

**PRIMARY SCHOOL TEACHERS' PERCEPTIONS TOWARDS INCLUSIVE  
EDUCATION FOR LEARNERS WITH DISABILITY IN LIRA MUNICIPALITY**

**BY**

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## DECLARATION

I do hereby declare that, the work presented in this report is my own investigation and has never been presented in any university or institution for any award and I do bear responsibility for its content.

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## **DEDICATION**

I dedicate this work to my beloved parents: Yakub Awele, and Khadija Akulo Awoi who natured me both spiritually and intellectually and made me who I am today. To my dearest wives Khadijah and Hamidah, my children Abdussalam Salam, Masuud and Khadija who persevered the absent of their beloved family head and always gave unrelenting support during my studies in Kyambogo university.

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## **ABSTRACT**

This qualitative research study focuses on inclusion of learners with disabilities in the mainstream primary schools in Lira municipality with the objectives of; To identify primary school teachers' perceptions towards inclusive education for learner with disabilities in the mainstream primary school setting; To establish primary school teachers' understanding and knowledge for inclusive education; To find out whether primary school teachers have knowledge of appropriate support required for inclusive education practice in the mainstream classroom setting; To identify teachers' capacity for meeting challenges faced during practices in the inclusive classroom setting. The study participants were 14 primary school teachers purposefully selected from two mainstream primary schools from Lira municipality. Data was obtained through semi-structured interviews and analyzed under relevant objectives thematically. Data analysis was guided by Ritchie (2013) model which proposes data reductions and thematic analysis. The results of the study revealed that most of the teachers have positive perceptions towards inclusive education of learners with disability in the "mainstream" classroom settings. The positive perceptions were subject to some factors like training in special needs education, regular contact of other general education teachers with learners with disability for quite a good number of years in the inclusive school, team work and collaboration with other stakeholders in education. In general the study revealed that the teachers' perceptions influence how teachers and school adopt, implement and commit to the inclusive education agenda.

## **LIST OF ABBREVIATIONS**

AFL: Assessment for Learners

AOL: Assessment of Learning

BEND: Basic Education for National Development

DANIDA: Danish International Development Agency

ITEK: Institute of Teacher Education Kyambogo

NCDC: National Curriculum Development Centre

NGOs: Non-government Organizations

RCS: Royal Common Wealth Society for the Blind

SDGs: Sustainable Development Goals

SEN: Special Educational Needs

SNE/EARS: Special Needs Education/Educational Assessment and Resource Services

SNE: Special Needs Education

SSI: Sight Savers International

UBOS: Uganda Bureau of Statistics

UFB: Uganda Foundation for the Blind

UNESCO: United Nation Education Scientific and Cultural Organization

UNISE: Uganda National Institute for Special Education

UPE: Universal Primary Education

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the Study**

According to UBOS (2016), a total of 148,095 children with special needs were enrolled in primary school in 2015 that is to say; autism impaired were 5%, hearing Impaired were 25%, mentally Impaired were 28%, multiple Handicaps (e.g. deaf and blind) were 4%, Physically impaired e.g. motor accident were 16% and visually Impaired were 22%. Therefore the majority of the pupils with special needs were found to be having hearing impairment with 25 percent. Fewer pupils were found to be having autism taking on only three percent.

In Uganda, around 70% of pupils starting primary school will not complete their education (Emong, 2014). This alone is an enormous problem. It is questionable whether all children with disability entitled to education start P1. Emong estimates that the number of children with disability attending school may be as low as 10-20%. This is violation of educational rights for children with disability. According to Emong (2014), it can be concluded that less than 25% of disabled pupils in P.7 will join S.1. And, overall, about 60% of pupils in P.7 will join S.1. This means that, there is high school dropout rate among disabled pupils as compared to rest of the pupils and reflects the extent to which Uganda fails to ensure non-discrimination of disabled pupils in education.

During the 1970s and 1980s, research established that all children can learn, in spite of their background and that some schools were more effective than others (Davis, 2010). The actions of school leaders impact school capacity and may either enhance or diminish learners with disabilities' achievement. School capacity is defined as the collective power of a school staff to raise student achievement. School administrators who build school capacity through an effective leadership style may influence learner's achievement through teachers (Christie, Thompson, & Whiteley, 2009). Crain (2010) conducted a study that examined different types of leadership styles of public school administrators to determine how the leadership styles affected student achievement. The study included 60 principals and 301 teachers from 28 school districts in Louisiana. The findings from this research showed that the perceived leadership styles, flexibility and effectiveness, did not affect school performance scores. Principals should be aware of how

teachers view their flexibility and effectiveness in order to try and improve student academic achievement in their schools (Crain, 2010).

In a study done in Mashonnal and, Zimbabwe , involving 186 care givers, 183 teachers and 67 head teachers by Marcella, Tramatana and Kett (2014), revealed that both head teachers 67.2% and teachers 81.4% reported not having gone a great deal of pre-service training. With consideration of in-service training, head teachers (17.6%) are inclined to report undergoing general training very often than the teachers (48.6%), while to be more particular on special needs education it was deficient for both teachers and head teachers 64.5% and 65.7% respectively. Typically, attitudes and beliefs are positive. However a significant fraction of teachers (21.9%) feel that disabled children ought to learn in their special schools and are not comfortable by the thought of disabled children in the mainstream schools. However, the same views are nominal amongst head teacher.

According to an Australian study which investigated the inclusion of 20 visually impaired children in several mainstream preschool and primary school environment, Brown (2012) posited that several teachers from those schools adopted strategies to make the existing school curriculum more inclusive. Lyons (2012) saw learning as a complex process which incorporated relationship between the motivation of learners/students, physical amenities, training/teaching resources, instruction/teaching skills, as well as the demands of the curriculum. Accessibility of teaching /learning resources consequently improves learning efficiency because they are fundamental in the learning process. Financial and other physical resources, human capital (teachers/tutors and support staff), as well as, physical amenities (class rooms, laboratories, libraries, social halls, computer rooms etcetera), are fundamental resources that facilitates learning.

Teacher attitudes influence the implementation of inclusive education practice in the classroom. Carlson (2012) argued that the attitude of teachers is the medium by which teachers are motivated to create inclusive teaching/tutoring methods in cases where definite support systems are available. This implies that Teacher education is directly linked to the attitudes of teachers. Teachers trained in inclusive education are better equipped with positive attitudes concerning inclusion of disabled children in mainstream schools.

## **Statement of Problem**

The learning process should engulf children with disabilities in order to integrate them to the general society. Inclusion of children with disabilities requires the customizing the current curriculum in order to meet each child's academic needs (Ridsaleand, 2012). The supporters of inclusion of disabled children in the mainstream classes lobby for total reconstruction, as well as the integration of fundamental changes in the current curriculum. These advocates of Inclusion states that different curriculum deepens exclusion by separating normal children from disabled/special children. Less than 25% of disabled pupils in P.7 will join S.1. And, overall, about 60% of pupils in P.7 will join S.1 (Emong, 2014). This means that, there is high school dropout rate among children with disabilities pupils as compared to rest of the pupils and reflects the extent to which Uganda fails to ensure non-discrimination of children with disability in education.

Teachers' attitude affects the acceptance of the child by their peers (Paris 2012), thus teacher commitment to inclusion can be seen as one of the most critical factors in the success or failure of inclusive education. A study conducted by Angela Michael (2013) revealed that enrolling children with disabilities is one step but that does not mean they are receiving quality education. Therefore this current research if accomplished, it is expected to shed light on the merits and demerits of the inclusive education and provide an insight on how to improve on the education provision for all categories of learners in an inclusive classroom setting.

## **Purpose of the study**

The purpose of the study was to investigate the perceptions of primary school teachers on inclusive education provision to learners with disability in mainstream primary schools.

## **Objectives of the study**

- I. To establish the primary school teachers understanding and knowledge for inclusive education
- II. To find out whether teachers have knowledge of appropriate support required for inclusive education practice in the maintenance classroom setting

- III. To identify teachers' capacity for meeting the challenges faced during practice in an inclusive class room setting

### **Research Questions**

- I. What is the teachers' knowledge and understanding of inclusion and inclusive education policies?
- II. What is the teachers knowledge and understanding of the appropriate support required for inclusive practice?
- III. How are teachers overcoming challenges met during inclusive?

### **Scope of the study**

The study was carried out in two mainstream primary schools from two divisions of Lira municipality. The municipality has four divisions namely; Ojwina, Central, Railways and Adyel divisions.

### **Significance of the study**

The study will help the School administrators create a welcoming environment for physical and information accessibility for learners with Special Needs to be accommodated within the "mainstream" school settings.

Furthermore the study will help Teachers create equal opportunities for all learners to experience and participate fully in the ordinary school activities including learners with Special Needs.

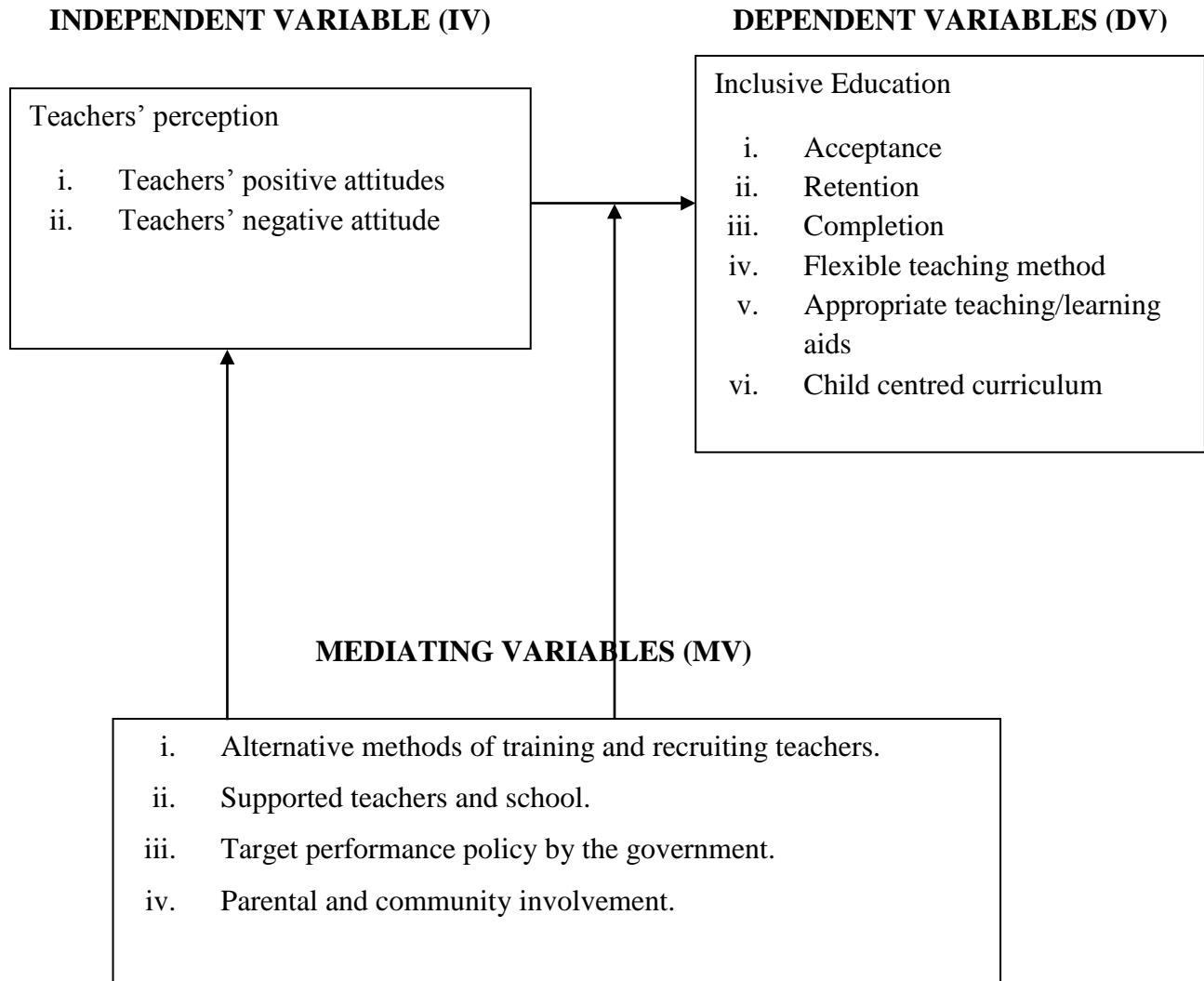
In addition the study may help the Policy makers to formulate relevant educational policies that foster inclusion of learners with special educational needs in an inclusive setting.

The study will also help ordinary learners to develop positive attitude towards learners with special educational needs and give them all necessary support.

It will also help Learners with disability to develop high self-esteem and appreciate the support rendered to them by their counterparts.

## Conceptual Framework

The conceptual framework illustrates how teachers' perceptions influence the inclusive education for learners with disability in an inclusive setting.



## Explanation of the conceptual framework

The figure above suggests that teacher's perception such as teachers' positive attitudes and teachers' negative attitude influences inclusive education that is to say; acceptance, retention, completion, flexible teaching method, appropriate teaching/learning aids and child centred curriculum.

However, mediating variables such as alternative methods of training and recruiting teachers, supported teachers and school, target performance policy by the government and parental and community involvement influences teachers' perception on inclusive education.



## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **Introduction**

This chapter will discuss the theoretical background of the study and the literature review related to this research topic as per the laid down objectives of this study.

#### **Theoretical framework of the study**

This study is grounded in the social model of disability. The social model of disability perceives disability as a result of the attitudinal, social, and environmental barriers that prevent people with disabilities from fully participating in the society. It emphasizes the limitations and loss of opportunities for people with disabilities to take part in life on equal terms as being due to various social and physical barriers (Michigan Disability Rights Coalition). The social model of disability is guided by proactive thought based on making it possible for people with disabilities to participate in society by making various adjustments to ensure that they are not excluded. For instance, in the school environment, it is the responsibility of the administration or an instructor to implement a curriculum that caters to all students in the classroom regardless of whether or not a disability is present (Institute of Medicine, Committee on Assessing Rehabilitation Science and Engineering, 1997).

Social model writers such as Finkelstein, Oliver and Barnes, agree that oppression and discrimination occur because society is geared towards the needs of people without impairments. The physical, organizational, and attitudinal barriers are what disable people with impairments.

Thus, people with disabilities are excluded and disadvantaged not by their impairments, but by the fact that society does not take account of their needs (Oliver. 1990).

#### **Criticism of Social Model of Disability**

Criticism of the social model of disability has been a focus for writers in disability studies since Michael Oliver first used the term as a description of the UPIAS principles in 1983 (Barnes, 2004). For example, Charmaz (2010) argues that the social model of disability portrays illness and impairment as being distinctly separate entities, and therefore neglects to consider the social

and relational nature of impairment and illness. He further states, "Some people may have an illness long before they receive a diagnosis which may then constitute impairment, and others may be impaired but receive a diagnosis of illness long afterwards (p. 16)." Concurrent studies by Albrecht and Devlieger (1999) showed that defining impairment and disability may exclude people with cognitive impairment, thus failing to consider that their experiences of externally imposed restrictions may not be similar to those of people with physical impairments. Additionally, the social model of disability does not engage with embodied experience, and although separating the body from culture has meant political gains, it has been at the cost of disabled people's identities (Hughes & Paterson, 1997).

Feminist disability theorists, such as Liz Crow and Jenny Morris, concur with the analysis presented by Hughes and Paterson. They have called for the social model of disability to be reconceptualized (Morris 1991, Crow 1996). For instance, Morris (1991) observed that the social model has denied the fact that physical and emotional pain experienced by disabled people due to their impairments has any impact on their political daily living. She further notes, "There is a tendency within the social model to deny the experiences of our own bodies" (p. 10). In addition, Crow (1996) argued that the social model of disability has not made adequate accommodation for the subjective experiences of pain, fatigue, depression, and, to an extent, the uncertainty that disabled people inevitably experience as a result of their impairment. She called for a renewed social model with, "a more complete recognition and understanding of individual's experiences of their body" (p. 210).

Oliver, who invented the term 'social model of disability\*' argues that the model was never a complete theory of disability on its own, but a model for thinking about the collective experience of disablement (Oliver 2004). He further explains that social model is an umbrella term for all critical theories of disability that present an alternative to the traditional, medicalized individual models.

### **Primary school teachers' knowledge and understanding for inclusive education**

There is evidence internationally that effective induction is needed to ensure that newly qualified teachers receive appropriate support, not only to further their skills, knowledge and

understanding and attitudes and beliefs but also to build their mind-set that they should continue the process of professional learning through their careers.

The overview on International Trends in Teacher Education carried out in UK (Northern Ireland) stresses this point: Effective programme of initial teacher education can be set at naught if they are not built up on in ways that takes teachers professional understanding further forward in a structural way well beyond the point of induction (Sahal Beug et al 2013 p.9).

However as for other “Stages” of teacher education, there is little explicit reference to diversity/inclusion in research or country documentation regarding the induction of new teachers.

In UK (Wales) a Master’s in Educational Practice (MEP) was developed in (2012) to enhance and support the teaching practices and professional development of newly qualified teachers. The course is a mix of direct teaching and distance (online) learning, school based work and mentoring by experienced professionals. Modules include; behavior management, literacy, numeracy, reducing the impact of poverty on attainment, additional learning needs, child development, reflective practices, leading learning and action inquiry.

A recent review of teacher education (Furlong, 2015) noted the need to ensure that teachers’ professional learning can be supported systematically throughout their careers, with more systematic links between country professional, development and support provides, local authority consortia and teacher education centres in universities.

In Norway, an arrangement for mentoring newly qualified teachers has existed since 2010. Newly qualified teachers who start a teaching career are generally offered mentoring by an experienced teacher in the same or neighboring school. The experience teacher may also be formally qualified as a mentor, although this formal qualification is not a requirement. This is aimed at giving professional and practical support on a one- to- one basis and help new comers build confidence through access to the collective competence and experience of the school community.

In Uganda, in the year 2001 Kyambogo University launched a programme of distance learning in six learning centres to train grade three teachers to attain Diploma in Special Needs Education

External. This programme was aimed at equipping these teachers with skills and knowledge to handle learners with disability in an inclusive setting.

### **Training of teachers regarding educating students with disabilities**

Inclusion has an impact on classroom teachers as they are faced with the challenge of meeting a wide range of student needs through inclusive practices. Further, teachers are expected to understand different categories of students with disabilities, manage a diverse classroom, implement differentiated instructional strategies, and make appropriate accommodations for individual needs (Winzer & Mazurek, 2011). Teacher training is therefore the key to the success of inclusive education. A similar study found that a single unit course on inclusion positively changed pre-service teachers' perceptions about inclusion. However, teachers overwhelmingly indicated that they still required additional knowledge and skills in order to, "... operationalize their changed perceptions and beliefs" (McCray & McHatton, 2011, p. 149).

General education teachers commonly complain that they lack knowledge about students with disabilities and have their limited skills in inclusive practices. As a result, teachers have expressed the need for teachers' training to specifically target classroom management skills so that specific needs of students with disabilities are adequately addressed. (McCray & McHatton, 2011) This concurs with Cassady's (2011) finding that teachers lack adequate experience and the necessary resources and support needed to sustain inclusion, making them unable to fully support the inclusion program. Although the literature demonstrates that some teachers perceive inclusion negatively, it is also clear that this negativity emanates from the inadequacies in resources and support.

According to Sanger et al., (2011), finding that teachers in inclusive schools need specific workshops that will prepare them for working with students with disabilities in their classrooms. Smith and Smith (2000) further determined that adequate training in such areas as characteristics of specific disabilities, making instructional accommodations, and developing collaboration skills would significantly help teachers to better meet the demands of including students with special needs in their classrooms.

Cassady's (2011) research revealed that, besides change in teachers' attitudes and training,

teachers need to be equipped with appropriate and adequate resources, so as to lessen the challenge of integrating students with disabilities into mainstream classrooms. Therefore, training is an important factor in contributing to more positive attitudes towards inclusion in teachers.

### **The nature and the severity of the disabilities**

According to Ryan (2009), teachers' attitudes toward the inclusion of students with disabilities into mainstream classrooms depends on the type of the disability of the student and the extent of instructional adaptations required for accommodating such students. For example, some students with developmental disabilities are sometimes viewed as too impaired to participate in meaningful literacy learning experiences with their typical peers.

A study by Rakap and Kazcmarek (2010) found out that teachers had difficulties controlling classroom behavior when students with different types of disabilities were included in their classroom, especially those with multiple disabilities and behavioral problems. Therefore, teachers were generally more receptive towards students with mild disabilities, and less receptive towards including students with severe disabilities in their general education classroom.

A study carried out by Santhi (2012) investigating the attitudes of mainstream teachers towards inclusive education found that teachers with more than 10 years of experience showed more positive attitudes towards inclusive education than their counterparts with less work experience. This was associated with the fact that as their experience increases, teachers become more aware about disabilities and how to cater to the learners, leading to positive attitudes towards inclusion of students with disabilities in regular classrooms.

### **Knowledge of teachers on appropriate support required or inclusive education practice in the mainstream classroom setting**

Hargreaves and Fullan (2012) noted that school leadership plays a valuable role in helping teachers create inclusive education, and is the most influential factor in the effectiveness of any school program.

Black and Simon (2014) noted that a key function of school leadership is to obtain the resources, aides, and technology needed for inclusive classrooms. Concurrent studies showed that the role of

head teachers is key in developing inclusive education which could lead to fostering new meanings about diversity and promote inclusive practices in schools.

### **Benefits of Inclusive Education**

Inclusion, in Humphrey's (2008) view, has expanded beyond advocating for children with disabilities to be educated in mainstream classrooms, but for the provision of a high quality educational experience for these students. Moreover, inclusion enables students with disabilities to spend more time on general education curriculum, leading to the completion of the intended school course.

### **Teachers' capacity to meet the challenges faced during practice in an inclusive classroom setting**

Despite the benefits of inclusive education, research has revealed that inclusive education has not been without challenges. This section of the chapter will examine numerous challenges that hinder the successful implementation of inclusion. These include disruption to regular students, behavioural issues, global differences and teachers' attitudes.

### **Behavioral Issues**

Emam and Farrell (2009) interviewed teachers and special needs coordinators of 17 students with disabilities who were placed in the regular classroom setting of mainstream schools. The results indicated that interactions between teachers and students with disabilities were negatively impacted by tensions emanating from disability related behaviors mainly due to poor social skills.

### **Global Differences**

In a study carried out in Nyeri county, Kenya determining the challenges of implementing inclusive education, it was revealed that inadequate teaching and learning resources, large class sizes, lack of administrative support, and inadequate specialized teachers to handle the special needs education curriculum contributed to teachers' negative perceptions of educating students with disabilities in inclusive classrooms (Orodho & Mwangi, 2014). A similar study by Nthia (2012) indicated that lack of motivation, irregular attendance of inclusive education learners, large

class enrolment, and lack of support from colleagues hindered the implementation of inclusive education.

Another study conducted by Masuku (2010) in Swaziland observed that the numerous barriers teachers face in the implementation of inclusive education included lack of trained personnel to manage inclusive classrooms, lack of funds, and insufficient instructional materials. This was further supported by Itimu's (2008) comparative study of Malawi, Tanzania, and Zambia that showed that all the three countries lacked sufficient resources for special needs education, and had an urgent need to train more teachers in special needs education.

On the other hand, Kalyanpur (2011) described how Cambodia adopted a strong inclusive education policy. However, it was hindered by lack of clarity and consistency over what inclusive education meant and how it should be implemented. For example, students with physical disabilities are integrated into mainstream classes because they can be enrolled with little adjustment on the part of the school. While students with more challenging disabilities are referred to special schools, or do not receive education at all.

### **Teachers' Attitudes**

Teachers did not believe that there were significant benefits of inclusion to students in general and special education. In addition, they cited a number of issues that complicated the implementation of inclusion including inadequate training, and lack of support from administrators and other teachers. Therefore, teachers who hold a less favorable attitude about working with students with disabilities in an inclusive classroom tend to feel that inclusion demands too much, and students with disabilities should be taught separately where they can receive individual instruction (Berry, 2010).

### **Ways to overcome the challenges met by the teachers during practice in an inclusive classroom setting**

To ensure that all students' opportunities for participation are maximized, schools must show readiness to embrace the demands of inclusion so that classes and activities are scheduled to include students with disabilities (Cassady, 2011). Furthermore, for the process of inclusion to be

successfully realized, the school administrators, teachers, and other staff must responsibly endeavor to meet personal, social, and academic needs of all students when they are in school. Teachers must position themselves to ensure that planning, support, and inclusion practices for students with disabilities are provided successfully.

Ryan (2009) denoted that teachers who fully embraced students with disabilities in their mainstream classrooms subsequently offered more effective instructions compared to their counterparts who held negative beliefs regarding inclusion. Further studies conducted in the United States revealed that teachers showed willingness to include students with disabilities in their classrooms (Cassady, 2011). While studies in Georgia revealed that almost all teachers (92%) held positive attitudes toward inclusion of students with disabilities, special education teachers' attitudes were significantly more positive than those of general education teachers (Cassady, 2011). Indeed, teachers' attitudes are an important component that can have a positive influence in the successful implementation of inclusion in the classroom (McGregor & Campbell, 2001). A similar observation by Horrocks, White, and Roberts (2008) indicated that the position and attitudes of teachers may determine acceptance or discontentment, which may eventually contribute to the success or failure of inclusion and disability interventions within the regular classroom.

In conclusion, many studies have sought to examine teachers' perceptions towards inclusive education. These have revealed that effective inclusion is better implemented by teachers who hold positive attitudes towards inclusion, are willing to teach students with disabilities, and take responsibility for these students' learning. It is clear that the successful implementation of inclusive education significantly relies on teachers' perceptions. However, there have not been enough studies focusing on teachers' perceptions towards inclusive education in Lira municipality. As such, the reason for carrying out this study in Lira municipality is to examine teachers' perception on inclusive education in mainstream primary schools.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **Introduction**

In this chapter the researcher discusses the methodological aspects of the study which mainly include: Research design, Area of study, Population, Instruments, Procedures of data collection and Data analysis.

#### **Research Design**

Qualitative approach was my research design because studies such as: ways of people's lives, behaviours, emotions and feelings as well as organizational functions, social movements, cultural phenomena and interactions between nations are better studied in ways that generate qualitative data which are mainly qualitative and descriptive in nature (Strauss and Corbin 1998:10 – 11).

Robinson (1989) refers to research design as a process of turning the main research questions into the project. In order to establish the primary school teacher perceptions towards inclusive education for learners with disability in the main stream primary school setting.

#### **Research Paradigm**

My preferred paradigm for this study was constructivism. This paradigm has a basic assumption that knowledge is socially constructed by people actively engaged in the research process. Therefore the researchers should seek to understand the complex world of life experience from the point of view of those who live it (Mertense, 2010). It further emphasizes that a research is a product of the values of the researchers and cannot be independent of them and rejects the notion of objective knowledge.

#### **Study Population**

The study was carried out in two divisions of Lira municipality and one Mainstream primary school was picked from each division.

## **Sampling techniques**

As a significant phase of my study sampling was of paramount importance to inform the value of implications that raised from the study outcomes (Creswell & Miller, 2000). I used purposeful sampling for the study which in this context implied looking for information from participants who gave me an in-depth understanding about the issues under discussion. In this case, I chose practicing inclusive school teachers. However, the purposeful sampling led to biasness emanating from the need by professionals to protect their grounds (Golofshani, 2003), schools and participants known to me were not involved in this study. This, I believed would help purge shared opinions and reservations of the study topic elicits and also avoided putting such participants in awkward positions during the interviews. All the sampled schools and participants were given pseudonyms to hide their identities.

## **Sampling criteria**

Two divisions of Lira municipality were selected to take part in the study. The criteria for inclusion in this study sample were: nearness to my physical location, availability of schools practicing inclusive education successfully and high ranking in national examinations. Two out of four divisions near my physical location met this criteria and were selected to take part in the study.

From the two division of Lira municipality, two schools were selected to take part in the study. The criteria was: each school from each division from among the schools practicing in inclusive education.

## **Sample Size**

The totals of fourteen teachers were selected and these included six classroom teachers and two head teachers from each school. The sample population was composed of three female teachers and also three male teachers for gender balance.

## **Area of study**

The study was conducted in Lira municipality, Lira district.

## **Data collection method**

A Semi-structured interview was used for data collection. In this context, it needed preparing questions that left space for flexibility and emergent opinions (Galleta, 2013). This choice of instrument helped to guide a conversation that would address some specific dimensions while at the same time giving room for the participant to give meaning to the study questions. It would also allow a back and forth dialogue (Kvale, 2006) thus providing an opportunity to react to comments, change wording of questions, interjections for probes and clarifications (Rubin & Rubin, 2012).

## **Data collection procedure**

I sought for the approval of my research proposal from Kyambogo University and get an introductory letter to be presented to the district education officials and the head teachers of the selected schools so as to be permitted to carry out my study. I then after sought for the participants consent and also agreed upon dates, time and venue of meetings so as to build rapport with my participants in advance.

## **Data analysis**

In this study, Data was obtained from primary school teachers through semi structured interview and analyzed under relevant objectives thematically. Data analysis was guided by Ritchie (2013) model which proposes data reduction and thematic analysis. This involved carrying out the exercise of pin pointing, examining and recording patterns emerging from the data and placing them under pre-determined themes. Themes in this case refer to those patterns across the data sets associated to my specific research question and key to describing the phenomenon in detail. The use of thematic analysis in this study holds the advantage of being theoretically flexible in that, it can be used to respond to different questions linked to the participants experiences (Gibson & 28 Andrew, 2009). I hoped this method was the most appropriate due to the emphasis it gives to the organization, and the rich description of data. This method goes beyond the idea of simply counting words or phrases in the transcribed text, to identifying the implied and the explicit concepts within the data. For this study to give the best results possible, some key stages were employed; transcription, familiarization, coding and presentation of data.

The data collected was analyzed, coded and grouped according to the nature of the information received and qualitatively presented for easy interpretation.

### **Limitations of the study**

These included inadequate funds to enable the researcher cater for all research necessitates such as typing, transport, and binding, among others. There was also limited time for the researcher to analyze the data thoroughly.

Some participants could not keep appointments which involved going to the same persons more than twice.

### **Ethical Consideration**

In designing a social science research especially one that involves human subjects, the researcher had to consider the underlying principles as described in the declaration of Helsinki (1975).

Below are some of the principles;

- Seeking formal approval of the proposal from the relevant authorities
- Seeking preliminary investigation in the study community
- Deciding and agreeing on the information that is to be conveyed.
- Ensuring sustained involvement
- Ensuring confidentiality
- Provision of incentives

## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS

The purpose of the current study was to investigate primary school teachers' perceptions towards inclusive Education for learners with disability in Lira municipality.

Specifically, the following objectives guided the study;

- 1) To establish primary school teachers understanding and knowledge for inclusive education.
- 2) To find out whether primary school teachers have knowledge of appropriate support required for inclusive education practice in the main stream classroom setting.
- 3) To identify teacher's capacity for meeting challenges faced during practice in an inclusive classroom setting.

Data was obtained from primary school teachers through semi structured interview and analyzed under relevant objectives thematically. Data analysis was guided by Ritchie (2013) model which proposes data reduction and thematic analysis.

In this chapter, findings are presented into two sections, A and B. section A presents the demographical characteristics of study participants.

In section B, views from study participants on teachers perceptions on inclusive education are presented views of the participants are conveniently captured in tables backed up with supporting data. Data in tables is explained and interpreted.

#### Demographic Characteristics of Study Participants

*Table 1: Demographic Characteristics of Study Participants*

Pseudonym	Gender	Year of experience in an inclusive school	Level of education
SUSAN	Female	6yrs	Bachelor's
SARAH	Female	3yrs	Diploma
ALICE	Female	8yrs	Diploma
PETER	Male	5yrs	Diploma

JOSEPH	Male	9yrs	Bachelor's
JOHN	Male	3yrs	Diploma
DANIEL	male	4yrs	Diploma
JUMA	Male	5yrs	Diploma
SAIDI	Male	4yrs	Bachelor's
MUSA	Male	6yrs	Diploma
ALIMA	Female	4yrs	Diploma
HANIFA	Female	8yrs	Bachelor's
FATUMA	Female	5yrs	Diploma
AMINA	female	3yrs	Diploma

### Teachers' knowledge and understanding of inclusive education

The study aimed at establishing teachers' knowledge of the inclusive education.

In the table below, teachers' knowledge on inclusion and other related terminologies are presented alongside other key aspects to be considered in the successful implementation of inclusive education.

**Table 2: Teaches knowledge and understanding of inclusive education**

Theme	Participants' responses	Supporting data
Inclusion	It is recognizing every individual as part of the society	<i>"I understand inclusion as an effort to make every individual enjoy equal rights in the society regardless of their ability or disability"</i> <i>(views from a male participant from school A)</i> <i>" to bring everyone on board in every societal activity"</i> <i>(views from another female participant from school A)</i>
Inclusive education	Provision of educational services to all categories of learners regardless of their abilities or	<i>" to bring all categories of learners with disabilities and other special educational needs (SEN) to learn together with the</i>

	disabilities.	<i>ordinary learners in the regular school setting (views from a female participant from school B) “Inclusive education calls for bringing all categories of learners to learn and share experiences and sense of belonging regardless of the ability and disability (views from a male participant from school B.)</i>
Mainstreaming	Making the ordinary school environment accessible for categories of learners.	<i>“ I do understand mainstreaming to mean making all necessary adjustment in the ordinary school structure to be easily accessed by all categories of learners” ( view from a male participant from school A)</i>
Involvement in active participation	Inclusive education advocates for giving chance and opportunity to every learner to fully and actively participate in the ordinary classroom activities regardless of their ability and disability.	<i>“ we do assign to learners with disabilities some responsibility such as being class captain and they are doing well” ( views from a male participant from school A)</i>
Attitudinal change	Inclusive education calls for attitude change and mind set of the society from viewing disability as a problem to be	<i>“in our school we don’t see disability as a problem to be corrected from an individual, We just look for a way of accommodating learners with disability to suit the ordinary classroom</i>

	corrected from an individual.	<i>environment” (view from a male participant from school B) “ we sensitize ordinary learners to take learners with disability as normal individuals to be given extra support” (view from a female participant from school B)</i>
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Teachers’ knowledge of appropriate support required for inclusive practice

Views of teachers on the knowledge of the appropriate support required for inclusive practice are presented in the table below.

**Teachers’ capacity for meeting challenges faced during inclusive practices**

**Teachers’ knowledge of the appropriate support required for inclusive practice**

It is of a paramount important that the implementers of inclusive education have the knowledge of the appropriate support required for inclusive practice.

When asked of such knowledge, the participants come out with their views as in table 5 below;

***Table 3: Teachers’ knowledge of appropriate support required for inclusive practice***

Theme	Participants’ responses	Supporting data
Professional support	Inclusive education calls for extra professional support from other stake holders	<i>“we need to work hand in hand with other professional like the physiotherapist( view from a male participant from school A) “We need special educational need assessors to help in assessing learners needs (views from a male participant from school B.</i>
Training	Teacher sin inclusive schools need to be given	<i>“Teachers without background knowledge on special needs</i>



	on fresher courses on inclusive education and special needs education	<i>knowledge feel incompetent and think learners with disability need support from special needs educational teachers only.” “For me, I am so green about special needs education so I can do nothing.”</i>
Collaborative supports	Inclusive education calls for collaboration support from other stakeholder	<i>“sometime we teachers feel in incompetent to carry out other assessment on learning need medical practitioners to carry out medical assessment for proper learners” referral and placement for medical interventions ( a female participant view from school B ) “we think government and other NGOS should help in living other support personnel like sign language interpreters, sighted guides and provision of other equipment like wheel chairs for easy mobility ( view from a male participant in school)A.</i>

**Professional support**

Inclusive education calls for extra professional support from other stakeholders.

In teaching learners with disabilities and other Special Educational Need (SEN) in an inclusive classroom setting, extra consideration should be made for human resource who should offer different types of support to learners with disability and other Special Educational Need (SEN)

(Hiuhu, 2002). The human resources are not limited to trained teachers in special needs education but also other professional such as, audiologist, therapist, nurses, doctors, Sign language interpreter and many others.

*A male participant from school A. "we need to work hand in hand with other professionals like the physiotherapist."*

*A female participant from school B "we need special needs assessors to help in assessing learners needs."*

### **Collaborative support**

Though teachers are the key implementers of inclusive education, a meaning full inclusive education practice calls for collaborative support from different stakeholders, government and non-government organization (NGOs).

*A male participant in school B "sometimes we teachers feel incompetent to carry out other assessment on learners' need, we need medical practitioners to carry out medical assessment for proper referral and replacement for medical interventions."*

*A male participant from school A: "we think government and other NGOs should help in hiring other support personnel like sign language interpreters, sighted guides and provision of other equipment like wheel chairs for easy mobility."*

### **Training**

Success of inclusive education mainly depends on teachers' knowledge and skills of implementing inclusive practice in the regular school class room settings. Such knowledge and skills can only be obtained through special needs training and refresher courses to practicing teachers in the mainstream school settings.

*A male participant from school A: "Teachers without background knowledge in special needs education feel incompetent and think learners with disability need support from special need teachers only."*

*Another male participant from school A: "for me I am so green about special needs education and I can do nothing."*

### Teacher’s capacity for meeting challenges

The view of teachers on their capacity to meet challenges during an inclusive practice where tapped through the relevant items in the interview guide. Table five highlights the view of teachers on how they overcome challenges during inclusive practice.

**Table 4: Teachers’ capacity for meeting challenges faced during inclusive practices**

Theme	Participants responses	Supporting data
Remedial teaching	All learners regardless of their ability or disability will benefit from inclusive classroom learning when remedial lesson are offered	<i>“in my class sometimes slow learners tend to lag behind and I organize for remedial teaching after the class” (views from a male participant from school A)</i>
Time adjustment	Inclusive education is beneficial for all categories of learner when extra time is given	<i>“sometimes 40 minutes cannot be enough for me to teach a lesson, so I do extend the duration to 1hour so as to cater for individual needs and interest of different learners” (a female participants’ view from school B)</i>
Differentiation of learners activities	For all learners to benefit in an inclusive classroom teaching tasks and activities need to be differentiated depending on the learners’ ability and interest.	<i>“ I always give different tasks and activities to different categories of learners so as to benefit slow learners” ( views from a male participants from school A)</i>
Consultation and collaboration with other teachers	For all learners to benefit from inclusive classroom teaching, consultation and	<i>“sometimes I consult other teachers on how to plan for teaching &amp; learning activities in case I cannot manage any situation” (view</i>

	collaboration with other teacher is necessary.	<i>from a male participant from school B)</i>
Curriculum adaptation	All categories of learners will benefit from inclusive classroom teaching when some adaptations are made in the curriculum.	<i>“we do make some adaptation in the curriculum and the instructional materials to meet the varying needs and interest of learners in the inclusive classroom setting”(views from a female participant from school A)</i>

## CHAPTER FIVE

### DISCUSSION, RECOMMENDATIONS AND CONCLUSIONS

The study aimed at exploring primary school learners' perceptions towards inclusive education for learners with disability in the mainstream primary school settings.

#### **Summary of the Findings**

On teachers perceptions two views emerge: some teachers indicated that inclusive education was possible and beneficial to all categories of learners regardless of their ability or disability because it promote inclusion and provide accessibility of quality education for quality life.

In this chapter, I discuss the result of the study findings in relation to the relevant study objectives giving recommendation and conclusion. This study finding is aimed at evaluating whether the research questions have been adequately answered.

#### ***Research question one***

##### ***What is the teachers' knowledge and understanding of inclusive education?***

The study findings revealed that majority of teachers who have background training on special needs education are well conversant with the term "inclusive education and other related terminologies such as mainstreaming, and inclusion in general.

The study further highlighted on some key aspects of inclusive education and the benefits of inclusive education in general.

The following are some of the definitions of terms related to inclusive education.

#### **Inclusion**

For inclusion to succeed it is important for it that its implementers understand what it really means. In the case of this current study teachers are the key implementers of which their views and understanding towards inclusions are of paramount important. This will enable them make informed choice and decision when dealing with diversity of learners during classroom practice.

The manner in which one understands inclusion is set to have consequences in the implementation process.

Inclusion has been defined as the philosophy that seeks to integrate learners with various forms of special needs into a regular classroom environment. It is meant to provide equal access to education and opportunities to share experiences with peers to all children (Friend and Bursuck, 1999). It aims to bring resources and support services to learners with disability so that they can reap some of the benefits that are associated with learning in a regular classroom (Allan and Brown, 2011).

### **Inclusive education**

Inclusive education is a continuous process of addressing and responding to the diversity of needs of all learners regardless of factors such as disability, gender, age, ethnicity, language, and sexuality. Inclusive education practice recognizes that all people can learn and it involves showing commitment in modifying the structure, system, policies, practice and cultures in schools so that they can respond to the diversity of students in their locality (UNESCO, 2005).

*A female participant from school B*

*“Inclusive education focuses on the provision of educational services to all categories of learners regardless of their ability and disability and other Special Educational Needs (SEN) to learn together with the ordinary learners in the regular school setting.*

*A female participant from school B: “inclusive education calls for bringing all categories of learners to learn and share experiences and sense of belonging regardless of their ability and disability.*

### **Mainstreaming**

Mainstreaming means transferring of children with disability and other Special Educational Needs (SEN) from a segregated setting such as special units and special school settings to a regular classroom setting within the locality depending on how they achieve academically without significant support. Majority of the participants understand mainstreaming as all the

necessary effort towards making the ordinary school environment accessible for all categories of learners regardless of their ability and disability.

*A male participant from school A: “I do understand mainstreaming as making all necessary adjustment in the ordinary school structures to be easily accessed by all categories of learners.*

### **Active participation**

A meaningful inclusion calls for active participation in all the ordinary school activities. Teachers have to give chance and opportunities for all categories of learner to be fully and actively involved in participating in all the ordinary school activities.

*A male participant from school A: “we do assign to learners with disability some responsibility such as being class captains and they are doing well”*

### **Attitudinal change**

Inclusive education is more of changing societal attitude and mind set from viewing disability as problem to be corrected from an individual medically.

*A male participant in school B: “in our school we don’t see disability as a problem to be corrected from an individual we just look for ways of accommodating learners with disability to suit the ordinary classroom environment”*

*A female participant from school B: “we sensitize ordinary learners to take learners with disability as “normal individuals” to be given extra support.*

Mainstreaming focuses on making of the ordinary school environment accessible to all categories of learners.

This may include physical accessibility such as ramps for easy entrance to the class, adjusting the spaces for easy and free movement of wheel chairs etc. the study findings also established some important aspects of inclusive education practice such as active involvement of all categories of learners in participation in ordinary school activities and attitudinal change and mindset of the ordinary learners and the general education teachers from seeing disability as a problem in an

individual but rather look for a way of accommodating learners with disability to suit the ordinary school environment.

### ***Benefits of inclusive education***

The study findings also revealed some benefit of inclusive education to all categories of learners and teachers in the mainstream school classroom setting.

Such benefits include;

(i). Development of positive attitude by the ordinary learners and the general education teacher towards supporting learners with disability and other special educational needs (SEN).

(ii). Development of high self-esteem by learners with disability and other Special Educational Needs (SEN). This can be realized when such categories of learners are given chances and opportunity to participate fully in the ordinary school activities, they develop high self-esteem after successful completion of tasks.

(iii). Reduction of prejudice between the learners with disability who are minority and the “normal” learners who are the majority group in the inclusive classroom setting as proposed by Allport theory of contact (1954) which states that under an appropriate condition, interpersonal contact is one of the most effective way to reduce prejudice between the majority and minority group members. If one has the opportunity to interact, associate and communicate with others, they are able to understand and appreciate the different point of views involving their ways of life.

### ***Research question two***

#### ***What is the teachers’ knowledge of appropriate support required for inclusive practice?***

This current study revealed the knowledge and awareness of the appropriate support needed to promote inclusive education and improve on the quality of performance of learners with special educational needs and lack of capacity to effectively handle learners with disability in an inclusive classroom was linked to lack of professional support, training and collaborative support from government, non-governmental organization NGOs and other support personnel.



On professional support, participants cited physiotherapist, medical practitioners, nurses, special needs education assessors amongst other who can work hand in hand with the primary school teacher in the successful implementation of inclusive education.

On training, the study further established the importance of special needs training to the practicing teachers such training can be organized inform of workshops, seminars and distance learning programmes so as to equip the practicing teachers with knowledge and skills of supporting learners with disability and other Special Educational Needs (SEN) to attain quality education from the ordinary school classroom settings.

### ***Research questions three***

#### ***How are primary school teachers overcoming challenges faced during inclusive practices?***

The study revealed some ways teachers can use to meet challenges faced during inclusive practice.

These include; remedial teaching, time adjustment, differentiation of learning contents and activities, curriculum adaptation and making collaboration and consultation with other teachers and support personnel.

#### ***Meeting challenges to inclusive practices.***

Overcoming barriers to learning and development for children with disability and other Special Educational Need (SEN) is a key principle of inclusion. Therefore teachers need to take specific actions that are appropriate in providing access to quality education for all categories of learners (Hehiu and Katzman 2012) when asked on their capacity for meeting challenges faced during inclusive practices.

The participants gave their views on how to overcome the challenges as below

#### ***Remedial teaching***

All learners regardless of their ability and disability will benefit from inclusive classroom teaching when remedial lessons are offered.

*A male participant from school A: "In my class sometimes slow learners tend to lag behind and I organize for remedial teaching after the class"*

### ***Time adjustment***

In every formal learning programme, timing and time tabling are the key guiding aspects of all learners programmes in a day. The timing period for a particular lesson as prescribed by the national curriculum development center tend to put teacher on high tension in an inclusive learning setting. For a successful inclusive practice teacher need to be flexible and give extra time where the need arises.

*"A female participant from school B" sometimes 40minutes cannot be enough for me teach a lesson, I do extend the duration to 1 hour so as to cater for individual needs and interest of different learners.*

### ***Differentiation of learners' activities***

An inclusive class room setting consist of various categories of learners with and without disability and other special educational needs(SEN) where by the needs and interest of learners also varies and this calls for teachers' ability and skills in differentiating learning content so as to make all the learners fully and actively participate in the inclusive teaching and learning.

*A male participant from school B: "I always give different tasks and activities to different categories of learners so as to benefit slow learners*

### ***Consultation and collaboration***

The idea of collaboration and consultation with other teachers and different stakeholders seems to be of paramount importance in the successful implementation of inclusive education. This is because it helps in identifying, assessing, planning and determining the various educational needs of learners (Dettmer, Thumston and Dyck 2009)

*A female participant from school B: "Sometimes I consult other teachers on how to plan for teaching and learning activities in case I cannot manage any situation.*

### ***Curriculum adaptation***

Curriculum is the sum totals of experience learners under go in a formal learning institution of regular classroom setting

However our national curriculum is generic in nature whereby the various individual special learning needs (SEN) are sometimes not put into considerations. This calls for teachers tactful skills in curriculum adaptation so as to cater for the various learning needs and interest of learners in an inclusive setting

*A female participant from school A: "we do some adaptation in the curriculum and instructional materials to meet the varying needs of learners in an inclusive classroom setting"*

### **Conclusion**

The purpose of the study was to investigate the perceptions of primary school teachers on the inclusive education provision to learners with disability in selected mainstream primary school within Lira municipality. Following the relevant objectives of the study, the findings revealed main conclusion of the study as below.

The study revealed the teachers' knowledge of inclusive education is paramount in the implementation of inclusive education and it mainly focuses on the continuous process of addressing and responding to the diversity of needs of all learners regardless of factors such as disability, gender, sexually, age, ethnic city and language. Inclusive education also recognizes that all people can learn and it involves showing of commitment in modifying the structure, systems, policies practice and culture in school so that they can respond to the diversity of the students in their locality. However, the study also revealed that teachers need collaborative support from other stakeholder such as the physiotherapist, medical pratintional, sign language interpreters, sighted guides to mention but a few and also learners with disabilities need to be equip with learning resources and other requirements such wheel chairs, braille papers, hearing aids etc.

Finally the study also revealed the need of teachers' expertise in the area of curriculum adaptations, differentiation of learners' activities and contents, collaboration and consultation with other stakeholder in the successful implementation of inclusive education.

## **Recommendation**

The findings of this study goes a long way to informing the government key programme areas that need to be considered so as to update primary school teachers with the relevant knowledge critical to the implementation of successful inclusive education programme as suggested below:

### ***Creating awareness***

There is need for continuous awareness creations and campaigns among stakeholders on the issues hindering educational provision for learners with disabilities and other Special Educational Needs (SEN). For instance there is need to address the information gap in relation to inclusive education provision to learners with disability. This will help to combat the negative perceptions of disability with in the society. A pilot project can be initiated in the district to demonstrate to teachers, families and policy formulators the strategies for inclusion so as to achieve a meaningful inclusive education

A demonstration school could be established to provide the inclusive education programmes to all categories of learners with and without disability and other Special Educational Needs (SEN).

### **Advocacy for collaborative support**

Although primary school teachers are the key implementers of inclusive education, there is need for advocacy for other stakeholders' collaborative support. This current study has revealed that collaborative support from different stake holders is of paramount important in the implementation of inclusive education. For instance head teachers should be informed about their roles and responsibilities in supporting their classroom teachers with educational resources and administrative guidance on the implementation of the inclusive policy. In a similar way the study has also established the importance of parental involvement in the education of learners with disabilities and other special educational needs (SEN). Such roles include; provision of scholastic materials, feeding of the learners at school and also giving first-hand information on their children's disability. Such firsthand information would help the practicing teacher to assess the learners' needs and make rightful decision to plan for their educational resources and strategies for a successful implementation of inclusive education.

### ***Redressing the curriculum***

The national curriculum currently in use is generic in nature and lacks some aspects and contents that suit the needs, interest and ability of all categories of learners in an inclusive classroom setting. Therefore, there is need to redesign the curriculum putting into consideration, the content coverage, mode of assessment learners needs and mode evaluating the learning domains(out comes) for successful implementation of inclusive education. For instance there should be differentiation in the mode of assessment even in the national exams where some learners are to be assessed in areas of skill development and activity of daily living and they are awarded certificate according to their strength and ability. This is because some learners with intellectual impairment cannot compete with ordinary learners in the areas of academic.

Since inclusive education has come to stay, the government through its ministry of education science, Technology and sports should come up with a new design of curriculum for primary teachers' colleges with the appropriate content to equip teachers with skills and knowledge to handle learners with disabilities and other Special Educational Needs (SEN). This will enable the government to come up with only one brand of teachers who can fully implement the inclusive education policy.

### **Funding**

Insufficient funding hinders the implementation of inclusive education. This study revealed that the government and other NGOs should offer extra funding for the provision of educational services such as hiring sign language interpreters, sighted guides, physiotherapist and other special needs education assessors and also provision of mobility equipment like wheel chairs and white canes.

### ***Structural modifications***

Inclusive education calls for all categories of learners to attain quality education from within their local environment in the regular schools constructed many years ago. Such school structures were designed in a way that accessibility concern were not put in place so as to accommodate and retain all categories of learners in the regular school structures. Therefore, this study revealed the need for structural modification and adjustment of the ordinary school

buildings. this can be done by infrastructural renovation to include the ramps at the entrance of classes, dormitories, bath shelters and toilet facilities or even demolition of the old structures and constructing new structures with modern facilities which are easily accessible and comfortable to all categories of learners regardless of their ability or disability.

### **Policy formulation and implementation**

Inclusive education is a new innovation therefore; it needs a strict policy that can be used to enforce the implementation. As per the wise saying “it is not easy to train an old dog new tricks” similarly it may not be easy to implement this new innovation without strict policies such strict policies should clearly highlight on the rewards for successful implementers and sanctions for the violators of the policies.

### ***Team work***

All stake holders should be encouraged to fully participate in the inclusive education practice and both general education teachers are encouraged to work hand in hand with the special needs education teachers and make consultations from rightful resource personnel as per the saying “together we can”. Together, inclusive education will succeed.

### ***Further research***

This study has revealed the primary school teachers’ perception towards inclusive education of learners with disabilities in the mainstream primary school setting to be positive with teachers who underwent special needs education training and some other general education teachers who were in contact with learner with disability for quite a good number of years in the mainstream primary school. I do suggest that further study be carried out on the perceptions of other stake holders such as parent, district education officers and the ordinary learners.

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## APPENDICES

### APPENDIX I: INTERVIEW GUIDE FOR TEACHERS ON THE TEACHERS' PERCEPTIONS TOWARDS INCLUSION OF CHILDREN WITH DISABILITY IN MAINSTREAM PRIMARY SCHOOL IN LIRA MUNICIPALITY

**Question:** what are the teachers' perceptions on inclusion of children with disability into mainstream classrooms in Lira municipality?

**Sub questions:**

- i. What is the teachers' knowledge and understanding of inclusive education?
- ii. What supports do you require for inclusive classroom practice?
- iii. How do you meet the challenges of inclusive classroom practice?

**Question themes and questions:**

**Teacher's background**

1. What is your level of training?
2. How many years is your teaching experience in this school?
3. Do you have any special education needs training?
4. If yes, what is your special education needs training specialization and what is the training level?
5. Do you enroll for special education needs professional development courses?
6. If yes, Which special education needs professional courses are they?

**Knowledge of inclusion and inclusive education**

1. Do you have children with disability in your class? If yes what are the categories?
2. Briefly describe how mainstreaming is perceived in your school?
3. Describe how inclusive education is conceptualized in the school
4. What kind of provision do you offer for learners with disability in your class?

**Classroom teaching and learning strategies**

1. How do you organize the inclusive classroom environment?
2. How is the seating arrangement in regards to the individual differences?

3. What methods of teaching do you use to cater for learners with special needs? Do you have individualized education programs?
4. How is the daily classroom schedule in terms of number of subjects and their timings as well as the breaks?
5. What outdoor activities are learners with disability involved in?

### **Supports for Classroom practice**

1. What support services are provided to enhance handling children with special education needs?
2. Do you have a work collaborative and consultative practice in the school?
3. What learning and teaching aids do you use to attend to learners with special needs?
4. Which other equipment do you use to support learners with special needs?
5. What teaching/learning materials and other equipment do you need to address the various needs for learners with special needs?

### **Inclusive classroom challenges**

1. Have you come across challenges in practice? If yes, can you mention some few?

### **Meeting inclusive classroom challenges**

1. How are you overcoming the challenges met during inclusive class room practice

## **APPENDIX II: INTRODUCTORY LETTER**

**APPENDIX III: CERTIFICATE OF CORRECTION OF THESIS**

#### APPENDIX IV: TIME FRAME

<b>MONTH</b>	<b>ACTIVITY</b>
Nov ember- December 2017	Proposal writing and defense
December 2017 – January 2018	Seeking for permission from relevant authorities.
January to February 2018	Preparing tools for Data Collection.
February – March 2018	Data Collection and Analysis
March – April 2018	Organizing for Thesis Presentation.
April – May 2018	Thesis presentation and defense

**APPENDIX V: MAP SHOWING THE AREA OF STUDY**