. (2009). Media stereotype and portrayal of people with disabilities and the implementation of special needs education in Nigeria. *Journal of Childhood and Primary Education*, 6 (1), 145-152.
- [21]. Nwachukwu, K.E. (2010). An overview of the innovative role of inclusion bibliotherapy as a strategy for fostering able bodied children's acceptance of peers with special needs. *Journal of Childhood and Primary Education*, 7 (2), 49-58.
- [22]. Nawzuoke, I.A. (1996). Creativity. In I.A.Nwazuoke, (Ed). *Understanding special education*. Ibadan; Creative Books.
- [23]. Obinaju, Q. I. (1996). Society's attitude towards the mentally retarded/learning disabled child: Need for attitude change. In I. A. Nwazuoke, & I. A. Kolo, (Eds.). *Exceptional persons in the community*. Ibadan: National Council for Exceptional Children, 34-40.
- [24]. Ozoji, E.D. (2010). Course materials on elements of special needs education (Revised Ed.) Jos: Deka Publishers.
- [25]. Ozoji, E.D. & Mugu, Y. (1999). Selected issues in special education. Jos: Deka Publication.
- [26]. Ozoji, E.D. (2002). Attitude and attitude change towards children with special needs in the 21<sup>st</sup> Century. *The Exceptional Child*, 6 (4), 92-103.
- [27]. Ozoji, E.D. (2003). The imperatives of special education attitudes. *The Jos Journal of Education*. 6 (2), 16-26.
- [28]. Ozoji, E.D. (2008). Elements of special needs education. Jos: Deka Publication.
- [29]. Ozoji, E.D. (2009). Inclusive education. A practitioner's concerns. *Journal of Childhood and Primary Education*, 6 (1), 18-26.
- [30]. Ozoji, B. E. (2010). Effects of concept mapping strategy and gender on students' cognitive development and performance in integrated science. Unpublished Doctoral Thesis. University of Jos.
- [31]. Document Reproduction Service no. ED436008.