
**FACULTY OF SCIENCE AND EDUCATION
DEPARTMENT OF EDUCATION**

**School Environments and the Implementation of Inclusive Education for Physically
Disabled Children in Butebo District, Uganda**

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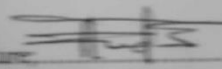
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Declaration

I Mudangha David, hereby declare that, to the best of my knowledge this dissertation titled "School environments in the implementation of inclusive education for physically disabled children in Butebo District." is my original work and has never been submitted to any university or institution for an award of a degree or any other qualification.

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Approval

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Dedication

This dissertation is dedicated to my mentor, Rev. Father Centurio Olaboro who always encouraged and taught me, my wife Caroline, who encouraged me to strive on, and my little children, Adrian and Ellison who I wish that they will follow my footsteps in their adulthood.

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I am indebted to many people who have contributed to the successful completion of this dissertation in one way or another. I would therefore wish to express my sincere thanks and gratitude to all of them. First, I would like to thank the Almighty God who granted me the gift of life, good health, and strength to complete this work.

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List of Abbreviations

DV	: Dependent Variable.
IV	: Independent variable
MoES	: Ministry of education and sports
NPE	: National policy on education
SNE	: Special Needs Education.
UN	: United Nations
UNICEF	: United Nations international children's education fund
UNISE	: Uganda national institute of special needs education.
UPE	: Universal primary education.
USAID	: Unites States aid for international development
USDC	: Uganda society for disabled children
USE	: Universal secondary education
UTEF	: Uganda teacher effectiveness project.

Abstract

This study was conducted to examine the effectiveness of the school environments in the roll out of comprehensive education for physically disabled children in secondary schools in Butebo District. The study examined: the influence of: teacher attitudes on the execution of comprehensive education; the role of school facilities in enhancing the out of comprehensive education, and teaching methods adopted in the execution of comprehensive education for children with physical disabilities in selected secondary schools in Butebo District. The study embraced a cross-sectional survey design involving head teachers, teachers and students. A sample of 6 head teachers, 60 teachers and 306 students participated. Purposive and simple random techniques were employed to select the Head teachers and teachers respectively. Students were selected using stratified random sampling. Qualitative and quantitative data were collected, analysed, interpreted and presented. Quantitative data was analysed descriptively while qualitative data was analysed using the verbatim method. Validity of the questionnaire was established at 0.84 while reliability was at .761. The results of indicated that the teacher attitudes impact the seamless rollout of inclusive education for instance results showed that 75.7% (majority) of the teachers are willing to give equal attention to all learners. Findings also show that 77.3% of teachers were positive about the education of children with frailties in the common classroom. 50% of the head teachers agreed that the buildings in their schools have ramps .71.6% of the learners stated that the spaces in the toilets were not adequate for the learners on wheel chairs The study recommended the need to pay attention to the need to create sensitive school environments in the general schools, avail adequate study materials for all the learners and train teachers on special needs

Chapter One

Introduction

1.0 Introduction to the Study

This chapter presents; the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, scope of the study, conceptual framework and the constraints to the study.

1.1 Background to the Study

In 2000, the World Education Forum put in place the goal of achieving Education for All (EFA) by 2015 such that quality education can be accessed by all learners (UNESCO, 2000). This is in line with the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). It underpins the requirement for the establishment an education system that is all comprehensive. (UNCRPD Article 24).

Kiuppis (2013) asserts that inclusive education emanates from the Salamanca statement (UNESCO, 1994) and has been running side by side with the Education for All (EFA) since 2000. In September 2008, Uganda ratified the UN convention on the rights of children with disabilities (2006). Other frameworks and policies including the Dakar framework for action and the Marrakesh treaty 2013 also underpin inclusion.

Uganda, in line with the international policies and treaties has put in place several policies to ensure that the learners with infirmities are able to access equal learning opportunities. These include but are not limited to, the equal opportunities policy, 2006, National policy on disability, 2006, the inclusive education policy, 2011, the Constitution, 1995, children Act, 2002, UNEB Act, 1983, NCDC Act, 2000, Equal opportunities strategy paper, 2012 etc.

In the broadest sense, inclusion involves assimilating children with special learning needs into settings that are not very restrictive. It is the integration of special needs children into the normal classroom environment (Ward, 2013; Effendi, 2014). This means that kids who get exceptional (special) education should be in the same classrooms as other kids as much as possible. The United Nations declaration gives every learner the right to acquire suitable education (UNESCO, 1994: iii). There is an assumption that it is normal to be different and learning should be reconciled to the learners needs. (Salamanca statement, 1994:7). Inclusion supports the view that children of every kind should be welcomed, nurtured, and educated irrespective of their gender, physical, mental, emotional, language, or any other characteristics.

In general (inclusive) schooling, learners of all kinds no matter their abilities become part of the school. All children ought to take part and learn with others similar class environments. Putting all children together in an inclusive classroom overcomes the structural and relational barriers (Cologon et al., 2019). Being able to place children with all levels of disability in school is the basic solution to the expansion of access (Jahnukainen, 2011).

In inclusive education, everyone is included no matter their talent, ability, or background in supportive general school environments and classes where all learners' necessities are worked on. (Swart, Engel Brecht, Eloff and Pettipher, 2002:176). In light of this, Booth et al (2006) assert that inclusive school environments reduce the barriers and increase learners participation and achievement. The discussion on education after 2015 shows a change in plan from the quantity to the quality of education as pronounced in Sustainable Development Goal 4.

There are three reasons for pursuing inclusive education, i.e. the social justification of inclusive education which involves being able to change attitudes towards diversity. The educational justification of having all schools being able to

handle all children despite their differences and the economic justification of the fact that it's easy to establish schools that teach all the children together without being discriminated.

The Equity strategy paper (2012) confirms this by emphasizing that for Sustainable development Goals to be achieved, the vicious cycle of inequality has to be broken with the aid of inclusive strategies. Inclusive education in Uganda dates as early as 1952. This was by the Colonial government through special schools since the children with disabilities ignored and were not beneficiaries from the normal schools then.

Despite the progress in attaining universal primary education (UPE) since the 1990s in several countries Uganda inclusive, about 30 million kids are still not schooling (UNESCO, 2012) and even those in the school are not getting the fundamentals (DFID, 2013). According to UNICEF, roughly 9% of the children with learning needs of school age attend primary school compared to a national average of 92%. This trend is partially because of the disability–unfriendly environment especially in the classrooms and the toilets (UNICEF, 2016:P9). According to the World Bank, 2020, out of the 1,370,583 students enrolled in secondary schools in Uganda, 8945 students have special learning needs. Those with visual impairment comprise the largest number of these students followed by those with physical infirmities.

In Uganda, about 5.82% of children have a disability (National action plan for children with disability, 2016/17-2020/21). This translates to 2,027,148 children yet learning support is mainly provided in special schools and special classes integrated into regular schools. Uganda with 5.82% of children with disabilities has only five special schools at secondary level. This means that these special schools are not

enough to take all the children with physical disabilities and they have to end up in other schools that may not be best fitting to attend to their needs.

The government of Uganda introduced inclusive education afresh in 1997 with the introduction of universal primary education policy followed by the universal secondary education policy in 2007 and the teachers are the centerpiece in the implementation of these policies. This has resulted into increased enrolment as great progress has been seen in the part of educational inputs (e.g. classrooms, textbooks, educators etc.), the assumption being that increase in inputs results in increase in learning. However, evidence is available to confirm that increases in inputs and enrolments have not to children learning better (Gove and Wetter burg, 2011).

According to the independent newspaper of October 18 2019, World Bank argued Uganda to hasten its efforts to pass special needs and inclusive education policy, which had stayed as a draft since 2011. According to the draft of that policy, all schools are required to have teachers trained on special needs and sited in every classroom. It also calls for schools to have the right infrastructure like ramps such the learners with physical infirmities move with ease. Despite all the above efforts, so many schools in Uganda are struggling to accommodate children with physical disabilities and implement inclusive education.

The school environment is paramount in the rollout of inclusive education. There is much research strengthening that the physical environment considerably impacts student accomplishment (Hill 2005, Cheryan et al. 2014, Weinstein 1979, McCreedy and Tanner 2008). Sapon-Shevin (2017) and Weinstein (1979) affirm that the physical environment also affects the attitudes of the learners the physical and methodological environments are sometimes not fitting for seamless usage by all the children with disabilities. The physical environment alludes to the physical facilities

like the buildings, playgrounds, and classrooms, while the academic environment means the teaching methodology and the learning equipment.

According to Cheryan et al. (2014), student and teacher attainment as well as their conduct are affected by the physical environment of the school. Accommodating all the education needs of the learners with learning needs that require special attention and the regular learners poses a challenge to a number of teachers especially when it comes to adjustment of the curriculum, classroom, and school setting. (Florian, 2012; Pit-ten Cate et al., 2018). Other scholars have found that engagement of students socially and academically is paramount in the retention and completion of the school cycle for the learners with infirmities (Kimball et al., 2017; Wessel et al., 2009).

The physical environment encompasses the classrooms with their furnishings, but more broadly, it symbolizes the school buildings and all its stuffing including physical structures, infrastructure, furniture and the site on which a school is located as well as the surrounding that learners come into contact with (World Health Organization 2004). Studies show that students with disabilities encounter a myriad of social, academic and communication challenges that make them not to fit well and contribute to lower perseverance rates (Carroll et al., 2016; Cox et al., 2017). Provision of access to high quality support services can improve the inclusiveness of the school environment. The framework to the present study is more focused on quality, engagement, and access in comprehensive school environments and the experience of children with learning needs in school.

This study was guided by the social development theory, advanced by Lev Vygotsky in 1978. In the theory, Leo Vygotsky principally clarifies that socialization affects the process of learning in an individual. It tries to explain awareness as the consequence of socialization. The Social Development Theory denotes three major

notions. These are, the Role of Social Interaction in Cognitive Development, the More Knowledgeable Other and the Zone of Proximal Development.

1. Role of Social Interaction in Cognitive Development. The theory chiefly emphasizes that social interface has a vital role in the mental progress. From the perspective of inclusion, children with disabilities can learn by their interaction with other children who are not physically incapacitated in order to achieve the sense of belonging and the active participation.
2. The More Knowledgeable Other (MKO). This means the person or individual who understands how something is done. For instance, you learn how to skate when someone teaches you this skill. The more knowledgeable ones are the teachers from whom the learners with physical incapacities can learn with ease. The teacher-student relationship is therefore important in the rolling out of inclusive education.
3. The Zone of Proximal Development (ZPD) the ZPD is usually referred to as the gap between what the learner is aware of and what he/she is not. The learner would be able to perform a given task under the guidance of another person. The zone of proximal development has to be reduced by the teacher rolling out inclusive education to help all learners achieve in the learning process.

1.2 Statement of the problem

The extent to which schools can include children with disabilities partially depends on the nature of the school environment. Ideally, all children should have access to education including those with special learning needs. (Sustainable development Goal 4, target 5). However, there are no special schools in Butebo District. This therefore means that learners with learning difficulties remain with no other choice but the mainstream schools which by government policy are presumed to be inclusive. (Inclusive education policy, 2011). In order to achieve the birthright of integration into society for all, the schools need to show integration in their

infrastructural set up. If these schools are not ready to welcome, nurture and educate these children, then they (children with physical disabilities) won't have a chance to attain education. This is because the special schools are few and far apart and it is therefore difficult and expensive for the parents to afford.

There is therefore need for the main stream schools to have appropriate environments for inclusion of all children including those with physical disabilities. The school should be welcoming and able to accommodate all learners in terms of their infrastructures, teaching methods and the attitudes amongst the teachers but there seems to be a discordance/mismatch between the school environment (physical, academic and social) and the needs of the children with disabilities. The current study therefore examines the effectiveness of school environments in the implementation of inclusive education Butebo District.

1.3 Purpose of the study

The purpose of this study was to examine the effectiveness of the school environments in the rollout of inclusive education in Butebo District.

1.4 Objectives of the study

1. To determine how teacher attitudes inform the implementation of inclusive education in selected secondary schools in Butebo District.
2. To find out the role of school facilities in enhancing the implementation of inclusive education in selected secondary schools in Butebo District.
3. To explore the teaching methods adopted in the implementation of inclusive education for children with physical disabilities in selected secondary schools in Butebo District.

1.5 Research questions

1. How do the teacher attitudes inform the implementation of inclusive education?

2. What is the role of school facilities in enhancing the implementation of inclusive education?
3. What teaching methods have been adopted in the implementation of inclusive education for children with physical disabilities in secondary schools?

1.6 Significance of the study

To the school managers, administrators, and the Ministry of Education and Sports the study might be of importance in formulating policies and new guidelines that will enhance the effective implementation of inclusive education. By examining the results in detail, the study may provide insight to school managers in terms of how management may approach the implementation of inclusive education.

To the District Education Officer, the study may be of great importance in his/her work of supervision monitoring and evaluation of schools in Butebo District to ensure that the schools implement inclusive education effectively. The study will also be of great importance in creating new knowledge for future research related to inclusive education.

The study might be of benefit to the major stakeholders like the school administration, learners, donors and the curriculum developers and implementers.

1.7 Scope of the study

This is the boundary of the research mainly in terms of content geographical coverage and time.

1.7.1 Geographical scope

The study was conducted in Butebo District in Eastern Uganda. The district borders Pallisa District in the West, Bukedea in the North, Budaka in the South and Mbale in the East. The district was of interest to the researcher due to the absence of

special schools in the district yet there are learners with physical incapacities who need to attain education. The study was carried out on both government aided (public) and private secondary schools.

1.7.2 Content scope

The study investigated the issues of effectiveness of the school environments in the implementation of inclusive education for the physically handicapped children in Butebo District. The independent variable was the school environment while the dependent variable was inclusive education. The major elements of the school environment examined by this study included the physical environment (school physical infrastructure), the academic environment (teaching methodology) and the social environment (relationships). This is because these environments are paramount in the rollout of inclusive education in that they can either promote or hinder it.

1.7.3 Time scope

This study was carried out in a period of three years i.e. between 2020 and 2023. This was because the issue of inclusivity in education took a center stage during this period.

1.8 Conceptual frame work

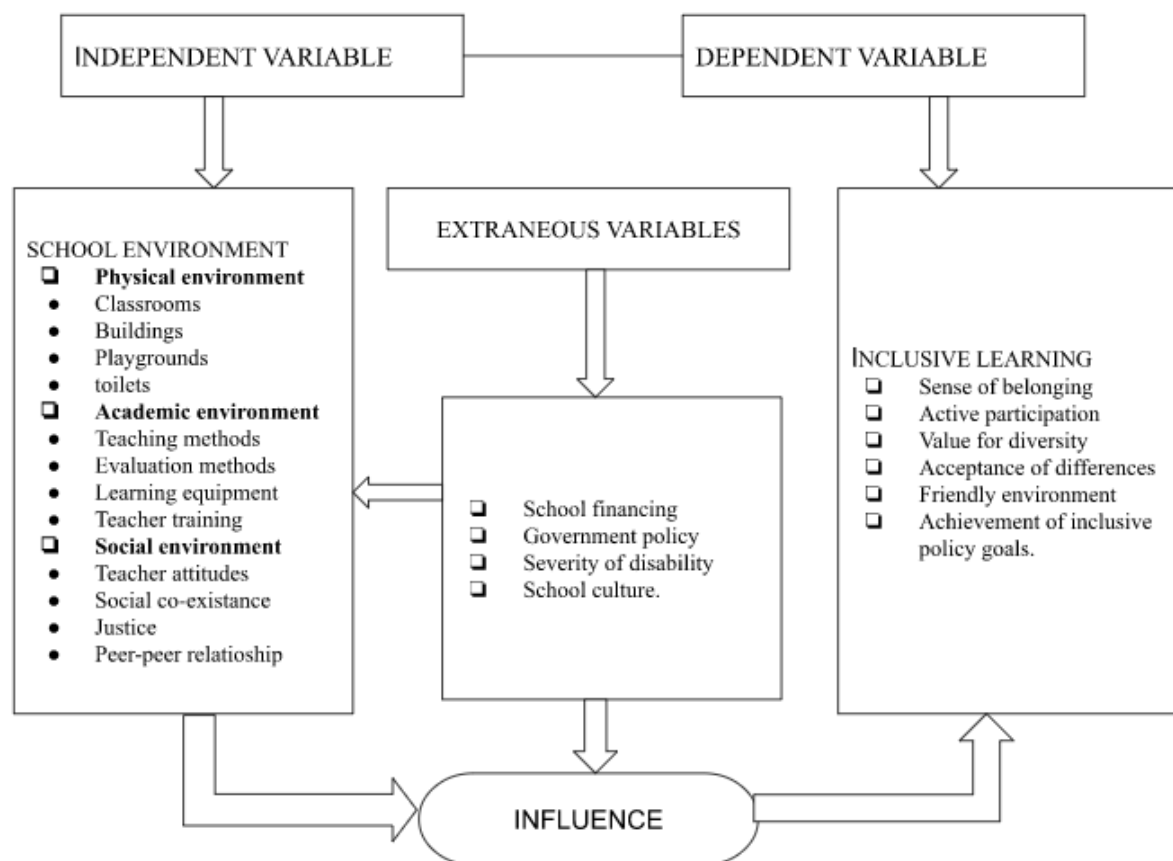


Figure 1: Effectiveness of school environment in the implementation of inclusive education

Adapted from, *Front. Educ.*, 17 November 2020

The conceptual framework above shows the influence of school environment on the implementation of inclusive education. The independent variable shows the different aspects of the school environment such as the physical, academic and the social environments that impact the outcomes of comprehensive education. The dependent variable shows the outcomes like value for diversity, acceptance of differences, achievement of inclusive education goals, and participation by all because of the influence of the school environments. The extraneous variables also affect the school environment in terms of facilities and the ability to use by the students. In the conceptual framework above, it is hypothesized that when the schools have the right/

appropriate academic, physical and social environments, the roll out of inclusive education will be effective in terms of respect of differences, value for diversity, participation for all and achievement of inclusive policy goals.

Chapter Two

Review of Related Literature

2.0 Introduction

This chapter discussed and analyzed other similar studies, who studied and where the study was conducted, what results were obtained helps to analyze the problem using theoretical insight and concepts. Case studies in different regions showed how the problem manifested itself in the different socio- cultural regions. By comparing and giving answers to certain research questions, it made issues very clear. This literature review covers the theoretical review, conceptual review and the summary of literature review. The related literature was reviewed using scholarly journals, grey literature (newspapers), reports, theses, dissertations, computer, and internet search.

2.1 Theoretical review

Socialization affects the process of learning in an individual as advanced by Lev Vygotsky in 1978. In the theory, Lev Vygotsky principally clarifies that socialization affects the process of learning in an individual. It tries to explain learning as a product of socialization. He further denotes three major notions. These are, the Role of Social Interaction in Cognitive Development, the More Knowledgeable Other and the Zone of Proximal Development.

1. Role of Social Interaction in Cognitive Development where he emphasizes that social interface has a vital role in the mental progress. From the perspective of inclusion, the children with disabilities can learn by their interaction with other children. Other scholars like Doise and Palmonari, (Eds.). (2010) postulate that it coordinating their actions with others that children can be able to construct cognitive coordination, which otherwise they would not attain individually. Social interaction is

therefore a source of cognitive progress. Social contact is indispensable in the development of cognitive, social, and moral knowledge (Carpendale & Lewis, 2004).

2. The More Knowledgeable Other which means the person or individual who understands how something can be done, for instance, you learn how to skate because your daughter taught you this skill. The more knowledgeable ones are the teachers from whom the learners with physical disabilities can learn freely. The teacher-student relationship is therefore important in the rolling out of inclusive education. Bates et al. (1976) postulates that infant's use of signs to make requests ("protoimperatives") and turning the attention of adults to objects by the use of pointing gesture. ("Proto-declaratives").

3. The Zone of Proximal Development (ZPD) usually referred to as the gap between what the learner is aware of and what he/she is not. The learner can be able to perform a given task under the guidance of another person. The zone of proximal development has to be reduced by the teacher rolling out inclusive education to help all learners achieve in the learning process. However, this theory seems to oversimplify the concept of interaction. There may be other factors that may favor or hinder the rollout of inclusive education for example the severity of the disability, the school culture and the attitudes of the learners and the parents.

2.2 Empirical review

Uganda like the other African counterparts faces difficulties in the provision of education services to many types of learners most especially those with learning difficulties. Citing Baser and Jones (2002: 255-6), van Reenen (2011) wrote that the concept of disability encompasses all those who have their activities hindered by inabilities that are physical in nature, those with visual or hearing impairment, those with long-lasting ailment, cerebral health and communication ailments, disfigurement

and those with aging challenges or with challenges in attaining development milestones. The Uganda Society for Disabled Children (USDC) viewed disability as failure to do things in a manner considered “normal” (USDC 2011:4). It is difficult for these children to access education in the mainstream schools, which have adopted the idea of integration. This has meant that instead of the school environment adjusting to the needs of the child; it is the child to adjust.

2.2.1 Teachers’ attitudes towards implementation of inclusive education

It is imperative that all children get an equal opportunity in education irrespective of their differences. According to Clark, et al (1995), education has become challenging as it provides principles of a new paradigm: the “interactive” or “organizational” paradigm. In inclusion, there should be restructuring of mainstream school environments such that every school can handle every child no matter the nature of their disability (Aramids, Bayliss, Burden, 2000). Inclusion involves the extent to which the mainstream school can respond to the needs of their learners. Norwich (1996) noted that the success of inclusive practice depends on the teacher’s opinion and attitudes. Sims (1995) in agreement with this stated that the man who can make hard things easier is an educator. Teacher opinions (e.g. Hellmich, Löper and Görel 2019) and efficiency (e.g. Wilson et al. 2016) are very paramount in enabling the roll out of quality inclusive learning. Result oriented instructors are those who know the significance of learner involvement in their own learning. Positivity in inclusion is the stepping stone to achievement of inclusive education and the availability of physical and human support is linked with attitudes to comprehensive learning (Omar, 2006).

The idea of the classroom being the right place for the children with special learning needs is supported by Croll and Moses (2000) who after investigating

teacher's views on inclusive education found that ninety percent of the teachers were in favor of the idea that the regular classroom is the unsurpassed / right place for learners who have learning difficulties. They recommended that inmate teacher views are central to their resulting implementation and practices of comprehensive schooling, which the researcher agrees with and sets out to investigate the pre-existing attitudes and views of teachers in Butebo District for effective implementation of inclusive education.

There are many barriers to the roll out of inclusive education but one of the major challenges is presented by the attitudes of the teachers towards the concept of inclusion. Teacher's opinions and skills are precarious in developing positive inclusive learning environment; tolerant attitudes create the foundation for inclusive practice though they are inadequate to guarantee the successful implementation of a comprehensive learning practice. The knowledge, understanding, skills, resources, and attitudes form the foundation for the inclusive practice. This is in line with Saloviita, T. (2019) who also denoted that the roll out of inclusion is successful when it is hinged on the teachers' positive attitudes.

A myriad of factors have a bearing on these attitudes including: the children's degree of difficulties, the nature of the disabilities, experience possessed by the teachers, the curricula and so on. Several previous studies underpin the idea that teachers perceive that it is more difficult to work with students who have behavioral or emotional disorders in the classrooms compared to other children with different disabilities (Srivastava, and Chhabra, 2010). Teachers feel unprepared or incompetent to mix regular learners and learners with special educational needs in the same classroom. The reason for that is that they lack sufficient training to manage the activities of inclusive education (Hay, Paulsen, Smith, 2001).). That is why El-Ashry, (2009); Mushoriwa, (2003) noted that teachers in developing countries are

negative towards inclusion due to the non-existent appropriate educational resources. Their results are in tandem with those that underscore the fact that teachers with an open perception towards inclusion have more confidence in their abilities towards the roll out of inclusive learning (Buell, Hallam, Scheer, Gamel-McCormick, 1999). Many of the educators in so many mainstream schools have a notion that taking care of and educating the children with disabilities is not their duty. (Angelides, Stylianou, Gibbs, 2006).

The teacher's previous experience with children with special learning needs also has a great influence on the teacher attitudes. However, Ahmed, Sharma, and Deppeler, (2014) had a different view when they noted that younger teachers had a more positive attitude towards inclusion as compared to the older teachers. The teachers who had experience in handling inclusive classes held more positive attitudes as compared to those who did not (Tait, Forlin, Jobling, Carroll, 1999). The amount of familiarity with inclusion plays a great role in influencing the teachers' opinions towards inclusion and is related to their perception of ability to educate the learners with special learning needs.

This is in line with Gojkovic, Kalyva, and Tsakiris (2007) or Avramidis, Bayliss and Burden (2000) who found that the educators with experience in teaching are more positive towards inclusion as compared to those without. Expertise in working with children with special learning needs greatly affects teacher's attitudes towards inclusion (Avramidis, Bayliss & Burden, 2000; Forlin et al., 2008; Gibb et al., 2007; Goodman & Burton, 2010).

Ghergu, (2010) postulates that much as the quality of inclusive education also hinges principally on the teacher qualification and the skills needed in the field of social networking, there is dire need to pay attention to the knowledge of the basic concepts of integration and inclusion. In a study conducted by Savolainen, H.,

Malinen, O. P., & Schwab, S. (2022), shows that increasing teacher efficiency can move the opinions of teachers positively. In a study conducted by Leyser, Kapperman and Keller (1994) on teacher attitudes towards inclusion or integration in United States, Taiwan, Germany, Ghana, Israel and the Philippines, it was found that there were differences in attitudes to inclusion between these countries, teachers in Germany and United States had the most positive attitudes. The attitudes of teachers in Ghana, Israel, Philippines and Taiwan were less positive. The authors reasoned that this could probably be possible due to limited or nonexistent training for teachers to acquire integration skills.). In another study that made comparison between Finland and Germany eventually found that Finnish teachers were more positive towards inclusion than the German teachers (Saloviita and Schaffus, 2016) The researcher agrees with this study because training of teachers to acquire integration skills is vital for effective implementation of inclusive education. However, there is need for a more localized study on the opinions of the teachers about the learners with physical disabilities in the general schools. The educators who did not acquire or had little training in integration held fewer positive opinions.

It is important for teachers to have a positive attitude towards inclusive education because if they do, all learners will be valued, whatever, their needs and cooperate with them accordingly. (Whyte, 2006). Ali, Mustapha, and Jelas (2006) after their study of teachers in Malaysia agreed that some teachers have positive attitudes towards inclusive education and agreed that inclusive education deepens social interaction, while it shrinks bad stereotypes of special educational needs learners. This is consistent with the findings of Loveman; Florin & Shama (2007) who believe that teachers tend to hold positive opinions about inclusive learning for children with special learning needs especially those with social emotional and behavioral challenges.

Singal (2006) concluded that many teachers believe that children who need academic moderation would be unable to cope with the level of inclusion programs. This is why a deeper study needs to be carried out to verify some of these findings in Butebo District.

Ross–Hill (2009) shared a similar view after exploring the different attitudes of elementary and secondary schoolteachers towards inclusive schooling. She established that most teachers either were in favor of comprehensive practices in regular classrooms or did not have strong views on inclusive education. This could be the case in Uganda, as some of the teachers may not have strong views on inclusive education due to limited information about it, which makes it necessary for the researcher to establish the attitudes of teachers about comprehensive learning in Butebo District.

The physical placement alone of students with unusual learning needs into commonplace school does not solve the problems. Before implementing inclusive schooling for the children with physical disabilities, the idea should have been bought by most teachers in school especially those who would teach the classes. Without consideration of teacher's thoughts and opinions, a decision made is not valid. The greatest importance of the teacher's positive attitude towards all-inclusive learning is that teachers can tackle the learning challenges of the developmentally challenged learners and handle the classroom environment in an appropriate manner. It is easier for teachers to know the students' progress and then adjust the teaching speed and methods. All the above requires to be verified by localizing the research about the teacher's opinions on all-inclusive learning in Butebo District and this is why the researcher has set out to find out the opinions of the teachers about inclusive education.

2.2.2 School facilities and inclusive education

According to Braun, A. M. B. (2020), most school environments are not friendly to the learners with physical disabilities, and this eventually points to the role of the school facilities in the implementation of inclusive education. The school facilities play a significant role in enabling the learners with physical disabilities to learn together with their peers in the same schools. In a research carried out in Tanzania, it results showed that the facilities in most of the schools were not favorable for the learners with physical disabilities most especially the buildings and the toilets (Broun, 2020). One of his respondents declared that she could not have breakfast before coming to school because of the nature of the toilets. This was in line with Subbey, M. (2017) who after studying several pilot inclusive schools in Ghana realized that the schools facilities in these schools were either inadequate or non-existent for the smooth roll out of inclusive education. The buildings with stairs and without ramps act as a barrier to the children with disabilities especially those using wheel chairs. A study carried out by Durán-Narucki, (2008) in New York City elementary schools revealed that poor school-building conditions foretold lower academic achievement partly due to lower student presence. Inclusive buildings therefore play a great role in enabling all children including those with physical disabilities to all parts of the school without difficulty.

The play grounds that are inclusive to all the children help the children to stay connected and engaged while playing. These playgrounds need to have wide walkways, even surfaces, and close to school buildings such that the learners can access them with ease from the classrooms. (Play power 2022). Inclusive playgrounds encourage cognitive and physical development in children, and promote a healthy lifestyle. Play equipment needs to be adapted to be safe for use by children with

physical disabilities (UNICEF, 2016). The ramps allow access to all classrooms and school facilities, including the library, labs, toilets, the principal's room, and the staff room. They therefore play an important role for the children with physical disabilities. (UNICEF, 2016)

The steps on the stairs should have an unobstructed width of at least 1200mm, which should have handrails at a height of 760mm-900mm to enable the learners with disabilities to access the different areas of the school. However, sometimes according to UNICEF (2016) the stairs are too steep and do not favor the learners who have physical incapacities to access the buildings in the school.

Doors of classrooms, activity rooms, other schoolrooms, and facilities can be narrow and restrict movement and access of mobility-aid users such as those using wheelchairs, walkers, and crutches. In addition, door handles and other hardware need to be put at a height comfortable enough for children using wheelchairs to use. The doors need to be wide enough to allow aid users to access the rooms with less restriction.

For students with physical disabilities, the figurative aspect of the structural classroom is paramount. Structural barriers can hamper learners with physical disabilities from contributing in classroom activities (Hemming son & Borell,2002), yet participating actively in classroom activities plays a key role in nurturing moods of belonging for students with physical disabilities (Williams & Downing, 1998). N.J: Merrill (1996) also in his analysis of the classroom environment and facilities in the inclusive school denoted that teachers needed to modify the class environment in order to accommodate all the learners' needs for full participation in the teaching and learning processes.

In multi-storey schools, all classes and teaching facilities for children with locomotor impairments/those using mobility aids should be located on the ground

floor, and access to upper floors be eased by presence of appropriate ramps or lifts. Some classrooms have desks and benches that are connected and immovable independently from one another. This is not convenient for students with locomotor aids or those who are tall, and cannot be used by wheelchair users. Desks and benches are sometimes overcrowded where more than 4-5 children seated on one bench. Desks are also in some cases unnecessarily high for learners. Participating in class therefore becomes hard for children with infirmities as well as other children. There is need to make sure that the desks are well spaced in the classroom and they have enough space for the knees and footrests on each of the desks.

Small toilet rooms, narrow doors, and lack of render these toilets practically inaccessible for children with locomotor disabilities. Toilets should have supportive equipment like commodes as well as grab bars in a spacious cubicle with adequate wheelchair turning space. Toilets in schools are often not wheelchair-friendly, they have little space and lack grab bars or handles or towel rods used in place of grab bars, and this makes them risky for children with physical disabilities. Other features/facilities to pay attention to include, lighting, color and the nature of the windows,

2.2.3 Teaching methods for the implementation of inclusive education

In Uganda as elsewhere, teaching learners who have a myriad of differences, which affect their learning abilities, has become a challenge. Since the notion of ‘inclusive education’ has taken the global stage, the learners who would ideally be in special schools are now in regular classrooms for inclusive education. (Ofsted, 2004; Ferguson, 2008; Vaughn & Thomas, 2004). However, several people contended that teachers do not possess essential abilities to y manage such students in inclusive classrooms (see Ofsted, 2008; Vitale, Scott, & Marston, 1998). It is against such a

background that Jordan, Schwartz, & McGhie-Richmond (2009) argue that some schools have excluded the learners with disabilities because the teachers lack the skills to teach all the children effectively.

The focus of inclusive pedagogy is to extend the ordinary part of the routine of the mainstream classroom to respond to the learners' dissimilarities instead of specifically customizing it for some learners. It signifies a change in thinking from what works for the majority towards creation of experiences that enable every learner to participate actively in the classroom environment (Florian & Black-Hawkins, 2010; Florian, 2010; Florian & Kershner, 2009). The approach of inclusive pedagogy proposes a way of working not with 'most' or 'some' but with everyone in the class. In agreement with this, the researcher wants to establish the strategies that the teachers are adopting to work not with just a few students but with all students including those with physical disabilities.

Hart et al. (2007) remarked that the learning of students with disabilities including those with physical disabilities is affected and by the idea that they need to be facilitated by special teachers instead of incorporating them in the mainstream classroom. Booth et al (2000) also believed that inclusive practices should be able to increase participation and reduce exclusion. One of the major problems facing teachers in making their classrooms more inclusive is finding respecting and responding to the varied needs in ways which are inclusive rather than exclusive to the learners. (Florian, 2007). There are several strategies that can make learning for all students easy including those with physical disabilities and these among others include the following:

1. Participation and access by all.

2. Participation and collaboration by all.

3. Participation and achievement by all. Inclusive pedagogy where the teachers use ‘doing’ pedagogy

Inclusive teaching methodology calls for a higher degree of teachers’ knowledge of learners’ needs as the abilities and confidence to help all learners in the classroom. It recognizes the differences in children, their different learning ways, their backgrounds, languages beliefs and morals in light as linked to learning. Deppeler, et al, and (2015). It is therefore imperative for the researcher to find out the methodologies used in the selected secondary schools in the implementation of inclusive education since the methods have an impact on the academic progress of the learners and their future careers.

2.2.4 Summary of gaps in the literature

There was a geographical gap in that many of the researchers conducted their studies in other places but no one had carried out a study on the same in Butebo District and this compelled the researcher to carry out this research on secondary schools in Butebo District. Other studies had focused more on general disability and the researcher focused this research only on children with physical disabilities.

The researchers also found a time gap in the studies conducted on inclusive education in the eastern region. There was a methodological gap in the studies carried out by other scholars, they mainly used quantitative methods in data analysis. In this study the researcher has employed a mixed methods approach.

There was also a content gap, the other studies concentrated on the physical environments and the implementation of inclusive education. This study looked at other aspects of the physical environment i.e. the social environment and the academic environment.

2.3.5 Summary of literature review

In view of the related literature, the teacher attitudes whether positive or negative play a great role in the rollout of inclusive education. Positive attitudes encourage the learners with physical disabilities to study in the general school environments. However, negative attitudes of teachers are retarding the roll out of inclusive education. The researcher examined the extent to which these attitudes affect the roll out of inclusive education in secondary schools in Butebo District. The availability, nature, and accessibility of the vital school infrastructures also affect inclusive education just the same way the methods of teaching adopted by the teachers can enhance or retard the rollout of inclusive education. The researcher examined the extent of the impacts of the above variables in order to enhance the rollout of inclusive education in secondary schools in Butebo District.

Chapter Three

Methodology

3.0 Introduction

This chapter discussed the research methodology used in the study. The chapter presented details of the research design, target population, sample and sampling procedures, description of research instruments, validity of instruments, data collection procedures, data analysis techniques and ethical considerations.

3.1 Research design

The researcher employed a cross-sectional survey design in this study adopting both qualitative and quantitative approaches. This is because the data was collected from respondents at different levels i.e. students, teachers and head teachers. The researcher employed qualitative methods to interpret qualitative data. According to White (2005: 84), the use of qualitative research allows the researcher to learn from participant's perspectives and personal experiences.

Qualitative research is realistic inquiry, it involves the use of non-interfering data and data collection techniques to find out how events unfold and how the participants attach meaning to situations. Qualitative research labels and makes analysis of social activities, beliefs, ideas, and insights (Macmillan & Schumacher, 1997: 291).

Mason (2002: 1) postulates that through qualitative research, it's possible to an exploration of wide array of scopes of the social world. The researcher used quantitative approach in an attempt to determine the status of the information with respect to the variables. This approach was relevant to this study because it facilitated adequate data collection by the use of questionnaires and interview guides (Kajubi,

2007). It enabled the researcher to distinguish small differences between diverse sample groups, and made administering easy.

3.2. Study population

Population is a group of cases which may be individuals, objects, or events that are conformed to specific criteria and to which the findings are intended to be generalized. Target population also refers to a universe (Macmillan, 1997: 164). The term refers to a group of people with certain attributes (Schroeder et al., 2022). Data for this study was collected from 6 (six) secondary schools, three government aided schools i.e. Kabwangasi secondary school, Kakoro High school, Butebo secondary school and three private secondary schools i.e. Petete college school, ST Paul High school and St Mary's secondary school. The categories of the respondents were students, teachers, and head teachers.

3.3 Sample size

Table 3.1 Sample Size

Category	Target population	Sample size	Selection Method.	Data collection instrument
Head teachers	06	06	Census inquiry	Questionnaire
Subject teachers	72	60	Simple random	Questionnaire
Students	1500	300	Stratified random sampling	Questionnaire, interview guide
Students with disabilities	06	06	census inquiry	
rand total		372		

Source: primary data

The sample size for this study was **372** (three hundred and seventy two) respondents. three hundred and six (**306**) students, some of whom were learners with some physical disability at least from each of the schools, sixty (**60**) subject teachers, and six (**6**) head teachers.

3.4 Sampling Techniques

3.4.1 Census Inquiry

The researcher used census inquiry technique to select the headteachers and the learners with disabilities to participate in the study. this technique was employed to select the headteachers and the students with some form of physical disability. This was because the researcher needed to collect data from all the headteachers and students with disabilities.

3.4.2 Stratified Random Sampling

The researcher used stratified random sampling to select three hundred and six (**300**) students. This technique was used because the researcher needed participants from all the classes and therefore this technique was appropriate for getting samples from the different classes.

3.4.3 Random Sampling

The researcher randomly selected six (**6**) secondary schools, three government aided schools and three private schools. This technique was also used to select the teachers who participated in this study. The teachers who participated in this study were randomly selected using the lottery method in order to give an equal chance to all the teachers to take part in the study.

3.5 Data Collection instruments

3.5.1 Observation checklist

The researcher used observation method for data collection (See appendix **D** pg124). According to Mutabazi (2008:8), observation is the “selective and deliberate

examination of something for the purpose of obtaining information. With this method, the researcher observed the existence of enabling facilities such as the ramps, inclusive toilets, nature of doors, nature of the playing fields, the interior of the classrooms as well as the desks in the classes for the disabled children that are in the selected secondary schools. Observation helped the researcher to get first-hand information and observe for himself those aspects of behavior that respondents were not willing to admit in the questionnaire or interview. The researcher also observed the class set-ups and the way teachers taught.

3.5.2 Questionnaire guide

Questionnaires were the chief tool / instruments in the collection of data from the field (See appendix **D**, **pg124**). The researcher-designed questionnaires appropriately suit the different categories of respondents. This includes, head teachers, teachers, and both normal and physically disabled students. The researcher used the snow balling method to reach the students with physical disabilities in the school especially through the administration. Questionnaires helped to generate responses quickly from a large number of participants, tap their perception, feelings, and opinions to save time of the respondents (Amin, 2005).

3.5. 3. Interview guide

The researcher used interview method for data collection. An interview is the exchange of views between two people on a topic of mutual interest, which seeks centrality of interaction for knowledge production (Louis, 2000:267). The researcher interviewed the learners with physical disabilities about the following aspects: teacher attitudes towards disabilities, how friendly the school environment was to their learning, and whether or not the teachers were adjusting the teaching methods to fit their needs. This Interview helped the researcher and respondents to discuss more

detail concerning the effectiveness of the school environment in the implementation of inclusive education for the children who are physically disabled.

3.6. Validity and reliability of instruments

Ground measurement must meet the test of validity, reliability, and practicability (Kothari, 2004:73). Validity means the level to which the result obtained from the data when analyzed is a true representation of the phenomenon investigated. To ensure validity of the research instruments, the researcher tested the copies of the questionnaire in one school in Tororo District. This helped in assessing the language clarity, ability to tap information from the respondents, the degree of acceptability and ethical considerations. Supervisors were also requested to rate the instrument in order discover their validity. Results from their ratings were computed using the following formula.

$$\text{CVI} = \frac{\text{number of items rated as relevant}}{\text{Total number of items in the questionnaire}} \times 100 = \frac{21}{25} \times 100 = 84\%$$

Muganda (2003:79) on the other hand states that “reliability is the degree to which the measurement yields the same results if it’s used repeatedly to measure the same variable so long as the variables have not undergone some changes” the reliability of the instruments was established using the Cranach’s alpha and the results are shown in the table below.

Case Processing Summary

		N	%
Cases	Valid	370	99.5
	Excluded	2	.5
	Total	372	100.0

Reliability Statistics

Cranach's Alpha	N of Items
.761	21

3.7 Data Quality

To ensure that the quality of the data was uncompromised, the researcher crosschecked the data thoroughly to remove all the inconsistencies. The researcher also carried out a pilot study to assess the validity and reliability of the data collection instruments. Therefore, to ensure validity, the researcher used vivid language in the construction of the research questions, discussed with the supervisors to ensure congruence with objectives. The researcher also employed data collection methods and used a representative sample of the population in the study to ensure that an appropriate interpretation and valid conclusions are drawn.

To ensure reliability the researcher selected the secondary schools randomly without personal interest and made use of head teachers, teachers, and students to provide reliable information. The researcher wrote questionnaire in clear wording in simple and familiar language avoiding leading and ambiguous questions.

3.8 Data Analysis

Both qualitative and quantitative data was used. The qualitative data was from the interviews and observation. The questions were arranged to themes according to the objectives of the study and the content was presented in narrative form. Quantitative data was analysed using the Statistical Package for Social Scientists (SPSS). The data was then computed into frequency counts, percentages described and summarized graphically. Conclusions and recommendations were in relation to the effectiveness of school environments in the rollout of inclusive learning for the physically disabled children in secondary schools.

3.9 Ethical Considerations

The researcher sought permission from the respondents in order for them to participate in the study. No respondent was forced to participate in this study.

The researcher also ensured that anonymity was considered. The identities of the respondents who participated in this study were kept secret. No body's full name is mentioned in this research report. The researcher ensured that the right methods and data in line with the study were collected. The researcher also considered privacy as the respondents had the right to keep from the public some information about themselves.

Chapter Four

Presentation, Analysis and Interpretation of Findings

4.0 Introduction

This chapter presents the findings of the study about the effectiveness of the school environments in the implementation of inclusive education for the physically disabled children in Butebo District. For clarity and chronology, this chapter set according to the research objectives.

4.1 Response Rate

The questionnaires were distributed to head teachers, teachers, and students while the interviews were held with the children with some form of physical disability. From the sample size of 372, there was response from all the respondents. More respondents than the number required were given the questionnaires to fill and the researcher had assistants who followed up the respondents. The researcher therefore realized 100% response from the study.

Table 4.1 response rate for respondents

Category	Sample size	Tool used	Responses	%
Head teachers	6	questionnaire	6	100
Teachers	60	questionnaire	60	100
Students	306	questionnaire	306	100
Students with disabilities	6	interview	6	100

Source: primary data

4.2 Demographic characteristics

This study was conducted in six secondary schools in Butebo District from which a sum of **372** (three hundred and seventy two) respondents were drawn. There were three categories of respondents from these schools were used and the details are presented in Table 4.2.

Table 4.2: Demographic Characteristics

School code	Head teachers	Teachers	Students	Total per school
A	1	6	51	58
B	1	6	51	58
C	1	6	51	58
D	1	6	51	58
E	1	6	51	58
F	1	6	51	58
TOTAL	6=1.6%	60=16.1%	306=82.3%	372=100%

Source: Primary data

KEY

A: - Kabwangasi Secondary School, B: - Kakoro High School, C: - Butebo Senior Secondary school, D:-St Paul High school, E:-St Mary's Secondary School –Butebo, F: - Petete College School.

The data in the table above shows that the majority of the respondents were students accounting for 82.3%, followed by the teachers, 16.1%, and then Head teachers, 1.6%.The respondents from whom the data was gathered were of different age groups and of different sex as shown in the table below.

Table 4.3 Distribution of age of respondents

Age group	Frequency	Percent	Valid Percent	Cumulative Percent
12-15	42	11.3	11.3	11.3
16-19	217	58.3	58.3	69.6
20-23	54	14.5	14.5	84.1
Above23	59	15.9	15.9	100.0
Total	372	100.0	100.0	

Source: primary data

By the age, majority of the respondents were between 16 and 19 years of age representing 58.3% followed by those above 23years, 15.9%, then those between 20-23 (14.5%) the followed by those between 12 and 16 (11.3%).

The respondents from whom the data was gathered were both male and female as shown in the table below.

Table 4.4 Sex group of the respondents**Sex Group**

Sex Group	Frequency	Percent	Percent	Cumulative Percent
Male	225	60.5	60.5	60.5
Female	147	39.5	39.5	100.0
Total	372	100.0	100.0	

Source: primary data

By sex, most of the respondents were male (60.5%) but there was also a good representation of the female sex (39.5%) this meant that all sexes were represented in the study making the responses balance in terms of gender.

4.3 Research Objective One: To determine how teacher attitudes inform the implementation of inclusive education Secondary Schools in Butebo District

This study considered the contributions of the respondents on the attitudes of teachers and the ways in which they influence the implementation of inclusive education. On the above objective, the researcher captured these opinions using different attitude scales about the implementation of inclusive education. This was on several aspects such as teachers' opinions on whether teaching children with disabilities in the general classroom can encourage academic growth, whether teachers believe that including children with disabilities can positively affect their social emotional development, whether the teachers had any problem with inclusion in the general classroom setting. It further more sought to find out whether inclusion of children with disabilities enhances learning and appreciation of diversity and whether the children with disabilities could learn well in the general classroom or not. Other aspects captured here were, whether the teachers were ready to give the same amount of attention to all the learners including those with disabilities and whether the teachers were emotionally prepared to teach learners with disabilities in their classrooms. It also sought to find out whether the teachers were willing and able to vary their teaching methods to foster the learning of children with and without disabilities. In addition, sought to find out the opinions of teachers on whether the students with disabilities behaved the same way as their counterparts in the classroom and to find out the opinions of teachers on whether the presence of children with physical disabilities moved them towards varying the teaching methods to meet the

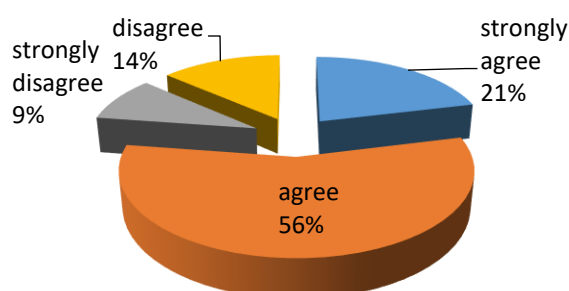
need of all children. The responses on the above came from head teachers and teachers and their views are in tables below.

Head teachers' and teachers' responses to the implementation of inclusive education for the physically disabled children.

Table 4.5: Disabilities and variation of teaching methods

having children with and without disabilities in the classroom helps the teacher to vary the teaching methods to foster learning				
		Frequency	Percept	Cumulative Percept
Valid	strongly agree	14	21.2	21.2
	agree	37	56.1	77.3
	strongly disagree	6	9.1	86.4
	disagree	9	13.6	100.0
	Total	66	100.0	

Source: primary data



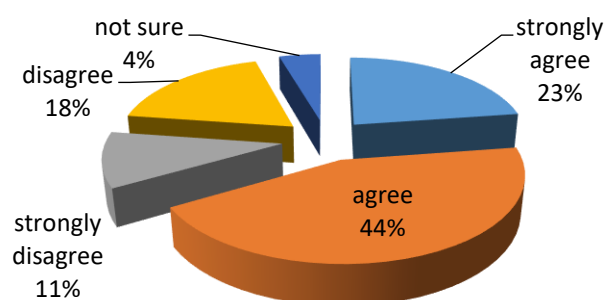
The findings summarized in the table 4.5 show that 77.3% agree that having a mosaic of children in the classroom including those with the physical disabilities will help the teacher to recognize the need to value diversity and be able to vary the teaching methods and blend the teaching to fit the needs of all children in the general classroom. This fosters the implementation of inclusive education for the children

with disabilities. On the other hand, 22.7% of the teachers disagree to that and believe that just having children both those with and without disabilities cannot help the teachers to vary their teaching methods in the classroom. This means that for these few, the learners must adjust themselves to fit in the classroom instead of the teachers adjusting their methods in order to help all the children. The findings generally show that the majority of the teachers are willing and able to adjust their teaching methods to fit the needs of the children, which boost the implementation of inclusive education thus having a positive influence on its rollout.

Table 4.6: Emotional preparation of teachers for inclusive education.

I am emotionally prepared to include students with physical disabilities in the general classroom				
		Frequency	Percent	Cumulative Percent
Valid	strongly agree	15	22.7	22.7
	agree	29	43.9	66.7
	strongly disagree	7	10.6	77.3
	disagree	12	18.2	95.5
	not sure	3	4.5	100.0
Total		66	100.0	

Source: primary data



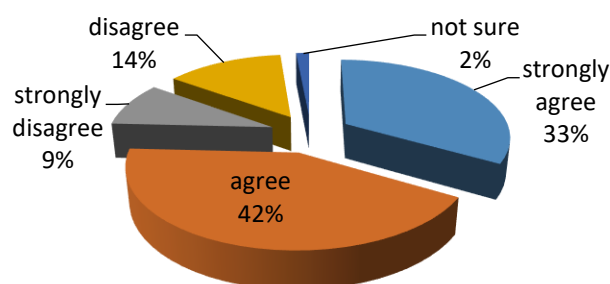
On the attitude scales, the emotional preparation of the teacher to include learners with physical disabilities in the general classroom has a great bearing on the implementation of inclusive education. Findings on this aspect show that 66.6% of the teachers are emotionally ready to include the learners who have physical disabilities in their general classroom. This has a far-reaching impact on the implementation of inclusive education in the district. It will positively affect the way teachers socially connect with the learners with disabilities in the general classroom, which will in turn encourage effective learning for such children (children with disabilities). 28.8% of the teachers still believe that they cannot handle both children with and those without disabilities in the same classroom. They feel it is burdensome to have children with disabilities in the regular classroom because they are not able to cope with both the speed and the methods of teaching like the other children in the general setting. The largest percentage of teachers in the district is ready to include children with disabilities and this has a positive impact on the roll out of inclusive education.

Table 4.7 Academic attention given by teachers to students

I will give the same amount of academic attention to all learners irrespective of their physical differences

		Frequency	Percent	Cumulative Percent
Valid	strongly agree	22	33.3	33.3
	agree	28	42.4	75.8
	strongly disagree	6	9.1	84.8
	disagree	9	13.6	98.5
	not sure	1	1.5	100.0
	Total	66	100.0	

Source: primary data

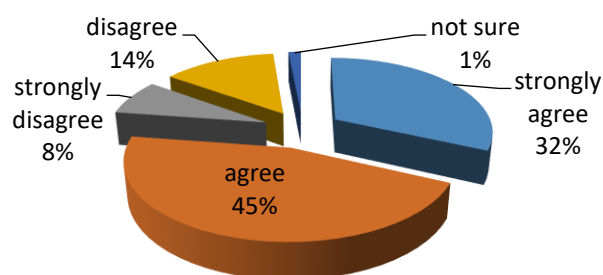


On the scale of whether the teachers are able to give equal attention to all the learners in the general classroom, findings reveal that 75.7% of the teachers are willing to give equal attention to the learners in the general classroom including those with physical disabilities. This indicates that their attitudes are positive towards the implementation of inclusive education. This also serves as a ray of hope to those who are in these schools and those who hope to acquire their education from these nearby schools. To the contrary, 22.7% of the respondents feel they are unable to give equal attention to the learners with different learning needs. This could be due to the lack of flexibility and lack of respect for diversity. The 1.5% is not sure whether they are able to give equal attention to all learners irrespective of their learning differences or not. This points to lack of knowledge and inadequate training about integration.

Table 4.8 Children with disabilities and learning in the general classroom

All children including those with disabilities learn well in the general classroom				
		Frequency	Valid Percent	Cumulative Percent
Valid	strongly agree	21	31.8	31.8
	agree	30	45.5	77.3
	strongly disagree	5	7.6	84.8
	disagree	9	13.6	98.5
	not sure	1	1.5	100.0
	Total	66	100.0	

Source: primary data



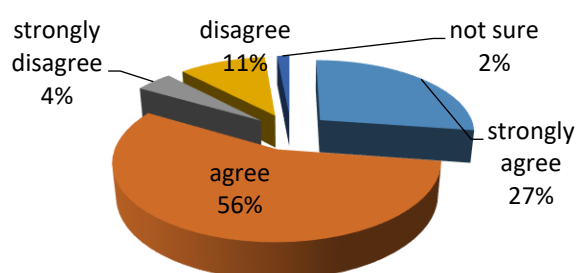
The opinion on whether the children with disabilities learn well in the general classroom is paramount to the implementation of inclusive education. Findings in table 4.8 show that 77.3% of the teachers agree that all children learn well in the general classroom in light of integration. They believe that all children when given the attention they need in the general classroom. This may be because teachers have got training on inclusion and integration. However, 21.2% of the teachers still do not believe that children with physical disabilities can learn well in the general classroom, they believe these children are slow, not sure of themselves and always out of place. The findings also revealed that 1.5% of the respondents are not sure of whether or not these children with physical disabilities can learn well in the general classrooms. This could be due to lack of experience with integration and either lack of or inadequate training on inclusive education. The fact that a higher percentage of the teachers believe that all children including those with physical disabilities can learn well in the general classroom shows that the teachers have a positive attitude that favors the implementation of inclusive education.

Table 4.9: inclusion and appreciation of diversity

inclusion of children with disabilities enhances learning and appreciation of diversity				
		Frequency	Valid Percent	Cumulative Percent
Valid	strongly agree	18	27.3	27.3

agree	37	56.1	83.3
strongly disagree	3	4.5	87.9
disagree	7	10.6	98.5
not sure	1	1.5	100.0
Total	66	100.0	

Source: primary data



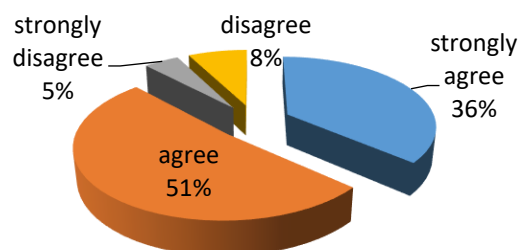
On the attitude scale of appreciation of diversity, findings revealed that 83.4% of the teachers believe that including all children in the general classroom is one of the many ways of being cognizant of diversity. It shows that teachers recognize the fact that people are different and its ok to be different from the rest. This shows a positive attitude towards inclusive education 15.1 % however disagree with that. To them children who have any special needs should be kept with their peers in the special school. They do not believe in unity in diversity as such. The 1.5% is not sure of what they think about unity in diversity.

Table 4.10 Teacher attitude on inclusion

I have no problem with including children with disabilities in the general classroom				
		Frequency	Percent	Cumulative Percent
Valid	strongly agree	24	36.4	36.4
	agree	34	51.5	87.9
	strongly disagree	3	4.5	92.4
	disagree	5	7.6	100.0

Total 66 100.0

Source: primary data



Findings revealed that 87.9% of the teachers did not have any problem with including physically incapacitated children in the general classroom. This is a sweeping consensus that shows that the teachers are positive about inclusion in the regular classrooms. This has a positive impact on the roll out of inclusive education if the teachers are in agreement with including all the children in the general classroom. A very small percentage (12.1%) feel there is a problem with including children with physical disabilities in the general classroom environment. The largest percentage of the teachers is ok with all the children learning together in one class.

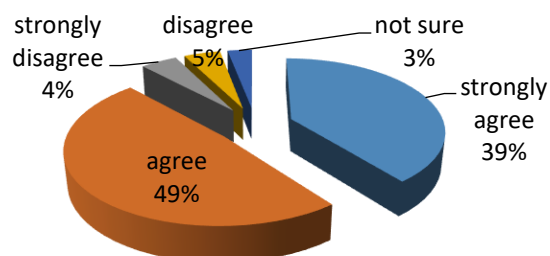
Table 4.11: impact of inclusion on social emotional development of learners with disabilities

inclusion in the regular classroom has a positive impact on the social emotional development of the students with disabilities

	Frequency	Percent	Cumulative Percent
strongly agree	26	39.4	39.4
agree	32	48.5	87.9
strongly disagree	3	4.5	92.4
disagree	3	4.5	97.0

not sure	2	3.0	100.0
Total	66	100.0	

Source: primary data



The social environment has a great influence on the implementation of inclusive education. The teacher's attitude towards social emotional development of learners with disabilities plays a key role in the implementation of inclusive education. Findings have revealed that 87.9% of the teachers agreed that it is possible for the learners with physical disabilities to develop socially and emotionally when included in the regular classrooms. It therefore means that the teachers are ready to handle children of diverse learning needs and abilities. This positive attitude has a proportionally positive impact on the implementation of inclusive education. The 9.0% however disagrees. This could be due the belief that the learners with disabilities are not able to fit into the general school environment because they need special attention. The remaining 3% of the respondents are not sure of the impact of inclusion on the social emotional development of the children with disabilities. This is likely to be due to limited exposure to inclusion and lack of experience in integration.

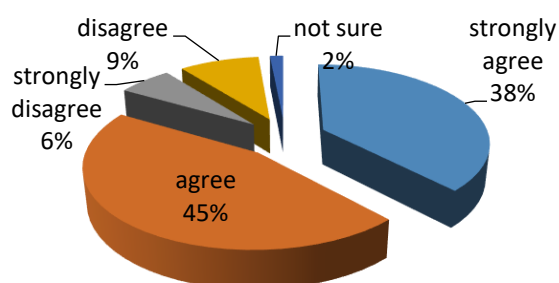
Table 4.3.8: Inclusion and academic growth of physically disabled children

I believe teaching learners with disabilities in the general education classroom

encourages their academic growth

		Frequency	Percent	Cumulative Percent
Valid	strongly agree	25	37.9	37.9
	agree	30	45.5	83.3
	strongly disagree	4	6.1	89.4
	disagree	6	9.1	98.5
	not sure	1	1.5	100.0
Total		66	100.0	

Source: primary data



The sole purpose of having children in school is for them to achieve academically. Therefore, perceptions of teachers on whether the children with physical disabilities will achieve academically has a far-reaching impact on the roll out of inclusive education since the teachers are the key players. Findings on this aspect show that 83.3% of the teachers consent that children with disabilities can achieve academically in the general classroom. This means that the teachers are positive about the implementation of inclusive education for learners with disabilities in the general school environment. Findings also revealed that 15.2% are in disagreement with that idea. This could be because of the belief that children with disabilities need special attention and cannot cope with the speed at which the other learners study and therefore they may not achieve well academically as their peers.

1.5% of the teachers are not sure of whether the inclusion enables all children including those with disabilities children to achieve academically in the normal or general classroom. This is likely to be because of lack of exposure to the issues of integration and inclusion.

Generally, the teachers in Butebo District have positive attitudes towards of inclusive education. This therefore means that if all the other factors are constant, the implementation of inclusive education will be fingers in the nose. This is because positive attitudes have a positive bearing on the roll out of inclusive education.

4.4. Research Objective Two: To examine the role of school facilities in enhancing the implementation of inclusive education in Secondary Schools in Butebo District

The study considered the contributions of the respondents about the roles of the school facilities in the implementation of inclusive education. From the above question, the researcher wanted to capture the nature and importance of the school facilities in the implementation of inclusive education. The aspects of the nature and importance of the school facilities included the location and accessibility of the school buildings, access to the major academic facilities in the school, and nature of the stairs. It also included the nature of the playgrounds, the nature of the toilets, the nature of the classroom doors, their handles, and the size, height of the black boards, the nature of the desks and the availability of ramps. The data on these aspects of the school facilities was gathered from head teaches, teachers and students. Their views are in the tables below.

Table 4.12: location of buildings

buildings are located at points that enable easy accessibility by all learners

			group			Total
			head teacher	teacher	student	
buildings are located	Yes	Count	6	51	267	324
at points that enable	s	%	1.9%	15.7%	82.4%	100.0
easy accessibility by						%
all learners		% within	100.0%	85.0%	87.3%	87.1%
		group				
		% of Total	1.6%	13.7%	71.8%	87.1%
	No	Count	0	9	39	48
			0.0%	18.8%	81.2%	100.0
						%
		% within	0.0%	15.0%	12.7%	12.9%
		group				
		% of Total	0.0%	2.4%	10.5%	12.9%
Total		Count	6	60	306	372
		%	1.6%	16.1%	82.3%	100.0
						%
		% within	100.0%	100.0%	100.0	100.0
		group			%	%
		% of Total	1.6%	16.1%	82.3%	100.0
						%

Source: primary data

Table 4.12 shows that 100% of the head teachers representing 1.6% of the total number of respondents agree to the fact that the buildings in the school are located at points that are accessible by all learners including those with disabilities. The buildings are a very important facility in the school because they house number of

activities and other facilities. It is in these buildings that learning takes place, other facilities like libraries and laboratories are in these buildings. This means that the availability of buildings and their accessibility is important in the roll out of inclusive education. The findings also show that 85% of the teachers accept that the buildings in their respective schools are located in the places that all the learners can be access. This enables the teachers to develop positive attitudes towards integration, which in turn promotes the roll out of inclusive education. The other 15% of the teachers still held that not all the learners in the school could access the building in their schools. This could have been due to their perception of the severity of the children's incapacity and perhaps the setup of the physical environment.

The student's perception on whether the school buildings were accessible was very important for this study, 87% of the learners believed that the buildings in their schools were located at points that were accessible by all the learners. This is a good gesture for the implementation of inclusive education for the learners with physical disabilities. However, 13% of the learners were not ok with the location of some of the buildings in their school. These could have been those with severe physical incapacities in areas with steep slopes and steps in the compound. For example, there are children using wheel chairs and clutches, such children cannot easily reach some places in their schools due to the presence of cement steps. The building and their accessibility play a great role in the roll out of inclusive education because most of the academic activities take place in these building and the vital academic facilities are located in these buildings.

Table 4.13: Accessibility to the buildings

facilities on buildings can be accessed by all learners even those with disabilities

			group			Total
			head teacher	teacher	student	
facilities on buildings	Yes	Count	1	26	176	203
can be accessed by all		%	0.5%	12.8%	86.7%	100.0%
learners even those		% within group	16.7%	43.3%	57.5%	54.6%
with disabilities		% of Total	0.3%	7.0%	47.3%	54.6%
	No	Count	5	34	130	169
		%	3.0%	20.1%	76.9%	100.0%
		% within group	83.3%	56.7%	42.5%	45.4%
		% of Total	1.3%	9.1%	34.9%	45.4%
Total		Count	6	60	306	372
		%	1.6%	16.1%	82.3%	100.0%
		% within group	100.0%	100.0%	100.0%	100.0%
		% of Total	1.6%	16.1%	82.3%	100.0%

Source: primary data

The buildings in the school host most of the vital academic facilities like the library, laboratories etc. This makes these buildings very vital in a school setting. However, the ease with which the learners can access these facilities is more important in the rollout of inclusive education. Findings from this study revealed that 16.7% of the head teachers agreed that the facilities in the school are located on buildings that are accessible by all the learners. 83.3% of the head teachers overwhelmingly disagreed to that. They held that the facilities in their schools cannot be accessed easily by all learners in the school especially those with physical disabilities. This is because some of these facilities are located on storied buildings with very steep staircases that the learners on wheel chairs and those using the crutches could not access. Other buildings with these facilities do not have ramps to enable the children with wheel chairs to access them. This becomes a hindrance to the

roll out of inclusive education. This is because these facilities play a great role in aiding learning for all the children including those with the physical disabilities. Only 43.3% of the teachers also agreed that the school facilities are located on buildings that can be accessed by all the learners including those with physical disabilities while the 53.7% maintain that the vital school facilities like the laboratories and the libraries are on buildings that can't easily be accessed by some of the learners yet such facilities are very vital for the learning process for all the children. On the side of students, 57.5% of them feel that the school facilities are accessible by all the learners in the school. It is possible that this percentage is high because most of these learners are not physically incapacitated and therefore do not feel any difficulty to reach the places where the school facilities are located. However, for Stephen in one of the government-aided schools this is not true, as he has to connect to particular building by passing on the verandas of other buildings. That is why 42.5% who are sensitive to these challenges agree that the facilities are on buildings that cannot easily be accessed by all the learners especially those with physical incapacities. In general terms, the accessibility of the facilities in the school is paramount to the learning. However, where the learners cannot access the facilities, the learning process is affected thus hindering the rollout of inclusive education.

Table 4.14: Availability of ramps on the buildings

The school buildings have ramps					group			Total
					head	teacher	student	
					teacher			
the school buildings	Yes	Count			3	36	120	159
have ramps		%			1.9%	22.6%	75.5%	100.0%
		% within group			50.0%	60.0%	39.2%	42.7%
		% of Total			0.8%	9.7%	32.3%	42.7%
	No	Count			3	24	186	213
		%			1.4%	11.3%	87.3%	100.0%
		% within group			50.0%	40.0%	60.8%	57.3%
		% of Total			0.8%	6.5%	50.0%	57.3%
Total		Count			6	60	306	372
		%			1.6%	16.1%	82.3%	100.0%
		% within group			100.0%	100.0%	100.0%	100.0%
		% of Total			1.6%	16.1%	82.3%	100.0%

Source: primary data

The findings in the table above show the responses about the presence of ramps on buildings. These findings reveal that 50% of the head teachers agree that the buildings in their schools have ramps to enable the children who are physically incapacitated to access the classes and other facilities. Ramps make it easy for the learners using wheel chairs for movement to be able to reach the buildings in the school with ease. The other 50% of the head teachers hold that the buildings in their schools are not having the ramps and this becomes a hindrance to the roll out of inclusive education. This is because the learners using locomotors like the wheel chairs cannot reach the buildings with ease yet it could be these buildings with the classrooms and other facilities like the libraries and the laboratories. Findings also

show that 60% of the teachers agree that the buildings in their schools are having the ramps making the process of integration possible. However, the other 40% disagree. They see that the buildings do not have the ramps for the learners with disabilities to access the school facilities. This could possibly be because there are some buildings that have the ramps while other buildings with vital academic facilities do not have.

Only 39.2% of the students agreed that the buildings in their schools had ramps this shows that some of the buildings are not accessible to the students. The other 60.8% have disagreed and maintained that the school buildings do not have the ramps for ease of accessibility to the facilities. This has a negative impact on the implementation of inclusive education.

Table 4.15: Accessibility to the toilets

toilets in the school are accessible to all learners even those using						
			group	Total		
			head	teacher	student	
			teacher			
toilets in the school	Yes	Count	3	36	83	122
are accessible to all		%	2.5%	29.5%	68.0%	100.0%
learners even those		% within group	50.0%	60.0%	27.1%	32.8%
using wheelchairs		% of Total	0.8%	9.7%	22.3%	32.8%
	No	Count	3	24	223	250
		%	1.2%	9.6%	89.2%	100.0%
		% within group	50.0%	40.0%	72.9%	67.2%
		% of Total	0.8%	6.5%	59.9%	67.2%
Total		Count	6	60	306	372
		%	1.6%	16.1%	82.3%	100.0%
		% within group	100.0%	100.0%	100.0%	100.0%
		% of Total	1.6%	16.1%	82.3%	100.0%

Source: primary data

Toilets in the school are very important as places of convenience for the learners. The accessibility of the toilets is also an issue of great importance. The findings about the accessibility to the toilets in table 4.15 above show that only 50% of the head teachers agree that their toilets in their schools can be accessed by all the learners including those on wheel chairs. The other half (50%) said that their toilets are not easily accessible by the learners on wheel chairs. This becomes a hindrance to the implementation of inclusive education. It also means that the planning for the toilets did not cater for the learners with disabilities. 60% of the teachers agreed that the school toilets were easily accessible by all the learners including those on wheel chairs. The other 40%, which could have been sensitive to the needs of the children with disabilities, disagreed to that. They maintained that those toilets were constructed only in favor of the children without disabilities. This therefore means that it would be difficult for these learners with physical disabilities to access the toilets which becomes an inconvenience and can affect the attendance of such learners. The students themselves who are the users of these toilet facilities took a different path and only 27.1% agreed that the toilets were easily accessible even to the children on wheel chair. The other 72.9% overwhelmingly disagreed. They felt that the toilets in their schools could not favor the learners on wheel chairs and those who had physical disabilities that could not allow them to squat. This is a great hindrance to the implementation of inclusive education in the district. Planning therefore has to be done to cater for the learners with physical disabilities such that they fit well in the general schools

Table 4.16: Space in the toilets

space in the toilets is large enough to allow the turning of wheel chairs						
			group			Total
			head	teacher	student	
			teacher			
space in the toilets is	Yes	Count	4	33	87	124
large enough to allow		%	3.2%	26.6%	70.2%	100.0%
the turning of wheel		% within group	66.7%	55.0%	28.4%	33.3%
chairs		% of Total	1.1%	8.9%	23.4%	33.3%
	No	Count	2	27	219	248
		%	0.8%	10.9%	88.3%	100.0%
		% within group	33.3%	45.0%	71.6%	66.7%
		% of Total	0.5%	7.3%	58.9%	66.7%
Total		Count	6	60	306	372
		%	1.6%	16.1%	82.3%	100.0%
		% within group	100.0%	100.0%	100.0%	100.0%
		% of Total	1.6%	16.1%	82.3%	100.0%

Source: primary data

The spaces in the toilets are important for the learners who have wheel chairs to turn easily when in the toilet. Therefore, for inclusive education to be implemented effectively for the learners with disabilities in the regular schools, the construction plan should take into account the needs of all the learners in the school. On this aspect, 66.7% of the head teachers agreed that the toilets in their schools had enough space that could enable the learners on wheel chairs to turn well and with ease. This was seen as a defense for their schools because the researchers observed that the toilets did not have enough space. The other 33.3% stated that much as the toilets were meant to cater for all the learners including those with physical disabilities, they

did not have enough space for the learners using wheel chairs to turn from inside. Much as 55.0% of the teachers also agreed that the toilets had enough space, the other 45.0% did not agree to that. the head teachers and teachers who postulated that the space in the toilet were enough for the learners on wheel chairs, were only supported by 28.4% of the learners who were the final users of these toilets . The other 71.6% of the learners disagreed and stated that the space in the toilets were not adequate for the learners on wheel chairs.

Table 4.17: Availability of grab bars in toilets

Toilets have grab bars or handles for the children with disabilities								
					group		Total	
					head	teacher	student	
					teacher			
Toilets have grab	Yes	Count			2	17	30	49
bars or handles for		%			4.1%	34.7%	61.2%	100.0%
the children with		% within group			33.3%	28.3%	9.8%	13.2%
disabilities		% of Total			0.5%	4.6%	8.1%	13.2%
	No	Count			4	43	276	323
		%			1.2%	13.3%	85.4%	100.0%
		% within group			66.7%	71.7%	90.2%	86.8%
		% of Total			1.1%	11.6%	74.2%	86.8%
Total		Count			6	60	306	372
		%			1.6%	16.1%	82.3%	100.0%
		% within group			100.0%	100.0%	100.0%	100.0%
		% of Total			1.6%	16.1%	82.3%	100.0%

Source: primary data

The grab bars on the toilets are meant for the children who have physical disabilities and cannot squat on the toilets without any support. They are therefore placed on the toilets to support the learners with disabilities. The findings from this study revealed that only 33.3% representing 0.5% of the total population of the

respondents agree that they had toilets with grab bars to support the learners with disabilities. The other 66.7% acknowledged the lack of toilets with grab bars for the learners with special needs. This poses a hindrance to the roll out of inclusive education because there are children who are physical disabled and cannot use the normal toilets like the other children in the school.

Table 4.18: Nature of the stairs on buildings

the stairs on the storied buildings are not too steep for the physically disabled children								
					group			Total
					head	teacher	student	
					teacher			
the stairs on the	Yes	Count	5	31	151	187		
storied buildings are		%	2.7%	16.6%	80.7%	100.0%		
not too steep for the		% within group	83.3%	51.7%	49.5%	50.4%		
physically disabled		% of Total	1.3%	8.4%	40.7%	50.4%		
children	No	Count	1	29	154	184		
		%	0.5%	15.8%	83.7%	100.0%		
		% within group	16.7%	48.3%	50.5%	49.6%		
		% of Total	0.3%	7.8%	41.5%	49.6%		
Total		Count	6	60	305	371		
		%	1.6%	16.2%	82.2%	100.0%		
		% within group	100.0%	100.0%	100.0%	100.0%		
		% of Total	1.6%	16.2%	82.2%	100.0%		

Source: primary data

The staircases on the storied buildings are useful in the accessibility of the buildings in the school. The nature of the staircases is important in the support of the implementation of inclusive education. The research findings show that 83.3% of the head teachers agreed that the staircases in their school were not very steep for the children with disabilities to access the buildings. This means that the children who are physically incapacitated can also access these buildings without much difficulty. The

other head teaches (16.7%) assert that the staircases are steep that they cannot enable the children on clutches to climb them with ease. This cannot be under estimated, as it becomes a hindrance to the roll out of inclusive education. The findings also show that 51.7% of the teachers also agree that the stairs are not too steep for the learners with disabilities to access the school-storied buildings though the remaining 7.8% still believe that the stairs are steep for the learners with disabilities to reach the buildings with ease. On the side of the students, 49.5% agree that the stairs on the buildings are not too steep and can allow all the learners to access the buildings in the school with ease. However, the other 40.5% of the students disagree and believe that the stairs are too steep for the learners to access the buildings. Generally, a higher percentage of the respondents (50.4%) believe that the stairs are ok for all the learners to access the building even though the other percentage of those who do not agree to that is also quite big (49.6%). This means that the buildings are 50% accessible by the learners especially those with physical disabilities.

Table 4.19: Level of the playgrounds

The play grounds are leveled and friendly to all learners irrespective of their differences *

			group			Total
			head	teache	studen	
			teacher	r	t	
The play grounds are	Yes	Count	5	42	229	276
leveled and friendly to		%	1.8%	15.2%	83.0%	100.0%
all learners irrespective		% within group	83.3%	70.0%	74.8%	74.2%
of their differences		% of Total	1.3%	11.3%	61.6%	74.2%
	No	Count	1	18	77	96
		%	1.0%	18.8%	80.2%	100.0%
		% within group	16.7%	30.0%	25.2%	25.8%
		% of Total	0.3%	4.8%	20.7%	25.8%
Total		Count	6	60	306	372
		%	1.6%	16.1%	82.3%	100.0%

% within group	100.0%	100.0%	100.0%	100.0%
% of Total	1.6%	16.1%	82.3%	100.0%

Playing by the children in the general school is important for social interaction and this social interaction brings about the appreciation of diversity by all the learners. Therefore, the ease with which the children can play plays a great roll in the implementation of inclusive education. Findings in this research indicate that 83% of the head teachers, 70.0% of the teachers, and 74.8% of the students agree that the playgrounds in their schools are leveled and friendly for all the children including those with physical disabilities. This represents 74.2% of the total number of the respondent in this study. This means that it is possible and easy to roll out inclusive education these schools because the playgrounds can enable the social interaction of the learners, which builds up the children socially including those with physical disabilities. On the other hand, 16.7% of the head teachers, 30.0% of the teachers, and 25.2% of the learners held to the belief that the playgrounds were not well organized for children with physical disabilities. This is because the games that can be played by the children with physical disabilities were not easily accessible especially the indoor games like building structures, draft etc.

Table 4.20: Access to play grounds

Play grounds are easily accessible by all learners from the classrooms						
			group			Total
			head	teacher	student	
			teacher			
play grounds are easily	Yes	Count	5	48	227	280
accessible by all		%	1.8%	17.1%	81.1%	100.0%
learners from the		% within group	83.3%	80.0%	74.4%	75.5%
classrooms		% of Total	1.3%	12.9%	61.2%	75.5%
	No	Count	1	12	78	91
		%	1.1%	13.2%	85.7%	100.0%
		% within group	16.7%	20.0%	25.6%	24.5%
		% of Total	0.3%	3.2%	21.0%	24.5%
Total		Count	6	60	305	371
		%	1.6%	16.2%	82.2%	100.0%
		% within group	100.0%	100.0%	100.0%	100.0%
		% of Total	1.6%	16.2%	82.2%	100.0%

Source: primary data

For the children, playing promotes social development and that social interaction promotes the appreciation of diversity. Nevertheless, the question is whether all the children in the school can access the playground with ease. Findings in this research indicate that 83.3% of the head teachers, 80.0% of the teachers, and 74.4% of the students representing 75.5% of the total population of the respondents agree to the fact that the playgrounds are easily accessible to all the learners with ease even those with physical disabilities. Accessibility to the field is paramount in the building up of the environment suitable for social interaction, which is paramount for the seamless rollout of inclusive education. On the other hand, 16.7% of the head teachers, 20.0% of the teachers, and 25.6% of the students representing 24.5% of the total number of the respondents disagree that the playgrounds are not accessible to all

the learners. This is mainly due to the location of the playgrounds that are steep to climb to or steep to slope down. Nevertheless, concisely, there is a consensus by the respondents that the playgrounds are accessible to all the learners in the schools.

Table 4.21: Space in the classrooms.

The classrooms have enough space for all the children to participate including those with disabilities

				group				Total
				head	teacher	student		
				teacher				
the classrooms have	yes	Count		3	47	216		266
enough space for all		%		1.1%	17.7%	81.2%		100.0%
the children to		% within group		50.0%	78.3%	70.6%		71.5%
participate including		% of Total		0.8%	12.6%	58.1%		71.5%
those with disabilities	no	Count		3	13	90		106
		%		2.8%	12.3%	84.9%		100.0%
		% within group		50.0%	21.7%	29.4%		28.5%
		% of Total		0.8%	3.5%	24.2%		28.5%
Total		Count		6	60	306		372
		%		1.6%	16.1%	82.3%		100.0%
		% within group		100.0%	100.0%	100.0%		100.0%
		% of Total		1.6%	16.1%	82.3%		100.0%

Source: primary data

When the classrooms have enough space, it enables the children in the class to participate actively during the lesson. Even the children with disabilities will be able to move easily within the classroom. Active participation is one of the outcomes of inclusive education, which is rolled out well. According to the findings, 50.0% of the head teachers, 78.3% of the teachers, and 70.6% of the students representing 71.5% of the total number of respondents agree that the classrooms in their schools have enough space that enables easy movement within the class and active participation, which is a fruit of inclusive education. This means that the classrooms are set to

handle children with diverse needs hence fostering the implementation of inclusive education.

On the other hand, 50.0% of the head teachers, 21.7% of the teachers, and 29.4% of the learners representing 28.5% of the total number of respondents disagree to that. To them the classroom space is not enough for the rollout of inclusive education. It could be because some rooms are big while others are small but still there are some rooms that can enable the smooth rollout of inclusive education.

Table 4.22: Height of black boards

the blackboards are placed at an appropriate height that even disabled children can write on them

					group			Total
					head teacher	teacher	student	
the blackboards are	Yes	Count	3		44	258	305	
placed at an appropriate		%	1.0%		14.4%	84.6%	100.0%	
height that even disabled		% within group	50.0%		73.3%	84.3%	82.0%	
children can write on		% of Total	0.8%		11.8%	69.4%	82.0%	
them	No	Count	3		16	48	67	
		%	4.5%		23.9%	71.6%	100.0%	
		% within group	50.0%		26.7%	15.7%	18.0%	
		% of Total	0.8%		4.3%	12.9%	18.0%	
Total		Count	6		60	306	372	
		%	1.6%		16.1%	82.3%	100.0%	
		% within group	100.0%		100.0%	100.0%	100.0%	
		% of Total	1.6%		16.1%	82.3%	100.0%	

Source: primary data

The black boards are a strong teaching tool from time immemorial. In addition, the ease with which it can be used is important in the roll out of inclusive education. In integration as mentioned earlier, all children including those with disabilities should be able to participate during the learning process. The height at which the black boards are is very useful in the study of integration. They need to be at an appropriate height, which makes it easy for all the children including those with

disabilities to write on them. According to the findings of this study, 50% of the head teachers, 73.3% of the teachers and 84.3% of the students representing 82.0% of the total number of respondents agree that the black boards in their schools are at an appropriate height, which enables the learners including those with disabilities to write on them. This means that the school black boards are appropriate for the rollout of inclusive education. The remaining 50% of the head teachers, 26.7% of the teachers, and 15.7% of the students representing 18.0% of the total number of respondents claim that the black boards in the schools are at a height inappropriate for the learners with disabilities to write. This could be because of different perception of the word disability. They may have thought that it should be so severe to be called disability.

Table 4.23: Adequacy of the desks

The desks are enough for all the children to have enough working space								
					group			Total
					head	teacher	student	
					teacher			
the desks are	Yes	Count		4	44		206	254
enough for all the		%		1.6%	17.3%		81.1%	100.0%
children to have		% within group		66.7%	73.3%		67.3%	68.3%
enough working		% of Total		1.1%	11.8%		55.4%	68.3%
space	No	Count		2	16		100	118
		%		1.7%	13.6%		84.7%	100.0%
		% within group		33.3%	26.7%		32.7%	31.7%
		% of Total		0.5%	4.3%		26.9%	31.7%
Total		Count		6	60		306	372
		%		1.6%	16.1%		82.3%	100.0%
		% within group		100.0%	100.0%		100.0%	100.0%
		% of Total		1.6%	16.1%		82.3%	100.0%

Source: primary data

The number and the distribution of the desks in the classroom determines how well the students can learn as every child requires enough working space in the classroom. The working space always has an impact on student participation during the lesson. For effective rollout of inclusive education, the desks and benches should be enough for all the learner73.3percentage of the teachers to have enough working space. On this aspect, 66.7% of the head teachers, 73.3% of the teachers, and 67.3% of the students representing 68.3% of the total number of respondents agreed that their schools had enough desks for the learners to use in the classrooms; this means that these schools have the capacity to roll out inclusive education for the children with physical disabilities. Findings also show that 33.3% of the head teachers, 26.7% of teachers, and 32.7% of the students believed that the desks in their schools were not

enough for the learners in the classrooms and this is a hindrance to the rollout of inclusive education. But on general terms, there is consensus that the schools are having what is enough for the learners to use in the classrooms.

Table 4.24: Presence of footrests

Desks have foot rests for the children to sit comfortably including those with physical disabilities

			group			Total
			head	teacher	student	
			teacher			
The desks have foot	Yes	Count	4	38	148	190
rests for the children		%	2.1%	20.0%	77.9%	100.0%
to sit comfortably		% within group	66.7%	63.3%	48.4%	51.1%
including those with		% of Total	1.1%	10.2%	39.8%	51.1%
physical disabilities	No	Count	2	22	158	182
		%	1.1%	12.1%	86.8%	100.0%
		% within group	33.3%	36.7%	51.6%	48.9%
		% of Total	0.5%	5.9%	42.5%	48.9%
Total		Count	6	60	306	372
		%	1.6%	16.1%	82.3%	100.0%
		% within group	100.0%	100.0%	100.0%	100.0%
		% of Total	1.6%	16.1%	82.3%	100.0%

Footrests on the desks are mainly used by the students with physical incapacities to be comfortable in the classroom. Findings indicate that 66.7% of the head teachers, 63.3% of the teachers, and 48.4% of the students representing 51.1% of the total number of the respondents agreed to the fact that the desks in the schools had footrests. This indicates that these schools are sensitive to the needs of all children in the school including those with physical disabilities. On the other hand, 33.3% of the head teachers, 36.7% of the teachers, and 51.6 % of the students disagreed and maintained that desks did not have foot rests because they were either broken or were

designed in a different way. There were some desks in all the schools that had footrests for the learners with physical disabilities.

Table 4.25: Presence of ramps on the classrooms

The classrooms have ramps and all children including those on wheel chairs can easily enter

				group			Total
				head	teacher	student	
				teacher			
The classrooms have	Yes	Count		2	32	158	192
ramps and all children		%		1.0%	16.7%	82.3%	100.0%
including those on		% within group		33.3%	53.3%	51.6%	51.6%
wheel chairs can		% of Total		0.5%	8.6%	42.5%	51.6%
easily enter.	No	Count		4	28	148	180
		%		2.2%	15.6%	82.2%	100.0%
		% within group		66.7%	46.7%	48.4%	48.4%
		% of Total		1.1%	7.5%	39.8%	48.4%
Total		Count		6	60	306	372
		%		1.6%	16.1%	82.3%	100.0%
		% within group		100.0%	100.0%	100.0%	100.0%
		% of Total		1.6%	16.1%	82.3%	100.0%

Source: primary data

The findings in the table above show that 51% of the total number of respondents, i.e. 33.3% of head teachers, 53.3% of the teachers and 51.6% of the learners agree that their classrooms that are used in the implementation of inclusive education have ramps. These ramps enable access to the classes for the children with physical disabilities using wheel chairs. This shows that these schools are at least prepared for the rollout of inclusive education for the learners with physical disabilities. The findings also show that other respondents disagree with this. 42.5% of the students, 66.7% of head teachers and 46.7% of the teachers said no to the presence of ramps on their classrooms. This could have been because of the presence

of ramps and the absence on the other classes. This generally means that these schools are partly able to implement inclusive education due the presence of some ramps on some of the classes. However, this calls for adequate planning to ensure that all the buildings constructed in the schools cater for the needs of all the children and make it easy for the children with disabilities to access the classes

Table 4.26: Size of the doors on classrooms

The doors on the classroom and other rooms are wide enough to allow all children even those on wheel chairs to enter.

					group		Total	
					head	teacher	student	
					teacher			
The doors on the classroom and other rooms are wide enough to allow all children even those on wheel chairs to enter.	Yes	Count	4	49	217	270		
		%	1.5%	18.1%	80.4%	100.0%		
		% within group	66.7%	81.7%	70.9%	72.6%		
		% of Total	1.1%	13.2%	58.3%	72.6%		
	No	Count	2	11	89	102		
		%.	2.0%	10.8%	87.3%	100.0%		
		% within group	33.3%	18.3%	29.1%	27.4%		
		% of Total	0.5%	3.0%	23.9%	27.4%		
	Total	Count	6	60	306	372		
		%	1.6%	16.1%	82.3%	100.0%		
		% within group	100.0%	100.0%	100.0%	100.0%		
		% of Total	1.6%	16.1%	82.3%	100.0%		

Source: primary data

The doors need to be wide enough to allow aid users to access the rooms with less restriction. The research findings on this aspect show that the largest percentage of the respondents i.e. 66.7% of the head teachers, 81.4% of the teachers, and 70.9% of the students representing 72.6% of the total number of respondents supported that the width of the doors to the classes and other rooms in the school were wide enough to allow free movement of the learners including those using mobility aids like the

wheel chairs and the clutches. When the doors of classrooms, activity rooms, other schoolrooms, and facilities are narrow, they restrict movement and access of mobility-aid users such as those using wheelchairs, walkers, and crutches. On the other hand, 33.3% of the head teachers, 18.3% of the teachers, and 29.1% of the students disagree to the fact that the doors to the classrooms and other rooms in the school were wide enough to enable the free movement of all the learners including those using locomotor aids like the wheel chairs. This therefore means that much as not all the doors are wide enough to allow the free movement of the learners especially those using aids, there are classes and other rooms that have wide enough doors for that purpose.

Table 4.27: Height of door handles

The door handles are installed at a height comfortable for all children to easily open the doors.

					group			Total
					head	teacher	student	
					teacher			
The door handles are installed at a height comfortable for all children to easily open the doors.	Yes	Count	3	30	226	259		
		%	1.2%	11.6%	87.3%	100.0%		
		% within group	50.0%	50.0%	73.9%	69.6%		
		% of Total	0.8%	8.1%	60.8%	69.6%		
	No	Count	3	30	80	113		
		%	2.7%	26.5%	70.8%	100.0%		
		% within group	50.0%	50.0%	26.1%	30.4%		
		% of Total	0.8%	8.1%	21.5%	30.4%		
	Total	Count	6	60	306	372		
		%	1.6%	16.1%	82.3%	100.0%		
		% within group	100.0%	100.0%	100.0%	100.0%		
		% of Total	1.6%	16.1%	82.3%	100.0%		

Source: primary data

Door handles and other hardware need to be installed at a height comfortable enough for children using wheelchairs to use. Findings in the table above show that most of the door handles were at a height that was comfortable for all the children to use including those on the wheel chairs. This was represented by 50.0% of the head teachers, 50.0% of the teachers, and 73.9% of the learners representing 69.6% of the total number of respondents. This means that most of the door handles were fixed at a friendly height for the users hence catering for the needs of all the children in the school including those with disabilities. This enhances the rollout of inclusive education. On the other hand, however, 50.0% of the head teachers, 50.0% of the teachers and 26.1% of the students representing 30.4% of the total number of respondents said no to the presence of door handles at an appropriate height that enables all the learners to use including those on wheel chairs. This shows a consensus that the doors on most of the rooms are at a height that is comfortable for all the learners to use including those on wheel chair thus promoting the rollout of inclusive education.

4.5 Research Objective Three: To find out the teaching methods adopted in the implementation of inclusive education in secondary schools in Butebo District

The study considered the opinions of the respondents on the teaching methods that are appropriate in the implementation of inclusive education for children with physical disabilities.

The responses for question three above come from the head teachers, teachers, and the students and these responses are presented in the following tables.

Table 4.28: Case Summaries

Case Processing Summary								
			Cases					
			Valid		Missing		Total	
			N	Percent	N	Percent	N	Percent
all	learners	participate	372	100.0%	0	0.0%	372	100.0%
	actively during the lessons							
	irrespective of their							
	differences * group							
Teachers pay equal attention			372	100.0%	0	0.0%	372	100.0%
to all learners in the								
classroom during the lesson.								
the teachers vary their			372	100.0%	0	0.0%	372	100.0%
teaching methods to suit the								
learners' differences								
teachers provide all the			372	100.0%	0	0.0%	372	100.0%
necessary learning materials								
suitable for all the learners								
teachers make sure that all			372	100.0%	0	0.0%	372	100.0%
physical differences are								
respected by all learners in								
the classroom								
teachers create a classroom			306	82.3%	66	17.7%	372	100.0%
environment for a sense of								
belonging for all children								
even those with disabilities								

Source: primary data

Table 4.29: Learner participation level**all learners participate actively during the lessons irrespective of their differences**

				group			Total
				head	teacher	student	
				teacher			
all	learners	strongly	Count	3	16	116	135
participate	actively	agree	%	2.2%	11.9%	85.9%	100.0%
during the	lessons		% within group	50.0%	26.7%	37.9%	36.3%
irrespective	of their		% of Total	0.8%	4.3%	31.2%	36.3%
differences		agree	Count	2	27	114	143
			%	1.4%	18.9%	79.7%	100.0%
			% within group	33.3%	45.0%	37.3%	38.4%
			% of Total	0.5%	7.3%	30.6%	38.4%
		strongly	Count	1	5	6	12
		disagree	%	8.3%	41.7%	50.0%	100.0%
			% within group	16.7%	8.3%	2.0%	3.2%
			% of Total	0.3%	1.3%	1.6%	3.2%
		disagree	Count	0	8	18	26
			%	0.0%	30.8%	69.2%	100.0%
			% within group	0.0%	13.3%	5.9%	7.0%
			% of Total	0.0%	2.2%	4.8%	7.0%
		not sure	Count	0	4	52	56
			%	0.0%	7.1%	92.9%	100.0%
			% within group	0.0%	6.7%	17.0%	15.1%
			% of Total	0.0%	1.1%	14.0%	15.1%

Source: primary data

From the table above, findings indicate that that 50% of the head teachers, 23.7% of the teachers, and 37.9% of the students strongly agree while 33.3% of the head teachers, 45.0% of the teachers, and 37.3% of the students agree that all the learners participate actively during the lessons irrespective of their difference. Active

participation by all the learners in the general classrooms is one of the outcomes of inclusive methods of teaching. This means that if the teachers in these classes can create an environment where all the learners participate actively, then they can roll out inclusive education with ease. To the contrary, 16.7% of the head teachers, 21.6% of the teachers, and 7.9% of the learners strongly disagree representing 7.0% of the total number of respondents. 6.7% of the teachers and 17.0% of the learners are not sure whether there is active participation by all the learners in the class or not. This could be due to lack of exposure to inclusive learning environments. Generally, there is consensus that the learners actively participate during learning which fosters the implementation of inclusive education. Therefore, ensuring active participation by all the learners irrespective of their differences enhances implementation of inclusive education for the learners with physical disabilities.

Table 4.30: teacher attention in the general classroom**Teachers pay equal attention to all learners in the classroom during the lesson**

					group			Total
					head	teacher	student	
					teacher			
Teachers pay equal attention to all learners in the classroom during the lesson.	strongly agree	Count	4	23	133	160		
		%	2.5%	14.4%	83.1%	100.0%		
		% within group	66.7%	38.3%	43.5%	43.0%		
		% of Total	1.1%	6.2%	35.8%	43.0%		
	agree	Count	1	30	110	141		
		%	0.7%	21.3%	78.0%	100.0%		
		% within group	16.7%	50.0%	35.9%	37.9%		
		% of Total	0.3%	8.1%	29.6%	37.9%		
	strongly disagree	Count	1	3	20	24		
		%	4.2%	12.5%	83.3%	100.0%		
		% within group	16.7%	5.0%	6.5%	6.5%		
		% of Total	0.3%	0.8%	5.4%	6.5%		
	disagree	Count	0	2	20	22		
		%	0.0%	9.1%	90.9%	100.0%		
		% within group	0.0%	3.3%	6.5%	5.9%		
		% of Total	0.0%	0.5%	5.4%	5.9%		
	not sure	Count	0	2	22	24		
		%	0.0%	8.3%	91.7%	100.0%		
		% within group	0.0%	3.3%	7.2%	6.5%		
		% of Total	0.0%	0.5%	5.9%	6.5%		

Source: primary data

Findings in the table above show that paying equal attention to all the learners irrespective of their differences in the classroom will enhance the rollout of inclusive education. This is evidenced by the finding in the table that shows that 66.7% of the head teachers, 38.3% of the teachers, and 43.5% of the teachers strongly agree to that. This represents 43.0% of the total number of respondents. 16.7% of the head

teachers, 50.0% of the teachers and 35.9% of the learners also agree to the importance paying equal attention to all the learners in enhancing inclusive education. However, 12.4% of the total number of respondents does not agree that teachers pay equal attention to the learners in the classrooms. This could have been because of their limited exposure to integration in the general classrooms and the presence of severe cases of physical disability that necessitate more attention to the learners with disabilities. The remaining 6.5% of the respondents were not sure whether the teachers really pay equal attention to the learners during the lessons. This a result of the use of methods that do not favor inclusive education like talk and chalk and having a general belief those children with disabilities need more time than the other children during the learning process.

Table 4.31: Teacher's variation of teaching methods

The teachers vary their teaching methods to suit the learners' differences

				group			Total
				head	teacher	student	
				teacher			
the teachers vary	strongly	Count		4	23	100	127
their teaching	agree	%		3.1%	18.1%	78.7%	100.0%
methods to suit the		% within group		66.7%	38.3%	32.7%	34.1%
learners' differences		% of Total		1.1%	6.2%	26.9%	34.1%
	agree	Count		2	34	109	145
		%		1.4%	23.4%	75.2%	100.0%
		% within group		33.3%	56.7%	35.6%	39.0%
		% of Total		0.5%	9.1%	29.3%	39.0%
	strongly	Count		0	2	14	16
	disagree	%		0.0%	12.5%	87.5%	100.0%
		% within group		0.0%	3.3%	4.6%	4.3%
		% of Total		0.0%	0.5%	3.8%	4.3%
	disagree	Count		0	1	17	18
		%		0.0%	5.6%	94.4%	100.0%
		% within group		0.0%	1.7%	5.6%	4.8%
		% of Total		0.0%	0.3%	4.6%	4.8%
	not sure	Count		0	0	66	66
		%		0.0%	0.0%	100.0%	100.0%
		% within group		0.0%	0.0%	21.6%	17.7%
		% of Total		0.0%	0.0%	17.7%	17.7%

Source: primary data

The differences in the needs of the learners in the general classrooms require the sensitivity of the teachers. This means that the teachers should adjust their teaching to fit the needs of the learners and therefore varying the teaching methods to fit the learning needs of the learners is a paramount teaching method in the implementation of inclusive education. In reference to the above table, finding have

shown that 66.7% of the head teachers, 38.3% of the teachers, and 32.7% of the learners representing 34.1% of the total number of respondents strongly agree that varying methods of teaching to fit the needs of the learners in the classroom is vital and has been adopted. However, a total of 5% of the teachers and 10.2% of the learners disagree to that. They believe that the teachers do not even adjust to the need of the learners with disabilities. This could be true with the teachers who have not undergone training on special needs education. 21% of the students are not sure whether the teachers vary their teaching methods or not and this could be due to ignorance about the teaching methods for inclusive education.

Table 4.32: Provision of learning materials by the teachers

teachers provide all the necessary learning materials suitable for all the learners				group			Total
				head	teacher	student	
				teacher			
teachers	provide	strongly	Count	3	16	114	133
all the necessary		agree	%	2.3%	12.0%	85.7%	100.0%
learning materials			% within group	50.0%	26.7%	37.3%	35.8%
suitable for all the			% of Total	0.8%	4.3%	30.6%	35.8%
learners		agree	Count	3	34	91	128
			%	2.3%	26.6%	71.1%	100.0%
			% within group	50.0%	56.7%	29.7%	34.4%
			% of Total	0.8%	9.1%	24.5%	34.4%
		strongly	Count	0	5	33	38
		disagree	%	0.0%	13.2%	86.8%	100.0%
			% within group	0.0%	8.3%	10.8%	10.2%
			% of Total	0.0%	1.3%	8.9%	10.2%
		disagree	Count	0	4	36	40
			%	0.0%	10.0%	90.0%	100.0%
			% within group	0.0%	6.7%	11.8%	10.8%
			% of Total	0.0%	1.1%	9.7%	10.8%
		not sure	Count	0	1	32	33
			%	0.0%	3.0%	97.0%	100.0%
			% within group	0.0%	1.7%	10.5%	8.9%
			% of Total	0.0%	0.3%	8.6%	8.9%

Source: primary data

The provision of the learning materials is an important practice for the rollout of inclusive education. The teachers who rollout special needs education in general schools have to make sure that all the necessary learning aids are availed for all the learners to enhance academic achievement during the lesson. Findings show that 50.0% of the head teachers, 26.7% of the teachers, and 37.3% of the learners

representing 35.8% of the total number of respondents strongly agree to the provision of enough learning materials and its importance to the roll out of inclusive education. Another 50.0% of the head teachers, 56.7% of the teachers and 29.7% of the learners representing 34.4% of the total number of respondents also agree that provision of the teaching and learning materials enhances the implementation of inclusive education. 15% of the teachers and 22.6% of the students disagree for the teachers; this might have been so due to the shortage of the learning materials like books in their schools. The 1.7% of the teachers and the 10.5% of the learners are not sure whether enough materials are provided for the general classrooms. In general terms, there is consensus that there is provision of adequate learning materials for the learners in the general classrooms for the provision of inclusive education for the children with physical disabilities.

Table 4.33: creation of environment for respect of differences**Teachers make sure that all physical differences are respected by all learners in the classroom ***

			group			Total
			head	teacher	student	
			teacher			
teachers make sure	strongly	Count	3	14	110	127
that all physical	agree	% e	2.4%	11.0%	86.6%	100.0%
differences are		% within group	50.0%	23.3%	35.9%	34.1%
respected by all		% of Total	0.8%	3.8%	29.6%	34.1%
learners in the	agree	Count	1	30	99	130
classroom		%	0.8%	23.1%	76.2%	100.0%
		% within group	16.7%	50.0%	32.4%	34.9%
		% of Total	0.3%	8.1%	26.6%	34.9%
	strongly	Count	1	7	16	24
	disagree	%	4.2%	29.2%	66.7%	100.0%
		% within group	16.7%	11.7%	5.2%	6.5%
		% of Total	0.3%	1.9%	4.3%	6.5%
	disagree	Count	1	8	23	32
		%	3.1%	25.0%	71.9%	100.0%
		% within group	16.7%	13.3%	7.5%	8.6%
		% of Total	0.3%	2.2%	6.2%	8.6%
	not sure	Count	0	1	58	59
		%	0.0%	1.7%	98.3%	100.0%
		% within group	0.0%	1.7%	19.0%	15.9%
		% of Total	0.0%	0.3%	15.6%	15.9%

Source: primary data

The creation of an environment where physical differences are respected is another teaching method for the effective rollout of inclusive education. The children with physical disabilities need to be respected in the general classroom. There is consensus on this by the respondents. From the findings, 50.0% of the head teachers, 23.3% of the teachers 35.9% of the learners representing 34.1% of the respondents

strongly agreed that the respect of physical differences is important in the rollout of inclusive education. 16.7% of the head teachers, 50.0% of the teachers 32.4% the learners representing 34.9% of the respondents also agreed the importance of appreciation and respect of differences. This is because the respect for difference brings about unity in diversity, which is a fruit of inclusivity in the general school environment. However, 33.4% of the head teachers, 25% of the teachers, and 12.9% of the students representing 6.5% of the total number of respondents do not agree that the teachers create an environment for respect of the learner's differences. The other 1.7% of the teachers and 19.0% of the learners are not sure whether the teachers really make sure that the physical differences of the learners are respected in the general classrooms. This is possibly due to ignorance about how to detect that physical differences are respected i.e. failure to measure the respect for the physical differences in the general classroom

Table 4.34: Creation of a sense of belonging for learners with disabilities

Teachers create a classroom environment for a sense of belonging for all children even those with disabilities

					group	Total
					student	
teachers	create	a	strongly	Count	88	88
classroom			agree	%	100.0%	100.0%
environment	for	a		% within group	28.8%	28.8%
sense of belonging				% of Total	28.8%	28.8%
for all children even			agree	Count	84	84
those	with			%	100.0%	100.0%
disabilities				% within group	27.5%	27.5%
				% of Total	27.5%	27.5%
			strongly	Count	33	33
			disagree	%	100.0%	100.0%
				% within group	10.8%	10.8%
				% of Total	10.8%	10.8%
			disagree	Count	51	51
				%	100.0%	100.0%
				% within group	16.7%	16.7%
				% of Total	16.7%	16.7%
			not sure	Count	50	50
				%	100.0%	100.0%
				% within group	16.3%	16.3%
				% of Total	16.3%	16.3%

Source: primary data

In the implementation of inclusive education, there is need to create a classroom environment for a sense of belonging for all the learners including these with physical disabilities. Responses to the above aspect were from the students. 56.3% of the students agreed that the teachers were creating environments that made the students feel they belonged to the schools and this enhanced their learning. This indicator is

important in the rollout of inclusive education for the learners with disabilities and should be adopted by the general schools teaching children with special needs. However 27.5% were in disagreement with this either because they have never been made to feel at home while at school or they do not realize the importance of a sense of belonging. The remaining 16.3% are not sure of whether the teachers attempt to create environments for a sense of belonging or not. This is due to the lack of information about the classroom environments and how they create a sense of belonging.

4.6 Results for the interview schedule (See appendix C) for the students with physical disabilities.

On the question of how the teachers and other students view them within the school and classroom, the students with disabilities revealed that some of the students and teachers see them as incomplete people, people who are deformed physically and cannot be able to contribute anything equal to the other learners or students. However, they also acknowledge that some students and teachers who appreciate them the way they are and are willing and able to help them while at school. Those who view them positively give them support in class and in the school compound. Below is a testimony from Pius, a senior three student with one leg that cannot bend,

“some of them call me lame and they don’t want to associate with me and this makes me fear to interact with them freely on anything because they think I cannot do anything normal but there are those who are my friends and am happy to be in their midst”

This meant that the attitudes of the teachers and the students were both positive and negative indicating that much as the physically disabled learners were studying in these regular schools, they were facing some challenges of discrimination.

Norah, a student in senior two in one of the government schools who had one leg much shorter than the other testified that,

“I have friends in my class and am ok with them, it’s only some boys who throw negative comments at me when I move in class may be when going out”

This therefore meant that where the attitudes are positive, these learners with physical disabilities are encouraged but where the attitudes of both the teachers and the students are negative, their learning and stay in the school is affected

On the question of how they were adapting to the facilities in the schools environment, most of the learners with physical disabilities consented that it was hard to reach some places and some buildings in the school. This was so because some of the buildings did not have ramps for the children on the wheel chairs while others had very high verandas for the learners to easily access them. Pius, a student in one of the schools confessed that it was too hard for him to reach some of the buildings because of the height of the verandas. In his own words he said “ *I have to move along other verandas to be able to reach some of the classes because their verandas are very high for me to climb with this leg of mine.*”

All physically disabled claimed it was extremely hard for them to use the available toilets because they were not suited for their situation. The toilets did not have grab bars for them to hold on to and the doors to the toilets were narrow for the wheelchairs. One of the physically disabled children said, “*I make sure I ease myself from home to avoid the challenge of the toilet here at school*”

Another student confessed that, “ I make sure I don’t eat a lot in order not to need to use toilet while at school”

This meant that the facilities in these schools were not supportive to the need of the learners with physical disabilities.

On the question of whether the teachers were giving special attention to the physically disabled children, it was revealed that some of the teachers did not offer the extra helping hand to these learners. This could have been so because they expected that these learners should have been taken to special schools if they needed special attention. However they also claimed that there were teachers who were so helpful and friendly to them during the lessons, and they tried to adjust on the teaching speed and methods to fit their needs. This was good for the rollout of inclusive education. They said that some teachers adjusted their speed and ability while others were rigid with the way they did things.

It was found out that schools in Butebo District were not having all it takes for the effective implementation of inclusive education. Only a few and not all the buildings had ramps, the toilets were not friendly for the learners on wheel chairs in terms of door width and space in the toilets. The playgrounds were quite accessible to all the learners and there was enough space in the classrooms. The teachers' attitudes were positive towards the inclusion of children with the physical disabilities in their classrooms. This therefore meant that these schools were partly prepared for the rollout of inclusive education for the learners with physical disabilities.

4.7 Results from observation

The researchers also used observation as a tool of data collection. It was guided by an observation checklist and the focus was on the nature of the school physical environment. The aspects observed were; the nature and friendliness of the toilets, availability and nature of the ramps, inclusiveness of the playgrounds. It was observed that the toilets weren't friendly to learners with physical disabilities because the doors

were narrow and could not allow those on wheelchairs to enter. Space in the toilets was also small for use by children with locomotor aid. The toilets lacked grab bars for learners who could not squat. The toilets were generally not appropriate for the roll out of inclusive education.

The playgrounds in all schools were levelled but did not have any special play equipment for physically disabled children. There was generally no special attention paid to the games for learners with disabilities. Only a few buildings had ramps to enable learners with disabilities to access them. This meant that learners with disabilities were unable to access some of the essential areas of the school.

The doors on the classrooms were generally wide enough to allow access by learners on wheelchairs and other locomotor aids. However the door handles were installed at a height which was not friendly for children on wheelchairs. It was also observed that the blackboards were at an appropriate height in most of the schools for all the learners including those with physical disabilities to write on them.

In a nutshell results from observation reveal that the schools were not fully ready for the roll out of inclusive education though they already had some of these learners. No special attention was paid to the needs of these learners' needs yet there is need to do so

Chapter Five

Discussion, Conclusions and Recommendations

5.0 Introduction

In this chapter, the research findings in chapter four are presented in line with the objectives and the research questions. Each question is presented with a detailed explanation of the respondents' summaries that are discussed in tandem with the existing literature.

5.1 Discussion

The discussion is arranged according to the three objectives. Therefore, this section is subdivided into the following subdivisions. The influence of teacher attitudes on the implementation of inclusive education, the role of school facilities in the implementation of inclusive education, the teaching methods adopted for the effective rollout of inclusive education.

5.1.1 Teacher attitudes and the implementation of inclusive education in secondary schools in Butebo District

Results collected from the head teachers, and teachers in relation to the influence of teacher attitudes in the implementation of inclusive education revealed that the attitudes of the teachers have a far-reaching impact on the rollout of inclusive education for the children with physical disabilities. This is because the teachers play a key role as instructors in the process of implementation of inclusive education. When the teachers are positive about Inclusive education, its roll out will be seamless but when the teacher attitudes are negative, the implementation of inclusive education will be difficult. This is supported by Norwich (1996) when he noted that the success of inclusive practice depends on the teacher's opinion and attitudes. Sims (1995) also

in agreement with this stated that the man who can make hard things easier is an educator. Therefore, effective instructors are those who understand the importance of involving all students in learning how to learn. Positive attitudes are a necessary starting point and the availability of physical and human support been shown to be connected with attitudes to comprehensive learning (Omar, 2006). Ross–Hill (2009) shared a similar view after exploring the different attitudes of elementary and secondary schoolteachers towards inclusive schooling. She established that most teachers either were in favor of comprehensive practices in regular classrooms or did not have strong views on inclusive education. The greatest importance of the teacher's positive attitude towards all-inclusive learning is that teachers can tackle the learning challenges of the developmentally challenged learners and handle the classroom environment in an appropriate manner to implement inclusive education.

In line with the above, the research findings revealed that the largest percentage of the teachers had positive attitudes towards all-inclusive education for the children with physical disabilities. This was showed by their positivity towards the several scales which including, the belief that teaching students with disabilities in the general education classroom would encourage their academic growth. Inclusion in the regular classroom would have positive impact on the social and emotional development of students with disabilities. Including children with disabilities in the general/ regular classrooms is good for appreciation of diversity it sought the opinion on belief that all children including those with disabilities can learn and achieve in the general education classroom. It also showed their willingness to give the same amount of academic attention to all students when including students with disabilities in the general classroom, and feeling emotionally prepared to include students with physical disabilities in the general classroom.

Teachers also believed that having a classroom with both physically disabled and the capable children helps the teacher to vary the teaching methods to foster learning. They also maintained that children with disabilities behave the same way as their peers within the general education classroom. Teachers were also open to changing the teaching methods to fit the needs of students with disabilities in the general classroom environment.

Negative attitudes also negatively affect the implementation of inclusive education for the learners with physical disabilities because the teachers will not give the special attention to the physically challenged learners. Teachers who feel unprepared or incompetent to mix regular learners and learners with special educational needs in the same classroom will eventually have negative attitude towards inclusive education for the learners with physical disabilities. The reason for that is that some of teachers lack sufficient training to manage the activities of inclusive education (Hay, Paulsen, Smith, 2001). It is therefore important to note that the attitudes of teachers have a bearing on the implementation of inclusive education for the children with physical disabilities.

5.1.2 The role of school facilities in enhancing inclusive education in secondary schools in Butebo District

The research findings indicated that the school facilities play a vital role in the implementation of inclusive education for the children with physical disabilities. The presence and nature of the school facilities are paramount. According to Braun, A. M. B. (2020), most school environments are not friendly to the learners with physical disabilities. This is because they lack the necessary aids for the learners with physical disabilities. This is in line with (Braun, 2020). In whose study in Tanzania one of his respondents declared that she could not have breakfast before coming to school

because of the nature of the toilets. The buildings with stairs and without ramps act as a barrier to the children with disabilities especially those using wheel chairs.

In this study, the researcher found out that some of the enabling facilities for the implementation of inclusive education were available in the schools such as the ramps on the classrooms. Playgrounds were leveled for all the learners, wide doors on the classrooms for the children on wheel chairs, door handles installed at a friendly height for even the children on wheel chairs to open, some of the schools had inclusive toilet facilities. These enabling facilities have attracted some learners with disabilities into these schools hence promoting the roll out of inclusive education. Durán-Narucki, (2008) revealed that poor school-building conditions foretold lower academic achievement, and this was caused partly by lower student presence.

Inclusive buildings therefore play a great role in enabling all children including those with physical disabilities to all parts of the school without difficulty. Inclusive here means that the buildings have ramps, have wider doors for the learners on wheel chairs to enter, have door handles installed at a friendly height and the building are accessible to all the learners in the school including those with physical disabilities. The results also showed that the playgrounds were leveled and accessible by the learners and these playgrounds play a great role of promoting social interaction among the learners that promotes social development. UNICEF, (2016) agrees with this when it states that Play equipment needs to be adapted to be safe for use by children with physical disabilities. Some of the buildings had ramps. These allow access to classrooms and school facilities, like the library, labs, toilets, the principal's room, and the staff room. However, the learner with physical disabilities could not easily access some buildings. Pius, one of the physically disabled children in one government aided school stated ‘ ‘ *I cannot easily reach some of the classes because the verandas are too high, I have to pass on the verandas of other buildings to reach*

those rooms'' This meant that some of the buildings were still not friendly to the learners who are physically incapacitated.

Findings also revealed that the classrooms are very important in the rollout of inclusive education, as they have to be accessible and friendly. If they are not, they hamper the learning process. This is in line with Hemmingson & Borell, (2002) when he stated that Structural barriers could hamper learners with physical disabilities from contributing during classroom activities. Many of the respondents agreed that the classrooms were friendly for the learners with physical disabilities.

Findings also show that the nature and availability of the desks is also important in the rollout of inclusive education. The desks were well spaced in the classroom and they had enough space for the knees and footrests on each of the desks. This plays a big role in enabling the children to participate easily during lesson time. This study also revealed that nature of the toilets and their presence in the school especially the inclusive toilets are very important in the rollout of inclusive education. Toilets deserve to have a commode seat and grab bars in a spacious cubicle with adequate wheelchair turning space. However, this was not the case. The study revealed that almost no schools had toilets suitable for the learners with disabilities. Phiona, a student of S2 in one of the schools told the researcher that she could not squat in the toilets because there was nothing to hold on to while in the toilet, therefore she had decided not to use the school toilets at all. The toilets in schools were not wheelchair-friendly, they had little space, lacked grab bars, handles, or towel rods used in place of grab bars, and this made them risky to children with physical disabilities. This generally is a hindrance to the effective implementation of inclusive education for the children with physical disabilities

5.1.3 Teaching methods adopted to enhance the implementation of inclusive education for children with physical disabilities in secondary schools in Butebo District

Findings in this study show that there are specific approaches to teaching been adopted by the schools in the implementation of inclusive education. These teaching methods enable every learner to participate actively without much limitation. This supported by Florian & Black-Hawkins, (2010); Florian, (2010); and Florian & Kershner, (2009) when they stated that there is a need for change in thinking from what works for the majority towards creation of experiences that enable every learner to participate actively in the classroom environment. Booth et al (2000) also believe that inclusive practices should be able to increase participation and reduce exclusion. Over the years, it has been thought that the major problem facing teachers who really want to make their classrooms more inclusive is often finding a way of respecting as well as responding to the varied differences in ways that include rather than exclude the learners from what is available in the ordinary classrooms (Florian, 2007).

Findings from this study show that several strategies can make learning for all students easy including those with physical disabilities and these among others include the following.

Pedagogies should include those that enable all learners to participate actively irrespective of their learning differences. Florian (2007) agrees with this when he propounds that the educators should always find way of respecting as well as responding to the varied differences in ways that include rather than exclude the learners from what is available in the ordinary classroom. The findings also reveal that teachers pay equal attention to the learners in the classroom irrespective of their physical differences. Florian, (2007) contends that teachers should always find a way of respecting as well as responding to the varied differences in ways that include

rather than exclude the learners from what is available in the ordinary classrooms. It revealed that teachers make sure that all the necessary learning materials/equipment that are suitable for all the learners are available during the lesson. This is helpful in ensuring active participation by all, as well as achievement by all learners irrespective of their differences.

However, there are also instances where the teachers have failed to provide the necessary materials for all the learners and this has had an adverse effect on the rollout of inclusive education. Research findings also indicate that teachers make sure physical differences are respected by all learners in the classroom as pedagogy for effective roll out of inclusive education. It was revealed that the effective rollout of inclusive education required that teachers create classroom environment for a sense of belonging for all the children including those with physical disabilities in order to ensure that all learners feel free to participate during the learning process.

Deppeler, et al, (2015) contended that inclusive teaching methodology requires that teachers have a high degree of awareness of learners and learners' needs as well as the skills and confidence to support all learners in the classroom. It recognizes the unique characteristics of all children, their ways of knowing, their cultures and languages and social beliefs and values in light of the learning context. Therefore in a nutshell, the research findings revealed that the teaching pedagogies for the effective rollout of inclusive education includes those that ensure participation and access by all, participation and collaboration by all and participation and achievement by all where the teachers use 'doing' pedagogy.

5.2 Conclusions

5.2.1 How teacher attitudes inform the implementation of inclusive education

Secondary Schools in Butebo District

It was observed that teachers' attitudes towards inclusive education have a great impact on its rollout. The perception to the teachers about the learners who need special attention in the regular schools impacts greatly on their willingness to include the children with physical disabilities in the regular classroom environment. Findings also revealed that the attitudes of teachers towards including children with disabilities in the general classroom depended on the school infrastructures i.e. the availability of assistive devices for the children with disabilities. Teachers were more positive when their schools had some of the facilities for the learners with disabilities and they were a bit negative when they felt that the school did not have the facilities to support the learning of the children with physical or any other forms of disability. This therefore means that much as the teachers' attitudes were positive towards inclusivity, the roll out of inclusive education is not effective.

5.2.2 The role of school facilities in enhancing the implementation of inclusive education in Secondary Schools in Butebo District

It was also observed that there was a close relationship between the availability of the enabling infrastructure and the readiness for the schools to rollout inclusive education. Where the facilities such as the ramps, inclusive play grounds, inclusive toilets, were not available, the rollout of inclusive education wasn't seamless. This is why these schools had only a few children with physical disabilities studying there. Some of the schools were therefore only partly ready to implement the inclusive education in the general classrooms due to the inadequacy of the enabling

infrastructures and therefore were not effective in the implementation of inclusive education.

5.2.3 The teaching methods adopted in the implementation of inclusive education in secondary schools in Butebo District

The teaching methods that are used by the teachers in the rollout inclusive education were not in line with those that ensure effectiveness i.e. pedagogies that encourage equal and full participation of all the learners, pedagogies in which the teachers adjust to the learning needs of every learner including those with physical disabilities. But there is a general lack of knowledge about inclusive education pedagogies by the teachers in Butebo District and this implies that the learning is ineffective for inclusivity.

5.3 Recommendations

Based on the above conclusions, the following recommendations are given.

The major stake holders in the education sector should pay attention to the need to create school environments in the general schools that enable the children with physical disabilities to access education with ease since there are only a few special schools which are even far apart. These may include the inspectors of schools, education officers, members of parliament as well as the Ministry of Education and Sports.

5.3.1 School facilities and the implementation of inclusive education in Secondary Schools

Infrastructural development in the education institutions should be sensitive to the needs of all the learners including those with disabilities to make their learning easy in the general schools. In other words, the plans of all structures in the schools should be

sensitive to the student needs including the needs of the learners with physical disabilities.

5.3.2 How teacher attitudes inform the implementation of inclusive education

Secondary Schools

The teachers who are the major stakeholders in the implementation of inclusive education of the learners with physical disabilities in the general schools need to receive adequate training on special education and how there is need for the teachers to adjust and vary their teaching methods to meet the needs of all the learners in the general classrooms including the needs of the physically disabled children. This training should be extended to the training institutions such that all the teachers who qualify have the skills of handling special needs children in the general schools who cannot afford to access the special schools.

5.3.3 The teaching methods adopted in the implementation of inclusive education in secondary schools

Appropriate approaches to teaching inclusive classes should be adopted by the general schools to rollout inclusive education for the learners with physical disabilities. These should be pedagogies that enable the participation of all the learners including those with physical disabilities. The teachers should be willing to vary their teaching methods to fit the needs of all the learners including those with physical disabilities who need more time and attention. The school leaders and other education stakeholder should make sure that the learning materials are availed to all the learners during the lessons to enable all the learners to actively participate during the lesson. Other assistive learning aids for the children with physical disabilities should also be availed.

5.4 Limitations of the Study

Constraints to the study are the characteristics of design or methodology that usually affect the interpretation of the findings of the research. They are anticipated challenges that emerge during the study. Some of the respondents misunderstood the intention of the research and deliberately refused to provide the information or provide inadequate information. The study about the effectiveness of the school environments in the implementation of inclusive education was constrained by the following.

Some of the participants were not cooperative; the researcher had to use persuasive methods where questionnaires and interview guides were used.

There was failure to return questionnaires; the researcher had to print several questionnaires and issue out many to cater to for such eventualities.

Failure to access some documents due to bureaucracy, the researcher created rapport, built confidence among the concerned parties, and persuaded them to comply.

5.5 Areas for further research

Research may be carried out on the effectiveness of school environment in the implementation of inclusive education for physically disabled children in primary schools. Another study can be conducted on the teachers training and their effectiveness in the roll out of inclusive education. Finally, a study can be conducted on the implementation of inclusive education for children with other forms of disabilities like Autism.

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Appendices

Appendix A: Questionnaire for the head teachers and teachers

TOPIC: school environments and the implementation of inclusive education for the physically disabled children in secondary schools in Butebo District

Introduction

Dear participant, I am Mudangha David, a Master of Education Leadership and Management student at Busitema University- Nagongera campus, conducting a study titled: 'Effectiveness of the school environments in the implementation of inclusive education for the physically disabled children in secondary schools in Butebo District. The study is intended for academic award and not any other reason.

You have been selected to participate in the study owing to your qualification as a secondary school

Your responses will be treated with utmost confidentiality. Kindly do not indicate your name anywhere within this questionnaire as all responses are expected to be anonymous.

If you agree to participate, kindly provide honest responses to the following items.

Section a: Demographic characteristics

Kindly tick or write as appropriate

1. Sex male ☐ Female ☐
2. Age 20 – 23 ☐ above 23 ☐
3. School schedule. Day ☐ Boarding ☐
4. School ownership. Government ☐ private ☐

5. School composition. Mixed ☐ Girls only ☐ Boys only ☐

Section B: Attitude scales

In this section, kindly rate your perception on the following statements.

1. I believe teaching students with disabilities in the general education classroom encourages their academic growth.

Strongly agree	Agree	strongly disagree	<u>Disagree</u>	Not sure
☐	☐	☐	☐	☐

2. Inclusion in the regular classroom has positive impact on the social and emotional development of students with disabilities

Strongly agree	Agree	strongly disagree	<u>Disagree</u>	Not sure
☐	☐	☐	☐	☐

3. I have no problem with including children with disabilities in the general/regular classrooms.

Strongly agree	Agree	strongly disagree	<u>Disagree</u>	Not sure
☐	☐	☐	☐	☐

4. Including children with disabilities in the general classroom helps to enhance learning and the appreciation of diversity.

Strongly agree

☐

Agree

☐

strongly disagree

☐Disagree☐

Not sure

☐

5. I believe that all children including those with disabilities can learn well in the general classroom.

Strongly agree

☐

Agree

☐

strongly disagree

☐Disagree☐

Not sure

☐

6. I will give the same amount of academic attention to all students in the general classroom.

Strongly agree

☐

Agree

☐

strongly disagree

☐Disagree☐

Not sure

☐

7. I feel emotionally prepared to include students with physical disabilities in the general classroom.

Strongly agree

☐

Agree

☐

strongly disagree

☐Disagree☐

Not sure

☐

8. Having a classroom with both physically disabled and the children without disabilities helps the teacher to vary the teaching methods to foster learning.

Strongly agree Agree Strongly disagree Disagree Not sure

☐ ☐ ☐ ☐ ☐

9. Children with disabilities behave the same way as peers within the general education classroom.

Strongly agree Agree strongly disagree Disagree Not sure

☐ ☐ ☐ ☐ ☐

10. Teachers are open to changing the teaching methods to fit the needs of students with disabilities in the general classroom environment.

Strongly agree Agree strongly disagree Disagree Not sure

☐ ☐ ☐ ☐ ☐

Section C: School facilities scale

Please rate your perception on the nature of the school facilities in light of the implementation of inclusive education in your school.

Please tick on “YES” or “NO” as appropriate.

FACILITY	STATUS	ANSWER	
		YES	NO
1. Buildings	a) The buildings are located at points that can enable easy accessibility by all learners.		
	b) Some of the facilities are on building that can't be easily accessed by the physically incapacitated e.g. library, computer lab etc.		

	c) The school buildings have ramps to enable physically disabled children to access them.		
	d) The stairs on the storied buildings are not too steep and can allow physically disabled children to access the building easily.		
2. Playground	a) The play grounds are levelled and friendly to all children in respective of their differences.		
	b) The play grounds are easily accessible by all learners from the class rooms.		
3. Toilets	a) The toilets in the school are accessible to all children including those who use wheel chairs.		
	b) The space in the toilets is large enough to allow the turning of wheel chairs.		
	c) There are some toilets that have grab bars or handles for the children who are physically disabled.		
4. Classrooms	a) The classrooms have enough space that all children including those with physical disabilities can participate actively during learning without any challenges.		
	b) Black boards are placed at an appropriate height		

	that even the physically disabled children can easily write on them.		
	c) The classrooms have ramps and all children including those on wheel chairs can easily enter.		
	d) The doors to the classroom and other rooms are wide enough to allow all children, even those on wheel chairs and crutches to enter freely.		
	e) The door handles are installed at a height comfortable for all children to easily open the doors		
Desks	a) The desks and benches can easily be moved in the classroom.		
	b) The desks are enough for all children to have adequate working space.		
	c) The desks have enough space for the knees especially for tall children		
	d) The desks have foot rests for children to sit comfortably including those with disabilities.		

Section d: teaching methods scales

1. All learners participate actively during my lesson irrespective of their learning differences.

Strongly agree

Agree

strongly disagree

Disagree

Not sure

2. I pay equal attention to all the learners in the class room during my lessons.

Strongly agree	Agree	strongly disagree	<u>Disagree</u>	Not sure

3. I vary my teaching methods to suit the learning differences of all the learners.

Strongly agree	Agree	strongly disagree	<u>Disagree</u>	Not sure

4. I make sure that all the necessary learning materials that are suitable for all the learners are provided during the lesson.

Strongly agree	Agree	strongly disagree	<u>Disagree</u>	Not sure

5. Physical differences are respected by all learners in the class room,

Strongly agree	Agree	strongly disagree	<u>Disagree</u>	Not sure

Appendix B: Questionnaire for the students

Introduction

Dear participant, I am Mudangha David, a master of education leadership and, management student at Busitema University- Nagongera campus, conducting a study titled: Effectiveness of the school environments in the implementation of inclusive education for the physically disabled children in selected secondary schools in Butebo District. The study is intended for academic award and not any other reason.

You have been selected to participate in the study owing to your qualification as a secondary school

Your responses will be treated with utmost confidentiality. Kindly do not indicate your name anywhere within this questionnaire as all responses are expected to be anonymous.

Section a: demographic characteristics

Kindly tick or write as appropriate.

1. Sex Male ☐ Female ☐
2. Age 12 -15 ☐ 16 – 19 ☐ 20 – 23 ☐
3. School schedule. Day ☐ Boarding ☐
4. School ownership. Government ☐ private ☐
5. School composition. Mixed ☐ Girls only ☐ Boys only ☐

Section B: School facilities scale

If you agree with the following statements in regard to your environment, tick “Yes” in the box provided and if you don’t please tick “No” in the box.

FACILITY	STATUS	ANSWER	
		YES	NO
1. Buildings	a) The buildings are located at points that can enable easy accessibility by all learners.		
	b) Some of the facilities are on building that can't be easily accessed by the physically incapacitated e.g. library, computer lab etc.		
	c) The school buildings have ramps to enable physically disabled children to access them.		
	d) The stairs on the storied buildings are not too steep and can allow physically disabled children to access the building easily.		
2. Playground	a) The play grounds are levelled and friendly to all children in respective of their differences.		
	b) The play grounds are easily accessible by all learners from the class rooms.		
3. Toilets	a) The toilets in the school are accessible to all children including those who use wheel chairs.		
	b) The space in the toilets is large enough to allow the turning of wheel chairs.		
	c) There are some toilets that have grab bars or handles for the children who are physically disabled.		

4. Classrooms	a) The classrooms have enough space that all children including those with physical disabilities can participate actively during learning without any challenges.		
	b) Black boards are placed at an appropriate height that even the physically disabled children can easily write on them.		
	c) The classrooms have ramps and all children including those on wheel chairs can easily enter.		
	d) The doors to the classroom and other rooms are wide enough to allow all children, even those on wheel chairs and crutches to enter freely.		
	e) The door handles are installed at a height comfortable for all children to easily open the doors		
Desks	a) The desks and benches can easily be moved in the classroom.		
	b) The desks are enough for all children to have adequate working space.		
	c) The desks have enough space for the knees especially for tall children		
	d) The desks have foot rests for children to sit comfortably including those with disabilities.		

Section C: Teaching methods

1. All learners participate actively during my lesson irrespective of their learning differences.

Strongly agree

☐

Agree

☐

strongly disagree

☐

Disagree

☐

Not sure

☐

2. The teachers pay equal attention to all the learners in the class room during the lessons.

Strongly agree	Agree	strongly disagree	<u>Disagree</u>	Not sure

3. The teachers vary the teaching methods to suit the learning differences of all the learners.

Strongly agree	Agree	strongly disagree	<u>Disagree</u>	Not sure

4. The teachers make sure that all the necessary learning materials/equipment that are suitable for all the learners are provided during the lesson.

Strongly agree	Agree	strongly disagree	<u>Disagree</u>	Not sure

5. Teachers make sure Physical differences are respected by all learners in the class room,

Strongly agree	Agree	strongly disagree	<u>Disagree</u>	Not sure

6. The teachers create classroom environment for a sense of belonging for all the children including those with physical disabilities.

Strongly agree	Agree	strongly disagree	<u>Disagree</u>	Not sure

Appendix C: Interview guide for students with physical disabilities

Interview questions

How do the teachers and other students look at you in this school?

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How do you find the makeup of the school facilities with your kind of disability?

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Do the teachers give you special attention in the classroom?

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Is there anything you would like the school to change in order to make your stay at school easy?

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Appendix D Physical Environment Observation Guide

PHYSICAL ENVIRONMENT OBSERVATION GUIDE

Checklist for observation

Excellent=1, Very Good=2, Quite Good=3, Fair =4, Poor=5

	1	2	3	4	5
Appropriateness of the Classrooms in terms of Door width, size of windows, size and number of desks.					
Availability and nature of the ramps on the buildings.					
Level of inclusiveness of the play fields.					
Level of friendliness of the toilets to the children using wheel chairs?					

Appendix E: Turnitin

Appendix F: Letter to the field



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OFFICE OF THE DEAN FACULTY OF SCIENCE AND EDUCATION

Date: 10/04/2023

Your Ref:

Our Ref: BU/NAG/1001/1

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: MUDANGHA DAVID Reg. BU/GS20/EDM/10

The above named is a student of Busitema University pursuing a Masters Degree in Education Leadership and Management (MELM) at Faculty of Science and Education (FSE). In partial fulfilment for the award, he/she is conducting a research on The effectiveness of school environments in the implementation of inclusive education in Butebo District.

The purpose of this letter is to formally request you to allow him/her collect data from your organization which is relevant to this research. This is purely an academic research and therefore any information collected will be treated with utmost confidentiality in accordance with the research ethics principles.

Any assistance accorded to him/her in this regard will highly be appreciated.

Thank you.

Sincerely,

Assoc. Professor David Kani Olema
FACULTY DEAN