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teaching and learning processes in education will increase the students “digital skills” and give them unrestricted access to physically challenged students particularly in developing countries (Lidström and Hemmingsson, 2014).

Electronic teaching has offered opportunities for millions of citizens globally. Bjekic, Obradovic, Vucetic and Bojovic (2014) have offered a precise meaning of the term electronic teaching. This, the scholars declared thus: “It includes the system of learner activities and teacher activities in the instruction supported and shaped by the information-communication technology and electronic engineering solutions”. (p. 128).

ICT gives free access to education of students with special needs or difficulties as it as weell has significant impact on teachers and teaching processes. It also helps to reduce the social disparities between pupils, since they work in teams in order to achieve a given task (Bjekic et al, 2014). Students also assume responsibilities when they use ICT to organize their work. Fichten et al (2009) affirmed that e-learning technology can promote the inclusion of students with various disabilities. When e-learning is used in teaching persons with disabilities, the use of assistive technology becomes inevitable. Assistive technology as Vukomanovic (2017) declared includes tools, hardware and software that serve to adapt computers and other devices so that persons with disabilities can use them. The scholar further asserts that some of the examples are screen magnifying software, Braille alphabet, special keyboards or adapters for the keyboard and the mouse. As outlined by the above scholar, this participation cut across the under-listed areas of human living or life.

1. Accessibility to available goods and services in the society.
2. Ensuring that they equally participation and enjoy all the benefits of being a citizen of a given society.
3. Ensuring equity by combating discrimination based on physical disability and promotes equal opportunities for all.
4. By providing significantly employment for persons with disabilities in the open labour market.
5. Ensuring inclusive and equal access to quality education, training, and lifelong learning for citizens with disabilities so that they can participate fully in society and improve their quality of life.

7. Ensuring equal access to health services and related facilities.
8. Ensuring external promotion and rights of people with disabilities in the larger society and international development programmes.

There is need for the teachers' information and communication technologies (ICTs) competencies to meet the educational demands of students with specific learning disabilities. In this respect, some pertinent questions need to be asked.

1. Are the teachers awareness of the ICTs?
2. Are the teachers ready to use ICTs?
3. Can the teachers drill and practice with ICTs?

These significant questions need to be answered to better meet the demands of students with specific learning disabilities. As Schertler and Bodendorf (2003) observed, for the teachers to really assist the students with specific learning disabilities, they should be able to adapt to the electronic learning content and support communication between students and tutors. Bjekic et al (2014) has as well acknowledged that ICT is important supportive technology for education of students with disabilities.

Teachers' Roles for electronic education

Recently, e-learning and e-teaching are playing significant roles at all levels of the education system. This has been affirmed by Saimi and Yamat (2021) as they opined that "in modern era, information and communication technology (ICT) competency has been getting a lot of attention in educational programmes and institution in most countries in the world." (p. 221). The scholars (Guillo & Guillo, 2017) cited an example in Philippines where National ICT Competency Standard has been established for teachers to show support to guarantee the significance of ICT competency in education among teachers and students. This programme, as the scholars declared demonstrates that Information and Communication Technology competency is highly required among teachers and to prepare them for future education, particularly as it concerns the education of persons with disabilities in our society.

Teachers, especially the digital immigrants are confronted with the modern generations of students, who are enriched with computers as their major medium of communication. As (Bjekiü, 2014) put

literacy of the students with whom they work. On this premise, Anderson and Weert (2002) emphasized that the duty of the teachers is to massively acquire and improve knowledge and skills of teaching electronically-enhanced courses and of guiding students' learning.

In addition, the scholars affirmed that the teachers have to teach in inclusive educational context. Bond & Castagnera (2006) informed that inclusion movement offers a variety of positive academic, social, and behavioral opportunities for students with special needs. In addition, the scholars further avowed that inclusive (comprehensive or all-encompassing) education policy considers different subgroups with special educational needs.

As per the teachers' role in electronic learning, Awouters et al (2008) identified three dimensions of the teachers' ICT-competencies, such as

- i. the teacher knows what learning activities ICT can be used in teaching (ICT awareness),
- ii. the teacher has the necessary skills for using hardware and software (ICT readiness), and
- iii. the teacher knows the pedagogical-didactical elements of ICT (ICT drill and practice).

The teachers' ICT integration and/or competencies as observed by Jimoyiannis and Komis (2007), imply that teachers' have –

- i. the knowledge of pedagogy that is applicable to the specific content,
- ii. the knowledge of how subject matter is transformed by the application of technology,
- iii. the knowledge of how technology can support pedagogical goals.

Similarly, Schertler & Bodendorf (2003) have as well broken the teacher activities in e-teaching scenarios into two major tasks, such as

- i. providing the content for the students, and
- ii. supporting communication between students and tutors.

These tasks, as further stated by the scholars pose problems to immigrant teachers, who are only familiar to the traditional methods of teaching until now. Therefore, modern teachers' e-teachers should be able to organize different types of e-learning and e-teaching scenarios. Salmon (2007) has also identified and emphasized on the importance of e-moderation in different teaching situations supported by the ICT. Pertaining to the teachers' roles in e-teaching, especially in the inclusive

e-tutors/e-moderators in e-learning. The central roles as identified by to the scholars are:

- (i). Content facilitator (ii). Metacognition facilitator (iii). Process facilitator (iv). Advisor (counselor) (v). Assessor (formative and summative) (vi). Technologist (vii). Resource provider.

While the peripheral roles are: (i). Manager and administrator (ii). Designer (iii). Co-learner (iv). Researcher.

Disability Students' Role for electronic Education

Bjekic (2014) affirmed that e-learning can offer great opportunities to students with disabilities.

On that note, for students with disabilities to benefit from the dividends of new technologies, there is need for massive training of handicapped students to acquire computer literacy, which is the power engine of the new technologies.

Importance of Assistive Technology for Children with Disabilities'

Achieving high educational goals by children with disabilities have always been very difficult in comparison with others normal children in view if numerous challenges they face, such as, discrimination, inequality and poverty in all ramifications of their life activities. This is due to the fact that they do not receive adequate educational opportunities to enhance their living. However, the development of assistive technology has changed the way disable children learn, as they presently feel equal with different social groups in the society. These new technologies have removed most obstacles hindering the educational goals and their way of life. They have received a chance to achieve the same educational success like other youths in contemporary society.

Summary

There is no doubt that new technologies are reshaping almost all human activities on the planet earth. The use of ICTs in the education sector cannot be overemphasized in recent times, especially its adoption to meeting the needs of students with disabilities. This paper has discussed major terms as contained in the subject matter. It equally discussed some challenges, and how electronic education could ameliorate the academic needs of people with special disabilities in our society by providing inclusive education, chiefly in Nigerian context. The authors reviewed some related literature on the topic and suggested measures to solving the academic or learning needs of this group of neglected citizens. Additionally, the role of teachers' in an attempt to provide inclusive

education for the physically challenged was as well discussed. Similarly, the authors also stressed for massive computer literacy for children with disabilities in order to gain from the benefits inherent in technology education. Appropriate recommendations to enhancing the technological capabilities of the students with disabilities were not left out.

Conclusion/Recommendations

Research has it that “students with certain biological and physical characteristics have traditionally been disqualified from accessing conventional education, with the supposition that educational institutions, such as universities were not the place for disabled students... (Riddell, Wilson, and Tinklin (2005). Barden (2017) argued that certain individuals being physically and mentally challenged, does not signify that they cannot perform well in the academics or professional life. With the advent of elearning, education is no longer a laborious work for disabled students. Research shows the implementation of technologies in special education allows simplifying the communication and improve the academic skills of students with disabilities (Dikusar, 2018). The use of technology in instruction has been recognized as most important for people with disabilities have been recognized by (Tugli, Zungu, Ramakuela, Goon and Anyanwu, 2013). There is no ambiguity that adoption of electronic education is being recognized nationwide, and its implementation in teaching-learning is constantly on the increase, and helps to breaking the barriers for people with disabilities, and as well providing access to the most relevant educational programs (Dikusar, 2018). Modern technologies, if properly applied, will break the barriers that impede persons with disabilities, and give them undeniable access to modern education and get the desired resources/information online (Dikusar), 2018). This group of persons with disabilities require assistance, support, including special services or caregivers, which are prerequisites for their full participation in society (Tugli, Zungu, Ramakuela, Goon & Anyanwu, 2013). Consequently, there is need for government at all levels, policy makers, educational planners, educationists’ and educational institutions to develop a web application that converts the traditional methods of studying, which was done physically in the presence of students into an electronic format that will enhance self-studies (Boahen, 2013). There is need for inclusive education policy via electronic

Government should, as a matter of urgency employ a variety of technological tools/devices to create equal access opportunity for all learners (Lorenz, 2016), and for the benefits of our citizens and that of the nation at large. Finally,, the government should as a matter of urgency provide some assistive technologies' for learning and in-class activities, such as Touch screen, Screen reader, Screen magnifier, Alternative keyboards, Voice recognition software, Text-to-speech, Braille embossed, refreshable Braille display, etc. (Dikusar, 2018). Sargrad (2018) also advocated that schools should address discrepancy in computer literacy, so that students, who are unacquainted with the use of computers, are not left behind.

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