



## Implementation of Inclusive Education Policies for Achieving Sustainable Development Goal 4 in Primary Schools in Imo State, Nigeria

Ogoke Philomina <sup>1\*</sup>, Osaat Dinah Sunday <sup>2</sup>

<sup>1-2</sup>Department of Educational Management, Faculty of Education, University of Port Harcourt, Nigeria

\* Corresponding Author: **Ogoke Philomina**

---

### Article Info

**ISSN (Online):** 2582-7138

**Impact Factor (RSIF):** 7.98

**Volume:** 06

**Issue:** 06

**November - December 2025**

**Received:** 25-09-2025

**Accepted:** 27-10-2025

**Published:** 23-11-2025

**Page No:** 954-959

### Abstract

The study examined the implementation of inclusive education policies for achieving Sustainable Development Goal 4 in primary schools in Imo State, Nigeria. Three objectives, with corresponding research questions and hypotheses, guided the study. The research design was a descriptive survey involving a population of 9,041 teachers in 1,278 public primary schools in Imo State. A sample of 450 teachers was selected using stratified random sampling. A structured questionnaire titled: Implementation of Inclusive Education Policies for the Attainment of Sustainable Development Goal 4 Questionnaire (IIEPASDGQ), was developed by the researcher based on a modified 4-point Likert scale, with a reliability index of 0.87 determined by Cronbach's Alpha. Means and standard deviations were used to answer the research questions, while z-test was used to test the hypotheses at a 0.05 significant level. The findings showed that there is inadequate provision of educational facilities for implementing inclusive education policies aimed at achieving SDG 4 in Imo State. Conversely, teachers demonstrated the use of effective instructional methods and supervision activities in supporting inclusive education for SDG 4. The study concluded that the implementation of inclusive education policies in Imo State primary schools is hindered primarily by insufficient educational facilities. However, teachers display adequate instructional strategies that support inclusive practices. This indicates that although instructional capacity is promising, urgent infrastructural improvements are necessary to fully enhance the implementation of inclusive education policy for achieving SDG 4. It was therefore recommended among others that the government, through the Universal Basic Education Commission, should promote public awareness about the concept of inclusive education and its benefits and adequately provide educational facilities to enable the head teachers to effectively implement inclusive education.

**Keywords:** Implementation, Inclusive Education Policies, Sustainable Development Goal 4

---

### Introduction

Education remains one of the most potent tools for national development and social inclusion. It plays a central role in fostering equality, reducing poverty, and promoting sustainable development. As such, inclusive education has emerged as a key strategy in ensuring that no child is left behind in the educational process. The global push for inclusive education is further intensified by the adoption of the United Nations 2030 Agenda for Sustainable Development, specifically Sustainable Development Goal 4 (SDG 4), which seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (United Nations, 2015) <sup>[15]</sup>. In the Nigerian context, the implementation of inclusive education policy at the primary school level is critical, as this stage lays the foundation for lifelong learning and personal development. However, despite numerous policy frameworks, there remains a significant gap between policy formulation and actual implementation, particularly about the adequacy of educational facilities, teacher instructional practices, and supervision mechanisms.

Nigeria's National Policy on Education (FRN, 2014) <sup>[5]</sup> and the National Policy on Inclusive Education (2017) <sup>[4]</sup> underscore the importance of accommodating the diverse learning needs of all children, including those with disabilities and special learning needs. Yet, challenges persist in translating these policies into meaningful classroom practices in many public primary schools. One of the core challenges is the inadequacy of educational facilities. According to Ajuwon and Brown (2020) <sup>[11]</sup>, many public primary schools in Nigeria lack essential resources such as accessible classrooms, assistive learning devices, adapted toilets, and appropriate seating arrangements that support learners with disabilities. Without such infrastructural support, the inclusion of all learners remains merely rhetorical. The availability and functionality of educational facilities play a crucial role in either facilitating or hindering the implementation of inclusive education. Inadequate facilities can marginalize learners with special needs, reinforce inequality, and obstruct the attainment of SDG 4 targets.

Another vital component influencing policy implementation is the instructional styles of teachers. The extent to which inclusive education is realized largely depends on how teachers adapt their instructional approaches to cater for the varied learning abilities in a diverse classroom. Inclusive instructional practices such as differentiated instruction, cooperative learning, and the use of multi-sensory teaching strategies are essential for ensuring that all learners benefit from classroom interactions (Olaleye & Omotayo, 2022) <sup>[11]</sup>. However, many Nigerian primary school teachers are either insufficiently trained or lack the professional development opportunities necessary to adopt inclusive pedagogies. Research by Eze, Okafor, and Anyaeze (2021) <sup>[3]</sup> found that a significant number of primary school teachers possess limited awareness and skills related to inclusive teaching methodologies, which directly undermines the effective implementation of inclusive education policies.

Equally important is the role of supervision in ensuring the fidelity of policy implementation. Educational supervision provides the necessary oversight to ensure that policies are not only understood but also practiced consistently and effectively. In fact, as Osaat (2015) <sup>[12]</sup> rightly posits, organizational success depends on the supervision of workers. Supervisors are expected to monitor the extent to which inclusive practices are adopted, provide feedback to teachers, and ensure compliance with policy standards. However, studies indicate that supervision in Nigerian primary schools is often irregular, under-resourced, and lacking in focus on inclusion (Ibrahim & Yaro, 2023) <sup>[8]</sup>. Effective supervision, when properly carried out, can bridge the gap between policy intentions and classroom realities, helping to identify implementation gaps and recommend timely interventions.

Furthermore, the synergy among these three variables, adequate provision of educational facilities, inclusive instructional styles of teachers, and effective supervision, forms the bedrock for realizing inclusive education and, by extension, achieving SDG 4. A systemic failure in any of these areas could compromise the inclusivity of the education system, thereby denying children with special educational needs and equal access to quality education. This underscores the importance of examining how these factors influence policy implementation within the context of Nigerian primary education. Although, Nigeria has demonstrated commitment

through various policies and international declarations on inclusive education, the effectiveness of these efforts depends largely on the implementation mechanisms in place. Understanding how educational facilities, teaching practices, and supervision contribute to or hinder the actualization of inclusive education is essential for driving sustainable educational reforms. Hence, this study seeks to investigate policy implementation in the area of inclusive education in Imo State primary schools, with particular emphasis on the adequacy of educational facilities, instructional styles of teachers, and the role of supervision, in order to assess their contributions toward the attainment of SDG 4.

### Statement of the Problem

The global education agenda, as captured in Sustainable Development Goal 4 (SDG 4), advocates for inclusive and equitable quality education and the promotion of lifelong learning opportunities for all by 2030. In alignment with this objective, Nigeria has made considerable efforts to develop and adopt policies promoting inclusive education, particularly at the foundational level. Inclusive education seeks to eliminate exclusion and ensures that all children, including those with disabilities and other special educational needs, have access to appropriate learning opportunities within mainstream school settings. However, despite the existence of policies advocating inclusive education in Nigeria, the practical implementation of these policies in primary schools, particularly in Imo State, remains questionable.

For inclusive education to be adequately implemented, demands the provision of adequate educational facilities necessary for inclusive learning such as assistive technologies, accessible classrooms, resource rooms, or other infrastructural provisions required to support learners with diverse needs. Additionally, inclusive instructional styles by teachers to address the varying learning needs of all pupils and supervision and monitoring mechanisms are important variables demanded for policy implementation of inclusive education. In fact, the synergy among these three variables, adequate provision of educational facilities, inclusive instructional styles of teachers, and effective supervision, forms the bedrock for realizing inclusive education and, by extension, achieving SDG 4.

The questions therefore are; is there adequate provision of educational facilities; do teachers adopt differentiated instructional styles for inclusive learning; and is there supervision and monitoring mechanisms intended to ensure the implementation of inclusive education particularly in Imo state? Based on this backdrop this study seeks to investigate the extent of policy implementation in the area of inclusive education in Imo State primary schools, with particular emphasis on the provision of adequate educational facilities, instructional styles of teachers, and the role of supervision, in order to assess their contributions toward the attainment of SDG 4. Primary schools may remain an elusive target, further widening the educational gap for vulnerable and marginalized children if proper implementation of inclusive education policy is not guaranteed.

### Aim and Objectives of the Study

The aim of this study was to examine the extent of implementation of inclusive education policies for achieving sustainable development goal 4 in primary schools in Imo State, Nigeria

Specifically, the objectives sought to:

1. Ascertain the extent of provision of adequate educational facilities for implementation of inclusive education policy for the attainment of sustainable development goal 4 in Imo State.
2. Determine the adequacy of the instructional styles of teachers for the implementation of inclusive education policy for the attainment of sustainable development goal 4 in Imo State.
3. Assess the extent of supervision of schools for the implementation of inclusive education policy for the attainment of sustainable development goal 4 in Imo State.

**Research Questions**

The following research questions guided the study

1. What is the extent of provision of adequate educational facilities for implementation of inclusive education policy for the attainment of sustainable development goal 4 in Imo State?
2. What is the adequacy of instruction styles of teachers for the implementation of inclusive education policy for the attainment of sustainable development goal 4 in Imo State?
3. What is the extent of supervision of schools for the implementation of inclusive education policy for the attainment of sustainable development goal 4 in Imo State?

**Hypotheses**

The following hypotheses were tested at a 0.05 level of significance.

1. There is no significant difference between the mean ratings of male and female teachers on the provision of adequate educational facilities for implementation of inclusive education policy for the attainment of sustainable development goal 4 in Imo State.
2. There is no significant difference between the mean ratings of male and female teachers on the adequacy of the instructional styles of teachers for the implementation of inclusive education policy for the attainment of sustainable development goal 4 in Imo State.

State.

3. There is no significant difference between the mean ratings of male and female teachers on the extent of supervision of schools for the implementation of inclusive education policy for the attainment of sustainable development goal 4 in Imo State.

**Methodology**

The study used a descriptive survey design because it involved collecting information from respondents through a structured questionnaire. The population included all nine thousand and forty-one (9041) teachers spread across 1,278 public primary schools in Imo State. A sample of 450 teachers was selected using a stratified random sampling technique. Data were gathered with a self-developed instrument titled “Implementation of Inclusive Education Policies for the Attainment of Sustainable Development Goal 4 Questionnaire (IIEPASDQG)”, structured based on the four points modified likert type scale of Strongly agreed and Very high extent (4points), Agreed and High extent( 3points), Disagreed and Low extent (2 points) and Strongly Disagreed and Very low extent (1 point) The face and content validity of the instrument were confirmed by two experts. Its reliability was tested with Cronbach’s Alpha, resulting in a coefficient of 0.87, which indicates the instrument is reliable. The researcher distributed 450 questionnaires to the respondents, of which 441 were returned and deemed suitable for analysis, representing an approximately 98% response rate. Research questions were addressed using mean and standard deviation, while null hypotheses were tested with z-test statistics at a 0.05 level of significance. A criterion mean of 2.50 was used for decision-making. Items with a mean below 2.50 were considered to indicate disagreement, whereas items with a mean of 2.50 or above were considered to indicate agreement.

**Results and Analysis**

**Research Question 1:** What is the extent of provision of adequate educational facilities for implementation of inclusive education policy for the attainment of sustainable development goal 4 in Imo State?

**Table 1:** Mean ( $\bar{x}$ ) and Standard Deviation of Respondents (Teachers) on the Provision of Adequate Educational Facilities for Implementation of Inclusive Education Policies for the Attainment of Sustainable Development Goal 4 in Imo State

SN	Items	Male N = 129		Female N = 312		Mean Set $\frac{x_1x_2}{2}$	Decision
		$\bar{X}_1$	SD <sub>1</sub>	$\bar{X}_2$	SD <sub>2</sub>		
1.	There are adequate classroom facilities to cater for diverse pupils in the school.	1.58	0.73	1.34	0.49	1.46	VLE
2.	ICT tools are available for pupils in the school	1.10	0.30	1.11	0.35	1.10	VLE
3.	There is provision of steady power supply in the school	1.04	0.28	1.31	0.31	1.18	VLE
4.	Audio-visual aids that enhance effective teaching and learning for diverse pupils are provided in the school	1.00	0.00	1.42	0.45	1.21	VLE
5.	Professionals in various specialties support in handling pupils’ challenges in the school	1.37	0.66	1.04	0.42	1.21	VLE
Average Mean/Standard Deviation		1.22	0.39	1.24	0.40	1.23	VLE

Scale: 1.00– 1.79 = Very Low Extent (VLE), 1.80 – 2.49 = Low Extent (LE), 2.50 – 3.19 = High Extent (HE), 3.20 – 4.00 = Very high extent (VHE)

Source: Researcher’s Field Result, 2025.

Data in Table 1 shows that all the items (1-5) had a mean score below the criterion mean of 2.50 and were disagreed by the respondents, implying that there are no adequate educational facilities provision for implementation of inclusive education policies for the attainment of sustainable development goal 4 in Imo State.

In summary, with average aggregate mean of 1.23, below the criterion mean of 2.50, both male and female teachers disagree that, there are no adequate educational facilities provision for implementation of inclusive education policies for the attainment of sustainable development goal 4 in Imo State, such as: classroom facilities, ICT tools, power supply,

and audio-visual aids. From the average mean of 1.23 showed that these facilities are provided to a very low extent.

styles of teachers for the implementation of inclusive education policy for the attainment of sustainable development goal 4 in Imo State?

**Research Question 2:** What is the adequacy of instructional

**Table 2:** Mean ( $\bar{x}$ ) and Standard Deviation of Respondents (Teachers) on the Adequacy of Instruction Styles of Teachers for the Implementation of Inclusive Education Policies for the Attainment of Sustainable Development Goal 4 in Imo State

SN	Items	Male N = 129		Female N = 312		Mean Set $\bar{x}_1\bar{x}_2$ 2	Decision
		$\bar{X}_1$	SD <sub>1</sub>	$\bar{X}_2$	SD <sub>2</sub>		
6.	I create a safe classroom environment that allows special needs pupils to learn alongside their peers in the school	3.14	1.02	3.29	0.73	3.22	Agreed
7.	I modify the curricula to meet the needs of the pupils	3.52	0.73	3.30	0.81	3.41	Agreed
8.	I utilize the Pupil’s Individualized Education Plan (IEP)	3.50	0.64	3.43	0.59	3.47	Agreed
9.	I consider a developmentally appropriate method for managing the behaviour of pupils	3.68	0.46	3.29	0.80	3.49	Agreed
10.	I engage the pupils in the use of problem-solving learning to promote critical thinking	3.70	0.50	3.25	0.84	3.48	Agreed
Average Mean/Standard Deviation		3.51	0.66	3.31	0.75	3.41	Agreed

Source: Researcher’s Field Result, 2025.

Data in Table 2 shows that all the items (6-10) had a mean score above the criterion mean of 2.50 and were agreed upon by the respondents, implying that there is adequate instruction styles of teachers for the implementation of inclusive education policies for the attainment of sustainable development goal 4 in Imo State.

In summary, with an average aggregate mean of 3.41, above the criterion mean of 2.50, both male and female teachers

agreed that they adopt adequate instructional styles for the implementation of the inclusive education policies for the attainment of sustainable development goal 4 in Imo State.

**Research Question 3:** What is the extent of supervision of schools for the implementation of inclusive education policy for the attainment of sustainable development goal 4 in Imo State?

**Table 3:** Mean ( $\bar{x}$ ) and Standard Deviation of Respondents (Teachers) on the Extent of Supervision for the Implementation of Inclusive Education Policies for the Attainment of Sustainable Development Goal 4 in Imo State

SN	Items	Male N = 129		Female N = 312		Mean Set $\bar{x}_1\bar{x}_2$ 2	Decision
		$\bar{X}_1$	SD <sub>1</sub>	$\bar{X}_2$	SD <sub>2</sub>		
11.	There is regular supervision of teachers in order to meet the needs of learners regardless of their abilities	3.41	0.46	2.77	0.34	3.09	High Extent
12.	There is regular supervision of infrastructural facilities in order to meet the needs of learners with physical disabilities	2.56	0.21	2.37	0.32	2.47	Low Extent
13.	There is regular supervision of educational facilities in order to meet the needs of learners regardless of their abilities	2.85	0.12	2.90	0.33	2.88	High Extent
14.	There is regular supervision of instructional styles of teachers in order to meet the needs of learners regardless of their abilities	3.10	0.40	2.58	0.35	2.84	High Extent
15.	There is adequate supervision of the use of teaching aids for inclusive education	3.14	0.54	3.09	0.61	3.12	High Extent
Average Mean/Standard Deviation		3.01	0.35	2.74	0.39	2.88	High Extent

Scale: 1.00– 1.79 = Very Low Extent (VLE), 1.80 – 2.49 = Low Extent (LE), 2.50 – 3.19 = High Extent (HE), 3.20 – 4.00 = Very high extent (VHE)

Source: Researcher’s Field Result, 2024.

Data in Table 3 shows that item 12 had a mean score between the range of 1.80 and 2.49, showing a low extent of supervision for the implementation of inclusive education policies for the attainment of sustainable development goal 4 in Imo State.

On the other hand, item 11, 13, 14 and 15 had a mean score between the range of 2.50 and 3.19 showing a high extent of supervision for the implementation of inclusive education policy for the attainment of sustainable development goal 4 in Imo State.

In summary, with an average mean of 2.88 (which falls within the range of 2.50 to 3.19), both male and female teachers agree that supervision for the implementation of inclusive education policies for the attainment of sustainable development goal 4 in Imo State is to a high extent.

**Test of Hypotheses**

**H<sub>01</sub>:** There is no significant difference in the mean ratings of male and female teachers on the adequacy of educational facilities provision for implementation of inclusive education policies for the attainment of sustainable development goal 4 in Imo State.

**Table 4:** z-test Analysis on the Difference between the Mean Rating of Male and Female Teachers on the Provision of Adequate Educational Facilities for Implementation of Inclusive Education Policies for the Attainment of Sustainable Development Goal 4 in Imo State

Category	N	$\bar{X}$	SD	df	z-cal	z-crit.	Remarks
Male	129	1.22	0.39	439	-0.56	±1.96	No significant H <sub>01</sub> Accepted (z-cal. < z-crit.)
Female	312	1.24	0.40				

Table 4 reveals that male teachers have mean and standard deviation scores of 1.22 and 0.39, while female teachers have mean and standard deviation scores of 1.24 and 0.40, respectively. With a level of flexibility (degree of freedom) of 439 at an alpha level of 0.05, the z-calculated value of -0.56 is less than the z-critical of -1.96. Along these lines, the null hypothesis is accepted, which implies that there is no significant difference in the mean ratings of male and female teachers on the adequacy of educational facilities provision for implementation of inclusive education policies for the attainment of sustainable development goal 4 in Imo State.

**Ho<sub>2</sub>:** There is no significant difference in the mean ratings of male and female teachers on the adequacy of the instruction styles of teachers for the implementation of inclusive education policies for the attainment of sustainable development goal 4 in Imo State.

**Table 5:** z-test Analysis on the Difference between the Mean Rating of Male and Female Teachers on the Adequacy of Instruction Styles of Teachers for the Implementation of Inclusive Education Policies for the Attainment of Sustainable Development Goal 4 in Imo State

Category	n	$\bar{X}$	SD	df	z-cal	z-crit.	Remarks
Male	129	3.51	0.66	439	2.49	±1.96	Significant Ho <sub>2</sub> Rejected (z-cal. > z-crit.)
Female	312	3.31	0.75				

Table 5 shows that male teachers have mean and standard deviation scores of 3.51 and 0.66, while female teachers have mean and standard deviation scores of 3.31 and 0.75, respectively. With a level of flexibility (degree of freedom) of 439 at an alpha level of 0.05, the z-calculated of 2.49 is higher than the z-critical of 1.96. Along these lines, the null hypothesis is rejected, which implies that there is a significant difference in the mean ratings of male and female teachers on the adequacy of instructional styles of teachers for the implementation of inclusive education policies for the attainment of sustainable development goal 4 in Imo State.

**Ho<sub>3</sub>:** There is no significant difference in the mean ratings of male and female teachers on the extent of supervision for the implementation of inclusive education policies for the attainment of sustainable development goal 4 in Imo State.

**Table 6:** z-test Analysis on the Difference between the Mean Rating of Male and Female Teachers on the Extent of Supervision of schools for the Implementation of Inclusive Education Policies for the Attainment of Sustainable Development Goal 4 in Imo State

Category	N	$\bar{X}$	SD	Df	z-cal	z-crit.	Remarks
Male	129	3.01	0.35	439	2.64	±1.96	Significant Ho <sub>3</sub> Rejected (z-cal. > z-crit.)
Female	312	2.74	0.39				

Table 6 reveals that male teachers have mean and standard deviation scores of 3.01 and 0.35, while female teachers have mean and standard deviation scores of 2.74 and 0.39, respectively. With a level of flexibility (degree of freedom) of 439 at an alpha level of 0.05, the z-calculated value of 2.64 is higher than the z-critical of 1.96. Along these lines, the null hypothesis is accepted, which implies that there is a significant difference in the mean ratings of male and female teachers on the extent of supervision for the implementation

of inclusive education policy for the attainment of sustainable development goal 4 in Imo State.

### Discussion of Findings

The first finding of the study revealed that there are no adequate educational facilities provision for implementation of inclusive education policies for the attainment of sustainable development goal 4 in Imo State, such as: classroom facilities, ICT tools, power supply, and audio-visual aids. Also, a corresponding finding from hypothesis tested establishes no significant difference in the mean ratings of male and female teachers on the adequacy of educational facilities provision for implementation of inclusive education policies for the attainment of sustainable development goal 4 in Imo State. These findings align with Yelkin *et al.* (2009) <sup>[16]</sup>, Fuandai (2010) <sup>[6]</sup>, UNESCO (2018) <sup>[14]</sup>, Ugwuegbulem (2018) <sup>[13]</sup>, and Ibeh and Nwosu (2021) <sup>[7]</sup> whose scholarly works and findings revealed that Nigerian schools face significant challenges in providing adequate educational facilities for inclusive education, which is essential for achieving Sustainable Development Goal 4 (SDG4). In their study, World Bank (2019) reported that, despite efforts to promote inclusive education, Nigeria's educational system still struggles with inadequate infrastructural facilities. These findings imply that a lack of adequate educational facilities limits access to inclusive education for the attainment of SDG4.

The second finding of the study showed that there are adequate instructional styles by teachers for the implementation of inclusive education policies for the attainment of sustainable development goal 4 in Imo State. Also, a corresponding finding from hypothesis tested establishes a significant difference in the mean ratings of male and female teachers on the adequacy of instructional styles of teachers for the implementation of inclusive education policies for the attainment of sustainable development goal 4 in Imo State. These findings corroborate with Wiles and Bondi (2014), Ajake *et al.* (2014) <sup>[2]</sup>, Kolawole (2016) <sup>[9]</sup>, and Offorma and Chukwuma-Nosike (n.d) <sup>[10]</sup> whose empirical and scholarly contributions to knowledge attest to the fact that teachers in most schools in Nigeria are exploring various approaches and pedagogies to enhance effective learning for all students, including those with disabilities for the attainment of Sustainable Development Goal 4. A possible explanation for the trend in the findings may be in the fact that the respondent themselves were teachers who are actually involved in exploring opportunities like workshops, seminars, training programmes and the internet through U-tube videos and their likes to better their instructional styles. These findings imply that effective and adequate instructional styles of teachers for the implementation of inclusive education policy will lead to the attainment of sustainable development goal 4.

Lastly, the third finding of the study revealed that supervision for the implementation of inclusive education policies for the attainment of sustainable development goal 4 in Imo State is to high extent. Also, a corresponding finding from the hypothesis tested establishes a significant difference in the mean ratings of male and female teachers on the extent of supervision for the implementation of inclusive education policies for the attainment of sustainable development goal 4 in Imo State. These findings are in line with (Ibrahim & Yaro, 2023) <sup>[8]</sup>, Ogunu (2020), and Ehren *et al.* (2018), who in their empirical studies found that supervision to a very high extent

enables the overseeing of the activities of teachers in the school system to ensure that inclusive education policy is properly implemented for the attainment of sustainable development goal 4. Affirming to this, Falender and Shafranske in Onyeike (2016) found that supervision is a distinct professional activity that has been found to boost the implementation of inclusive education to a high extent. This implies that if internal and external supervision are properly and regularly carried out in primary schools, it will enhance the implementation of inclusive education, thereby promoting the attainment of SDG4.

### Conclusion

Based on the findings, the implementation of inclusive education policies in primary schools in Imo State is to a low extent as it is hindered by the inadequate provision of educational facilities. However, teachers demonstrate the use of adequate and effective instructional styles that support inclusive practices. This suggests that while instructional capacity is promising, infrastructural gaps must be urgently addressed to fully achieve Sustainable Development Goal 4.

### Recommendations

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

1. The Government, through the Universal Basic Education Commission, should sensitize the people on a proper understanding of the concept of inclusive education, and its benefits should be made known to people by the government.
2. The Government, through School Construction Contractors, should consider an architectural barrier-free school structure to ease movement for children with special needs in schools in Imo State
3. Imo State Government, through the Ministry of Education, should double efforts in ensuring that true inclusion is practiced in the primary education system by ensuring that there is adequate human, material, and financial resources that will enable the head teachers to effectively implement inclusive education.

### References

1. Ajuwon PM, Brown I. Inclusive education and sustainable development: Challenges and prospects in Nigerian schools. *J Spec Educ Rehabil.* 2020;21(1):45-59.
2. Ajake UE, Oba AN, Ekpo TE. Enriching higher education curriculum to meet the challenges of 21st century in Nigeria. *J Educ Soc Res.* 2014;4(3):21-30.
3. Eze RU, Okafor PN, Anyaeze AU. Teachers' preparedness for inclusive education in Nigerian primary schools. *Int J Educ Res Dev.* 2021;6(2):78-88.
4. Federal Ministry of Education. National policy on inclusive education in Nigeria. Abuja: FME; 2017.
5. Federal Republic of Nigeria. National policy on education. 6th ed. Lagos: NERDC Press; 2014.
6. Fuandai CM. Catering for children with special needs in the regular classroom: challenges and the way forward. *Edo J Couns.* 2010;3(1):2-10.
7. Ibeh AI, Nwosu AJ. Implementation of universal basic education curriculum for sustainable development in junior secondary schools. *Unizik J Educ Res Policy Stud.* 2021;2. Available from: <https://unijerps.org>
8. Ibrahim MA, Yaro M. Educational supervision and

9. inclusive policy implementation in Nigeria: A case study of primary education. *J Educ Manag Policy Stud.* 2023;15(1):62-75.
9. Kolawole COO. Teacher preparation: Curriculum and values. *Niger J Curric Stud.* 2016;23(3):24-32.
10. Offorma GC, Chukwuma-Nosike C. Sustainable development goals: Enriching teacher education curriculum for quality education and lifelong learning. *J Niger Acad Educ.* n.d.;13(1).
11. Olaleye FO, Omotayo O. Instructional strategies and inclusive classroom practices: An appraisal of Nigerian primary education. *Afr J Educ Stud.* 2022;10(3):112-129.
12. Osaat DS. Strategies for improving supervision of teachers in secondary schools in Rivers state. In: Osaat SD, editor. *Nigerian centenary (1914-2014): Issues & challenges in education.* Port Harcourt: University of Port Harcourt Press; 2015. p. 87-96.
13. Ugwuegbulem LN. Exploring parental involvement in public secondary schools: The role of socioeconomic status. South Orange (NJ): Seton Hall University; 2018.
14. UNESCO. Policy guidelines on inclusion in education. Paris: UNESCO; 2018.
15. United Nations. Transforming our world: the 2030 agenda for sustainable development. New York: United Nations; 2015.
16. Yelkin DC, Ülkü T, Esra M. Classroom teachers' styles of using and developing materials for inclusive education. *Procedia Soc Behav Sci.* 2009;1(1):2758-62.

### How to Cite This Article

Ogoke P, Osaat DS. Implementation of inclusive education policies for achieving Sustainable Development Goal 4 in primary schools in Imo State, Nigeria. *Int J Multidiscip Res Growth Eval.* 2025;6(6):954-959.

### Creative Commons (CC) License

This is an open access journal, and articles are distributed under the terms of the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0) License, which allows others to remix, tweak, and build upon the work non-commercially, as long as appropriate credit is given and the new creations are licensed under the identical terms.