

**TRAINING OF DIPLOMA IN-SERVICE STUDENT TEACHERS OF LEARNERS  
WITH INTELLECTUAL DISABILITY IN INCLUSIVE PRIMARY SCHOOLS IN ST  
MARY'S BUKEDEA PRIMARY TEACHERS' COLLEGE, UGANDA**

**BY**

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## Declaration

I Etoori Benard, hereby declare that this dissertation titled; Training of diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC, Uganda is my original work and has never been presented before for any award in any institution or university.

Name: Etoori Benard

Signature ..... Date.....

## Approval

This Dissertation titled; Training of diploma in-service student teachers of learners with intellectual disability in inclusive Primary Schools in St Mary's Bukedea PTC, Uganda has been prepared under our supervision and is now ready for submission to the department for examination with our authority.

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Signature..... Date.....

## Dedication

I dedicate this book to my parents Ogwang Cornelious and Amelejong Rose for playing a vital role in laying my Educational foundation.

## Acknowledgement

First and foremost my special thanks go to my heavenly Father for the wisdom and guidance that he bestowed upon me throughout my studies.

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## **ABBREVIATIONS AND ACRONYMS**

<b>CCTs</b>	- Center Coordinating Tutors
<b>DANIDA</b>	- Danish Development Aid
<b>DSNEE</b>	- Diploma in Special Needs Education External
<b>IEP</b>	- Individual Educational Program
<b>KISE</b>	- Kenya Institute of Special Needs Education
<b>MoES</b>	- Ministry of Education and Sports
<b>ODEL</b>	- Open Distance E- Learning
<b>PTC</b>	- Primary teachers' college
<b>SP</b>	- School Practice
<b>TA</b>	-Thematic Analysis
<b>UNESCO</b>	- United Nations Educational, Scientific and Cultural Organization
<b>UNICEF</b>	-United Nations High Commissioner for Refugees
<b>ZPD</b>	- Zone of Proximal Development

## Abstract

The research study, is titled: Training of diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea Primary Teachers' College, Uganda. The purpose of the study was to: Examine training of diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC. This was a qualitative and a descriptive study that used purposive sampling techniques where participants were carefully chosen that comprised of a team leader, facilitators (05) and teacher trainees (06). Two methods for data collection were used i.e. interviews for a team leader and the facilitators and focus group discussion for teacher trainees. The study was carried out from June 2022 to February 2023. The objectives of the study were: 1.To establish training process for diploma in-service student teachers of learners with intellectual disabilities in inclusive primary schools and its findings include: Teachers are prepared to teach all categories of learners with special needs, the key elements in the training process are; Orientation, two weeks face to face residential sessions, use of modules in classroom teaching, administering course works, examinations, conducting research and school practice 2. To assess the qualification, work experience and the roles of the facilitators and the findings were: The facilitators with first class degrees, practical experience and have taught for ten years and are preferred, facilitators are assigned various roles. 3. To explore the facilities, equipment and materials used in training for diploma in-service student teachers in special needs education and the findings include: The institution has adequate teaching space, library lacks required text books and a librarian. Computers are few, power and internet connection are unreliable. Modules are provided but not processed in time, manilas and markers are also provided. The study wishes to make the following conclusions: There is conflict of role between facilitators and CCTs who should supervise in-service teachers during school practice, inadequate time limits the training of student teachers; There is a gap between the theory and practice in relation to the qualification of the facilitators and there are changing trends that requires everyone to upgrade in the teaching profession for one to compete in the labor market; Lack of access to the computer laboratory limits teacher trainees to do regular practice in ICT, delay of modules interrupts the training of in-service student teachers. Out of these conclusion, the study has identified some gaps and suggested some recommendations for the improvement.

# **CHAPTER ONE**

## **INTRODUCTION**

This Chapter presents the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance, scope of the study, theoretical framework, limitations and delimitations.

This study was about training of diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC, Uganda; particularly student teachers who are prepared during school holiday face to face residential sessions for two weeks with a course duration of three years.

### **1.1. Background**

In-service teacher training is globally conducted with the belief that it nurtures professional development among teachers specifically to promote continuous improvement of the quality of services with new innovation and creativity to cater for diverging needs of learners in an inclusive setting in schools (Akpan & Beard, 2016). Sheetal (2019) argues that no State can advance further than the quality of its education system, which is greatly dependent on the quality of its teachers, therefore, in order to shape human resource in the arena of education, training should be conducted at the in-service programs to meet the unique needs and abilities of learners in schools. Harson (2012) stated that new innovation in teacher education requires teachers to be creative and well informed on how to cater for the diverging demands of learners, while Chireshe (2011) suggested that it is vital for teachers to be equipped with skills of identifying learners with special needs, methods and teaching materials that are appropriate to enhance their understanding in an inclusive setting.

Inclusive education knowledge is required for all teachers as an essential part of teacher training to provide essential skills for accepting desires and capabilities of learners. These services include; instructional accommodation and activities for diversity that should be provided to teachers (UNICEF, 2012). Much as this seem to be true, the reality on the ground indicates that very few teachers consider upgrading their professional skills as the majority tend not to go for upgrading for reasons best known to them. This affects how learners with intellectual disability are taught in schools especially learners with Mild and Moderate Intellectual Disability. These learners tend to have unique individual needs and abilities that require expertise teachers who are well prepared in teaching such learners.

Nations with strong execution of inclusive education, such as the United States and Australia prepare teachers for inclusive education where teaching methods are child-centered and promote active participation of learners. These help to reduce prejudice and discrimination among children as it is observed that nations with weak implementation of policies in inclusive education often have prejudice and discriminatory practices in schools which affects children with special needs (UNESCO, 1980).

In South Africa, at the time of apartheid era inclusive education was not practiced at all as teacher training programs were done in a segregated manner where the black teachers were trained differently from the whites. The teachers were to teach in specific schools of their race and identity thus even learners with disability encountered societal rejection since they were put in racially isolated special institutes until post-apartheid era when these practices were changed to embrace all pupils through inclusive education (Donohue & Bornman 2014).

During the period of apartheid, learners with disability who were whites were segregated from other ordinary learners without disability in the school setting. They were not well accommodated and these practices were similar among the black in South Africa. These

practices deprived the rights of children with special needs to socialize with their peers without disability. This prompted South Africa to come up with the Education white paper to advocate implementation of comprehensive education system so as to promote the growth of schools and readiness of educators with sufficient skills to cater for the demands of all learners in schools (Donohue & Bornman 2014).

In Kenya, training of educators for Special Needs education has greatly improved since the development of Kenya Institute of Special Needs Education (KISE) in 1986 to forefront the progress of Special Needs Education with the support from Danish Development Aid (DANIDA). KISE provides comprehensive training of teachers to meet diverging learners' needs in school setting. These programmes include; (1) education of learners with special needs (inclusive education), (2) education of learners with learning disability, and (3) education of learners with emotional and behavioral disorder. The three programmes have been extended also to Open Distance E- Learning (ODEL), a program intended for teachers and other employed personnel (Republic of Kenya, Ministry of Education, 2012).

There is critical necessity for strong strategy procedures to complement struggles focused to providing excellent services to learners with special needs. Lack of vibrant strategy procedures has caused clumsy crumbled special education services and poor organization has resulted to replication, poor and uncontrolled delivery of services to children with special needs (Republic of Kenya, Ministry of Education, 2010).

Training of teachers in Uganda has undergone several reforms right from traditional approach to the current approach of inclusive education to meet the unique needs of learners in school setting (UNICEF, 2017). This has compelled the Government to ensure training of teachers in various teacher training institutes, particularly in the field of special needs education at Kyambogo University where the institution offers full time and in-service programs in special



needs education (MoES, 2019). This is in line with the current National Teacher Policy 2019 in Uganda that requires every teacher to have attained a minimum qualification of a bachelor degree by 2030 across all levels of education.

Rahi (2012) suggested that many factors may hinder the training of in-service teachers that includes: its aim, curriculum, institution, teacher trainers and the product (in-service teacher trainees) but the most vital factor of all was the product. The product are teacher trainees because they are the ones to go and implement what they had learnt in their schools.

In-service teacher training can be defined as the vital courses and activities that are designed for serving teachers in retraining, re-skilling and upgrading their professional expertise in the teaching profession so that they remain relevant to the current demands of the society (Alobi & Ige, 2014).

Zachary (2022) defined intellectual disability as a number of conditions that severely limit cognitive functioning of a person that includes the process of obtaining information and understanding through thoughts, experience, and the senses thus affecting one's ability to learn, process, remember or communicate information and making decisions.

There are four categories of intellectual disability; mild, moderate (educable) whereby these learners are capable to learn like any other ordinary learner if teachers identify their needs and capabilities. Severe and profound intellectual disability may not require inclusive education setting but rather a referral, their condition makes them to require assistance to complete most activities of daily living (Hemphill & Kulik, 2016)

An inclusive setting in education context is where by all learners are embraced irrespective of their learning disabilities and the needs without discrimination. This means making sure that teaching methods, teaching techniques, instructional materials, school structures and play

grounds among others are suitable for all learners at all stages to develop their potentials UNICEF (2017).

St Mary's Bukedea, one of the in-service teacher institutions for diploma in special needs education external (DSNEE) under Kyambogo University conducts training of in-service student teachers in the Eastern Uganda and entire country (Faculty of special needs education, Kyambogo University, 2019.)

## **1.2 Statement of the problem**

Teacher training is conducted globally with the belief that it equips teachers with fundamental skills to address learner's need whereby inclusivity is emphasized to ensure that all learners are catered. (Kariuki et al, 2019).

Much as the training of teachers in Uganda for special needs education has greatly improved, teachers seem to be not implementing fully what they learnt as studies have found out that learners with intellectual disability still face significant hurdles in attending and completing school with a majority being illiterate (Global Monitoring Report, 2010). It is against this ground that the study was undertaken to examine the training of diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC, Uganda.

## **1.3 Purpose of the study**

This study aimed to examine the training of diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC, Uganda.

## **1.4 Objectives of the study**

This study was guided by the following objectives;

1. To establish the training process for diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's PTC, Uganda.

2. To establish the qualification, work experience and the roles of the teacher trainers (facilitators) in training diploma in- service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC, Uganda.
3. To explore the facilities, equipment and the materials used in training for diploma in- service student teachers of learners with intellectual disability in inclusive primary schools in inclusive primary schools in St Mary's Bukedea PTC, Uganda.

### **1.5 Research Questions**

This research study was guided by the following questions basing on the objectives of the study;

1. How are diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC, Uganda prepared?
2. What are the qualification, roles and work experience of the teacher trainers (facilitators) in training diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC, Uganda.
3. Which facilities, equipment and materials used in training of diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC, Uganda?

### **1.6 Significance of the study**

The outcomes of this study may help in the following ways;

The study is expected to inform policy makers on the current situation of children with special needs, particularly learners with Intellectual disability in an inclusive primary schools so that appropriate interventions can be planned to help these learners.

The study may shed light on how best in-service educators can obtain the expertise to teach learners with intellectual disability in inclusive primary schools.

This study may generate and add new knowledge to the existing knowledge in education sector especially on new ideas and strategies to help facilitators to improve their services so that in-service teachers are well equipped with appropriate skills to teach learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC.

## **1.7 Scope of the study**

### **1.7.1 Geographical scope**

This study covered one selected diploma in-service student teacher training PTC in Eastern Uganda, in special needs education external (DSNEE) of Kyambogo University.

### **1.7.2 Content scope**

The study was restricted to the training of diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC, Uganda which include: training process; qualification, work experience and the roles of the facilitators; facilities, equipment, and materials used.

### **1.7.3 Time frame**

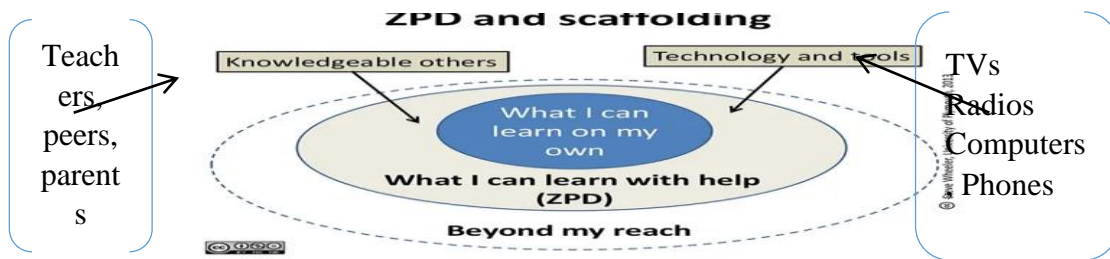
The study took eight (08) months i.e. from June 2022 to February 2023.

## **1.8 Theoretical framework**

This study was backed by Vygotsky's sociocultural theory that pressures the vital part of societal communication in the growth of cognition (Vygotsky, 1978). Vygotsky's theory consists of concepts like tools of Zone of Proximal Development (ZPD) and scaffolding. Zone of Proximal Development concept tells the variation concerning what a child can attain independently and what a child can attain with help and support from a skillful partner. Scaffolding is whereby a more knowledgeable person supports a less knowledgeable one. For example, an educator supporting a student, or an experienced peer supporting a less experienced one. In addition, use of assistive technology such as; screen readers, talking watches, talking calculators and projectors to mention but few are of help to these learners.

Vygotsky's sociocultural learning theory can benefit learners with Intellectual disability if teachers utilize well teaching methods such as; use of role play, demonstration (hands-on), repetition of a task/ skill and Individual Educational Plan (IEP). This theory relates to the study in a way that when in-service teachers are well prepared to understand how ZPD and scaffolding are helpful in the teaching process, putting in consideration that children with Intellectual Disability have low attention span and poor memory. This will help learners with Intellectual Disability to be well accommodated in an inclusive setting basing on their needs and abilities.

**Figure 1. 1: Theory of Vygotsky.**



This illustration is got from internet, online article: Global learning through the lens of Vygotsky sociocultural theory by Dang and Marginson (2013)

This theory has had criticism from other scholars such as Lambert and Clyde (2000) who stated that Vygotsky's ZPD shows limited learning procedure and decreases the learner's participation and increases dependency on the adults whereas Matusov and Hayes, (2000), said involving a child in the activity for which he/she is unprepared with a more experienced one ends up imposing ideas that cannot help a learner.

Much as some scholars criticized Vygotsky ideas of ZPD and scaffolding, there are some scholars who agree with it e.g. Yelland and Master (2005) argued that use of ZPD and scaffolding for example use of technology is of great value in facilitating learning that should be embraced by teachers in inclusive classrooms. Verenikina (2008) also stated that use of technology is very vital as it promotes good teacher- pupil interaction in the classroom setting that it should not be taken for granted by the teachers.

The above views are true because when using technology in teaching learners with intellectual disability such as TVs, it helps to capture learner's attention as they concentrate on observing what is being taught thus facilitating mastery of the concepts.

### **1.9 Limitations and delimitations of the study**

During the designing of the study, three male and three female student teachers participants were planned to participate in the Focus Group Discussion. However, some female student

teachers declined to participate in the study because of fearing that their responses would evaluate their level of understanding in the training. This was overcome by using those who were willing to participate and observing ethical considerations (Ref. Appendix 5).

Some participants had superiority complex as they looked at the physical appearance of the researcher that seemed to be studying a diploma in special needs education but this was overcome through the use of introductory letter from the University and the consent form (Ref. Appendix 4 and 5).

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter presents a review of related literature that was got from journals, text books and the internet following objectives of the study formulated in chapter one.

#### **2.1 Training process for diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC, Uganda**

The training process for teachers involves different elements that are considered to be vital in equipping teachers with various skills, methods and techniques of identifying and teaching learners with various learning disabilities. These elements include; course duration, curriculum, pedagogical skills, child's psychology, developing positive attitudes towards teaching and conducting school practice to mention but few.

##### **2.1.1 Course duration**

The training of teachers takes specific period of years basing on the program one takes, for example in-service program for those teachers already serving may take longer period of time compared to pre-service program. This is done to ensure that teachers are given enough time to enable them to be well equipped with appropriate skills needed for them to perform their duties as teachers (Ronfeld & Schwartz, 2014).

##### **2.1.2 Curriculum**

Training of teachers involves several courses and course units depending on the area of specialization that one offers for example science in education, arts in education and special needs education. In teacher training, one has to do course works, tests, sit for examination and conduct research study in order to qualify in the specific area of specialization (Ranjan, Pandey



& Ranjan, 2014). This is in line with the study conducted by Ranjan (2014) who argued that the curriculum ensures that teachers acquire adequate skills of helping learners with special needs.

### **2.1.3 Equipping Teachers with necessary pedagogic skills during the training**

The focus of teacher training is to develop skills among teachers to become competent in their daily classroom practices so that the learners needs and abilities are catered for. This will help the learners to realize their potential in life (Saxena, Mishra & Monhanty, 2012). This is line with the study conducted by Salam and Khan (2013), who state that in-service teacher training focuses on skilling teachers with necessary skills that enables them to be relevant to the current demands of the society.

### **2.1.4 Understanding a child's psychology and individual difference among learners**

Teacher's training emphasizes the understanding of a child's psychology and individual differences with a view that every child matters. When teachers are in position to understand the child's psychology, they are able to address learner's challenges and create opportunities to strengthen their abilities (Salam & Khan, 2013). Due to this assumption, teachers need to understand the child's psychology and individual differences so that they are in position to plan appropriately basing on the needs and abilities of the learners with the principle that no child should be left out.

### **2.1.5 Developing positive attitudes towards teaching through guidance and counselling**

There are so many challenges associated with being a teacher such as low pay, poor accommodation and teaching in disciplined children to mention but a few. During teachers training, there is need to instill within the teacher trainees the attitude of being positive towards their profession (Aykut et al, (2014).

This is true, in-service teachers need to be exemplary to other teachers through showing love and self-motivation towards their profession by attending to their learners regularly, guiding learners and regular training of their lessons amidst the challenges that they may be going through.

### **2.1.6 Conducting School practice**

School practice (SP) is a teacher training strategy that is adopted by all teacher training institutes to improve the teacher's expertise in their career. School practice is designed to help teachers improve their knowledge, skills and develop confidence so that they become competent during the delivery of their lessons in the classrooms (Wieman, 2012).

The above key aspects constitute the training process for teachers that should be emphasized in order to equip teachers with skills, methods and techniques to teach learners with various learning disabilities.

## **2.2. The qualification, work experience and the roles of facilitators in training diploma in- service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC, Uganda.**

The qualification, work experience and the roles of the facilitators are unique aspects that are considered to be one's competences which are required from a teacher.

### **2.2.1 Qualification of facilitators**

Facilitators are the persons that an institution has entrusted with various roles in shaping students in an institution; however these trainers may be required to possess certain academic qualifications in order to offer quality services. Such qualification may vary depending on the level of education (Chalmers, 2007, p. 110). Teacher trainers may need to possess more academic qualifications higher than the ones their students possess. Petty, (2016) supplemented that other than possessing a degree, master degree and PhD, one should be a continuous learner,

citing out that learning does not end since there are new innovations that require continuous research to meet changing demands of the society.

### **2.2.2 The work experience of teacher trainers (facilitators)**

Petty, (2016) suggested that working experience is one of the major considerations for teacher trainers; this implies that those with more years of teaching may have more experience to provide quality services better than those who have had few years in teaching. While Chalmers, (2007) opposed that the experience of teacher trainers may not matter but what matters is the commitment and consistency which will contribute to the delivery of quality services required.

The qualification, work experience and the roles of facilitators should be in line with the national teacher policy (2019) and the national council for higher education guidelines.

### **2.2.3 Roles of teacher trainers (facilitators)**

Tanner, (2011) pointed out that teacher trainers (facilitators) are assigned various roles in teacher training institutions such as conducting teaching, setting course works, encouraging teacher trainees to be exemplary in their communities, setting examination, marking examination, designing field visits, supervising research and guiding teacher trainees. These enables teachers to be well equipped with the necessary skills in helping learners with diverging needs. This is in line with Olsen, (2007) who stated that facilitators are the key persons that steer the training of teachers in any institution, if they are not equipped with the necessary skills of teaching the learners, the consequences are likely to be manifested in the learners which at the end is likely to affect the general public.

### **2.3 The facilities, equipment and the materials used in training of diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC, Uganda.**

Facilities, equipment and materials are concrete resources provided for both staff and students of an institution to improve the quality of teaching and learning depending on an institution. These may include; classrooms, laboratories, libraries, computers, modules, markers and manilas.

#### **2.3.1 Classrooms**

Classrooms play an important role in the facilitation of learning, they should be free from distraction from the outside activities so that the intended objectives can be achieved. They should be conducive enough to facilitate learning with enough space (Darling- Hammond 2013). This is in line with the report from UNESCO 2007 that indicated that adequate space in the classrooms are very vital in facilitating the learning process in an institution.

#### **2.3.2 E-Libraries**

E-Library is a digital library in which collection of information is kept in digital arrangements. It provides online resources for students to conduct their research work and access to primary information. The e-library plays an important role in training teachers for informed living in the 21st century i.e. providing current and up-to-date information to them in all areas (Furber, 2016). This was supported by Bynghall, (2017) who argued that the 21<sup>st</sup> century requires every teacher to match with the current demands of the changing society.

#### **2.3.3 Science laboratories**

The laboratories are very essential in the training of teachers at all levels. Laboratories are scientific rooms where experiments are conducted to ascertain or confirm needed information. Teacher training institutions need to have well equipped laboratories so as to ensure that

scientific learning is provided to teachers (Bynghall, 2017). This is in line with the study conducted by Furber, (2026) who states that laboratories are essential in facilitating and conducting scientific experiments among science teachers so that they are well informed and equipped with the necessary skills as required. It is true because without laboratories, scientific experiments may not be possible to be conducted which are very essential in the training of teachers.

#### **2.3.4 Resource rooms**

A resource room is a space created in an institution where advanced resources are kept for demonstration lessons in a particular area of concern. It helps teacher trainees to be equipped with appropriate skills in their areas of specialization (UNESCO, 2007).

#### **2.3.5 Text books (modules)**

Written materials such as modules and handouts that are designed for specific programs are very essential in teachers training institutions to ensure that educators are well equipped with various skills to manage their learners (UNESCO, 2007).

The facilities, equipment and teaching materials are very vital in the training of teachers at all levels that should be utilized to benefit teacher trainees.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter presents how the study was carried out. It describes the research approach, research design, area of study, target population, sample population, selection of the participants, methods for data collection, data collection procedure, data processing, data analysis, and credibility.

#### **3.1 Research approach**

The qualitative research approach was used so as to satisfy the objectives of the study. According to Creswell, (2017), qualitative research is a procedure of obtaining information through investigation that seeks an in-depth understanding of social phenomena within their natural setting. The qualitative research approach focuses on obtaining data through open-ended and conversational communication sensitive to the participants.

This approach was chosen because it enabled a researcher to interact with participants i.e. a team leader, teacher trainers and diploma in-service student teachers in their natural setting in understanding their views, opinions and experiences about the training of diploma in-service teachers to teach learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC, Uganda.

#### **3.2 Research Design**

Descriptive research design was used for the study. According to Riessman (2008) descriptive design is narrative in nature in which the researcher seeks to understand the perceptions, views, experiences and the opinions of the participants about phenomenon under investigation.

This design was used because it enabled research participants to narrate their views, experience and opinions about the phenomenon under the study. In this study, a team leader, teacher

trainers and in-service student teachers were able to narrate their views, experiences, perceptions and opinion about the training of diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary’s Bukedea PTC.

### 3.3 Area of study

The study was carried out at St Mary’s Bukedea PTC, one of the teacher training institutions in Eastern Uganda where training for diploma in-service student teachers for special needs education is conducted. This institution was chosen because it is one of the teacher training institutions for diploma in-service student teachers for special needs education under Kyambogo University. It was observed by Global Monitoring Report 2011 that learners with intellectual disability face significant hurdles in attending and completing school with a majority illiterate in Eastern Uganda. This was confirmed in two sampled schools in Bukedea district as shown below.

Table 1 : Enrollment of learners with intellectual disability in random inclusive primary schools in Bukedea district.

S/NO	Class	School X (2022)	School Y (2022)	School X (2021)	School Y (2021)
01	P.1	15	10	17	18
02	P.2	13	12	15	15
03	P.3	10	08	11	10
04	P.4	08	05	10	06
05	P.5	04	00	06	00
06	P.6	00	00	00	00
07	P.7	00	00	00	00
08	<b>Total</b>	<b>50</b>	<b>25</b>	<b>59</b>	<b>49</b>

### **3.4 Research Participants**

Research participants are a whole group of elements that are of interest in a specific study (Shukla, 2020). In this study, the research participants included; a team leader, teacher trainers (facilitators/ instructors) and in-service student teachers. These participants were included in the study because they are involved in the training of Diploma in-service student teachers. At St Mary's Bukedea there were 125 in-service student teachers, 12 facilitators and a team leader.

### **3.5 Sample**

Sample is the subsection of the population where research participants are carefully chosen to contribute in the research study (Babbie, 2010). Twelve (12) Participants were carefully chosen to participate in this study i.e. a team leader (01), facilitators (05) and in-service student teachers (06). Facilitators who had taught ten years above and those who had written modules in special needs education were given priority. Third year student teachers in the training were given priority particularly those who were willing to participant freely since they were many in their class. All the above information concerning facilitators and student teachers were provided by a team leader.

### **3.6 Selection of study participants**

The above research participants were selected using sampling techniques as the strategies in which a researcher selects representatives of the participants from a larger population (Oso & Onen, 2009). This study used Purposive sampling technique to generate the sample of the research. This technique belongs to the non-probability sampling technique. Sample members were carefully selected on the basis of their knowledge, understanding and experiences concerning the study topic (Freedman et al., 2007). The selected participants had adequate and relevant experience with the phenomenon under investigation. This was applicable to a team leader and five teacher trainers who had knowledge, understanding, experiences, skills and expertise concerning training of in-service student teachers pursuing diploma in special needs



education at St Mary’s Bukedea PTC under Kyambogo University. A team leader was included through expert sampling because of the key position she has in providing relevant information as she represents the University administration.

Purposive sampling was also used to select in-service student teachers i.e. consideration was given to third year student teachers as they were considered to have had great experience compared to the first and second year student teachers. Although initially the researcher wanted equal participation of both male and female teacher trainees during data collection, it was only one female student teacher who participated in this study because majority thought that their responses would evaluate their level of intelligence in the training.

**Table 2 : Selection of participants of the research study.**

<b>Category of participants</b>	<b>Population</b>	<b>Sample population</b>	<b>Sampling technique</b>
Team leader (TL)	01	01	Expert
Facilitators (F)	12	05	Purposive
In-service teacher trainees (Tr)	125	06	Purposive
<b>Total</b>	<b>138</b>	<b>12</b>	
<b>General Total</b>	<b>150</b>		

**Key**

1. TL= Team leader
2. F= Facilitator
3. Tr= In-service student teachers

The above key indicates the initials of the participants who participated in this research study

### **3.7 Methods for data collection**

These are fact findings strategies; (Antoniadou, 2017). The methods used for collecting data were interviews (open-ended) and Focus group discussions.

#### **3.7.1 Interviews**

Interviews were used to collect detailed information from the participants about the topic of study guided by the research objectives. The in-depth interviews were used to classify participant's thoughts, feelings, and opinions concerning the research topic. During interviews, the researcher had one on one with the participants at the institution. This method was used because it involves personal interaction between interviewer and interviewees thus enabled the researcher to understand clearly the opinions, feelings and perceptions from limited participants (Mugenda, 2019). The interviews were used to collect information from the team leader and facilitators (See: Appendix 1 and 2 respectively).

#### **3.7.2 Focus Group Discussion**

Focus group discussion is a qualitative method used to gain an in- depth understanding of social issues. During the FGD, a researcher had an opportunity to interact with six student teachers at the institution in semi- circle. This method was used because it enabled the collection of a range of views, opinions, thoughts and feelings on the research topic in a single episode thus saving time (Hennink, Hutter & Brailey, 2011). For the purpose of this research, focus group discussion was used to collect data from student teachers (Ref: Appendix 3).

### **3.8 Data Collection procedure**

Tools for data collection were prepared by the researcher and approved by the research supervisors. Piloting of the instruments was done in order to determine whether the instruments would gather genuine and expected information from participants with similar experience and knowledge. Pilot study was conducted in Loro center/ institution in Northern Uganda. During

piloting of the instruments for data collection, it was realized that some questions were not applicable to a particular category of the participants for example the qualification and work experience of the facilitators was irrelevant to student teachers thus leading to retooling of the instruments. Following approval of the research proposal the researcher obtained an introductory letter from the department of Special Needs and that was presented to the concerned authority at St. Mary's Bukedea PTC seeking for permission to collect data.

### **3.9 Processing and Analysis of Data**

Data was transcribed from audio to text and analyzed using thematic analysis (TA). Thematic data analysis is a qualitative data analysis approach used systematically in identifying, organizing, and reporting repeated patterns (themes) across data collected. It includes clarification in the procedures of choosing codes as well as building themes. This study used thematic analysis i.e. deductive thematic codes (those which come from the researcher as derived from the concepts or theories from literature) and inductive thematic codes (those that come after reading data and observing matters raised by the participants (Hennink et al, 2011). This coding process led to identifying of common themes and variation themes. The derived themes were interpreted in relation to the study objectives. Thematic data analysis was used because it was relatively easy to learn and apply and was quite manageable by the inexperienced researchers.

### **3.10 Ethical Considerations**

Ethical issues were observed at all stages of the research with particular attention to consent and confidentiality (Dooly & Moore, 2017). The study was subjected to certain ethical issues. The researcher obtained an introductory letter from the Department of Special Needs Education that was used to seek permission to be allowed to collect data from the selected participants (Ref: Appendix 4). Participants were required to give their consent regarding their participation in the study through signing a consent form (Ref: Appendix 5) to prove their

willingness to participate. No participant was forced to participate against his/her will. Participants were fully informed that their participation was voluntary as they were allowed to withdraw during the course of the study for any reason that could not be favorable to them. Participants were informed about the objectives of the study, while they were reassured that their responses were treated as confidential and was to be used only for academic purposes and only for the purposes of the study. The participants were also requested to allow the interviews and focus group discussions to be recorded.

### **3.11 Credibility**

Credibility is the self-assurance that can be located in the truth of the research outcomes (Gabora, 2013). Credibility institutes whether the results signify realistic facts drawn from the participants' original information and is accurate clarification of the participants' original opinions. To ensure credibility of the research, the research used triangulation where multiple methods for data collection were used in order to gain comprehensive understanding of the phenomenon being studied whereby different categories of research participants validated views that were provided. Interviews and focus group discussion was used for data collection.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND DISCUSSION**

#### **4.0 Introduction**

This study sought to establish training of diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC. This chapter presents the raw data, analyses and discussion of the findings based on the research objectives namely; 1. To establish the training process for diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC. 2. To establish the qualification, work experience and the roles of the facilitators in training diploma in- service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC. 3. To explore the facilities, equipment and the materials used in the training for diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC. The study involved 12 participants i.e. a team leader, 05 Facilitators and 06 student teachers. Interviews were used for a team leader and Facilitators while Focus group discussion was used for teacher trainees.

#### **Background of research participants**

The team leader and the facilitators had experience ranging from 05 - 22 years in the institution in training diploma in-service student teachers which is good for them in providing relevant information in this research, they had also other working jobs in relation to teaching such as; lecturers, inspectors of schools, tutors and head teachers. They also had practical experience in working and teaching learners with special needs education in inclusive schools, special schools and unit schools. Their academic qualification ranges from bachelor degree to master degree and the age bracket is from 40 years and above.

Diploma in-service student teachers were all grade three primary teachers with teaching experience of 04-15 years in inclusive primary schools. Their age bracket ranged between 24 and 42 years and they were inspired by different people to study special needs education such as their head teachers, friends and family members.

Table 3 : Summary of the participants who participated in the study

<b>S/NO</b>	<b>Category</b>	<b>Gender</b>	<b>Age</b>	<b>Work experience</b>	<b>Qualification</b>	<b>Area of specialization</b>
01	Team leader (TL)	Female	Above 68	22 years	Bachelor degree (2 <sup>nd</sup> class) Master Degree	Visual impairment
02	Facilitator (FA)	Male	40	05 years	Bachelor degree (2 <sup>nd</sup> class) Master degree	CBR
03	Facilitator (FB)	Male	42	06 years	Bachelor degree (1 <sup>st</sup> class) Master degree	Visual impairment
04	Facilitator (FC)	Female	41	12 years	Bachelor degree (1 <sup>st</sup> class)	Intellectual impairment
05	Facilitator (FD)	Male	44	14 years	Bachelor degree (2 <sup>nd</sup> class)	Hearing impairment
06	Facilitator (FE)	Male	43	08 years	Bachelor degree (2 <sup>nd</sup> class)	Intellectual impairment

07	Teacher trainee (Tr A)	Male	24	04 years	Grade three	N/A
08	Teacher trainee (Tr B)	Male	32	07 years	Grade three	N/A
09	Teacher trainee (Tr C)	Male	42	15 years	Grade three	N/A
10	Teacher trainee (Tr D)	Male	36	10 years	Grade three	N/A
11	Teacher trainee (Tr E)	Male	34	09 years	Grade three	N/A
12	Teacher trainee (Tr F)	Female	38	12 years	Grade three	N/A

### **Understanding of Intellectual Disability**

Through interviews and focus group discussion, the views of the participants were gathered about their understanding of the term intellectual disability, the findings show that there were variations in their explanations in the way they understand the term intellectual disability and their views were closely related to one another and that of the existing literatures as given below;

One participant had this to share;

*“Intellectual Disability refers to someone with substantial limitation in intellectual functioning together with deficit adaptive behavior such as communication, self-care skill, and social skills and at the certain point academics skills” FB*

Another participant had this to say;

*“Ok intellectual disability is one of the impairment that we do have in addition to the visual, hearing and the others and intellectual it is a big component it has to deal with the behavior, memory so intellectual is kind of umbrella that entails various special needs to do reading, to do with communication, behavior and all that” FA*

This was validated by one of the student teachers who said that;

*“Intellectual disability basing on the knowledge that our facilitators gave us when we are in class with them, we learnt to know that intellectual disability refers to the disability or a learning disorder that makes these learners to process the information at the later age actually the process of processing the information is slow, they take long to understand what they learn “Tr, A*

The above views revealed that although the participants had variation in the way they understand the term intellectual disability, there were points of agreement related to limitation in intellectual functioning since their views were closely related to the existing literatures.

The findings are in line with the study conducted by Zachary (2022) who defined Intellectual Disability as a number of conditions that severely limit cognitive functioning of a person that includes process of obtaining information and understanding through thoughts, experience, and the senses thus affecting one’s ability to learn, process, remember or communicate information and making decisions as compared to his/her peers of the same age. It is true that learners with intellectual disability have difficulty in processing information, remembering things that were taught, communication and making decisions in daily life activities.

The following sections present the findings of the study based on the study objectives.



#### **4.1. Training process for diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC, Uganda.**

Objective one of the study sought to establish the training process for diploma in-service student teachers of learners with intellectual disability in inclusive primary school in St Mary's Bukedea PTC. When the participants were asked about the training process for diploma in-service teachers, there were various views that were put across basing on their experiences of different aspects they consider important in the training process that include; orientation, training duration and period, use of modules in classroom teaching, doing course works, assignments, tests, examination, conducting school practice and research study.

##### **4.1.1 Orientation**

Orientation is considered as a means of helping student teachers to get acquainted with the institution's culture, ways of doing things, rules, regulations and the norms of the university.

This was confirmed by one of the facilitators who elaborated that;

*"We usually start with orientation of our teachers for those who are newly admitted by Kyambogo university so that they are in position to understand the norms of the university since there are various activities that they are to go through in order for them to qualify as competent teachers in special needs education to teach learners with various learning disabilities not necessarily learners with intellectual disability"* FD

This was validated by one of the student teachers who reported that;

*"At the beginning we were taken through orientation and even orientation is still on going so you will find that they told us that in the course you will find that there are tests that you are subjected for and those tests count a lot alongside with the examination"* TrA

The above views revealed that student teachers who are newly admitted are taken through orientation for them to understand what is really expected of them and what they should expect from the course which is a good practice so that teachers are in position to meet the needs and the demands of the course thus be in position to be adequately prepared as teachers who can teach learners with various learning disabilities in an inclusive setting.

The findings are in line with Saxena, Mishra and Monhanty, (2012) who pointed out that the focus of teacher training is to develop skills among teachers to become competent in their daily classroom practices so that the learners needs and abilities are catered for.

#### **4.1.2 Training duration and period**

Student teachers are prepared in the period of two weeks face to face residential session every school holiday for three years in order for one to qualify as a diploma teacher in special needs education. However it was reported that two weeks face to face residential session was inadequate to prepare teachers adequately.

One of the student teachers said that;

*“Generally it is three year program meaning that the mode of service delivery it is inform of residential face to face for every school holidays. We have that period of two weeks to come and meet or to interface with our facilitators after which we are given modules which modules we revise from our various places of work but the only challenge is that the time allocated is so limited, if there is the way that they should add more one week” Tr B*

This was validated by one of the facilitators who said that;

*“We meet for two weeks basically when they are in there school holidays but the challenge we have is that two weeks are not enough, they need to come with a mechanism on how they should make really the teachers to come a bit early because sometimes some teachers*

*come on Wednesday on the first week and they leave on the Wednesday again on the second week yet they are supposed to come on Monday but they come on Wednesday and leave early so they need to come with the mechanism on attendance to regulate that absenteeism so that they utilize that little time or more one week should be added so that teachers are adequately prepared to teach learners with various learning disabilities in an inclusive setting” FA*

The above expressions revealed out that training for diploma in-service student teachers takes three years but within two weeks face to face residential session every school holiday.

The findings are in line with the study conducted by Ronfeld and Schwartz, (2014) who pointed out that training of teachers undergoes specific duration basing on the level of studies and the program one takes, for example in-service program for those teachers already serving may take longer period of time compared to pre-service program. This is done to ensure that teachers are given time to enable them to be well equipped with appropriate skills needed for them to perform their duties as teachers. It is true that training student teachers to have competent skills in teaching learners with varying learning disabilities in an inclusive schools requires ample time to prepare teachers in various disciplines in special needs.

#### **4.1.3 Use of modules in classroom teaching.**

Classroom teaching was established as one of the key elements of the training process for student teachers so as to enable them to interpret the curriculum as competent teachers for learners with special needs education.

One of the facilitators reported that;

*“Students are also given modules and those modules are like talking instructors to the students because the language which is used in those modules really directs on the students on what to do even when the facilitators are not there” FB*

The findings also show that the modules are not processed in time, whenever student teachers report, they delay to receive them thus affecting the whole process because facilitators also use the same modules to guide them.

Another facilitator said that;

*“A facilitator is allocated time to go to class, you take them through the module, sometimes when they have just reported like those who reported before modules were printed, they were not given modules immediately in such a situation when the modules are not there, a facilitator goes and prepares them as if they have the modules at the end of the day they are given modules and they are able to compare what it is in the module. A module speaks to them, it communicates, it is a self-study material that a student can read on its own, a module has got activities, and it has got language as if somebody is in the class teaching. The only challenge with these modules in most cases, they don't process them in time and teachers delay to receive them therefore I suggest that these modules should be processed in time so that teachers can be given these modules in time as they report” FA*

. The results show that the study materials (modules) are not processed in time thus affecting the training process of student teachers.

The findings are in line with the study conducted by Saxena, Mishra and Monhanty, (2012) who pointed out that the focus of teacher training is to develop skills among teachers to become competent in their daily classroom practices so that the learners needs and abilities are catered for. Use of self-study materials (modules) helps student teachers to concentrate on their own even in the absence of the facilitators therefore these study materials need to be processed in time so that teachers can be availed in time.

#### **4.1.4 Course works, assignments, tests and examination**

It is the norm of the institution through the facilitators to ensure that student teachers are administered various forms of course works, assignments, tests and examinations so that teachers are adequately prepared to teach learners with various learning disabilities in an inclusive setting.

One of the facilitators elaborated that;

*“These students are also given what we call take away assignments at home and those assignments are in most cases for me I give them assignments that are more practical oriented because they have to go back to apply in their classrooms and of course on the return next face to face there is sharing on what they found out and how they handled it in the field, the students are also given modules and those modules are like talking instructors to the students.*

This was validated by one of the student teachers who reported that;

*“We are subjected to course works, we also do assignments, group works then you present for the whole class to hear, you present according to your groups then the facilitator comes in to add or subtract what you have researched then amidst that we are also to do some tests and exams” Tr F*

The findings also revealed that during course works, assignment, tests, examination, student teachers are prepared to teach all categories of learners in inclusive primary schools.

One of the facilitators have this to share.

*What I need to inform you is that at the Diploma level we prepare teachers generally to handle all learners irrespective of what kind of disability they have so we do not only*

*prepare them to teach learners with intellectual disability but even the other disabilities”FB*

The above views revealed out that Course works, assignments and tests are administered to student teachers to enable them become competent and they are prepared to teach all categories of learners. Training teachers to teach all categories of learners may have negative impact on the learners in a way that a teacher may not be very good in all areas. Therefore specialization would be better like Kenya Institute of Special Needs Education where teachers are allowed to specialize in a particular learning disability.

The findings are in line with the study conducted by Ranjan, Pandey and (Ranjan, 2014) who cited that Training of teachers involves several courses and course units depending on the area of specialization that one offers for example science in education, arts in education and special needs education. In teacher training, one has to do course works, tests, sit for examination and conduct research study in order to qualify in the specific area of specialization.

#### **4.1.5 Conducting School practice**

The institution has established conducting school practice as one of the key elements in the training process for diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary’s Bukedea PTC. This is to enables student teachers to apply the knowledge they have obtained from the training and improve their skills in identifying and teaching learners with special needs education.

One of the student teachers reported that;

*“We have to carry out school practice which is always done in the second year and the third year, this enables us to help learners with various learning disabilities in our schools as compared before we started this course, we were very raw, we could not be able to help*

*learners with learning disabilities and even some of us thought that these learners are a curse from God "Tr E*

Similarly, another student teacher said that;

*"We are also subjected to carry out school practice in different centers whereby like in inclusive setting we always come across these learners with their diversified disabilities, so we try to put in to practice what we get from our facilitators "Tr B*

The participants also reported that when student teachers are conducting school practice, facilitators are not engaged in school supervision instead it is the Center Coordinating Tutors (CCTs) that are used which has brought serious concern on whether all CCTs are trained in special needs education.

One of the facilitators had this to say;

*"When it comes to school practice supervision I think it should be done by the facilitators because they are the ones who teach them, in most times it is done by the CCTs so how sure are we that these CCTs know issues of disabilities and special needs, they may be interested in getting general skills"FA*

The above expressions revealed that conducting school practice enables student teachers to identify learners with special needs and be in position to meet their educational needs as well as relating the theories they learnt in class and put them to practice as competent teachers with special needs education. The expressions also revealed that facilitators are not engaged in supervision of student teachers during school practice yet they are the ones entrusted with their training. Instead it is the CCTs who are supervising teachers.

The findings are in line with the study conducted by (Wieman, (2012) who stated that School practice (SP) is a teacher training strategy that is adopted by all teacher training institutes to

improve the teacher's expertise in their career. School practice is designed to help student teachers improve their knowledge, skills and develop confidence so that they become competent during the delivery of their lessons in the classrooms.

#### **4.1.6 Conducting research**

Conducting research is one of the key elements established in the training process for diploma in-service student teachers to enable teachers apply the knowledge they have acquired in identifying and teaching learners with special needs in an inclusive setting.

One of the facilitators reported that;

*“They do research, they are first taught research methodology theory and then they do the real research in their areas of special needs education such as visual impairment, hearing impairment and intellectual impairment” FA*

The findings also show that it is after the completion of research study that one can qualify to graduate as a diploma teacher in special needs education.

This was validated by one of the student teachers who said that;

*“We have to carry out research that means that having completed research is when you can qualify for the graduation upon completing the course” Tr C*

The above views revealed that conducting research is important in the training of student teachers in special needs education so that teachers can get opportunity to put into practice what they learnt in theories and it is one of the requirements one has to meet in order to graduate as a diploma teacher in special needs.

The findings are in line with Ranjan, Pandey and Ranjan (2014) who pointed out that in teacher training, one has to do course works, tests, sit for examination and conduct research study in order to qualify in the specific area of specialization.



## **4.2 Qualification, work experience and the roles of the facilitators in training diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary’s Bukedea PTC, Uganda.**

Objective two of the study sought to understand the qualifications, roles and the work experience of the facilitators recruited to facilitate diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary’s Bukedea PTC, Uganda.

### **4.2.1 Minimum qualification of the facilitators**

This study sought to understand the appropriate qualification for teacher trainers (facilitators). This question was only interviewed to a team leader and the facilitators. The participants stated a minimum of a degree in a specific area of specialization

#### **4.2.1.1 A minimum of a degree**

As stipulated by the National teacher policy 2019, every teacher should attain a minimum of a degree by 2030 (MoES, 2019) and also the National Council for Higher Education for one to be a facilitator, he/she should possess higher academic qualifications than the students he/she is facilitating (NCHE, 2019)

One of the facilitators elaborated that;

*“First of all we are guided by National Council for Higher Education and the guidelines say if you want to teach for example diploma students you must have a degree, so if have a diploma you can’t teach Diploma students because you are the same level with the students, a degree holder is supposed to teach Diploma students but also certificate that is the qualification because the National council states that, if the program is for the degree then you must have a master degree a degree holder can’t teach another degree holder unless*

*may be that area which this man or this woman is too unique we are failing to get the specialist” FA*

The findings also show that facilitators should possess first class degrees are preferred to be used as facilitators.

One facilitator had this to say;

*“It is supposed to be a first class degree in education specifically in special needs education but we also recommend masters but the minimum is the first class degree in education but particularly in special needs education” FB*

This was validated by the team leader who said that;

*“We need facilitators with first class degrees” TL*

Facilitators with first class degrees are preferred to be used but the study revealed that not all the facilitators have attained first class degrees. The National Teacher Policy (MoES, 2019) and National Council for Higher Education (NCHE, 2019) only state that the facilitator should possess the higher academic qualification than the students he/she is facilitating.

The more knowledgeable and experienced person is able to guide a less knowledgeable and unexperienced person to learn (Vygotsky’s sociocultural theory, 1978).

#### **4.2.2 Work experience of the facilitators**

This study sought to understand the work experience of the facilitators in the training of diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary’s Bukedea PTC. When the participants were interviewed, they reported that it’s practical experience and have taught for so long (10 years and above) learners with special needs education.

#### 4.2.2.1 Practical experience in the field

Practical experience for at least 10 years and above) in the field of special needs was the established as a key element for the work experience of facilitators in training diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC. The facilitator should have experience in teaching learners with special needs education in an inclusive setting.

One of the facilitators reported that;

*“The experience of the facilitator is basing on the practical experiences that this person has, has this person had an opportunity to actually to interface with learners with special needs then that is the best person to use as the facilitator because he will be talking from actual point of view as he will be talking how best these learners can be supported”FB*

Another facilitator said that;

*“The word experience is relative, you can have experience of ten years in the university when you are not practical, what am talking about here is that somebody went to school studied for example a degree and did a research in a particular aspect but not just a fresh graduate ” FA*

This was validated by a team leader who reported that;

*“We really want facilitators who really have experience in teaching children with different special needs for at least ten years and above” TL*

The above views revealed that facilitators with practical experience and have taught for at least ten years and above are preferred.

The findings are in line with the study conducted by Petty, (2016) suggested that working experience in a particular discipline is one of the key elements that should be considered for one to be considered as facilitator.

#### **4.2.3 The roles of teacher trainers (Facilitators)**

This study aimed at understanding the roles of teacher trainers (facilitators) during the training of diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's PTC. The participants had different views basing on their experience as listed; guiding teachers to interpret the modules, providing guidance, school supervision and to act as research supervisors.

##### **4.2.3.1 Guiding teacher trainees to interpret the modules**

Guiding student teachers to interpret the modules was found as one of key roles of the facilitators during the training of diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC. This helps teachers to become competent in the field of special needs education.

One of the student teachers reported that;

*“The roles of the facilitators in this center, they help us in facilitating our learning that is to say they pass us through the modules, they make the modules more simpler for us to understand because without them it would not be easy for us to understand some concepts which are in the modules.” Tr F*

This was validated by one the facilitators who said that;

*“Our role is to prepare these teachers adequately to teach all categories of learners in special needs education without discriminating them” FE*

The above views revealed that facilitators are located time to guide student teachers to interpret and understand the modules so that they are in position to identify and help learners with special needs in inclusive primary schools in St Mary's Bukedea PTC, Uganda

The findings are in line with the study conducted by Olsen, (2007) who state that facilitators are the key persons that are steering the training of teachers in any institution, if they don't equip teachers with the necessary skills of teaching the learners, the consequences are likely to be manifested in the learners. It is a good practice for facilitators to guide teacher trainees in interpreting the modules so that they will be well equipped with appropriate skills on how identify and help learners with special needs in an inclusive primary schools in St Mary's Bukedea PTC, Uganda

#### **4.2.3.2 Providing psychological and career guidance**

Providing psychological and career guidance to student teachers was established the study as one of the key roles of the facilitators during the training of diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC, Uganda.

One of the student teachers had this to share;

*“Our facilitators generally are responsible in supporting us in terms of guidance and counselling because some of us have psychological problems basing on the issues of families as you know some people are married so when they come for the course you find that they will be challenged a bit from home but when you find the challenge that is tormenting you, you can approach one of the facilitators that you have that trust in and that person can guide you.” Tr A*

This was validated by one of the facilitators who had reported that;

*“We provide guidance and counselling to our teachers especially those with psychological problems since most of them have families and changing their attitudes towards learners with special needs because some think that teaching a learner with a disability you can also get that disability.” FB*

Another facilitator had this to say;

*“We provide career guidance to our teachers whereby after completion of their Diploma education they can continue in their education within the line of special needs.” FC*

This was validated by one of the student teachers who said that;

*“They provide us with career guidance because we always need to know from here where shall we be going and which path shall we take so that we are successful.” Tr D*

The above views revealed that facilitators provide guidance to student teachers with psychological challenges so that they are able to concentrate in their studies and become competent in the field of special needs education, they are also encouraged to excel in examination so that they can be sponsored in their further studies.

The findings are in line with the study conducted by Tanner, (2011) who pointed out that teacher trainers (facilitators) are assigned with various roles in teacher training institutions such as conducting teaching, setting course works, encouraging teacher trainees to be exemplary in their communities, setting examination, marking examination, designing field visits, supervising research and guiding student teachers so that they are well equipped with the necessary skills in helping learners with diverging needs.

#### **4.2.3.3 Guiding student teachers during school practice and research supervision**

Guiding student teachers during school practice and research supervision were established as key elements during the training of diploma in-service student teachers of learners with

intellectual disability in inclusive primary schools in St Mary's Bukedea PTC so that they are able to put into practice what they learnt in identifying and teaching learners with special needs.

One of the student teachers shared that;

*“These facilitators when we are to go for school practice, they guide us on what we are supposed to do there in our school practice, they also guide us on how to help these learners with special needs, so we go for school practice when at least we know what to do, not like the way we went like those days in grade three where we could teach all the learners in the same way at least now we have that knowledge of how to help learners with special needs in class so the school practice they really facilitate us very much when we go there”.Tr F*

One of the student teachers had this to share;

*“It is our facilitators who act as research supervisors to make sure that we carry out the component of the course successfully”. Tr D*

The above expression revealed that facilitators guide student teachers as they go for school practice and also act as research supervisors.

The findings are in line with the study conducted by Ranjan and Pandey (2014) who cited out that in teacher training, one has to conduct research study and school practice in order to qualify in the specific area of specialization.

#### **4.3 The facilities, equipment and the materials used**

The study sought to explore the facilities and the materials used in the training of diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC.

### **4.3.1 Facilities**

There are a number of facilities established by this study to be the key elements in the training of diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC that the participants reported such as; inadequately stocked library, adequate teaching space and the main hall that were reported by the participants.

#### **4.3.1.1 Inadequately stocked Library**

The institution has a library as one of the key facilities used in the training of diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC. However, the library is not adequately stocked with the required materials that addresses issues in special needs education.

One of the facilitators elaborated that;

*“We have the library as the facility but it might not be adequately stocked with books that address issues in special needs because these are libraries for the general primary education so I have not seen the university putting there materials or books.”* FA

This was validated by the team leader who reported that;

*“The college has got the library although it is not stocked with necessary books for special needs education but this library has general books for primary education”* TL

The findings also revealed that the access to the library so limited because there is no librarian for diploma in-service program

One of the student teachers had this to share;

*“Let me start from the library as we said before, this center has library but the only challenge is that there is no librarian that is there for our specific program, we rely on the*



*college librarian and you will find that sometimes the library is closed and yet that would have been the time for us to use it.” Tr D*

The above views revealed that access to the library is limited for student teachers since there is no librarian for diploma in-service program and the library is not adequately stocked.

The findings are in line with the study conducted by Furber, (2016) who stated that Library provides resourceful information for student teachers to conduct their research work.

#### **4.3.1.2 Computer laboratory**

Computer laboratory was one of the key facilities that the study has identified used in the training of diploma in-service student teachers. However, power and internet connection are poor.

One of the facilitators had this to say;

*“The college has a computer laboratory because the course has got ICT component but the challenge we have in power and internet connection are unreliable FB*

The above views revealed that the institution has computer laboratory but power and internet Connectivity are unreliable.

The findings are in line with the study conducted by Bynghall, (2017) who argued that 21<sup>st</sup> Century requires every teacher to match with the current demands of the changing society in the use of ICT.

#### **4.3.1.3 Adequate teaching space**

The classrooms and main hall are the key elements established by this study being used in the training process for diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary’s Bukedea PTC.

One of the student teachers had this to share;

*“We have first of all classrooms or lecture rooms where we take our lectures from since our number is not so big I think those classrooms can be enough for us” Tr A*

This was validated by one of the facilitators who said that;

*“We have enough classrooms that can accommodate all our teachers during the teaching learning process.”FC*

The study also revealed that, the institution has the main hall that used for conducting examinations and other functions.

One of the student teachers had this to say;

*We also have the main hall which is large enough but what I see there, it needs some improvements to be done where there are cracks which makes us to be a little bit scared whenever we go in especially when we are seated for our examinations.” Tr D*

The findings revealed that, the institution lacks a resource room

One of the facilitators had this to say;

*“I can't say that we have the best quality facilities. We don't have even a resource room”FB*

The above views revealed that classrooms are enough to accommodate all student teachers during the teaching learning process but these classrooms require renovation to ensure that the teaching learning environment is conducive. The main hall is used for doing examinations and the institution does not have a resource room.

The findings are in line with the study conducted by Darling- Hammond, (214) who stated that classrooms play an important role in facilitating the teaching learning process, they should be free from distraction, so that intended objectives can be achieved.

### **4.3.2 Equipment used**

The study identified computers and furniture as the key equipment used in the training of diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea teacher institute, Uganda.

#### **4.3.2.1 Inadequate computers**

Computers were identified as one of the key equipment used in the training of diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC. However, these computers are inadequate for student teachers.

This was confirmed by the team leader who reported that;

*"In St Mary's we are really lucky that the college has been supported by donors, partners to have computers because we need our students that we are training to go back with that knowledge of computer but the only challenge we have is that, these computers are inadequate for our teacher trainees" TL*

Furthermore, the study established that student teachers had no basic skills in ICT in their primary background therefore even though there were enough computers, student teachers cannot operate effectively.

One of the student teachers had this to share;

*"We have computer laboratory but a challenge is that we don't have that background of ICT in grade three, we were not covered and the knowledge they are trying to give us is coupled with limited time and it is also making us bite uncomfortable but we are trying our best." Tr D*

The views revealed that student teachers have access to computers but the challenge is that, the computers are inadequate and also student teachers had no background in ICT

The findings are in line with the study conducted by Bynghall, (2017) who argued that 21<sup>st</sup> century requires every teacher to match with the current demands of the changing society in the use of ICT.

#### **4.3.2.2 Enough furniture**

Furniture was established as of the key facilities used in the training of diploma in-service student teachers. Furniture is used during the teaching learning process.

One of the student teachers reported that;

*“I remember they mentioned the classrooms but these classrooms we have furniture like the chairs, we have tables. These chairs we always use them when we go for the lectures and the tables can be used in group works where we sit in the round table and the discussion takes place but to some extent some of the furniture is already destroyed which means that it needs to be repaired so that it matches with the number of the students. ”*Tr  
E

The above expression revealed that furniture is a vital equipment used in the training of diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary’s Bukedea PTC.

The findings are in line with the study conducted by Darling-Hammond (2014) who stated that furniture play an important role during the teaching learning process.

#### **4.3.3 Study materials**

The study sought to establish the study materials used in the training of diploma in-service student teachers of learners with intellectual disability in inclusive primary school in St Mary’s Bukedea PTC. The participants reported modules, manilas and markers as the study materials used by the facilitators and student teachers.

#### 4.3.3.1 Modules

Modules were established as the major study materials used in the training of diploma in-service student teachers of learners with intellectual disability in inclusive primary school in St Mary's Bukedea PTC. These modules can be used by student teachers even in the absence of their facilitators whereby they read on their own. However, these modules are not processed in time by Kyambogo University.

One of the facilitators elaborated that;

*“We have a number of modules but for now these centers have issues, these modules sometimes are not processed early and they are not given to teachers in time, first of all we are using existing facilities for those PTCs and some of the PTCs are not the core, actually when you go to the core PTCs they have got more facilities than these other colleges.” FA*

The above expressions revealed that modules are provided to the student teachers to enable them to understand how to identify and help learners with special needs education since the modules have information on various learning disabilities. However, the modules are not processed in time whereby student teachers delay to receive them which is a disservice to student teachers.

The findings are in line with the study conducted by UNESCO, (2007) which found out that study materials such as curriculum, handouts, markers, manilas, charts, and modules designed for specific programs are very essential in teacher training institutions to ensure that educators are well equipped with various skills to manage their learners. For teachers to be adequately prepared, there is need to have required study materials that help in facilitating the teaching learning process even in the absence of facilitators.

#### **4.3.2.2 Other materials**

The study found that the other materials such as manilas and markers are vital during the training of student teachers.

One of the student teachers had this to say;

*“When we talk in terms of materials or facilities they use in teaching, they can provide us with manilas, markers which we can use for writing what we want to present when we have a discussion ”Tr C*

The findings are in line with the study conducted by UNESCO, (1980) which found out that writing materials are vital in the training of teachers.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter presents the summary, conclusions and the recommendations basing on the research objectives and the findings that were analyzed, presented, and discussed.

#### 5.1 Summary of the Findings

The study aimed at establishing the training of diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC. The study used Vygotsky's sociocultural theory to relate how teachers should be trained adequately so that at the end they are in position to guide learners with intellectual disability in inclusive primary schools. The findings of the study are summarized basing on the objectives of the study as stated below;

##### **5.1.1. Training process for diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC, Uganda**

The findings revealed that teachers are prepared to teach all categories of learners with special needs without considering their personal interest. The study also established two weeks face to face residential sessions during school holiday as the key process.

##### **5.1.2. The qualification, work experience and the roles of the facilitators in training Diploma in- service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC, Uganda**

The facilitators with first class degrees, practical experience and they are to guide student teachers during the training.

### **5.1.3. Facilities, equipment and materials used in training of diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC, Uganda**

The findings revealed that the institution has, inadequate stocked library, inaccessible computer lab with inadequate computers and modules that are not processed in time.

## **5.2 Conclusions**

The study aimed at examining the training for diploma in-service student teachers of learners with intellectual disability in inclusive primary schools. The study wishes to make following conclusions: There is conflict of role between facilitators and CCTs who should supervise the teacher trainees during school practice. Inadequate time limits the Training of teacher trainees.

There is a gap between theory and practice in relation to the qualification of the facilitators and there are changing trends that requires everyone to upgrade in the teaching profession for example the National Teacher Policy (2019) for one to compete in the labor market.

Lack of access to the computer laboratory limits teacher trainees to do regular practice in ICT. Lack of required textbooks in the library limits teacher's access to required information. Lack of resource room limits teachers from being innovative. Delay of modules interrupts the training of in-service teachers.

## **5.3 Recommendations**

Basing on the gaps identified, the study wishes to make the following recommendations to the following categories: faculty of special needs and rehabilitation Kyambogo University, facilitators and diploma in-service student teachers.



### **5.3.1 Faculty of Special Needs and Rehabilitation Kyambogo University**

There is need to find ways to bring on board the facilitators to supervise student teachers during school practice. The period and time allocated to prepare diploma in-service student teachers need to be revised and some amendments can be made.

There is need to find ways of ensuring that what the policy is adhered concerning the qualification of facilitators. There is need encourage facilitators to enroll for future studies if they are to remain relevant in meeting the changing needs of the society.

There is need to recruit a librarian for DSNEE program so that student teachers can have access to the computer laboratory. The library needs to be stocked with required books. There is need to plan for a resource room. More computers need to be purchased. The study materials need to be processed in time so that student teacher can have access to them.

### **5.3.2 Facilitators**

The facilitators are encouraged to take personal initiative to ensure that teacher trainees are prepared adequately.

There is need to encourage facilitators to enroll for future studies so that they remain relevant in meeting the changing needs of the society.

### **5.3.3 Student teachers**

Student teachers are encouraged to take personal responsibility to put into practice what they learnt in class to benefit the learners.

Student teachers are advised to continue upgrading if they are to be recruited as facilitators in future.

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## APPENDICES

### Appendix 1: Interviews for DSNEE team leader

#### A. Background information

1. What is your gender?  Male,  Female. 2. Age..... 3. Code..... 4. Venue.....
5. Starting time.....End.....
6. What is your highest level of education?
7. What is your area of specialization at your highest level of education?
8. How long have you been a team leader in this learning institution?

#### B. Training of diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC, Uganda.

1. In your own understanding what does the term intellectual disability means?
2. Basing on your own experience can you describe the training process of diploma in-service teachers undergo through to enable them teach learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC?

#### C. The qualification, work experience and the roles of teacher trainers (facilitators) in training diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC, Uganda.

1. In your own view, what do you think is the appropriate qualification for teacher trainer (Facilitator) to teach diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC?
2. In your own view, what work experience do you think is appropriate for one to be a teacher trainer for diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC so that they are enable teach learners with intellectual disability in an inclusive primary schools?
3. In your own experience what are the roles of a facilitator during the training of diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC.

D. The facilities, equipment and the materials used in the training of diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC, Uganda

1. Which facilities, equipment and equipment do you use in training of diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC?

We have come to the end of our session, in case you have any suggestion that may be useful to this study, feel free to say.



## Appendix 2: Interviews for teacher trainers (facilitators)

### A. Background information

1. What is your gender?  Male,  Female. 2. Age..... 3. Code..... 4. Venue.....
5. Starting time.....End.....
6. What is your highest level of education?
7. What is your area of specialization at your highest level of education?
8. How long have you taught in this institution?

### B. Training process of diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC.

1. In your own understanding what does the term intellectual disability means?
2. Basing on your own experience can you describe the training process of diploma in-service student teachers they undergo to enable them teach learners with intellectual disability in inclusive primary schools?

### C The qualification, work experience and the roles of teacher trainers (facilitators) in training diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC.

1. In your own view, what do you think is the appropriate qualification for teacher trainer? (Facilitator) to teach Diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC?
2. In your own view, what work experience do you think is appropriate for one to be a teacher trainer for diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea teacher institute ?
3. In your own experience what are your roles as a facilitator during the training of diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC? .

D. The facilities, equipment and the materials used in training of diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC.

1. Which facilities, equipment and materials do you use in training of diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC?

We have come to the end of our session, in case you have any suggestion that may be useful to this study, feel free to say.

Thank you for your active participation.

### Appendix 3: Focus group discussion for diploma in-service student teachers

#### A. Background information

1. What is your gender?  Male,  Female. 2. Age.....3 Code.....4 Venue.....
5. Starting time.....6. End.....

#### B. Training process of diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC.

1. In your own understanding what does the term intellectual disability means?
2. In your own experience, describe training process you are undergoing that will enable you teach learners with special needs education particularly learners with intellectual disability in an inclusive setting?

#### C The qualification, roles and work experience of teacher trainers (facilitators) in training diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC.

1. In your experience during the training, what are the roles of teacher trainers (facilitators) in the training of diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC?

#### D Facilities, equipment and the materials used in the training of diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC.

1. Which facilities, equipment and materials being used in your training as diploma in-service student teachers in special needs education to teach learners with intellectual disability in inclusive primary schools in St Mary's Bukedea PTC?

We have come to the end of our session, in case you have any suggestion that may be useful to this study, feel free to say.

Thank you for your active participation

Appendix 4: Introductory letter for data collection



P. O. BOX 1, KAMPALA  
FACULTY OF SPECIAL NEEDS & REHABILITATION  
Tel: 0414-286237/285001/2 Fax: 0414-220464  
**DEPARTMENT OF SPECIAL NEEDS STUDIES**

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21<sup>st</sup> November 2022

To whom it may concern

Dear Sir/Madam,

**SUBJECT: INTRODUCTORY LETTER FOR DATA COLLECTION**

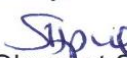
This is to introduce the bearer..... E. TOORI BENARD .....

**Reg. No:** 2014/GMSN/13090/WKA ..... who is a bonafide student of Kyambogo University in the Department of Special Needs Studies. As partial fulfillment of the requirements for the award of a Master of Special Needs Education, she/he is required to undertake a research on the approved area of study.

The purpose of this letter is to request you to allow him/her to collect data for his/her research study.

Kyambogo University will be grateful for any assistance rendered to the student.

Sincerely,

  
Dr. Okwaput Stackus

**HEAD OF DEPARTMENT**



Appendix 5: Consent form

Dear participant,

My name is Etoori Benard, a student from Kyambogo University pursuing a Master of Special Needs Education degree of Kyambogo University. As part of the course requirements, I am carrying out a study titled: Training of diploma in-service student teachers of learners with intellectual disability in inclusive primary schools in St Mary’s Bukedea PTC, Uganda. You have been identified as a potential participant in this study and I kindly request you to take part in an Interview and focus group discussion. Participation is voluntarily, no one will be forced to participate against his/her will and all the information you provide will be treated with utmost confidentiality and it will be used only for academic purposes. Thank you.

Proceed with study

Do not proceed with study

Thank you.

Signature/Thumb prints of  
participant.....Date...../...../2022

Signature of the  
researcher.....Date...../...../2022

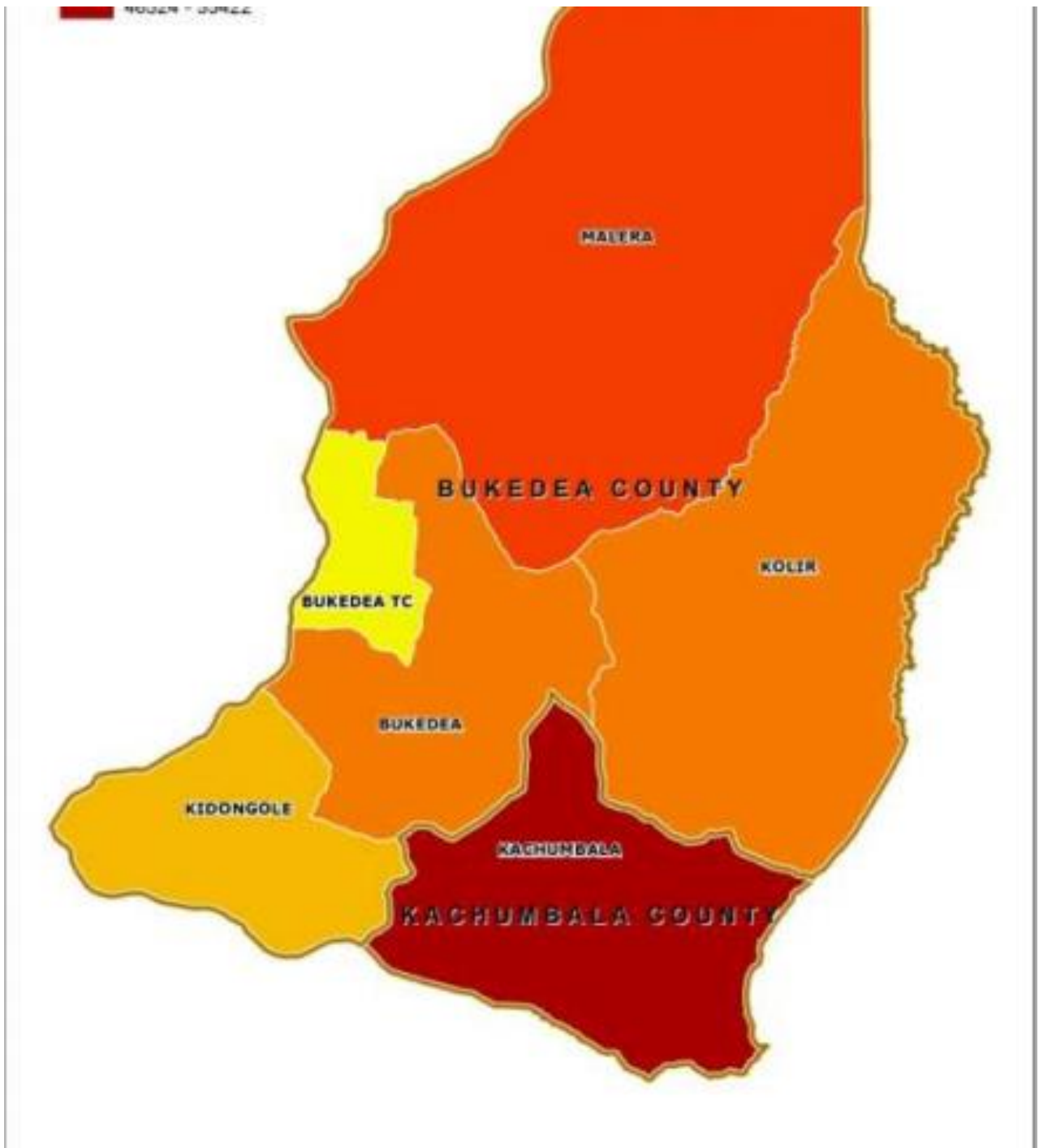
Appendix 7: A map of Uganda showing Bukedea district area of study



**KEY**

 - **BUKEDEA DISTRICT AREA OF STUDY**

Appendix 8: A map of Bukedea district showing area of study



**KEY**

 - **BUKEDEA TC (AREA OF STUDY)**