**Teacher resources available to facilitate inclusive educational practices in pre-schools within Obio-Akpor in Nigeria**

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**Abstract**

*This study examined teacher resources available to facilitate inclusive educational practices in pre-schools within Obio-Akpor in Nigeria. Descriptive survey research design was adopted for the study. Using the simple random sampling technique, 90 respondents consisting of 45 teachers and 45 headteachers were involved in the study. Two sets of questionnaire (for teachers and headteachers) were used to gather the requisite data for the study. The data were analysed through descriptive statistics. The study among other things found out that, teachers shared positive views on the material resources available. However, the teachers indicated that they were not adequately prepared to handle the disabilities of children with disabilities; and were unable to adapt the curriculum materials to address the needs of pupils with and without disabilities. Also, it was realized that, lots of the material resources to support teachers in inclusive education were not available. Also, the schools did not have resource teachers to support teachers to manage children with disabilities. The study recommended that experts in special education should visit schools especially where more cases of disabilities are profound to educate teachers and parents on disability issues. These experts should organize in-service training for teachers and also prepare teachers on how to adapt the curriculum materials to address the needs of pupils with disabilities. Also, teaching aids should be made available by the Federal Ministry of Education and other stakeholders to teach the curriculum to meet the needs of all the category of children in the classrooms.*

**Keywords: views, teacher resources, inclusion, educational practices, pre-schools**